CHALLENGES OF STUDENTS WITH VISUAL IMPAIRMENT IN PARTICIPATING PHYSICAL EDUCATION PRACTICALCLASSES IN CASE OF GRADE SECONDCYCLE STUDENTS OF SEBETA SPECIAL SCHOOL FOR THE BLIND, SEBETA TOWN, OROMIA SPECIAL SURROUNDING FINFINE ZONE, OROMIA REGIONAL STATE

MEd THESIS

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Challenges of Students with Visual Impairment in Participating Physical Education Practical Classes in Case of Grade Second Cycle Students of Sebeta Special School for the Blind, Sebeta Town, Oromia Special Surrounding Finfinnee Zone,Oromia Regional State

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POSTGRADUATE PROGRAM DIRECTORATE

As Thesis research advisors, we here by certify that we have read and evaluated this thesis entitled "Challenges of Students with Visual Impairment in Participating Physical Education Practical Classes in Case of Grade 5 to 8 Students of Sebeta Special School for the Blind, Sebeta Town, Oromia Special Surrounding Finfine Zone, Oromia Regional State" prepared by Waktola Aga Chawaka . We recommend that it can be submitted as fulfilling the thesis requirement.

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As member of the Board of Examiners of the MEd. Thesis Open Defence Examination, we certify that we have read, evaluated the thesis prepared by Waktola Aga Chawaka and examined the candidate. We recommended that the thesis be accepted as fulfilling the Thesis requirement for the degree of Master of Education in Teaching Physical Education.

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DEDICATION

I dedicated this thesis to my beloved Mother Bejige Obsa and my wife Atsede Gurmu who educated me to this level while they themselves remain illiterate.

STATEMENT OF THE AUTHOR

This is to certify that, this thesis is my own work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfilment of the requirements for M.Ed. degree at the Haramaya University and is deposited at the University Library to be made available to borrowers under rules of the Library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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BIOGRAPHICAL SKETCH

The Author was born in Abdi wakayo village (Kutala Bolale), Nedjo District, west wollegaZone, Oromia Regional state of Ethiopia, October 17, 1967. He attended his primary, elementary and secondary school education at Kutala Bolale basic school, Abo Kami primary school, Nedjo L/Co/Abdisa Aga elementary School and Nedjo senior secondary school respectively from 1976 to 1985.Then after in 1997 completed as primary school teacher at DESSE TTI; in 2003 graduated in Diploma as physical education teacher at KCTE; On September 5, 2010 graduated in B.Ed. degree in PE and sports at AAU; and he formed Haramaya University for MED degree. In this process he had works in different districts of : Benishangul Gumuz Region: Kamash Zone as primary and senior secondary school teacher , zonal education bureau plan program officecoordinator and sportive activities coordinator for twelve years (1994 to 2005); and Oromia Region, West wollega Zone, Nedjo town Administration; as senior secondary school teacher, CRC supervisor and Nedjo town sport office coordinator for a total of five years (2006-2010). Bale Zone -Robe CTE; Kelem Wollega zone -Dambi Dollo CTE and Oromia special surrounding finfinne zone, Sebeta SNECTE as Lecturer for eight years (2011 to still today). In General he served for a total of twenty five years pass over ups and downs; challenges and could being to reach this level.

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ACRNOMYS AND ABBRIVATIONS

AAU	Addis Ababa University
APE	Adapted Physical Education
BED	Bachelor of Education
CSA	Central Statistics Agency
CTE	College of Teachers Education
ICSPE	International Counsel for Sport and Physical Education
IEP	Individualized Education Planning
IOC	International Olympic Committee
KCTE	Kotobe College of Teachers Education
LRE	List Restrictive Environment
MED	Masters of Education
NGO	National Geographical Organization
PE	Physical Education
SNE	Special Needs
SNECTE	Special Needs College of Teachers Education
SWD	Students with Disabilities
SWVI	Students with Visual Impairment
TTI	Teachers Training Institute
UNESCO	United Nations Education, Scientific and Cultural Organization
VI	Visual Impairment

CHALLENGES OF STUDENTS WITH VISUAL IMPAIRMENT IN PARTICIPATING PHYSICAL EDUCATION PRACTICAL CLASSES: THE CASE OF SEBETA SPECIAL SCHOOL FOR THE BLIND

ABSTRACT

The study focused on challenges of students with visual impairement in participating physical education practical classes. The aim of this study were to identify the major factors that hinders their participation to determine their participation and to assess those challenges that hinder their participation at sebeta special school for the blind. Population of this study were Directors, teachers and students who were currently learning in Sebeta special school for the Blind second cycle and some education experts. Primary and second ary data were collected for the study and was drawn from sebeta special school for the blind students, physical education teachers, other subject profession teachers, school directors and from town education experts. Available sampling method were used to select the sample d populations.Thus descriptive survey design was used with both qualitative and quantitative research analysis methods.There were 121students(55 Female and 66 Male), and 2 Physical education teachers 2 Directors, 25 other subject professional teachers and 3 education experts were selected by using available sampling techniques. Interview guides, Self guide questionnaires and observation check lists were used to collect the data. The data were analyzed using frequency, percentage,and spss version 20 software.The findings of this research revealed that less assistance of school administrators, lack of sport fields , materials and facilities for visually impaired students were the major challenges that raised .In this aspect, most respondents were prove that the above listed were the core challenges that need immediate solutions. Thus based on the results I recommend MoE and concerned bodies would improve sport fields and materials.

***Keywords**: Challenges, Visual Impairment, Physical education*

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1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem, scope of the study, significance of the study and objectives of the study.

1.1. Background of the Study

Earlier education for the blind in Ethiopia had been monitored by Ethiopian Orthodox Church .In history, the blind child was brought to church to receive instruction concerning church liturgy. Through time the first school for blind was established in 1924 E.C in Dembi Dollo by voluntary and non- governmental organizations and individuals. After this special schools began opened from 1950s in different areas of the country; Bakko, Sebeta, Soddo, Ghimbi, Shashemene, Wollayta and Diredawa with the coordination of the Ethiopian government and non-government. Currently, there are six boarding schools for students with visual impairment in the country. Among, Wollayta, Shashemene, Sebeta, Bakko, Gondor, And Mekele Schools for the blind can be referred as examples (Tensae, 2000, as cited by Senait, 2006).

Study done by Degefa (2001) magnified the following problems to involve students with disabilities in physical education practical classes: teachers often perceive only the difference or impairment of the students rather than students' ability, they show unwillingness to include student with disabilities, they also found it difficult to evaluate these students in the practical session of physical education, insufficiency of materials especially designed to meet the needs of students with disabilities and lack of relevant training of physical education teachers.Hence, these and other factors could affect the significant participation of the subject students in physical education practical activities. For the purpose of reaching on the sound inclusion of students with visual impairment in physical education practical classes, therefore, systematic investigation in the area becomes considerably essential.

Having said all these, the purpose of this study is to investigate the challenges ofstudents with visual impairment in participating PE practical classes and to identify the main pedagogical problems that prohibit their involvement. The reason for selecting students with visual impairment is from the writer's belief that their impairement can be easily perceived or identified fairly. Hence, physical education teachers can support and encourage these students in physical education practical classes according to their observable impairment in order to

improve their participation participation. If not, there may be pedagogical and other problems to effectively accom modate students with visual impairment in all aspects of primary school physical education. Therefore, it is crucial to identify the challenges with this regard in order to be able to create participatory physical education classes in which all students can involve and benefit from.

1.2. Statement of the Problem

The challenges of students with visual impairment in participating physical education practical classes in Sebeta special school for the blind have been an obstacle to their educational life and hinder their mental and physical development and future objectives. If these challenges increase from time to time the opportunity to get mentally and physically fit citizen will be in question. However, the practical observation shows that their physical challenges, the place where they are learning, lack of special itinerant services such as conducive roads and recreational areas, the condition in which they are attending and study or learn physical education and lack of awareness about special need education from directors, teachers and students pose significant challenges to the students. It is worth observing that no research has been conducted so far on the area in the challenges of students with visual impairment in Participating physical education practical classes and the opportunity these students have in Ethiopia particularly in sebeta town.

Because of these reasons, until these problems are solved the equity of visual impairment students with others as well as the challenges they face will reduce their participation. Depending on these challenges the researcher first assesses and identifies the challenges during their practical participation of physical education classes.Thus, bearing this in mind, the purpose of this study is to explore the pedagogical challenges and opportunities of students with visual impairment in participating physical education practical classes particularly in Sebeta special school for the blind, sebeta town, Oromia Regional State of Ethiopia. In this regard, this research would try to answer the following questions:

1. what are the major factors that hinder students with visual impairment participation during physical education practical classes?
2. What are the influences of participation of students with visual impairment in physical educ ation practical classes?

3. How these challenges hinder the participation of students with visual impairment in physica l education practical classes?

1.3. Scope of the Study

The study assesses only the level of participation and factors that hinder students with visual impairment in participating physical education , in case of second cycle of students of Sebeta special school for the blind, Sebeta town,Oromia surrounding finfinne zone, Oromia regional state of Ethiopia, because of financial and other resource constraints.

Sebata town is located in Oromia Surrounding Finfinne Zone; Oromia Regional State of Ethiopia.It is situated at 25km west of Addis Ababa along Jimma road. The total area that is covered by the current topographic map of the town is estimated to be 7.41 sq. Km (CSA, 2010 in Dejene Nigusie, 2011).

The study is delimited to assess only challenges of students with visual impairment of sebeta special school for the blind and 153 sample populations. In addition, Director and vice director, teachers and education experts were included. Because, the researcher believes that these bodies were responsible for these students' development and improvement; and survey instruments were only open and close ended response items; interview and observation checklists. Even though the research was expanded to the selected areas and also the immediate responses were restricted to them.Conceptually, the study was focused on the challenges in participating physical education practical classes. Specifically, it encompasses such things as procedures and techniques to the problems, for physical, mental and psychological development of students with visual impairment and factors that inhibit their participation. As researcher believes in, these had been the core issues that were covered. The research was conducted from September 2010 E. C. to May 2010 E. C.

1.4. Significance of the Study

Since students with visual impairment of this school keep on four and above years in school, they pass through different problems that can inhibit them from their education and future occupation. Accordingly, this study will have the following significance:

1. It may help students with visual impairment to identify the challenges during physical education practical classes.

2. It can provide some information to schools for improvement.

3.It may create awareness about the importance of participating in physical education practical classes

4. It may also give some clues to the future interested researchers.

5. It can help to improve the participation of students with visual impairment in physical education practical classes.

1.5. Objectives of the Study

1.5.1. General Objective

The general objectives of this study is to investigate the challenges of students with visual impairment in participating physical education practical classes in case of second cycle Studentsof Sebeta special school for the blind, sebeta town, Oromia special surrounding finfinne zone, Oromia Regional Sate of Ethiopia.

1.5.2. Specific Objectives

In light with this, the study has the following specific objectives:-

1.To identify the major factors that hinder the participation of students with visual impairment in physical education practical classes.

2. To determine the participation of students with visual impairment in physical education practical classes.

3. To assess those challenges that hinder students with visual impairment participation in physical education practical classes.

2. REVIEW OF RELATED LITERATURE

This chapter deals with the historical background and the international issue on education for students with disability, the concept of inclusive education, Disability and the condition of students with physical disabilities, definition of physical education, the general concept and development of APE, accommodating SWD in the regular PE practical classes, attitudes of teachers and students with VI towards inclusive PE, an attributes of PE teachers in inclusive PE classes and some major factors influencing the involvement of SWD in PE practical classes.

2.1. Historical Background & International issue on Education for Students with Disabilities.

Historically people with disabilities were often placed in hospitals, asylums or other institutions that provided little, if any, education. Special education programs are relatively recent origin. As with ordinary education, the education for children with disabilities was began with individual and charitable organization (Ainscow, 1994).

Many of the current practices of special education have developed since the early 1960s. During the early parts of that period, only those with perceived handicap were categorized as disabled, and special education was provided for these small populations. In the later 1960s and early 1970s concern for children in ordinary schools who were perceived as working unsatisfactory progress began (Ibid). New ideas and trends gradually rose which were challenging the existing provision. For instance, as the result of the 1990 World Conference on Education for All: Meeting Basic Needs, the challenge of exclusion from education has been put on political agenda in many countries. This and other movements resulted in the enactment of PL 94-12.

The Education for All Handicapped Children Act (1975), now renamed as the Individuals with Disabilities Education Act (IDEA). This legislation mandated that all students with disabilities be provided with appropriate instruction in the LRE (Salend, 1994). Accordingly the World Education Forum reaffirmed that education can play a key role in overcoming exclusion of the disabled and the strong international endorsement of the convention on the rights of person

with disabilities adopted by the United Nation General Assembly in 2006, which signed by more than 100 countries, shown important shifts from a medical welfare perspective to human right one. As a result, inclusion policies recognized in many countries where children with special need education are taught in regular schools with various form of special support (Valentini, 2008).

However, there is a clear difference between developed and developing countries in implementing this approach to meet the needs of disabled children. For example, in Europe the trend is clearly toward inclusive education supported by program for families, where as in Latin America and most parts of Asia and Sub-Sahara Africa financial constraints limit the coverage and extent of such program (Munoz and Villabos cited in Valentini, 2008).

In line with this World Commitment, Ethiopia introduced a new special needs education strategy in 2006, which is designed to foster inclusive schooling by training teachers to identify learning difficulties and impairments finding a means to facilitate active learning for all children and establishing support system. Moreover, the government has planned to expand special needs education built on the current existing system. The MOE has also planned to increase output of teachers from training institution specialized in special needs education to ensure the quality of special needs education and to improve the awareness of educational officials at all level so as to make them to include the special needs education in the education sector planning and reporting. Furthermore, the cluster schools assigned as a center for Teachers Professional Development and special schools would as resource and support to provide adapted materials (MoE, 2006).

2.2. The Concept of Inclusive Education

During the last decade, there have been many changes in the education of children with disabilities. These changes include changes in attitude, methodology, the use of related concepts and like. These changes are not only relevant for the benefit and enrichment of children with impairment, but for the enrichment of all involved children, their families, teachers and head teachers, their school communities and possibly the community as

a whole. The most important consequence of this change is recognition and appreciation of diversity. This again is resulting in efforts to bring back into the community all those who had been excluded by the vast majority because of being different **(** Skjorten, 2004). Inclusive education means welcoming all children, without discrimination, into regular or general schools. By the change of attitude against differential treatment of education, differences in people will likely be seen in a positive perspective. It calls for a respect of difference and celebration of diversity. Indeed, it is a focus on creating environments responsive to the differing developmental capacities, needs and potential of all children. Inclusive education means a shift in services from simply trying to fit the child into "normal settings". It is a supplemental support for their disabilities or special needs and promotes the child's overall development in optimal setting (Tirusew**,** 2005).

Inclusive education implies that education is about learning to live and learn together. Central to the present thinking is the approach towards learning, which is termed "inclusive learning," a move away from labeling the student and towards creating educational environments: concentrating on understanding better how people learn so that they can be better helped to learn, and seeing people with disabilities and/or learning difficulties first and for most as learners(ibid).

Thus, the need to work out the necessary modification and adaptations of educational materials, teaching methodologies, facilities, equipment and environmental conditions so that the child's specific educational needs can best be served is essential in an inclusive setting. The special support children with disabilities require to learn may range from minor modifications to major adaptations (Smith *et.al*., 1995).

Many factors affect and regulate the development of inclusion.Some of the determinantfactors are the attitudes of the community towards children with impairments and inclusion, a limited understanding of the concept of impairment and a hardened resistance to change is the major barriers impeding inclusive education. The teachers' attitudes are seen as decisive factors for successful inclusion. Inclusion has been based on the assum ption that teachers are willing to admit students with impairment in regular class and be responsible for meeting their needs (Tirussew, 1999).

2.2.1. Disability and Physical Education

Physical activity is vital to the development and maintenance of good health. The goal of Physical Education is to develop physically educated individuals who have the knowledge, skills, and confidence the life time of healthful physical activity. Students who are healthy mentally, emotionally, and physically perform better in the school. Providing a movement based curriculum embrace the whole-child approach of teaching creating students who are able to problem solve, critically think, practice healthy lifestyle, and challenge themselves. "An educational based subject that aims at total or wholesome development of the learner through use of movement and well selected activities. The overall goal of physical education is to influence and educate learners through physical means, which in turn results in outcomes that go beyond the physical fitness" (Kiganjo et al., 2004, p. 1).

2.2.2. Adapted Physical Education

An Adapted Physical Education is an instruction of especially designed Physical education which is intended to address the educational needs of the individual student. The California public adapted physical education guidelines (2012) explained that, it is aimed to meet the needs of each student through modifications and accommodations. The student is not required to adapt the condition of the programs as would be implied with adaptive Physical Education as in adaptive behaviors.

According to Dunn and Faith (1989) Adapted physical Education has developed from the early corrective classes that were established specifically for those with disabilities. Moreover, the disability that needs to adapt a specially designed Physical Education may be the result of movement delays/difficulties, physical or neurological disabilities, health and physical factors, emotional disorders, behavior difficulties, and cognitive delays.(Ibid)

The International Charter of Physical Education and Sport adopted by UNESCO declare that the practice of Physical Education and Sport is a fundamental human right for all. With exercise and activity habits commencing early in life and the development of healthy lifestyle behaviors among children and adolescents translating into reduced health risks in adulthood (Dobbins, De Corby, Robeson,Husson and Tirilis, 2009), quality education at an early age is paramount. Hence, schools have been identified as key health settings and are

being called upon to give greater attention to their physical education and physical activity programs (Naylor and McKay, 2009).

2.2.3. Visual impairment and Adapted Physical Education

Visual impairment is vision loss (of a person) to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from disease, trauma or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction or medication. In the United States, the terms "partially sighted", "low vision", "legally blind" and "totally blind" are used by schools, colleges, and other educational institutions to describe students with visual impairments. Visual impairment is the consequence of a functional loss of vision, rather than the eye disorder itself.

According to the degree of severity of the visual problem, individuals with visual defects are classified in to two.

• Blind (totally blind):this is the absence of functional vision; often defined medically as visual acuity of 20/200 or less in the better eye, with correction, or a visual field of less than 20 degrees in the better eye.

• Partially sighted (low vision): vision sufficiently impaired that assistive technology or special services are required. It is with visual acuity range of 20/70-20/200.

According to Joseph Winnick as cited in Kirk and Etal (1995) in line with the educational characteristics, children with visual disabilities could be classified in to three.

1. Moderate visual disability; with the use of special aids and lighting, children with visual problems can perform visual tasks almost like students with normal vision.

2.sever visual disability; in performing visual tasks may need more time and energy and be less accurate even with visual aids and modifications .it is equivalent with low vision .they use vision as a means of learning.

3. Profound visual disability; performance of even gross visual tasks may be very difficult and detailed tasks cannot be handled visually at all .they cannot use vision as an educational tool. For these children touch and hearing are the predominant learning channels.

In developing countries like Ethiopia, people with disabilities often face barriers to participate in sport and physical education activities; these may include complex issues like attitudes of disability, traditional and religious beliefs, and physical education systems, i.e. the curriculum

designed for each level, access to sporting infrastructure including services, facilities and equipment (Efrem Kentiba,2013).

2.3. Disability and the condition of students with physical Disabilities

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 (Miron, 1994). Several people live with various types of disabilities in the world. In many cultures, people with disabilities find that their human dignity is impaired. They risk being hidden away, as though they were an inferior kind of human being. They also risk being oppressed, abused and exploited. Having a disabled child may even be regarded as 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 (Radda, 1999).

Attitudes about persons with disabilities vary from society to society in accordance with the particular socio-cultural, economic, political and religious dimensions. They also vary according to the different categories of 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 (Miron,1994).

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 (Radda**,** 1999).

2.3.1. Visual Impairment

A student with visual impairment has impairment in vision that, even with correction, adversely affects a child's educational development. Visual impairment includes both partial sight and blindness (Ysseldyke, 2004, Salend, 1994). Students with severe visual impairments are usually identified before they enter the school, although some partially sighted students may not be identified until they reach school age, when visual demands increase (Ysseldyke, 2004).

Heredity is the major cause of visual impairment. Other factors include infectious diseases, poisoning, diabetes, tumors and prenatal complications. Aging has become a primary cause of blindness in the elderly (Salend,1994).

Visual Impairments refer to Loss of vision, even when an individual person wears corrective lenses. According to (Keefe, 1999), visual impairments are the reduced vision caused by Eye diseases, accidents or Eye conditions present from birth. Visual impairments include blindness that even with correction adversely affects a child's educational performance (Olmstead, 2005). Visual impairment is categorized into blind and the low vision. Visual loss imposes three basic limitations on children. These limitations include the range and variety of experiences, the ability to get about and the limitations in the ability to control the environment and oneself. The stated restrictions adversely affect the learning of children with visual impairments. Even though, tactual experiences among learners with visual impairment have distinct limitations due to the fact that tactual perception requires direct contact with the object to be observed (Horton, 1998).

Maximizing lifelong success is the goal of education. Students with visual impairments have unique learning needs that must be addressed if they are to access the general education core curriculum and become independent, productive citizens. (Cameto and Nagle, 2007) indicate that only approximately 28 percent of out of school youth with visual impairments are employed. Thus, educators face a significant challenge in providing educational services that will enhance successful post-school outcomes (ibid).

Students with visual impairments are a heterogeneous group. Some have mild vision impairments while others are totally blind. Some have visual impairment as their only disability, while others have additional sensory, cognitive and/or physical challenges. Some students were sighted at one time; while others have never had vision (www.doe. virginia.gov/.../, 2010)

The World Health Organization (WHO) completed an impressive global review of a large number of surveys on visual impairment, and estimated that there were 161 million persons worldwide with visual impairment in the year 2002, including 37 million with blindness. This

estimate is now commonly quoted, including by VISION 2020 – The Right to Sight, the global initiative launched jointly by the WHO and the International Agency for the Prevention of Blindness, which aims to help eliminate avoidable blindness globally by the year 2020 (Dandona and Dandona,2006).

2.3.1.1. Visual impairments & blindness definition

Visual Impairment (VI) is impairment in vision which, even with correction, adversely affects an individual's educational performance. This term includes individuals who are partially sighted and blind (French, 1997-2007).

TYPES OF VISION: 1.Refractive Vision (Acuity**):** The degree of detail that can be seen in an object. The product of light rays bending and reaching receptors (rods and cones) of the retina. Refraction is influenced by the size and shape of the eyeball which changes with age. Refractive vision includes myopia (nearsightedness), hyperopia (farsightedness) and astigmatism (blurring or distortion of the image). Visual acuity is commonly tested using the Snellen Eye Chart. The effect of impaired vision can negatively impact motor development. The age onset commonly determines future problems in these areas. Refractive problems are commonly corrected using prescription glasses or surgery.

2. Orthotic Vision**:** Refers to the activity of the six external muscles of the eye responsible for providing coordinated movements of the eyes. Orthoptic vision includes binocular vision (the ability of the eyes to coordinate), depth perception (including strabismus, amblyopic and alternating) and nystagmus (constant involuntary movement of the eyeballs). Orthotic vision problems can sometimes be treated with surgery; however, the problem may be corrected with a special lens or with eye exercises. When depth perception problems exist, students should refrain from participating in activities that require judging where in space moving objects are located (French, 1997-2007).

2.4. Physical Education

Among the many definitions given by scholars, (Freeman, 1972) defines physical education as “Physical Education is the sum of man’s physical activities selected as to kind, and conducted as to outcomes”. Freeman’s definition sets on consideration of the fundamental question whether educating only the physical aspect of the body is sufficient to

define the field. In view of the fundamental concept which puts body and mind to be two sides of a coin, physical education for the physical well-being of the human organism as the union of mind and body where a healthy physical status is intimately linked to bright mind setting. Thus, physical education aims at developing the human person with a combination of a healthy mind and body as indivisible whole through physical activities. With this view operative, physical education has concern for and with emotional responses, personal relations hips, group behaviors, mental learning and other intellectual, social, emotional and aesthetic outcomes.

Furthermore, (Wuest and Lombardo, 1994) stated that " physical education is a learning process designed to foster the development of motor skills, health-related fitness, knowledge, and attitudes relative to physical activity through a series of carefully planned and conducted experiences. The learning environment is ought to be thoughtfully structured to enhance the overall development of each student within the three learning domains psychomotor, cognitive and affective. These learning experiences are helping students understand how humans move and execute movements safely, efficiently, and effectively. These experiences are conducted in such a way as to promote positive feelings toward oneself that physical activity can make to one's quality of life. As cited in Wuest and Lombardo, Physical Education teaches motor skills and an understanding of human movement and provides opportunities to facilitate their development. Furthermore, physical education when properly planned and taught can support learning across the curriculum; for example, physical education can integrate information about anatomy and physiology as well as nutrition which is in science and health classes. Therefore, physical education is an essential component of any curriculum designed toeducate the whole person.

Finally, although the means of the educational methods that is the process by which the student gains these benefits is physical, the benefits for the students include improvements or changes in such non physical areas within the spectrum of educational development as intellectual, social, and aesthetic growth.

2.4.1. Goals of Physical Education

For many years' professionals have set forth many purposes for secondary school physical education. As cited in Wuest and Lombardo (Ibid) the goals of physical

education relate to the student development in three interrelated domains psychomotor, cognitive, and affective:

A.Psychomotor Development: refers to the acquisition and refinement of motor skills essential for everyday activities

B. Cognitive Development: refers to acquisition of knowledge outcome.

C. Psychosocial and Emotional Development: of moral reasoning, and formulation of values, interests, and attitudes are encompassed within the affective domain. Explaining the role of physical education within the context of total educational experience, Bao (1989) stress that the physical education experience should relate to the total educational process and to each person's whole life. If the physical education experience makes no contribution to the total educational experiences, then, the proper function expected to a true physical education program is deemed not to have been fulfilled.Physical education is the area of schooldiscipline that promotes the development of motor skills and fitness. The contribution of physical education to psychomotor development is unparalleled with any other curricular area.

2.4.2. Physical Education: An Integral Part of General Education

Physical education is the integral part of the total educational process which enhances and integrates that physical, social, and psychological aspect of an individual's life, through directed physical activity (Arnold, 1976).

Very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school program in two respects. Firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized. These two are really complementary to each other and have to work together (Festle, 1996).

Arnold (1976) also views that through a well-directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conductive to healthy living social development and a sense of civic responsibility. (Bucher 1972 cited in Ram *et.al*., 1996:45) defines physical education as:

An integral part of the total education process, a field of endeavourer that has as its aim the

development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes. The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuromuscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground, gymnasium and swimming pool.

Physical education is an integral part of the total educational process which enhances and integrates the physical, social, and psychological aspects of an individual's life through direct physical activity Butcher and Krotee (2002). Therefore, it is only through the least restrictive environment and direct involvement that children with disabilities could better achieve such benefits from physical education or any other components of the general education. Studies suggest that among the various modes of educational deliveries for persons with disabilities, inclusive education is found to be ethically acceptable, pedagogically sound, psychologically commendable and cost effective in contrast with special school provisions (UNESCO, 1994).

2.4.2.1. Relationship with Education

Kamlesh and Sangral (1997) states that the relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject teacher about the abilities, interests, limitation and scope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skills before permitting him/her to take part in physical activities.

Kamlesh and Sangral (1997) states that physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psychophysical needs and problems of boys and girls and fit the program to suit the children instead of trying to adapt everybody and girl to the program.

2.4.2.2. Integration in Physical Education

For centuries, the ideas of a separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientation has changed and physical education is conducted as a real part of the entire educational process. The basic facts of integration of mind and body, ideas and actions, knowledge and application have taken place (Arnold, 1976). The prime responsibility of physical education is to conceive of its work as related to all the reactions that participants experiences, to be concerned for interests, moods, manners, morals , habits, and ideas as well as strength, skill, agility, speed, safety and endurance. The whole person participates: the whole person must be served (Ibid).

In line with this idea, Butcher, (1972) cited in Ram *et.al*, (1996) states: Physical education and health not only affect social development but emotional development as well. Games provide release from tension after long periods of study; furthermore, achievements in physical activities give students a sense to provide which pays dividends in emotional satisfaction and well-being.

2.4.2.3. Educational Value of Co-Curricular Physical Activities

Ram and *et.al.* (1996) elaborates in terms of pupils interest, those co-curriculum activities should be encouraged which will give the participants an opportunity to develop habits of cooperation, fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time. They further discussed the important thing that such co-curricular activities should be interrelated and integrated, with regular academic activities so that constructive attitudes of responsibility, initiative and pride in accomplishment carry over from one activity to the other.

Moreover, one more co-curricular activity is that it becomes the basis of occupational interest and occupational selection. There are many examples of students that wish below average academic achievement but who successfully participate in sports activities and develop interest in health education as their occupation. Thus, interest and encouragement develop through co-curricular activities influence the life patterns

of the students. Like Siedentop (1998) and other experts in the field of education and physical education have come to a common agreement that physical education has to achieve the status of academic discipline since it is an integral part of the total education process.

Based on the above concept, one can remark that, the educative value of any co-curricular activity depends on the type of activity itself, abilities and limitations of participants, nature of the physical education teacher who is the charge of the physical education program, the large society in which the institute is located and the objectives of the institute.

2.5. The General Concept and Development of Adaptive Physical Education

Physical Education for Children with Disabilities: Physical education, as generally organized is not designed for pupils with disabilities. If such a strong case for physical education can be built because of its contribution to the development of youth, can not a stronger case be built for a program of physical education adapted to the needs of the handicapped? Surely, there needs are greater and they stand to gain more from guided developmental and sports experiences (Dunn and Faith, 1989).

Adapted physical education has developed from the early corrective classes that were established specifically for those with disabilities. These authors stated that, because of World I and II, there were medical and surgical advances that increased the survival rate of many individuals. Many of those who survived were left with physical disabilities. At this time physical activity including sports become a major technique to help in the physical and psychological rehabilitation. About the same period, corrective physical education classes were started in schools to ameliorate postural deviations. The popularity of corrective classes diminished during the late 1940s and these began to be replaced by adapted physical education classes where the focus was on games and sports to meet the needs of students who were disabled.As yet little consideration was given to the idea that handicapped students could be taught to play modified forms of s ports or games (ibid).

In the 1940s, fundamental changes were initiated in physical education for handicapped students in some universities and colleges. Recognition of the value of play as an educational tool to implement social, mental, and physical development, it becomes the philosophical basis of course offering to the handicapped. During the 1970s and 1980s, adapted physical

education programs grew in number and quality.Their expansion and change paralleled growth and change in special education itself (Cratty *et.al*., 1989).

Nevertheless, adapted physical activity does not categorize people as disabled or nondisabled, as do eligibility procedures for special education placement. Instead, it analyzes individual differences associated with problems in the psychomotor domain (Sherrill, 1993).

Adapted physical education differs from regular physical education in that it has a multi-disciplinary approach to individual program planning. It covers an age spectrum from early childhood to adulthood, has educational accountability through the Individualized Educational Planning (IEP) and emphasizes cooperative service among the school community, and the home to enhance a handicapped person's capabilities (Reynnolds and Mann, 1987). Objectives of adapted physical education programs vary from program to program depending on population characteristics, institutional expertise , and equipment. Among the commonly accepted objectives of most programs are to provide students with opportunities to learn about and participate in a number of appropriate recreational leisure time activities (Sherrill, 1993).

In emphasize to the above statement, Resnick (1971) has also stated that: As the blind child moves out in the physical environment and takes part in many activities, he/she begins to reflect new attitudes toward him/her self and others. Challenged by opportunities for self-reliance and responsibility, and motivated by groups' acceptance and the exhilaration of increased participation in life, he/she begins to acquire a more constructive self-evaluation and to achieve more satisfying relationships with others.

Another important characteristics of adapted physical education is that emphasize is placed on engaging in physical activity rather than participating in a sedentary alternative to physical activity (Winnick, 1990). Auxter, Pyfer and Huetting (1993), and Sea man and Depauw (1989), contended that the curricula of adapted physical activity is like that of regular physical education but the procedures and methods for delivery of instruction are altered to meet the needs of students with movement problems.

2.5.1. The Current Status of Adaptive Physical Education in the World

According to Dunn & Faith (1989), adapted physical education has developed from the early corrective classes that were established specifically for those with disabilities. Gradually over the years following World War I, the practice grew of assessing handicapped

students to corrective courses in order to protect their conditions from possible aggravation. As yet, little consideration was given to the idea that handicapped students could be taught to play modified forms of sports and games. Accordingly, Auxter, Pyfer&Huetting (1997) stated that, from a national perspective, physical education for students with disabilities is still inadequate. Studies done in different states of U.S.A (United States of America) indicate that physical education for students with disabilities remain a woefully neglected and underdeveloped area of public school programming. One reason students with disabilities are not receiving adequate instruction in physical education is because they are inappropriately placed. By low, children with disabilities should be placed in the most appropriate, least restrictive setting that meets their needs. The regular class is the desirable setting; yet it does not constitute the least restrictive environment for all individuals with disabilities. Frequently students with disabilities are inappropriately placed in the regular physical education class. The integration of students with disabilities into regular physical education classes is almost exclusively by administrative decree (Ibid).

No doubt that the condition in Ethiopia is more serious than that of U.S.A because of the different developmental level of the two countries. According to the research done by Degefa (2001), the involvement of children with disabilities in general and blind students in particular is negligible in regular practical classes of physical education.

2.5.2. Benefits of Adaptive Physical Education for Students with Disabilities

The value of physical exercise on the human body is a fact that has been backed by medical evidence. In today's world, science has brought a better understanding about how the human body functions and with this understanding, greater care of the body is seen as one way in which to improve the quality of life IOC (1996).

An appropriate level of fitness for an individual may lead to a more confident outlook, greater emotional stability, and better mental health (Dauer and Pangrazi, 1979). Physical education, then, is education of, by and through huge human movement. It is that phase of general education which contributes to the total growth and development of the child, primarily through selected movement experiences.

As stated by Scholl (1986), a sound physical education program for the students with disabilities can develop the physical fitness and motor skills necessary for activities of daily living and orientation and mobility, a more positive self-concept and sense of personal worth, and sport skills. Moreover, the contribution of physical education for students with disabilities, in general and for students with Orthopedic, visual and 29 hearing impairment in particular is clarified by Auxter, Pyfer, and Huetting (1997) as follows:

- ✓ It develops recreational motor skills for independent functioning in the community
- ✓ It develops physical fitness for maintenance of health;
- ✓ It improves ambulatory skills to master mobility in domestic and community environment;
- ✓ It improves physical and motor pre-requisites to self-help skills required for independent living;
- ✓ It develops physical and motor prerequisites to vocational skills required for independent living;
- ✓ It develops pre requisite motor skills necessary for participation in self fulfilling leisure, physical, and social activity.

It has long been argued that participation in sports develops the social characteristics of participants. The above authors underlined that, participation alone may not benefit individuals with disabilities: however, when the conditions of participation are well controlled (e.g., appropriate activities are offered at the ability level of the learner) and environments are designed that include a carefully structured modeling process, social development can be fostered through physical and sport activity.

2.6. Accommodating Students with Disabilities in the Regular Physical Education Classes.

Many argue that teaching children with heterogeneous learning characteristics is impractical; however, growing number of educators take exception to that position. Auxter, Pyfer and Huetting (1997) in their book which is called "Principles and Methods of Adapted Physical Education and Recreation" pointed out that, successful teaching of individuals with disabilities in regular classes requires teaching skills that enable the accommodation of heterogeneous groups through individualization of instruction. Adequate support personnel are frequently necessary when instruction is individualized. In addition, it requires teachers who can modify rules, environments, and task to promote meaningful play among students with and without disabilities. Progress of children advancing on a continuum of LRE requires:

1. Periodic review of educational progress.
2. Frequent assessment of what LRE means for a particular child at a particular time, and
3. Possible modifications in the type of delivery of services that may produce optimum progress in the future.For these authors the following crucial points should be considered in accommodating SWD in PE classes.

The characteristics of classes that restrict individual liberties for free association with peers vary. Teachers may process different skills for accommodation of individual differences when teaching specific content. Teachers' attitudes toward acceptance of all children in their class, their ability to accommodate children with disabilities, their knowledge of behavior management techniques, and the teaching style they use are considerations for appropriate placement.

2.6.1. The Physical Activity Program and Teaching Strategies for Students with Disabilities.

Each child with a disability has unique abilities and unique needs. Hence, it is important to address this uniqueness through appropriate contents and teaching strategies. In line with this, Auxter, Pyfer and Huetting (1997) specified significant contents and teaching methodologies for diverse types of disabilities. However, for the purpose of this study only orthopedic, visual and hearing impairments are the

focusing points. Therefore, in the following section, characteristics of each impairment, the required physical activities, and suitable teaching strategies will be stressed.

2.6.1.1. The Physical Activity Program and Specific Inclusive Strategies for Visual Impaired Students.

As stated by the above authors, there are varying degrees of blindness. Students with loss of vision are, for educational purposes, classified as blind (those who are educated through channels other than visual) or partially sighted (those who are able to educated, with special aids, through the medium of vision, with consideration given to the useful vision they retain). The underlying causes for visual loss are existing conditions, structural anomalies, or inefficient extra-ocular muscle control. Existing conditions impact the integrity of the visual impulses either in the eye, on the optic nerve, or in the visual cortex. These include diabetes, accidents and injuries, poisoning, tumors, excessive oxygen at birth, and parental influences such as rubella and syphilis. Structural anomalies include deviations of the eye structure. Functional causes that compromise visual efficiency are extra-ocular muscle imbalances caused by postural deviations, poor reading habits, and/or visual acuity problems. Furthermore, they divide visual disorders into two basic types: (1) congenital, or present at birth, and (2) adventitious, acquired after birth. Vision loss has serious implications for the general development of motor, academic, intellectual psychological and social characteristics Auxter, Pyfer and Huetting (1997).

With regard to physical education program and teaching strategies for significant inclusion, Auxter, Pyfer and Huetting expressed that, loss of vision, by itself, is not a limiting condition for physical exercise. Therefore, a considerable amount of developmental exercise of muscular strength and endurance can be administered to such students. It is obvious that the effective physical education teacher is one who respects all students regardless of their ability level, is a skilled observer of motor performance, recognize and accommodates for individual differences, and uses teaching methods and curricular appropriate for the students he/she teach. Hence, the teacher has to know that, the student who has visual limitations must depend on receiving information, through sensory media other than vision during physical activity (ibid).

For instance, the correct feelof the movement can be communicated through manual guidance method administered by an instructor or another student. Also, because the child with visual limitations has little or no understating of spatial concepts such as location, position, direction, and distance, skin and muscular sensations that arise when the student is moved through the activity area provide the information needed to participate. Finally, for effective inclusive instruction, the physical education program should include adaptation of the general program of activities, when needed; additional or specialized activities, depending on the needs of the child and special equipment, if needed (ibid).

2.6.2. Education for Children with Visual Impairment in Ethiopia.

Earlier education for the blind in Ethiopia had been monitored by Ethiopian orthodox church .In history, the blind child was brought to church to receive instruction concerning church liturgy (Tensae , 2000 as cited ;by Senait ,2006).due to this fact before 20th Century method of teaching in Ethiopia was traditional oriented and leaded and concerned to church education .at that time the church and monasteries were the main center of learning (yusuf,1987).the purpose of education was to prepare children for the service of the church. The method of instruction was learning by heart then presents it orally, so it helped the blind children a lot. Because of more and detailed heart of concentration rather than the so called normal children.

According to Rigby (1972), since instruction was given orally, reading and writing kept to a minimum, it was possible for the blind to follow the traditional type of education. It considered as the first instance of an integrated education system for the blind. Rigby (1972), stated that western system of education was practiced in between 1920-1930s .since the way of education was reading and writing , no attempt was made to introduce Braille reading and writing, because of that visually impaired children's were in problem tofollow their education**.**

Through time the first school for blind was established in 1924 E.C in Dembidollo by voluntary an non- governmental organizations and individuals. in between the growth was disrupted by the Italian invasion in 1935 E.C. after this special schools began opened from 1950s in different areas of the country ;Bakko ,Sebeta , Soddo, Ghimbi, Shashemene ,Wollayta and Diredawa with the coordination of the Ethiopian government and non government (Tensae,2000,as cited by Senait ,2006).

Currently, there are six boarding schools for students with visual impairment in the country. Among, Wollayta, Shashemene, Sebeta, Bakko, Gondor, And Mekele Schools for the blind can be referred as examples. During this time student with visual impairment do not only attend in boarding schools, but also in regular class together with their sighted peers in the primary, secondary and further levels, even if they are not supported by trained teachers, adapted materials and facilities. But in Addis Ababa there are schools in participating students in regular class.

2.7. Attitudes of Teachers and Students with Visual Impairment towards Inclusive Physical Education.

2.7.1. Teachers' Attitude

Although the issue of inclusive education and its implications for education appears to be debatable during the past few years, societies have become increasingly concerned with ensuring the educational right of all children irrespective of the severity of their disability. As a result, learning of students with visual impairments in the regular educational setting as ordinary class students have become the concern of educators, governments and the society at large. Mesfin (2006) noted that, although organization, financing, regulations, teacher training and so on can play their own part to facilitate inclusive education, the placement of students with special needs in regular settings will remain problematic unless teachers activity support the effect to achieve effective inclusive school practice.

Sharing the same view, Schulze *et. al*., (1991) also affirmed "Teacher attitudes have been identified as being crucial to the success of any main-streaming program". They further declared the teacher attitudes "not only set the tone for the relationship between teachers and handicapped students, but they also substantially influence the attitudes of non-handicapped classmates." Additionally it is noted that the attitudes and knowledge of teachers concerning children with handicaps "are highly influential in determining the social, intellectual and emotional adjustment of these children" (Tibebu, 1995).

Some research findings have indicated that regular education teachers are becoming more positive towards inclusive education. In some cases it has been reported that some regular educators have displayed: "an enthusiastic professional dedication to the development and implementation of inclusive school practices" (Padeliadu and Lampropoulou, 1997).

In the Ethiopian context, research conducted concerning attitudes of teachers and students towards inclusive education of visual impaired students appears to be very scarce. The study conducted by Tibebu (1995) cited by Tesfaye (2004), revealed that the special and regular teachers have a means below the neutral value, thereby indicating their negative attitudes towards learning of children with disabilities in regular class.

The global trend towards the integration of students with different disability types in to the regular classrooms appears to be favored positively. This help to secure psychosocial and educational benefits to children with special needs.

2.7.2. Students' Attitude

It is suggested that inclusive education experience will be more effective and enable handicapped students develop a positive feeling about their personal values if their peers in school socially accepted them (Tirusew, 2000).

However, recent evidences suggest that, attitude of students with disabilities towards regular class seem to be very limited. For instance, a research conducted by Jones (1985) as cited by Bench (1992) indicated that the attempt of hearing impaired children "at social interaction are rejected relatively often by the potential hearing peers". Another observer has also noted that handicapped students are frequently rejected and alienated in regular class setting partly by their "normal" peers (Schulze, *et.al*., 1991). On some instances, possibly, there can be negative reactions of the environment in the social interaction, which may pre-dispose students with disabilities develop negative attitude towards inclusive education. Hence, making the environment not rejecting type and creating initiative atmosphere is crucial to help the students to generate positive attitude which is significant to enhance the educational condition of students with disabilities in the inclusive settings.

2.8. An Attributes of Physical Education Teachers in Inclusive Physical Education Classes.

As the study done by Dunn and Faith (1989), the disadvantaged have had fewer opportunities to enjoy success or excel than others of the general populace. By providing planned activities yielding high success rates, the individual will become more self-confident and develop a can do attitude (NFEAS, 1998-99). In order to provide the kind of learning situation that makes desired results possible, the teacher needs knowledge and training as well as certain special qualities of character and personality. As noted by Hornby and Tylor (1995), leaders in the field of education agreed on the following points as to what qualities are essential for successful teaching.

The teachers' professional equipment, knowledge of the child and society, the purpose, methods , materials and outcomes of education are some of the important qualities serving as a starting point without which no one can hope to be successful in teaching. A teacher of students with disability must possess certain attributes which are required to promote the learning of students with special needs in the regular classes. Supporting this idea Dunn & Fait (1989) elaborated that, many of the basic techniques that all good teachers of physical education use can be applied successfully in teaching the special population.

In line with this, they suggest that: a thorough knowledge of sport and game skills, a sound understanding of the nature of the human body and its response to exercise, training in methods of teaching and the psychology of learning, including motor learning are some of the important requirements of inclusive physical educator. Moreover, Auxter, Pyfer and Huetting (1997) specified the major roles of adapted physical educator as follows:

2.8.1. Special Roles of the Adaptive Physical Education.

1. Assess/evaluate learners with disabilities.
2. Provide diagnostic/testing information for other educators.
3. Develop an IEDP to meet each student's unique needs.
4. Modify activities to meet each student's unique needs.
5. Develop specific behavior management plans. To this end, special attention should be given by physical educators towards students with special needs to ensure that they participate in programs which help to improve their physical, mental, social, and psychological conditions.

2.9. Some Major Factors Influencing the Involvement of Students with Disabilities in Physical Education.

2.9.1. Lack of Awareness

In order to overcome the problem of stigmatization, one definite solution is to make the responsible groups aware of the benefits of inclusive physical education to the learner with special needs. However, in most cases due to lack of understanding about inclusive education these opportunities have given less consideration or totally forgotten. Furthermore, some consider the provision of special education for students with disabilities as a humanitarian's activity. With this regard, the provision of special need education in Ethiopia is mainly carried out by NGOs (Tirussew,2005). Hence, in order to improve the inclusion of students with disabilities in physical education practical classes the awareness creation should include teachers, school administration, parents, other students, official educational experts and others (Tirusew,2005).

2.9.2. Previous Experience

Inclusive education means welcoming all children, without discrimination, into regular or general school. It is a supplemental support for disabilities or special needs and promotes the Childs overall development in optimal setting (Tirussew, 2005).

However, the inclusion of students with disabilities in physical education practical classes seems inadequate. They have poor experience in the previous classes concerning their involve ment in inclusive physical education. Supporting this view Buel (1982) cited in Degefa (2001) stated that, it is common practice to exclude blind students, even those with useful visions, from physical education classes, or to over protect them during physical instruction insisting that they keep score or sit on the bench while their sighted peers engage in vigorous exercise.

Among the major reasons, for the insignificant experience of these students in inclusive physical education are may be misconception of teachers and students themselves. The teachers' attitudes are seen as decisive factors for successful inclusion. Inclusion has been based on the assumption that teachers are willing to admit students with impairment in regular classes and be responsible for meeting their needs (Tirusew, 1999). On the other hand,

students with disabilities due to various discouraging factors might have less or no interest to be part of inclusive physical education.

2.9.3. Lack of Parents and Community Involvement

Carpenter and Morris (2001) revealed that, the education of children with special educational needs could not be achieved without active participation of parents as a wide range of community services.According to UNESCO (2003), the involvement of families and local community in the education of children with disabilities is essential in addressing the special needs of these students. This indicates that the process of inclusive education is not only the responsibility of a teacher and the school. Though encouraging marginalized group to become involved can be difficult, the involvement of parent in education is vital. Therefore, parents due to their closer contact to their students with disabilities have access to encourage and motivate these students to be active participants in PE practical classes and being beneficial.

2.9.4. Teachers and Principals Competence.

The development of inclusive education relies heavily up on teaching staff within the system, especially, in developing countries like Ethiopia, where the financial resource for equipment and materials are limited. Therefore, the training of the actors in schools is crucial for creating positive foundation for inclusive education. Furthermore, poorly trained and unqualified teachers, lack of professional support and resource are also result in poor qualities of education (Carpenter and Morris, 2001).

It is clearly understand that the effective teaching-learning process of inclusive education demands trained teachers and principals and education office experts who are equipped with skills enables them to deal with the unique characteristics and needs of diversity of learner.

2.9.5. Lack of Assessment and Identification

According to Lewis (2001), assessment should be an integral part of teaching and learning process for all learners. Hence, assessment and identification are not simply task; it demands a team consist of child's teachers, a school psychologist, principals, the child's parents or guardian and other specialists who may be required (Bizuneh, 2008). Thus, it is important that SWD should be identified and provided with appropriate help in the inclusive education settings. However, the Ethiopian education system seems fail to obtain adequate trained

teachers and administrators who have skill and training how to handle disability issue (Tirussew, 2005).

2.9.6. Lack of Appropriate School Facilities.

According to the survey conducted by UNESCO (2003), lack of physically conducive environment in schools affect students with disabilities to participate actively in the teaching learning process. Similarly inclusive physical education classes require several equipments in order to involve students with disabilities effectively. Furthermore, Nielsen (1997) explained that the furniture and equipment of the class may need to be changed to accommodate students with disabilities. Because the absence of conduciveschool environment and equipment affect the self esteem and the interest of these students toward inclusive PE.

3. MATERIALS AND METHODS

This chapter deals with the location of the study, Operational definition of terms, research design, source of data, population of the study, sample and sampling procedure, data gathering instruments, data collection procedure, methods of data analysis and ethical consideration to be taken during research.

3.1. Description of the Study Area

Sebeta is one of the towns in Oromia regional state of Ethiopia. It is situated at 25km west of Addis Ababa along Jimma road. Sebeta town is located within approximate geographical coordinates of $8^0$53’58.50’’N_$8^0$59’58.17’’N latitude and $38^0$35’11.91E_$38^0$39’33.75E longitude. The total area that is covered by the current topographic map of the town is estimated to be 7.41 sq Km (CSA, 2010 in Dejene Nigusie, 2011).

The town has eight Kebeles.The population and housing census of CSA 2010 estimated the total population of Sebata Town to be 61,461.However, the report obtained from Finance and Economic Development Office Indicate that the total population of the town and rural village administrated under municipality is 114,674 (FEDO, 2011).
The map of the study site is indicated on page 106.

3.1.1. Historical Background of Sebeta Town

The present Sebeta town encompasses Sebeta 01, Alemgena, and Walate that were previously developed as separate centers. Sebata 01 emerged as a town before invasion of Italian in 1935.Alamgena also emerged as a separate settlement just before the Italian occupation. During Italian occupation (1936-41), Alamgena took more urban character as a result of occupying Italian force in the area and hosted as a truck repair shop. Hence, this village town has been chosen as a district seat even after the time of liberation until Sebeta took this position at the end of 1950th.Walate was a rural peasant settlement area with through the 1950s, 1960s and 1970s.Since in 1990s, Walate has characterized as a full-fledged urban area that is part of Sebeta town (ibid).

3.1.2. Sebeta Primary Schools

Sebeta primary schools found in the former Sebeta town, there are eight primary schools ;namely Alemgena(1-8),MulgetaGedle(1-8),Dima Guranda(1-8),Roge and Geme(1-8),Abdi biya(1-5),Karabu(1-8),Sebeta Special school for the blind(1-8) and Dalati(1-8) primary schools. The main duty of these schools is teaching primary school students in order to fulfil the objectives of education and to manufacture mentally and physically fitted citizens for the region as well as for the country (Sebeta town education Bureau, 2009).

3.1.3. Historical Background of Sebeta special school for the Blind

Sebeta School for the blind was previously in kasanchis, Addis Ababa. This School was found on 16th July, 1944 E.C. The number of students by the time was only 40 all male students with 10 male teachers. The present design for the building was brought from Israel and Israel engineers did the building in 1955E.C. The first teaching-learning was started on 1st September, 1956 E.C. The students in this new school were few and as a result, the school at kasanchis was dissolved and students were brought to the newly built, Sebeta special School for the blind. The number of students increased to (male 90 and female 27). It was for the first time in the history of the blind that female blind students were enrolled in the school. Therefore it is possible to say that Sebeta School for the blind has opened the door to female blind students to learn. From 1983- the present day the school for the blind is given to Oromia national Regional state to administer it and as a result, it began to be recognized as a school. This time the level of the school was upgraded to higher primary school (Grade 1-8) and children continue learning lessons in the same school till grade 8. (Sebeta special school for the Blind Record Office, 2009).

3.2. Operational Definition of Terms

1. Adapted Physical Education (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 and successfully engage in unrestricted participation in vigorous activities of the general physical education program (Reynolds and Mann, 1987).

2. Visual Impairment: is a visually handicapped, even those with correction,adversely affects a student's educational performance and also includes those partially seeing and blind student s (Ademola, 2016).

3. Inclusion: is a concept which views children with disabilities as true full time participants and members of their neighborhood schools and communities. It recognizes the needs of all children and demands trained teachers that facilitate an inclusive classroom which enables the entire learner to meet their needs (ibid).

4. Handicap: mean a disadvantage for a given individual that limits or prevents the fulfillment of a role that is normal depending on age, sex, and social and cultural factors (ibid).

5. Disability: According to WHO (1980), classification system, disability is "the consequence of impairment with functional performance and activity by the individual" (Efrem Kentiba,2011)

3.3. Research Design

The natures of the data generated to undertake this study lend itself to both qualitative and quantitative (mixed) approaches particularly to the descriptive survey. The researcher would employed descriptive survey as the method of study because it provides the researcher with detail description of the existing condition about the problem under investigation. The aim of this study was to collect emprical data on the existing involvement, challenges and opportunities of students with visual impairment in participating physical education practical classes.Inorder to met this purpose,mixed approaches (qualitative and quantitative approaches) would have been working to study up to date fact within the real life context of these students.

3.4. Source of Data

The data collection method that employed for this specific investigation was survey method. Both primary and secondary data including relevant literature, observation, responses to questionnaires and interviews were collected and used for this study.

3.4.1. Primary Data Collection

Primary data for the study were collected from selected students with visual impairment, Teachers and directors.

3.4.2. Secondary Data Collection

Secondary data from formal sources such as books, internets, journals, record offices, education experts, related literature and office workers from the study area were used as a source of information for issues under study.

3.5. Population of the Study

The researcher assumes that these subjects were fit to give enough information on the topic under the study and they have knowledge on physical education. Presently there were about eight primary schools (grade five to eight) in sebeta town, Oromia Regional State and the research was conducted in one purposfully selected primary school which is 98.04 % of the total population from Sebeta special school for the blind and 1.96 % from sebeta town education office because of the availability of these populations in this study. The target population of the study was students who are visual impairment and attending their education in this regular school in 2010 E.C academic year. In addition, physical education teachers , other subjets profession teachers, school principals and district education experts were also included in the sample population.

The primary consideration in sample selection for the study was including an adequate number of respondents to perform meaningful data analysis. Therefore, different approaches were used to draw representative sample size of the target population. Hence, purposfull sampling method were employed to select students with visual impairment, physical education teachers, school Directos, District education experts and other subject professional teachers,because, the populations from which a sample were drawn are homogeneous groups.Hence, this method were brought fair works without bias, the results obtained from were tolerably reliable,had relative advantage toreduce bias and shortage of time and money.Thus,121 students withvisual impairment, 2 physical education teachers, 2 school Directors, 25 other subject profession teachers, 3 District educational experts were selected. Therefore, from178 populations a total of 153 subjects were involved in this study.

3.6. Sample and Sampling Techniques

To obtain the necessary data, the sampling technique that the researcher used was purposive sampling method.The school that were choosen for the research was one in number that is Sebeta special school for the blind. The researcher selects this school from eight primary schools by using purposive sampling method. The researcher was used the Slovene's formula to identify appropriate respondents in each group. This formula $n = \frac{N}{1+N(e)2}$ is reliable to 95% and less than 5% deviation factors,

Where n=the sample size

N=the population size

e= the margin of error = $(0.05)^2$.The schools in sebeta town are numerous in number, so, the population from which the sample was drown includes second cycle students with visual impairment, Director, vice director, physical education teachers, other subject teachers from Sebeta special school for the blind, and sebeta town education experts from sebeta town education office selected as well. The researcher assumed that these subjects were fit and gave enough information on the topic under the study and they had knowledge and concepts on physical education background.

The number of population size and sample size were indicated in the following table.

Sample population										
No.	Name of the school	Population name	Total number of participants			Sample size using Slovene's formula	Selected sample size			
			M	F	T		M	F	T	Total
1	Sebeta special school for the blind	Students	79	64	143	$n = \frac{N}{1+N(e)2} = \frac{79}{1+79(0.05)^2}$	66	_	66	121
						$n = \frac{N}{1+N(e)2} = \frac{64}{1+64(0.05)^2}$	_	55	55	
		Directors and Teachers	8	23	31	$n = \frac{N}{1+N(e)2} = \frac{8}{1+8(0.05)^2}$	8	_	8	29
						$n = \frac{N}{1+N(e)2} = \frac{23}{1+23(0.05)^2}$	_	21	21	
		Education experts	4		4	$n = \frac{N}{1+N(e)2} = \frac{4}{1+4(0.05)^2}$	3	_	3	3
Total			91	87	178		77	76	153	153

Totality 153 respondents or subjects were participate from Sebeta special school for the blind and sebeta town education office to collect the necessary data, this is from 143 student's with visual impairment 121 of them, and from 29 school Directors and teachers; 2 Directors, 27 Teachers and from 4 education experts 3 of them were selected. In addition to these respondents, there were individuals who were involved in informal interview. These people were selected from study area which is found in sebeta town. The researcher assumed that these subjects were fit to give enough information on the topic under the study and they were familiar to PE.Among the whole participants of the study groups, students, director , vice director, PE teachers, other subject professional teachers and education experts were few in number; due to this, selected participants were included in the study.

3.7. Data Gathering Instruments

There was a deep certainty that there were a value in using more than one instrument as they supplement each other to produce believable data. Accordingly, the researcher was utilizing questionnaire, interview (formal and informal), observation, as a tool of necessary information procurement.

3.7.1. Questionnaire

Questionnaires were used for physical education teachers,other subject professional teach ers, directors and students with visual impairments to collect primary data. The questionnair es has an open and close ended type which deals with the challenges of SWVI in PE practical classes in sebeta town, sebeta special school for the blind. The reasons why the questioner selected for this study was, to make respondents to fill their opinion and to get the necessary information from respondents freely. The questionnaire was designed in English and translated into Afaan Oromo to enable the respondents to answer the question without any barrier and to have mutual understand on the issue under study.

3.7.2. Interview

The response rate and flexibility in face to face interview is too high to dig out further information.To supplement information that was obtained through questionnaire, the researcher prepared formal and informal interview. The formal interview was held with Director, vice director,physical education teachers and education experts to collect primary data in selected school. The selection of these people were based on the following criteri a; first Directors, Physical Education teachers and education experts had deep knowledge on PE in general as well as in partial, secondly, currently these people had long experience on teaching, officiating and leading in school , and the informal interview was held with office workers who have Physical Education concepts in order to substantiate and crosscheck the responses made by Directors, Physical education and education experts through questionnaire. Finally the formal and informal interview were recorded as a document. Doing so was very important for it enables the respondentsto easly understand the questions and express their idea comfortably.

3.7.3. Observation

Observation of the real condition is very important in the study in order to validate information obtained from other data collection instruments and for the aim of cross checking the responses with the existing source. Therefore, an appropriate observation checklist was prepared in order to see issues like instructional conditions, requirements of physical education practice field situations, interactions of the target students with their teachers and peers. More covert observation were conducted.

3.7.4. Focus Group Discussion (FGD)

The study strongly needs certain groups of people to be gathered and discuss on certain issues. For the sake of gaining detail information and triangulation mechanisms, concerned people were involved in the discussion to investigate the realities on the challenges of students with visual impairment in participating physical education practical classes in sebeta special school for the blind, sebeta town. To do so, six individuals from the study area (i.e. four SNE teachers and two physical education teachers) were involved in the discussion.

3.7.5. Pilot Study

In order to ensure the appropriateness of the questionnaire,the pilot study was carried out using total of 10 students from the study area who are learning at sebeta special school for the blind. The respondents for pilot study as to purify the instruments based on the comments and suggestions obtained and were comparable with the final target population but would not in cluded in the sample of the study. The purpose of pilot study was to assess the reliability an d validity of the question. The reliability of question items of this study was 0.0231 using Spe arman Brown formula $rxy = \frac{(\mathrm{x}-\mathrm{x})(\mathrm{y}-\mathrm{y})}{(\mathrm{E}(\mathrm{x}-\mathrm{x})2(\mathrm{E}(\mathrm{y}-\mathrm{y})2)}$.

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

Pilot Test

Checking reliability and validity of questionnaire items.

Pilot test done using 10 individuals from study area (Sebeta special school for the blind).

(M =8 F=2)

Spearman-Brown Formula $r_{xy} = \frac{\Sigma (X - \bar{X})(Y - \bar{Y})}{\sqrt{[\Sigma(X - \bar{X})^2][\Sigma(Y - \bar{Y})^2]}}$

SN	Questionaire items Numbe										1st half tot	2nd half to	X-X	Y-Y	(X-X)(Y-Y)	(X-X)2	(Y-Y)2
	1	2	3	4	5	6	7	8	9	10	al(B5+D5+F5+H5+J5)	tal(C5+E5+G5+I5+K5)					
Dejene	1	1	1	1	2	2	2	2	2	2	8	8	2.1	1.3	2.73	4.41	1.69
melka	1	1	1	1	1	2	1	2	2	2	6	8	0.1	1.3	0.13	0.01	1.69
Bini	1	1	1	1	2	1	2	1	1	2	7	6	1.1	-0.7	-0.77	1.21	0.49
Abera	1	1	1	1	1	1	1	1	1	2	5	6	-0.9	-0.7	0.63	0.81	0.49
Shibire	1	1	2	2	1	1	1	1	1	1	6	6	0.1	-0.7	-0.07	0.01	0.49
Mengistu	2	1	1	1	1	1	1	1	1	2	6	6	0.1	-0.7	-0.07	0.01	0.49
Amenu	1	2	1	1	1	1	1	2	1	2	5	8	-0.9	1.3	-1.17	0.81	1.69
Kemal	1	1	1	1	1	1	1	1	2	1	6	5	0.1	-1.7	-0.17	0.01	2.89
Iyuel	1	2	1	1	1	1	1	2	1	1	5	7	-0.9	0.3	-0.27	0.81	0.09
Kasech	1	1	1	2	1	1	1	1	1	2	5	7	-0.9	0.3	-0.27	0.81	0.09
										Mean	5.9	6.7		sum	0.7	8.9	10.1
																8.9*10.1	89.89
			rSB=2 rhh													0.7/89.89	0.0077
			1+rhh														
																rSB=2*0.0077/1+0.0077=0.0231	
	rxy=E(X-X)(Y-Y)															very good	
	{E(X-X)2}{E(Y-Y)2}																

Yes=1, No=2

The reliability coefficient of the item were 0.0231, it is very good. $r_{xy} = \frac{\Sigma (X - X)(Y - Y)}{\sqrt{[\Sigma(X - X)^2][\Sigma(Y - Y)^2]}}$

3.8. Data Collection Procedure

The main data gathering tools for this study were questionnaire, interview guide; observation checklist which was developed by the researcher on the basis of related literature, leading questions, and focus group discussion (FGD) guides was prepared in English and then translated to Afaan Oromo by readers and translators, and then, the necessary official contact were made with sebeta town Education Bureau and got permission and adjust time for interv iew.Hence, letter was written to the sample school Education Office so that the officials'were cooperates in the process of data collection from selected primary School and selected populations. After that, the researcher was distribute a total of 130 questionnaires whichmeans 2 for PE teachers, 2 for school directors, 121 for students with visual impairment, 25 for other profession teachers and all were filled properly and collected. Physical Education practical class observation was made in this sample school that mean one period in each based on the prepared checklist. Similarly, interview were conducted with 2 school directors and 3 town education expert, with the help of structured and semi structured interview

Finally, the data collected through different methods were coded, tallied, tabulated and prepared for the analysis purpose. For the information data collected by using interview , observation and open ended questions.

3.9. Method of Data Analysis

After the necessary data were collected from primary and secondary sources using different data collecting instruments like questionnaire and interview both quantitative and qualitative data analysis method were employed. The quantitative method was employed for the data that collected through questionnaire. The qualitative data analysis method was employed for the information /data collected by using interview, observation and open ended questions. The quantitative data were organized, tallied, tabulated, coded and the analysis was made using different statistical tools such as table, frequency count, and percentage using SPSS 20 software. Percentage was used to analyze the various characteristics of the sample population such as sex,age, level of education and work experience.There were also open ended questions . As Biklen and Bog dam, (1992) stated that qualitative data were analysed by using narration in a way it was balance the quantitative data. It involves working with data, organizing it, breaking it into manageable units and searching for patterns or ideas to discover what is important to tell others. Finally, the data collected using different tools were integrated to show the clear picture of the issue under the study. Following the collection of quantitative data prior to data entry the researcher was carefully showed all data for accuracy. As Wiley and Sons, (2005) stated that Data screening is an essential process in ensuring that data are accurate and complete and the researchers were planned to screen the data to make certain that responses were legible and understandable, responses were complete and all of the necessary information were included.In order to analyse the data, therefore, the researcher was repeatedly read the questions to find words and phrases that repeat themselves. Then the data was categorized in to themes using the phrase and words. Following this, the analysis was made to see the meeting of the data with that of the quantitative one. Before starting the analysis, the researcher was codifying both the quantitative and qualitative data so as to facilitate its organization, retrieval and interpretation. On the other hand, the interview, observation and discussion part also were analysed in the form of relating by assembling the data that was collected from the respondents. Based on the data, the researcher was gave the necessary summary, conclusion, and recommendation.

3.10. Ethical Consideration

In the process of the study, a number of measures were taken to watch basic ethical standards. Primarily, all of the respondents were provided information regarding the objectives of the study and ethical issues during of data collection. As target populations were persons with Visual Impairment, while rising the data collection instrument, as well as interviewing survey respondents, necessary precautions were taken to avoid the use of derogatory words like “Iwur”, and such like words. Each respondent were explained about confidentiality of all information and his/her right to conclude if there were feeling of discomfort.Next, the provision of information was totally depend on the willingness of the respondents and they would not be forced to give information they do not want to. Moreover, all the information obtained from the respondents was secret.Thus any information which may affect personality and security of the respondents were not included in relation to their names Besides, no attempt was made to obtain data in canning way.

4. RESULTS AND DISCUSSION

This chapter deals with presentation and analyzing of the data collected through questionnaire, observation and interview. The data are presented in tables, analyzed using percentage by SPSS version 20 software, pie-charts and textual description. In this process the first section deals with the general background information of the respondents were presented and the second section were in light of the basic Interview and Attitude questions of the research data collected were been analyzed and interpreted.

4.1. Background Information of Respondents

Table 1. Demographic Characteristics of Students with Visual Impairment

1.1.Gender

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	66	54.5	54.5	54.5
	Female	55	45.5	45.5	100.0
	Total	121	100.0	100.0	

The above table shows that, depending on Gender 66(54.5%) of them were male and 55(45.5%) of them were Female.

1.2. Age

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8-12	17	14.0	14.0	14.0
	13-16	83	68.6	68.6	82.6
	17 and abve	21	17.4	17.4	100.0
	Total	121	100.0	100.0	

As indicated in the above table, in case of age 17(14.04%) of students were between the age of 8 to 12 ,83(68.59%) were between the age of 13 to 16 and 21(17.35%) were 17 and above years of ages. So all of them were education age learners.

1.3. Grade Level

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 5	42	34.7	34.7	34.7
	Grade 6	24	19.8	19.8	54.5
	Grade 7	35	28.9	28.9	83.5
	Grade 8	20	16.5	16.5	100.0
	Total	121	100.0	100.0	

The above table also shows that , in case of grade level 42(34.7%) of respondents were from grade 5; 24(19.83%) were from grade 6; 35(28.92%) were from grade 7and the rest 20(16.52%) were from grade 8.

1.4. Types of Impairment

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally blind	97	80.2	80.2	80.2
	Partial sightedness	24	19.8	19.8	100.0
	Total	121	100.0	100.0	

As indicated in the above table, in case of types of impairment 97(80.17%) of respondents were totally blind and 24(19.83%) of respondents were also Partial sightedness.

1.5. When the impairment occurred

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Before birth	56	46.3	46.3	46.3
	After birth	65	53.7	53.7	100.0
	Total	121	100.0	100.0	

As stated in the above table, in case of when the impairment occured 56(46.28%) of responden ts impairment were happened before birth and 65(53.71%) respondents impairment were happ ened after Birth.

Table 2. Demographic Characteristics of Physical Education teachers, Other Subject professional teachers and school directors.

2.1. Physical Education Teachers

2.1.1. Gender

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	1	50.0	50.0	50.0
	female	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

As can be observed from table in case of Gender 2, from both PE teachers 1(50%) male a nd 1(50%) is female.

2.1.2. Age

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41 and above	2	100.0	100.0	100.0

As stated in the above table , in case of Age both (100%) of Physical Education Teachers had 41 and above years of age.

2.1.3. Qualification

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	2	100.0	100.0	100.0

As stated in the above table, concerning qualification both (100%) of Physical Education Teachers have Diploma in qualification.

2.1.4. Experience

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4-10	2	100.0	100.0	100.0

As stated in the above table both (100%) of physical education teachers had 4-10 years of service and only 1 has additional coach training.

Source: Field survey 2017/18

2.2. Other Subject professional Teachers ,Directors and Education experts

2.2.1.Age

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-30	13	43.3	43.3	43.3
	31-40	9	30.0	30.0	73.3
	41 and above	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

As can be observed from above table , From Directors, other subject teachers and Office Educ ation experts 13(43.33%) of them were 15 _30 years of age,9(30%) of them were 31_ 40 years of age, and 8(26.67) were 41 and above years of age.

2.2.2. Sex

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	11	36.7	36.7	36.7
	female	19	63.3	63.3	100.0
	Total	30	100.0	100.0	

As can be observed from above table , From Directors, other subject teachers and Office Education experts 19 (63.34%) were Female and 11(35.48%) male.

2.2.3. Qualification

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	17	56.7	56.7	56.7
	Degree	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

As can be observed from above table , From Directors, other subject teachers and Office Education experts 17(56.66%) of them have diploma,13(43.34%) of them have degree in qualification.

2.2.4. Responsibility

Options		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Director	1	3.3	3.3	3.3
	Vice Director	1	3.3	3.3	6.7
	Teacher	25	83.3	83.3	90.0
	Office education expert	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

As can be observed from above table , in case of respondents responsibility in the school 1(3.33%) Director, 1(3.33%) vice Director, 25(83.34%) teachers and 3(10%) of them were office education experts.

2.2.5. Work Experience

Options		Frequency	Percent	Valid Percent	Cumulative Percent
sValid	Less than 5	7	23.3	23.3	23.3
	5-10	7	23.3	23.3	46.7
	11-15	6	20.0	20.0	66.7
	16 and above	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

As can be observed from above table ,in case of work experience of teachers, directors and office education expert 7(23.33%) were 0_5 years,7(23.33%) were 6 _10 years ,6(20%) were 11-15 years ,and 10(33.34%) of them were 16 and above years of work experiences.

Source: Field survey by Investigator 2017/18

4.2. Response of Participants on Questionnaires

Table 3.Responses of students with visual impairment on questionnaire (1=Yes; 2=No).

No	List of Interviews Question items	Responses			
		1		2	
		No	%	No	%
1	Do you participate physical education practical classes prior to?	108	89.25	13	10.75
2	Do you think physical education is useful for your wellbeing?	113	93.38	8	6.62
3	Can you identify the command that given from physical education teachers during practical classes?	111	91.73	10	8.27
4	Do you participate in different sport competition?	97	80.16	24	19.84
5	Is there any dispute that slows down you from participating PE practical classes?	72	59.50	49	40.50
6	Is your impairment influence you while participating in physical education practical classes?	69	57.02	52	42.98
7	Does the environment is conducive for learning physical education practical classes?	27	22.31	94	77.69
8	Would your physical education teacher treat and motiv ate you during PE practical class?	112	92.56	9	7.44
9	Do your physical education teachers help you in their additional time?	63	52.06	58	47.94
10	Do the school administrators assist you to learn physical education practically?	62	51.23	59	48.77

Results from Questionnaires responses of students with visual impairment.

Qualitative data was collected by the researcher through Questionnaires. The result of these Questionnaires that found in the above table 3 as follows:-

As seen in the above table item 1 result revealed that 108(89.3%) of students with visual impairment participated in physical education in prior classes and 13(10.7%) of them were not participated. Hence all should have the same experiences.

As seen in the above table item 2 result shows 113(93.4%) of respondents accept with the use of PE for their life and 8(6.6%) of them do not accept with it. As indicated in the above table all should have the same concept on the use of PE for maintenance of their life.

As in the above table item 3 result shows 111(91.7%) of them can identify the command that given from PE teachers while learning in practical sessions and 10(8.3%) of them cannot identify. So in order to deliver lessons equally teachers should follow all students.

As answered from respondents in the above table item 4 results majority of them 97(80.2%) participated in different sport competitions and 24(19.8%) of them don't participated. So the rest should motivated in order for participation.

As seen in the above table item 5 result shows 72(59.5%) of them answered as there is dispute that slows down their participation, while 49(40.5%) of them answered as no any dispute.

As stated in the above table item 6 result shows 69(57.0%) of respondents answered as their impairment influence them while participating in PE practical classes and 52(43.0%) of them answered as their impairment not influence them to participate in.

As the above table item 7 result shows 27(22.3%) of them answered as there is conducive environment for learning PE in practical classes and 94(77.7%) of them answered as there is no conducive environment for learning physical education practical classes. So there is no conducive environment.

As seen in the above table item 8 result shows 112(92.6%) of them answered as their PE teachers treat and motivate them and 9(7.4%) of them said did not treat and motivate them during PE practical classes. So physical education teachers should try to identify each student while delivering the lessons.

As indicated in the above table item 9 result shows 63(52.1%) of them answered as their physical education teachers help them in their additional time and 58(47.9%) of answered as they did not help them. So physical education teachers should help them if there is time in their free time.

As indicated in the above table item 10 result shows, 62(51.2%) of respondents answered school administrators assist them for PE practical classes and 59(48.8%) of them answered as they do not assist them. Almost nearer to percent of respondents answered as they don't get helps from school administrators. So school Administrators should work on it to motivate these learners.

Table 4. Attitude items responses of students with visual impairment

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

No	Attitude items	Rating Scales									
		1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%
1	Our school environment is co mfortable for teaching learning process of physical education	3	2.4	40	33.3	0	0	15	12.3	63	52.0
2	Students with visual impairme nts treated equally in physical education practical classes.	37	30.57	64	52.89	4	3.30	10	8.26	6	4.95
3	Physical education teachers us e Adaptive physical educated methods of teaching approach.	60	49.58	49	40.49	6	4.95	3	2.47	3	2.47
4	All students with visual impairments know their right of learning physical education.	65	53.71	33	27.27	15	12.39	8	6.61	0	0
5	Physical education teachers identify individual differences while teaching practical classes.	39	32.23	48	39.66	23	19.00	10	8.26	1	0.82
6	During physical education practical classes' assistant for students with visual impairme nt is needed	45	37.19	52	42.97	11	9.09	12	9.91	1	0.82
7	School administration facilitat es things considering student with visual impairments.	28	23.14	33	27.3	17	14.03	43	35.53	0	0
8	Students with visual impairme nt can participate in physical e ducation practical classes without help of other person.	23	19.00	27	22.31	2	1.65	12	9.91	57	47.10
9	There are sufficient learning materials during physical educ ation practical classes in the school.	5	4.13	4	3.30	0	0	3	2.47	109	90.08

Source:- Field survey by investigator 2017/18

Results and discussion of Attitude responses of Students with visual Impairment.

Qualitative data was collected by the researcher through Questionnaires. The result of these Questionnaires that found in the above table 4 as follows:-

As indicated in the above table item 1 results, 3(2.4 %) of respondents replied strongly agree, 40(33.3 %) agree, 0(0%) undecided, 15(12.3%) of them were disagree and 63 (52.0 %) of them were strongly disagree with Students with visual impairments treated equally in Physical education practical classes.

As in the above table item 2 indicated results, 37(30.6%) of respondents replied strongly agr ee, 64(52.9%) agree, 4(3.3%) undecided, 10(8.3%) of them were disagree and 6 (5.0%) of the m were strongly disagree with Students with visual impairments treated equally in practical classes.

As in the above table item 3 indicated results ,60(49.6%) of respondents replied stronglyagree ,49(40.5%) agree, 6(5.0%) undecided, 3(2.5%) of them were disagree and 3(2.5%) of them were strongly disagree with physical education teachers use Adaptive physical education methods of teaching approach.

As in the above table item 4 indicated results , 65(53.7%) of respondents replied strongly agree, 33(27.3%) agree, 15(12.4%) undecided and 8(6.6%) of them were disagree with All students with visual impairments know their right of learning physical education.

As in the above table item 5 indicated results, 39(32.2%) of respondents replied strongly agree, 49(40.5%) agree, 22(18.2%) undecided, 10(8.3%) of them were disagree and 1 (0.8%) of them werestrongly disagree with PE teachers identify individual differences while teaching practical classes.

As in the above table item 6 indicated results 45(37.2%) of respondents replied strongly agree, 53(43.8%) agree, 10(8.3%) undecided, 12(9.9%) of them were disagree and 1 (0.8%) of them were strongly disagree with During physical education practical classes' assistant for students with visual impairment is needed.

As in the above table item 7 indicated results , 28(23.14%) of respondents replied strongly agree, 33(27.3%) agree, 17 (14.03%) undecided and 43 (35.53%) of them were disagree with School administration facilitates things considering student with visual impairments.

As in the above table item 8 indicated results , 23(19.00%) of respondents replied strongly agree, 27(22.3%) agree, 2(1.7%) undecided, 11(9.1%) of them were disagree and 58 (47.9%) of them were strongly disagree with Students with visual impairment can participate in PE practical classes without help of other person.

As in the above table item 9 indicated results, 5 (4.1%) of respondents replied strongly agree, 4(3.3%) agree, 3(2.5%) disagree and 109 (90.1%) of them were strongly disagree withthe presence of sufficient learning materials during physical education practical classes in the school.

Table 5. Observation guide format to check principles and practice of physical education lesson for Students with Visual Impairment.

Alternatives 1. Not present 2. Need attention 3. Good 4. Very good

School name: Sebeta Special School for the Blind

No	Items observed	Grades observed	Topics of the lesson	Date of observation	Rating Scales				
					1	2	3	4	5
1	Availability of suitable play grounds in the school.	5	kicking with in side of the foot	8.2.2010			✓		
		6	Shot put	9.2. 2010		✓			
		7	Over head pass	10.2.2010		✓			
		8	Discus throw	7.2. 2010		✓			
2	Availability of school facilities and equipment's and its appropriateness' for students with visual Impairment while learning physical education practical class	5	kicking with in side of the foot	8.2. 2010		✓			
		6	serving	9.2. 2010		✓			
		7	Overhead pass	10.2. 2010		✓			
		8	Discus throw	7.2. 2010		✓			
3	Teacher's identify and help individuals and help in learning PE practical classes.	5	kicking with in side of the foot	8.2. 2010				✓	
		6	Shot put	9.2. 2010			✓		
		7	Overhead pass	10.2. 2010			✓		
		8	Discus throw	7.2. 2010			✓		
4	Teacher's abilities to help students to work in pairs during physical education practical classes	5	kicking with in side of the foot	8.2. 2010				✓	
		6	Shot put	9.2. 2010				✓	
		7	Overhead pass	10.2. 2010				✓	
		8	Discus throw	7.2. 2010				✓	
5	Students with visual Impairment active participation in physical education practical classes.	5	kicking with in side of the foot	8.2. 2010				✓	
		6	Shot put	9.2. 2010				✓	
		7	Overhead pass	10.2. 2010				✓	
		8	Discus throw	7.2. 2010		✓			
6	Practical completion of students with visual Impairment during command given from teachers.	5	kicking with in side of the foot	8.2. 2010			✓		
		6	Shot put	9.2. 2010			✓		
		7	Overhead pass	10.2. 2010			✓		
		8	Discus throw	7.2. 2010			✓		

Dates of observation were stated in Ethiopian calendar.

Source:- Field survey by Investigator 2017/18

5.1. Results and discussion of Observation

As stated in above table item 1 result, concerning suitable play grounds 3(75.0%) need attention and 1(25%) were good. So Suitable play grounds should be prepared for these students accordingly.

As shown in the above table item 2 result shows, 4(100%) of the availability of school facilitie s and equipment's and its appropriateness' for SWVI while learning PE practical class need attention.

As in the above table item 3 indicated results , concerning Teacher's identify and help indivi duals in learning physical education practical classes 3(75%) were good and 1(25%) were very good. So teachers should get additional short term trainings to develop their Knowledge.

As in the above table item 4 indicated results, concerning Teacher's abilities to help students to work in pairs during Physical education practical classes 4(100%) were very good.

As in the above table item 5 indicated results in case of students with visual impairment active participation in physical education practical classes 1 (25%) were need attention and 3(75%) were need attention.

As in the above table item 6 indicated results in case of practical completion of students with visual impairment during command given from teachers 4(100%) were good.

Table 6. The Principles and Practices of physical education Lessons (Responses of physical education

No	List of Questions	Responses			
		Yes		No	
		No	%	No	%
1	Have you attended Adaptive physical education courses related courses?	2	100	_	_
2	Do you know the benefits of Adaptive physical education?	2	100	_	_
3	Do students with visual impairment willing to participate in physical education practical classes?	2	100	_	_
4	Are you willing to participating students with visual impairment in physical education practical classes?	2	100	_	_
5	Are there any participation troubles on students with visual impairment during physical education practical classes?	_	_	2	100
6	Is there sufficient sport fields to teach physical education practical activities?	_	_	2	100
7	Do you use appropriate materials to teach lesson students with visual impairment?	_	_	2	100
8	Can students with visual impairment participate in physical education practical classes?	2	100	_	_
9	Is there appropriate school environment for students with visual impairment to deliver lessons practically?	_	_	2	100
10	Do you give equal chances for students with visual impairment while teaching?	2	100	_	_

Teachers**).**

Source:- Field survey by Investigator 2017/18

6.1. Questionnaires responses of physical education teachers

As the above table item 1result shows both (100%) of them were attended physical education related courses. But as practically observed there were some skill problems with them. So officials should think and educate these teachers.

As the above table item 2 result shows 2(100%) of them answered as they know the benefits of Adaptive physical education.

As the above table item 3 result shows that both physical education teachers 2(100%) answere d as there were participation troubles on students with visual impairment.

As observed from above table item 4 result revealed 2(100%) of them were willing to participa te students with visual impairment in physical education practical classes.

As observed from above table item 5 result shows 2(100%) were no any participation troubles on students with visual impairment during PE practical classes.

As observed from above table item 6 result revealed 2(100%) there were no sufficient sport fields to teach physical education practical activities.

As observed from above table item 7 result shows, 2(100%) they do not use appropriate materials to teach students with visual impairment physical education lessons.

As observed from above table item 8 result, 2(100%) answered as students with visual impairment can participate in physical education practical classes.

As observed from above table item 9 result, 2(100%) of them were answered as there were no appropriate school environment to deliver physical education practical lessons.

As observed from above table item 10 result shows, 2(100%) answered as they gave them equal chances while teaching PE lessons practically.

Table 7. Attitude items question responses of physical education teachers

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

No	Attitude items	Rating Scales									
		1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%
1	Students with VI have right to learn.	2	100		_	_	_	_	_	_	_
2	Students with visual impairment face difficulty during physical education practical classes	_	_	1	50	_	_	1	50	_	_
3	While teaching physical education practical classes helpers should be needed to deliver lessons for students with visual impairment.	1	50	1	50	_	_	_	_	_	_
4	It is hard to teach students with visual impairment in physical education practical classes.	_	_	1	50	_	_	_	_	1	50
5	Physical education has profitable and social advantage for students with visual impairment.	1	50	1	50	_	_	_	_	_	_
6	There is a sufficient teaching material to teach Physical education practically.	_	_	1	50	_	_	1	50	_	_
7	It is too hard to assist visually impaired students during physical education practical class.	_	_	2	100	_	_	_	_	_	_
8	Students with visual impairment treated equally accordingly during physical education practical classes.	2	100	_	_	_	_	_	_	_	_
9	Our school environment is suitable to give physical education practical lessons for students with visual impairment practical classes.	_	_	_	_	_	_	1	100	1	100
10	Visually impaired students have needs to learn PE practical classes.	2	100	_	_	_	_	_	_	_	_

Source:- Field survey 2017/18

7.1. Results and discussion on Attitude items question responses of physical education teachers.

As the above table item 1results revealed, 2(100%) of them strongly agree as students with visual impairment have right to learn.

As the above table item 2 results revealed, 1 (50%) agree and 1(50%) disagree as they face difficulty during physical education practical classes.

As the above table item 3results revealed, 1 (50%) strongly agree and 1 (50%) agree with helpers should needed to deliver lessons for students with visual impairment.

As shown in the above table item 4results,1(50%) agree and 1(50%) strongly disagree for the question it is hard to teach students with visual impairment in physical education practical classes.

As stated in the above table item 5results, 1(50%) strongly agree and 1(50%) agree with the profitable and social advantage of physical education for students with visual impairment.

As stated in the above table item 6results, 1(50%) of respondent agree as there were and 1(50%) of them were disagree with sufficient teaching materials to teach physical education practically. As practically observed and gather information from respondents there were no sufficient teaching materials.

As stated in the above table item 7 results, 2(100%) of respondents were agree with hard to assist visually impaired students during physical education practical classes. This shows as there were different needs.

As stated in the above table item 8results, 2(100%) of respondents were strongly agree with students with visual impairment treated equally accordingly during Physical education practical classes.

As stated in the above table item 9 results, 1(50%) were strongly disagree and 1(50%) were disagree with suitability of school environment to teach physical education practical lessons.

As stated in the above table item 10 results, 2(100%) were strongly agree with students with visual impairment have needs to learn PE practical classes.

Semi Structured Interview Guide Responses of Physical Education Teachers

Both physical education teachers were answered the interview items given for them as following:-

1. For the question “do you like to teach students with visual impairment? ’Both physical education teachers answered as they like to teach them.

2. The type of physical exercise they suggest to participate for students with visual impairment they answered Javelin, Discuss, running and warm up exercises gymnastics, Athletic and football.

3. Concerning of the prepared curriculum consideration of students with visual impairment one (1) said yes and the other answered as not consider them. Because it should prepared alone for this students.

4. The physical education teachers should help as they can, motivate while teaching and try to being students with visual impairment smart in their life time.

5. The problems that hold back students with visual impairment not participate in physical education practical classes were there were no special trained teachers; no suitable and comfortable learning environment and shortage of materials were some of these issues.

Table 8. Questionnaire Responses of Directors and other Subject Professional Teachers.

No	List of Questions	Responses			
		Yes		No	
		No	%	No	%
1	Does physical education practically given for student with visu al impairment in your school?	27	100	_	_
2	Do you think practical teaching of physical education is useful for students with visual impairment?	25	92.59	2	7.41
3	Do you think your school full fills facility for student with visual impairment to teach physical education practical class according to their impairments?	8	29.62	19	70.38
4	Does students with visual impairment assisted by physical education teachers during practical class?	27	100	_	_
5	Do you think that participating students with visual impairmen t in practical class is fruit full in your school?	26	96.29	1	3.71
6	Does the feelings of students with visual impairment is fine while learning physical education practically?	23	85.18	4	14.82
7	Do students with visual impairment face problems during physical education practical classes?	18	66.66	9	33.34
8	Are there sufficient sport materials and fields to deliver physic al education practical lessons in your school?	3	11.12	24	88.88

Source:- Field survey by Investigator 2017/18

8.1. Results and discussion of Questionnaire Responses of Directors and other Subject Professional Teachers.

As the above table item 1 result shows that 27(100%) of them answered as physical education were given for students with visual impairments in the school.

As the above table item 2 results shows that, 25(92.6%) of them answered as practical teaching of Physical education is useful for students with visual impairment, and while 2(7.4%) of them do not know its use.

As the above table item 3 results revealed that 8 (29.6%) of them were answered as the school
full fills facility for students with visual impairment to teach physical education practical class according to their impairment and 19(70.4%) of them were answered as the school did not fulfill school facilities.

As stated in the above table item 4 result shows, 27 (100%) of them were answered as students with visual impairment were assisted by physical education teachers during practical class.

As can be observed in the above table item 5 result shows, 26 (96.3%) of them were answe red as participating students with visual impairment in physical education practical class were fruit full in their school. Only 1 (3.7%) of them were answered as not fruitful.

As can be observed in item 6 of the above table 23(85.2%) of them were responded that the feelings of students with visual impairment were fine while learning Physical education practically and only 4(14.8) of them responded as it were not fruitful.

As can be observed in the item 7 of the above table 18(66.7%) of respondents were answered as students with visual impairment face problems during physical education practical classes and only 9(33.3%) answered as they did not face problems.

As can be observed in item 8 of the above table results 3(11.1%) of them were respond as there were sufficient sport materials and fields to deliver PE practical lessons in their school and 24(88.9%) of them were answered as there were no sufficient sport materials and fields to deliver physical education practical lessons in their school.

Table 9. Attitude Items Responses of Directors and other Subject Professional Teachers

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

No	Attitude items	Rating Scales									
		1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%
1	Students with visual impairments have a right to learn physical education in practical classes.	21	77.77	6	22.23	0		0		0	
2	The school administrators give special attention for Students with visual impairment to participate in physical education practical classes.	10	37.04	12	44.44	3	11.11	2	7.41	0	
3	Helpers should be wanted for Students with visual impairment during physical education practical classes.	13	48.14	10	37.04	4	14.82	0		0	
4	PE teachers have enough skills and knowledge's on Adaptive physical education courses.	10	37.04	12	44.44	0		5	18.52	0	
5	The school play field and Gymnasium is suitable environment to deliver physical education practical lessons.	0		5	18.52	0		0		22	81.48

Source:- Field survey by Investigator 2017/18

9.1. Results and discussion of Attitude Items Responses of Directors and other Subject Professional Teachers

As in the above table item 1indicated results , 21 (77.8%) of respondents were replied stro ngly agree, 6(22.2%) agree, 0(0%) undecided, 0(0%) of them were disagree and 0(0%) of them were strongly disagree with the rights students with visual impairments to learn PE in practical classes.

As in the above table item 2 indicated results , 10(37.0%) of respondents replied strongly agree, 12(44.4%) agree, 3(11.1%) undecided, 2(7.4%) of them were disagree and 0(0%) of the m were strongly disagree with school administrators give special attention for Students with visual impairment to participate in physical education practical classes.

As in the above table item 3 indicated results of , 13(48.1%) of respondents replied strongly agree,10(37.0%) agree, 4(14.8%) undecided, 0(0%) of them were disagree and 0(0%) of them were stronglydisagree with helpers should be wanted for Students with visual impairment during physical education practical classes.

As in the above table item 4 indicated results , 10 (37.0%) of respondents were replied strongly agree, 12(44.4%) agree, 0(0%) undecided,5(18.5%) disagree and 0(0%) of them were strongly disagree with physical education teachers have enough skills and knowledge's on Adaptive physical education courses.

As in the above table item 5 indicated results , 0(0%) of respondents were replied strongly agree, 5(18.5%) agree, 0(0%) undecided,0(0%) disagree and 22(81.5%) of them were strongly disagree with the school play field and Gym is suitable environment to deliver physical education practical lessons.

Semi-structured Interview Responses of Directors and Education Experts

School Directors and education experts were answered the interview as following:-

1. The absence of sport fields, gymnasium materials like mats and other equipment's were challenges of students with visual impairment in participating physical education practical classes

2. Teachers had their professional responsibilities and helping students with visual impairment in their education.

3. As the school capacity can they try to fulfill the necessary materials for students with visual impairment to enhance their participation in PE practical classes.

4. Students with visual impairment have full rights and responsibilities everywhere they are doing and learning.

5. There were no sufficient sport fields and materials to teach PE practical classes.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This part of the study content includes the summary, conclusion and recommendations of the study.

5.1. Summary

The study is designed to investigate the issue and find out the Challenges of students with visual impairment in participating PE practical classes at sebeta special school for the Blind. A descriptive survey method was employed in order to examine the existing participation problems of students with visual impairment. One hundred twenty one (121) students with visual impairment were participated in the study using questionnaires. Two (2) physical education teachers, two (2) school directors and 25 subject professional teachers were selected for questionnaires and semi structured interview; and three(3) education experts were selected for semi structured interview.Questionnaires, observation and Interview were used to collect the data. Among these instrument selected for the study, Questionnaires were checked through respondents of sample school using pilot test computed in spearman Brow split formula to be reliable and consistent. Then after, correction of some words and phrases were made. In addition, 2 physical education teachers and 4 Special Need education teachers totally 6 individuals were participated in focus group discussion. In doing this, the necessary information were gathered mainly through students with visual impairment and questionnaires from students with visual impairment , teachers, Directors and experts consecutively ; and observation made by researcher. The data collected from the close ended questionnaire was analyzed and interpreted using statistical tools such as, frequency and percentages that supported by SPSS-version-20computer software program. The data gathered through open end and observations were analyzed qualitatively using narration. Based on the results of the data analysis, the major findings of the study are summarized as follows.

- As the results of the study revealed that, participation of students with visual impairment in physical education practical classes was affected by different factors, such as; absence of sport, materials, fields, gymnasium, facilities and conducive environment to deliver practical lessons.

- The study found that during physical education practical classes there were no assistant or helpers for these learners.
- The absences of motivations and assistance from school administrations were also the issues that contribute to those challenges. These issues lag behind their performance.

5.2. Conclusions

Participation in physical activity is vital to the health and well-being of people of all ages. Physically active people are less likely to suffer from chronic disabling conditions. Conversely, physical inactivity may be injurious to health and well-being of an individual. It is on the basis of this assumption that physical education program is designed for students engaged in the program..

In addition to the physical benefits, the physical education program contributes to the social-emotional outcomes such as safety and confidence and acceptance of the impaired by their sighted peers. The ultimate goal of the class atmosphere for children with vision loses is to provide experience that will help them adjust to the seeing society in which they live.

The study was aimed to investigate whether the above-mentioned ideas in general are being practiced in the selected primary school of Oromia Region,Oromia special surrounding Finfinnee zone namely Sebeta Special School for the Blind or not. Points addressed to the respondents so as to come up with conclusive remarks were:

1. What are the major factors that hinder students with visual impairment participation during physical education practical classes?
2. What are the influences of participation of students with visual impairment in physical education practical classes?
3. How these challenges hinder the participation of students with visual impairment in physica l education practical classes?

Accordingly, it was found that most of the students have favorable attitude towards physical education despite differences in age, sex and grade levels. This signifies that, though physical education is much favored by students with visual impairment . The practical

situation is in its beginning. Therefore, unless a good learning situation is provided, it is doubtful to expect changes on the child's with VI over all development.

The paper centered to deal with Challenges of students with visual impairment in participating physical education practical classes more specifically tried to address those problem and suggest some possible solutions. This study reaches the following conclusions by aggregating the absence of sport facilities and materials, lack of sufficient sport fields, gymnasiums, absence of helpers in practical sessions and conducive environments in participating students with visual impairment physical education practical classes at Sebeta special school for the Blind.

- ☞ The majority of the students and other respondents were agreed with the lack of sport facilities, fields, gymnasiums, conducive environments and materials in participating students with visual impairment physical education practical classes.
- ☞ The school administrations were not facilitates and assists these students in order to participate PE practical classes and there were no helpers during practical classes.
- ☞ From the findings, it can be concluded that a combination of absence of sport materials, conducive environment, school play fields,gyminasium,facilities, absence of helpers and lack of facilitations from school administrations in order to participate students with visual impairment in physical education practical classes at School level in the study areas.

It is the hope of the researcher that those above all are responsible for the education of the students with visual impairment everywhere will play an important role in alleviating the current problem at hand.

5.3. Recommendations

Based on the study results the researchers made the following Recommendations:-

☞ To enhance participation of SWVI in PE practical classes' students, administrative bodies' at large and education experts should be aware and believe the importance of physical education and Adaptive Physical education. Physical education teachers and school directors should have to encourage and motivate these students.

School Administrators should Improve play fields, gymnasium materials, sport materials and facilities; and ensure that indoor and outdoor sufficient facilities are available throughout the school year.

☞The PE teachers should be able to know that blind children enjoy and need participation in the same games, sports and physical activities as other children. To perform this task effectivel y, teachers in the field of special education and physical education should have the awareness of physical activity programs. As the researcher, I argue that it is not only blindness that retards development but also lack of awareness which pave a way to retardation or handicaps.

☞Providing suitable physical education for students with visual impairment should requires cooperative effort among school communities and Administrators.

Loss of vision by itself is not a limiting factor for physical exercise.Instead, planning a conside rable amount of developmental exercises of muscular strength and endurance can be administered for students with visual impairment.

In order to hit this target, school directors should be well oriented with the general obj ective of special education at large and physical education programs for students with visual impairment in particular.

To attain effective result, extracurricular activities such as athletics, visits, walking .,. should be provided by teachers and Admnstrators for students with visual impairment in th e LRE. In return, activities can help the students with visual impairment to overcome some problems in physical and emotional, which are the direct results of the visual handicaps.

The students with visual impairment may need specialized materials and equipment to practice an activity given. Play equipment are complicated in nature such as the outdoor and indoor types. It is the opinion of the researcher that many of the outdoor activities that are very helpful for students with visual impairment should be organized by teachers with the help of naturally and locally available materials.

Hence, appropriate identification and utilization of resources will make a significant difference in the education of the visually impaired students and their participation for independent successful living as adults in a sighted world. But, in many

instances, equipment must be modified to accommodate the visual mechanism. Therefore, regarding the indoor activity materials, modifications of existing equipment, or newly acquired equipment should be necessary.

The school should prepare sport competitions for those students with visual impairment , by doing this; they can show the ability of visually impaired students.

Admnstrators should consult with Physical education teachers to facilitate the participation of students with visual impairment in Physical education practical classes. Teachers of Adaptive physical education should be available to provide students with visual impairment the active learning experiences as they need to acquire the knowledge, skills, attitudes and values to which they are permitted

As much as possible in the process of handling challenges and problems faced students with visual impairment , schools and officers should work in minimizing problems associated with poor facilities,playgrounds, school environments, modified equipment's; without payin gmuch cost,simply by dealing with donor persons, governmental and nongovernmental organizations they can solve problems associated with such issues.

Teacher assistants should be needed during Physical education practical classes. A student with a visual impairment does not always require this support. The role of the teacher assistant should be defined support some activities and other consultations which may be required for the Students, and understand the needs of the students to provide support for the program.

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7. APPENDICES

APPENDIX-A

Questionnaires and Attitudinal Questions for Students with Visual Impairment.

Dear students first of all I would like to thank your willingness to be reply for my questions. The purpose of this interviewee and attitudinal questions is to collect information on the challenges of students with visual impairment in participating physical education practical classes in case of second cycle of Sebeta special school for the blind, Sebeta town; Oro mia region state of Ethiopia. Based on the findings possible Solutions will be forwarded so that the challenges of teaching PE in practical class room will be improved. It is the hope of this researcher that your response will be very sincere.

All your response will be kept secret.

All the response is used only for academic purposes.

You are not responsible what so ever the research outcome will be.

So I kindly request you to give your opinion freely and honestly before you return it. It is only your kind cooperation and honesty that make the study reliable.

Please listen to the instruction before attempting to answer the questions.

Thank you in advance.

Waktola Aga.

Direction

1. for students with visual impairment.

A. Telling your name is not necessary.

B. After you heard the questions tell your responses of your choice.

I. Back ground information.

1. Sex a. Male b. Female

2. Age a. 8-12 b. 13-16 c. 17 and above

3. Grade level a. 5^{th} b. 6^{th} c. 7^{th} d, 8^{th}

4. Types of disability a. totally blind b. Partial sightedness

5. When this impairment was happen? a. Before birth b. After birth

DABALATA (APPENDIX)-A

Gaaffilee fi Gaaffilee Ilaalchaa Barattoota qaro dhabeeyyii tiif

Jaallatamtoota Barattootaa duraan dursee gaaffilee kana deebisuuf eeyyantaa naaf kennuu keessaniif galata guddaa isiniif dhiyeessa.Akeekni gaaffilee fi gaaffilee ilaalchaa kanaa ragaalee waa'ee danqaalee hirmaannaa Barattoonni qaro dhabeeyyii Barnoota Guddinaa fi Jabeenya qaamaa gochaan kennamu keessatti qaban sadarkaa tokkoffaa marsaa lammaffaa mana Barumsaa qaro-dhabeeyyii Sabataa Bulchiinsa magaalaa sabbataa,Godina addaa naannoo Finfinnee,Naannoo Oromiyaa-Itiyoophiyaa wabeeffachuun.Argannoo irratti hundaa'uun ,falli danda'amu kan itti kennamu ta'a.Kanaafuu danqaaleen Barnoota Guddinaa fi Jabeenya Qaamaa gochaan barsiisuu keessatti jiru ni fooyya'a.Deebiin kee bu'aa kan qabu ta'uu isaa fedha qo'ataati.Deebiinkee hundi iccitiidhaan eegama.Deebiin hundi dhimmi barnootaaf qofa fayyada.Firiin deebii yoo kan fedhe ta'e ati itti hingaafatamtu. Kanaafuu yaada sitti fakkaate osooo hindeebisin bilisa taatee akka kennituuf sigaafadha.Qo'annichi kan dhugoomsu yaada ati kennitu eyyanta kee qofa ta'uu isaadha.

Osoo gaaffilee hindeebisin dura qajeelfama hubadhu.

Galatoomaa

Waaqtolaa Aagaa

Qajeelfama

1. Barattoota qaro-dhabeeyyiidhaaf

A. Maqaakee himuu hinbarbaachisu

B. Erga gaaffii dhaggeeffattee booda deebii itti kenni.

I. Ragaa duub-deebii

1. Koorniyaa:- a, dhiira b, dhalaa

2. Umurii:- a, 8-12 b, 13-16 c, 17 oli

3. Sadarkaa barumsaa:- a, 5^{ffaa} b, 6^{ffaa} c, 7^{ffaa} d, 8^{ffaa}

4. Gosa mudaa qaamaa:- a, Guutumaa guutuutti qaro-dhabaa/duu

5. Qaro-dhabdummaan kun yoom sirra ga'e? a, dhalootaan dura b, dhalootaan booda

II. Questions for students with visual impairment. (For Yes=1; No=2)

1. Do you participate physical education practical classes prior to?
2. Do you think physical education is useful for your wellbeing?
3. Can you identify the command that given from physical education teachers during practical classes?
4. Do you participate in different sport competition?
5. Is there any dispute that slows down you from participating Physical education practical classes?
6. Is your impairment influence you while participating in Physical education practical classes?
7. Does the environment is conducive for learning Physical education practical classes?
8. Would your physical education teacher treat and motivate you during Physical education practical class?
9. Do your physical education teachers help you in their additional time?
10. Do the school administrators assist you to learn Physical education practically?

Source: Self made

II. Gaaffilee filannoo Barattoota qaro-dhabeeyyiitiif. (Eyyee=1,Lakkii = 2)

1. Kanaan dura Barnoota Guddinaa fi Jabeenya qaamaa gochaan kennamu keessatti hirmaattee turtee?
2.Nagummaa keetiif Barnoonni Guddinaa fi Jabeenya qaamaa ni fayyada jettee yaaddaa?
3. Yeroo Barnoota gochaan Barattu ajaja Barsiisaa Barnoota Guddinaa fi Jabeenya qaamaa irraa kennamu adda ni baaftaa?
4.Waldorgommii Ispoortii addaa addaa keessatti ni hirmaattaa?
5. Barnoota Guddinaa fi Jabeenya qaamaa gochaan kennamu keessatti akka hinhirmaanneef waan sidanqu jiraa?
6. Qaroo-dhabdummaan kee Barnoota Guddinaa fi Jabeenya qaamaa gochaan kennamu keessatti akka hinhirmaanneef dhiibbaa sirraan geessisu qabaa?
7. Naannoon mana barumsaa kee Barnoota Guddinaa fi Jabeenya qaamaa barsiisuuf mija'aadhaa?
8. Yeroo Barnoota Guddinaa fi Jabeenya qaamaa gochaan Barattu Barsiisaan kee sijajjabeessaa?Si dadamaqsaa?
9. Yeroo dabalataatiin Barsiisaan Barnoota Guddinaa fi Jabeenya qaamaa si gargaaraa?
10. Barnoota Guddinaa fi Jabeenya qaamaa akka Barattuuf Bulchiinsi Si gargaaruu?

Madda:- Qo'ataan kan qophaa'e

III. Attitude items

Tell the number you choice only

1. Strongly agree 2.Agree 3.Undecided 4.disagree 5.Strongly disagree

1. Our school environment is comfortable for teaching learning process of Physical education.
2. Students with visual impairments treated equally in practical classes.
3. PE teachers use Adaptive physical education methods of teaching approach.
4. All students with visual impairments know their right of learning Physical education.
5. PE teachers identify individual differences while teaching practical classes.
6. During PE practical classes' assistant for students with visual impairment is needed.
7. School administration facilitates things considering student with visual impairments.
8. Students withvisual impairments can participate in Physical education without help of other person.
9. There are sufficient learning materials during Physical education practical classes in the school.

Source: Self made

III. Gaaffilee Ilaalchaa

Lakkoofsa filatte qofa himi.

1. Ciminaanan waliigala 2. Waliigala 3. Hinmurteessine 4.Walii hingalu 5. Ciminaan waliihingalu

1. Naannoon mana barumsaa keenyaa Barnoota Guddinaa fi Jabeenya qaamaa

2. Barattoonni qaro-dhabeeyyii Barnoota Guddinaa fi Jabeenya qaamaa gochaan kennamu walqixa tajaajilamu.

3. Barsiisoonni Barnoota Guddinaa fi Jabeenya qaamaa tooftaa madaqeessuun barsiisuu Barnoota Guddinaa fi Jabeenya qaamaa ni fayyadamu.

4. Barattoonni qaro-dhabeeyyii hundi mirga Barnoota Guddinaa fi Jabeenya qaamaa barachuu qaban ni beeku.

5. Barsiisoonni Barnoota Guddinaa fi Jabeenya qaamaa yommuu gochaan Barsiisan garaagarummaa dhuunfaa gidduu jiru adda ni baasu.

6. Yommuu Barnoonni Guddinaa fi Jabeenya qaamaa gochaan kennamu Barsiisaa Barnoota Guddinaaf Jabeenya qaamaa biratti gargaartoonni ni barbaachisu.

7. Bulchitoonni mana barumsaa waan hunda Barattoota qaro dhabeeyyiif ni mijeessu.

8. Barattoonni qaro-dhabeeyyii gargaarsa namoota biro malee Barnoota Guddinaa fi Jabeenya qaamaa gochaan kennamu keessatti hirmaachuu ni danda'u.

9. Yommuu Barnoonni Guddinaa fi Jabeenya qaamaa gochaan kennamu meeshaaleen gahaa ta'an ni jiru.

Madda:- Qo'ataan kan qophaa'e

APPENDIX-B

Questions for Physical Education Teachers

Dear Teachers first of all I would like to thank your willingness to be reply for my questions. The purpose of this questioner is to collect information on the challenges of students with visual impairment in participating PE practical classes in case of second cycle of Sebeta special school for the blind, Sebeta town, Oromia regional state of Ethiopia.

This study will be useful for various professionals, organization, policy makers and curriculum specialists who are working in the area of inclusive education in general and teaching physical education for students with visual impairment in particular. You are selected for this study because you could provide adequate information on these issues. Therefore unreserved cooperation in providing the most genuine information will be appreciated. The information will be kept confidential.

Thank you.

Waktola Aga

I. Back ground information.

A. Personal data.

1. Age a.20-30 b.31-40 c. above 41

2. Sex a. male b. female

3. Grade in teaching a.5th b.6th c.7th d.8th e,_____

B. Educational back ground.

1. Educational qualification a. diploma b. degree c. master

2. Experience in teaching physical education a. 0 to 3 b. 4 to 10 c. above 11

4. Additional training _____

II. The principles and practices of physical education lessons. Choose the best answer.

1. Have you attended Adaptive physical education related courses?

a, Yes b, No

2. Do you know the benefits of adaptive physical education?

a, Yes b, No

3. Do students with visual impairment willing to participate in Physical education practical classes?

a, Yes b, No

4. Are you willing to participating students with visual impairment in Physical education practical classes?

a, Yes b, No

5. Are there any participation troubles on students with visual impairment during Physical education practical classes?

a, Yes b, No

6. Is there sufficient sport fields and Gym to teach Physical education practical activities?

a, Yes b, No

7. Do you use appropriate materials to teach lesson for this students?

a, Yes b, No

8. Can students with visual impairment participate in Physical education practical classes?

a, Yes b, No

9. Is there appropriate school environment for these students to deliver lessons practically?

a, Yes b, No

10. Do you give equal chances for students with visual impairment while teaching?

a, Yes b, No

Source: Self made

III. Attitude items questions.

Put the number you choice only.

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

1. Students with visual impairments have right to learn.

2. Students with visual impairments face difficulty during Physical education practical classes.

3. While teaching Physical education practical classes helpers should be necessary to deliver lessons for students with visual impairment

4. It is hard to teach students with visual impairment in Physical education practical classes.

5. PE has profitable and social advantage for students with visual impairment.

6. There is a sufficient teaching material to teach Physical education practically.

7. It is too hard to assist visually impaired students during PE practical class.

8. Students with visual impairment treated equally accordingly during PE practical classes.

9. Our school environment is suitable to give PE practical lessons for students with visual impairment practical classes.

10. Visually impaired students have needs to learn PE practical classes.

Source: Self made

Semi structured interview guide administered to physical education teachers

Personal information

Age_____

Sex_____

1. Do you like to teach students with visual impairment?

2. What type of physical exercise do you suggest to participate SWVI in PE practical classes?

3. Does the prepared curriculum consider them? A. yes b. no ;Why?

4. What do you think about the role of PE teachers in serving students with visual impairment?

5. List if there are any problems that hold back SWVI not to participate in PE practical classes.

Source: Self made

APPENDIX-C

Questionnaire for School Directors and Other Subject Professional Teachers

Dear directors and teachers first of all I would like to thank your willingness to be reply for my questions. The purpose of this questioner is to collect information on the challenges of students with visual impairment in participating PE practical classes in case of grade 5_8 of sebeta special school for the blind, Sebeta town, Oromia regional state of Ethiopia.

This study will be useful for various professionals, organization, policy makers and curriculum specialists who are working in the area of inclusive education in general and teaching physical education for students with visual impairment in particular. You are selected for this study because you could provide adequate information on these issues. Therefore unreserved cooperation in providing the most genuine information will be appreciated. The information will be kept confidential.

Thank you.

Waktola Aga

I. Back ground information.

A . Personal data

1. Age a, 15 to 30 b.31 to 40 c. above 41

2. Sex a. male b. female

B. Educational back ground.

1. Qualification a. diploma b .degree c. masters

2. Responsibility a. director b. Vice director. C, Teacher

3. Year of service a. less than 5 b. 5 to 10 c. 11 to 15 d. 16 and above.

II. The principles and practices of physical education lessons. Choose the best answer.

1. Does physical education practically given for student with VI in your school?

a, Yes b, No

2. Do you think practical teaching of PE is useful for students with visual impairment?

a, Yes b, No

3. Do you think your school full fills facility for student with visual impairment to teach physical education practical class according to their impairments?

a, Yes b, No

4. Does students with visual impairment assisted by PE teachers during practical class?

a, Yes b, No

5. Do you think that participating students with VI in PE practical class is fruit full in your school?

a, Yes b, No

6. Does the feelings of students with visual impairment is fine while learning PE practically?

a, Yes b, No

7. Do students with visual impairment face problems during PE practical classes?

a, Yes b, No

8. Are there sufficient sport materials and fields to deliver PE practical lessons in your school?

a, Yes b, No

Source: Self made

III. Attitude Item questions

Put the number you choice only

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

1. Students with visual impairments have a right to learn PE in practical classes.

2. The school administrators give special attention for Students with visual impairment to participate in PE practical classes.

3. Helpers should be wanted for Students with visual impairment during PE practical classes.

4. PE teachers have enough skills and knowledge's on APE courses.

5. The school play field and Gym is suitable environment to deliver PE practical lessons.

Source: Self made

IV. Semi- structured interview for school Director, vice director and Town education experts

Personal information

Age_____

Sex_____

Responsibility in the school _____

1. What are the challenges of Students with visual impairments in PE practical classes?

2. Are PE Teachers assist Students with visual impairments in PE practical classes?

3. What can you help Students with visual impairments to participate in PE practical classes?

4. What rights and responsibilities do Students with visual impairments have?

5. Are there a sufficient sport fields and materials to teach PE practical classes?

Source: Self made

Observation guide format to check principles and practice of physical education lesson for students with visual impairment

School name_____

Grade and section observed _____

Topics of the lesson _____

Date of observation _____

Alternatives1. Not present 2. Need attention 3. Good 4. Very good

1. Availability of suitable play grounds and Gym in the school.

2. Availability of school facilities and equipment's and its appropriateness' for Students with visual impairment while learning PE practical classes.

3. Teacher's attitudes to identify individuals and help in learning PE practical classes.

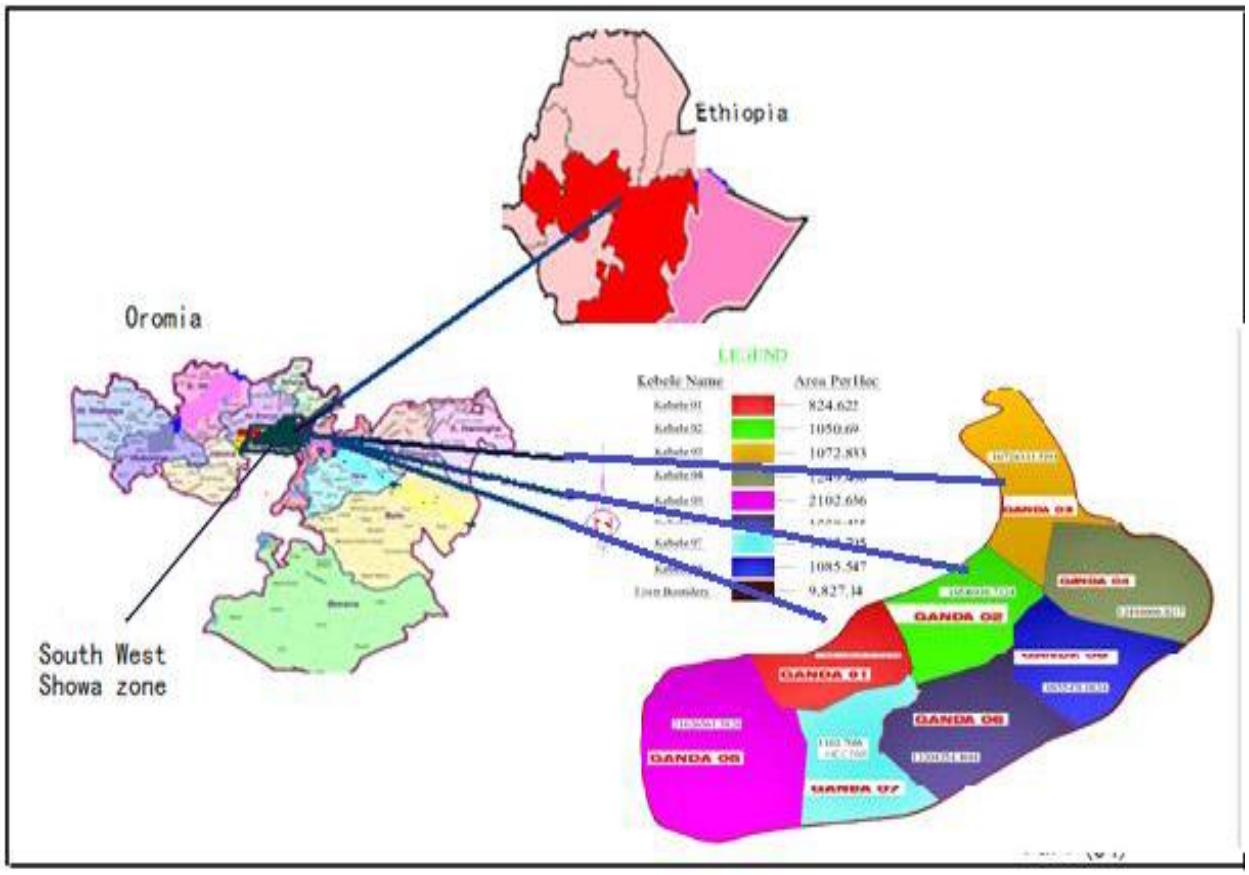
4. Teacher's abilities to help students to work in pairs during PE practical classes.

5. Interest of students with visual impairment to participate in PE practical classes.

6. Practical completion of students with VI during command given from teachers.

Source: Self made

Figure 1.Map of the Study Site



Source: Bogie Kene June, 2016: AAU, ETHIOPIA; Sebeta town OFED, Planning Division 2013