

**CHALLENGES OF STUDENTS WITH PHYSICAL DISABILITIES IN  
PHYSICAL EDUCATION PRACTICAL CLASSES OF AWINTEGEGN  
SECONDARY AND PREPARATORY SCHOOLS  
ANGOT WOREDA, AMHARA REGIONAL STATE**

**MEd THESIS**

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**Challenges of Students with Physical Disabilities in Physical Education  
Practical Classes of Awintegegn Secondary and Preparatory Schools  
Angot Woreda, Amhara Regional State**

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As thesis Research advisors, we hereby certify that we have read and evaluated the Thesis entitled “CHALLENGES OF STUDENTS WITH PHYSICAL DISABILITIES IN PHYSICAL EDUCATION PRACTICAL SESSION OF AWINTEGEGN SECONDARY AND PREPARATORY SCHOOLS ANGOT WOREDA, AMHARA REGIONAL STATE” prepared under our guidance by Getachew Wudu and recommended that it be submitted as fulfilling the thesis requirement.

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As members of the board of examiners of the MEd Thesis Open Defense Examination, we certify that we have read and evaluated the thesis prepared by Getachew Wudu 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 dedicate this work to my beloved friends and all my families for helping me with affection, love and for their immense contribution in the success of my life.

## STATEMENT OF THE AUTHOR

First, I declare that this thesis is my genuine work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for an advanced MEd degree in teaching physical education at 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 Raya Kobo on January 1985 E.C. He attended his primary education at Ayub Primary School and his Secondary education at Kobo Secondary and Preparatory School. Up on the successful completion of his secondary education, he joined Haramaya University in 2004 E.C and graduated with BSc degree in Sport Science in 2006 E.C. Right after graduation, he was assigned by Ministry of education to attend his PGDT Program at Haramaya University under College of Education and Behavioral Sciences and graduated in 2008 E.C. Then, he was employed as an Health and Physical Education teacher at Awintegegn Secondary and Preparatory School. Soon after, he joined Haramaya University for Postgraduate Studies in 2009 E.C to pursue his MEd study in Teaching physical Education.

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## **ABBERRATIONS AND ACRONYMS**

MoE	Ministry of Education
PE	Physical Education
SWPD	Student With Physical Disability
USA	United State of America
UNESCO	United Nation Educational Scientific and Cultural Organization
WHO	World Health Organization

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**Challenges of Students with Physical Disabilities in Physical Education  
Practical Classes of Awintegegn Secondary and Preparatory Schools  
Angot Woreda, Amhara Regional State**

**ABSTRACT**

*Students with disabilities have been facing various problems participating in physical education practical classes. This study attempted to analyze challenges of students' with physical impairments participation during PE practical classes of Awintegegn Secondary and Preparatory School. The study presents students' major challenges that affect their participation in PE practical classes and the solutions to increase their involvement in the practical classes, student's response about their participation in PE practical classes were assessed. Descriptive research design with qualitative and quantitative research methods was used. Population of the study was students with physical impairment and teachers who were teaching in 'Awintegegn' secondary and preparatory school. In 'Awintegegn' secondary and preparatory school, there were 1200 students. From these 15 students with physical impairments and 2 PE teachers were selected by using comprehensive sampling techniques. In order to collect adequate and reliable data, the researcher was using the following instruments: questionnaires, interview and field observation as data gathering tools. The findings of this research revealed that the participation of students with physical impairments are low and has many challenges. The main challenges are; inclusive program is not designed and implemented in the school which exposed them poor participation in practical classes. The mechanisms to mitigate these challenges are creating awareness in the school community, designing strategies and plans for the inclusion of students with disabilities in the practice class to the needs and interest of the students.*

**Key words: Disability, Physical Impairment and Physical Education**

# 1. INTRODUCTION

## 1.1 Background of the Study

Physical education is an education in which physical exercise contributes to the wellbeing of one's quality of life. In connection of this idea (Thomas wood 1893) stated that physical education is not the education of the physical nature, but the relation of physical training to complete education, then the effort to make the physical contribute its full share to the life of the individual. Scholar in the area of Physical education believes that it can develop a positive attitude towards physical activity among children and facilitate the participation in regular physical activity now and later in life (Trudeau & Shepherd, 2005).

Physical education practice is a fundamental right for all. In January 2013, the U.S.A department of education for civil rights determines that school needs to offer equal access to extracurricular activities for students with disabilities. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life (UNESCO, 1978). According to (Smith, 2003) sport, exercise and physical activity settings may afford opportunities for children with and without disability to interact and develop friendships. Moreover, it can raise the children's self-respect and social skills (Block, M.E 1999). Expected benefits for children of mainstream abilities include a more positive attitude toward individuals with disability, a higher level of social skills, readiness to help others and increase self-respect.

Physical impairment is one of them and defined as a disability that limits a person's physical capacity to move, coordinate actions, or perform physical activities. It is also a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action (Dohrmann, 2011)

Disability in Ethiopia is recognized to ensure the equal rights of persons with disabilities and their full participation in society. However, the Program does not provide for a timetable for the implementation of these activities making it difficult to monitor progress. Thus, the implementation of the Developmental Social Welfare Policy and the National Program of Action for the Rehabilitation of Persons with Disabilities remains a challenge. Physical

impaired should not exclude students from participating in physical activities. Depending on a student's disability, a separate, adaptive class or modifications within a typical gym class both offer physical educations. Those physical activities are benefits to students as physical impairments to maintain inclusive classrooms; teachers should have knowledge of physical impairments, assistive technology, teaching strategies, and necessary accommodations and modifications (MoE, 2006)

Initially assumptions are made that significant resources including personal, equipment and assistive technology, should be available to the physical education teacher to make inclusion a possibility. In the implementation of adapted physical education (inclusion), the researcher realized that there are many challenges and problems. As stated by Seid (2016) environment is a big challenge for students with physical impairment in Jigjiga secondary and preparatory school not to obtain the required education in the class.

Therefore, this study deals with issues related to perplexity that students with disabilities encounter while they are trying to participate in activities at physical education period in the school and the student.

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

Regular physical activity, fitness and exercise are critically important for the health and wellbeing of people of all ages, genders and more importantly persons with disabilities. Research has demonstrated that virtually all individuals can benefit from regular physical activity, whether by participating in vigorous exercise or some type of moderate health enhancing physical activity (Bauman, 2004).

For anyone with a disability or mobility issue, it is vital to be as physically active as possible (Joseph, 2000). Equally, it is important to find ways to overcome any barriers one may face as he/she try to become physically active. These barriers may include affordability and/or a lack of access, transportation and information. But in the observed setting, it is seen that students with physical impairment lack the above health benefits since they face many problems to take part in physical education practical classes and it is a great challenge for those students to participate in physical education practical classes as equal with non-students with physical

impairment (WHO, 2003). It is, therefore, the current researcher was interested to find out problem of physical impaired students participation during physical education practical class.

With regard to the local studies carried out so far, adequate studies have not been conducted yet. In fact, as far as the researcher knows only few promising research efforts have been made on this area. For instance, Seid (2016) and Kidanemariam (2016) studied the challenges of physically disabled students during physical education practical sessions in various secondary school settings. In order to collect data, all of the researchers used questionnaires and observations. The results of the studies showed that in all schools mentioned above, physically disabled students were not involved in physical education practical activities. According to the result obtained, there is lack of facilities, less attention of teachers and schools excluded physically disabled students from participation in physical education activities.

The studies made by those researchers Seid and Kidanemariam (2016) were found mainly dedicated to use both close and open ended questionnaires and observations only. Two types of questionnaires were prepared and administered to the sample population, one was for students and the second was for sport teachers. Observations were also conducted to see about the challenges thoroughly and critically to collect valid information by recording them on well-planned checklists.

Therefore, what makes the current research different from the previous one is that it used an interview apart from questionnaires and observations. Besides, the present study is different from the previous one in terms of study area too.

Waktola (2018) also study challenges of students with visual impairment in participating physical education practical class however his study did not display challenges of other disabled students. The main reasons that initiated the researcher to conduct the study are there are many students in Awintegen town in PE program in the school that has physical impairment and not participating in the practical class. In addition, create inclusive environment and awareness for students with disabilities in the school. The purpose of this study is identifying the challenges and problems of students with physical disabilities in physical education practical session and the solutions to solve or minimize the problems.

Therefore, this and other related factor initiates the researcher to conduct this study on people with disability.

Therefore, the study attempted to answer the following research questions

1. How does the participation of physically disabled students look like in physical education practical class?
2. What are the most important and suitable trainings for students with physical disabilities?
3. To what extent do school teachers treat physically disabled students?
4. What are the challenges of students with physical disabilities in practical physical education classes?

### **1.3. Objectives of the Study**

#### **1.3.1. General objective**

The main objective of the study was to analyze the challenges and problems of students with physical disabilities during physical education practical session.

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

In achieving the main objective, the following specific objectives were set. Therefore, the study was aimed to:

- Investigate the influence of physical disability on participating in physical education activities.
- Specify suitable training type for students with physical disabilities.
- Examine the school teachers teaching methodology to apply on disabled students.
- Identify the challenges and problems of students with physical disabilities in physical education practical session.

#### **1.4. Significance of the Study**

The main focus of this study was analyzing the challenges of students with physical disabilities during physical education practical class in the school. Therefore, the findings of this study are expected to have the following significance. Firstly, the finding will be an input for policy makers, teachers, service providers, curriculum experts and concerned bodies to design strategies and programs to promote the participation of students with physical impairments in physical education and extracurricular activities. Second, , it will help to give first hand information for different governmental organization so as to improve challenges of students with physical disabilities during physical education practical class. Third, it will be helpful to develop appropriate policy towards students with physical disabilities to create inclusive physical education classes. Finally, it might serve as a stepping stone to other researchers who conduct research related problems as a source of information for their further studies and it creates awareness to the society.

#### **1.5. Scope of the Study**

The main focus of this study was to investigate the challenges of physically impaired student's participation during physical education practical classes. It was conducted at Awintegegn secondary and preparatory school. So as to reach this, the study was delimited to all students with physical impairment taken from grade 9<sup>th</sup> to 12<sup>th</sup> in Awintegegn secondary and preparatory school. In addition to this, this study is delimited to studying only physically disabled students.

#### **1.6. Definition of Key Terms**

**Adapted Physical Education:** 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 the vigorous activities of the general physical education program (Reynolds and Mann, 1987)

**Disability-** any restriction or lack of ability to perform an activity in a manner or within the range considered normal for a human being (Bourk and Worthington, 2000).  
[https://en.wikipedia.org/wiki/College-preparatory\\_school](https://en.wikipedia.org/wiki/College-preparatory_school)

**Impairment:** is a problem in body function or structure and this may lead to activate elimination when countered by an individual in executing a task or action (whitehead, 1993).

**Physical Activity:** is movement of the human body that result in the expenditure of energy at a level above the resting metabolic rate (surgeon, 1993).

**Physical Education:** is a socially constructed activity which is informed by, and inform wider physical culture. Individual experiences of physical education as well as messages from wider physical culture, shape understanding of the nature and purpose of physical education, where physical eructation is defined by what is done in its name (kirk, 2010)

**Preparatory school** is any school that prepares a student for college.

**Secondary school:** the school for young people between the age of 15 and 18 or 20 (Advanced Learner's Dictionary of Current English, 1963, p.896)

**Sports:** - In formulating the definition of sport, consideration was given to its physical, competitive instructional characteristics, as well as how sport is shaped by social and cultural influence (Brian pink 2008).

## 1.7. Limitation of the Study

Even if my study covered many issues on the area under study, it has own limitations in the methodology and target group of the study. First, this study didn't include person without disabilities in the study. Second, the study will not be covered other students with disabilities outside 'Awinteegn' secondary and preparatory school.

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

Organization of the paper stated that the contents of each parts of the study. Chapter one incorporated the detail description of introduction, statement of the problem, scope of the study, operational definition, objective of the study with general and specific objectives. Chapter two presented that various literature reviews related with the finding of the study. Chapter three stated about the methodology of the study including sapling techniques and sample size, population of the study, source of data, data collection instruments, methods of data analysis, and data collection procedures. Chapter four depicted that the findings of the study. Chapter five described that summary, conclusion and recommendations of the study.

## **2. REVIEW OF RELATED LITERATURE**

### **2.1. 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 sports or games.

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 and emphasizes cooperative service among the school community, and the home to enhance a handicapped person's capabilities (Reynolds 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 emphasizing 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.

## **2.2. 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 relationships, 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 to educate 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.

### **2.3. Role of Physical Education**

Physical education plays a great role in preparing physically disabled students for socialization with their peers and contributes to higher academic achievement and health benefits. In modern times physical education has been playing a big role in every aspect of our daily life as mentioned below

- Academic achievement: physical education activities are valuable in intellectual development and academic achievement which mainly depends on the state of our physical and mental wellbeing
- Development of useful skills as participant and spectator in sport. In order to enjoy by participating or appreciating through observation of any game or activity, you should

have to have the knowledge of skills, rules, techniques and tactics of the game that is being played.

- Improvement of work efficiency: The success of any piece of work depends to a great extent on the health and physical fitness of the worker himself or herself. If you are in the best of health and physically fit, this is expressed in many ways, You may have good relations with others, your personality reflects an abundance of energy, your capacity to work is high, you will not be absent from your work because of common illness
- Vocational placement: A society needs people with various skills. Teachers, doctors, engineers, trade etc. If you want to be a medical doctor you need to study Medicine, if you want to be an engineer you need to study engineering, to be a teacher, you need to study education. Each profession or career requires the development of mental and physical ability. Physical education is therefore an important aspect in the development of physical abilities, health, appearance and fitness (MoE, 2001).

Thomas lee and Thomas (1988 a: 5) claimed that: Physical education makes an important contribution to total development. Even though educators talk about” the total child”, during a typical school day, time and energy are developed primarily to academic subject matter.

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

(Goodwin 2000) noted that goals of physical education as

- (a) To develop positive attitudes toward physical activity,
- (b) To promote life-styles oriented to overall well being, and
- (c) To develop concept-based skills.

Ultimately, the overall aim of physical education is to promote the physical well being and health of all students (Grineski, 1993). Knowledge of the goals and aims of the physical education program is necessary for maximizing student learning, as well as for the writing of formal Personal Program Plans for students with disabilities (Davis, 1989; Sherrill, 1998). Goals guide a person’s activity and allow the instructor to measure performance (Bar-Eli, Hartman, & Levy-Kolker, 1994).

Grineski (1993) states goal-directed programs motivate children to become physically fit, skillful, and knowledgeable. Goal utilization in instructional planning directs decision making about assessment and helps professionals and what instruments to administer to describe present level of performance in the program (Davis, 1989 & Sherrill, 1998).

Davis (1989) further state that establishment of individualized goals in physical education, specific to students with disabilities, is essential for effective teaching and learning in physical education. In general, to extend mobility, dexterity and independence in all children, through tasks which have functional bases and mastery of which achieves meaningful and worthwhile goals, with some purpose PE is taken to be one of the important subjects given the school program (Auxter et al, 2001). Although considerable emphasis is placed on the teaching of specific skills safety procedures and self-care activities, none should of course be taught in isolation. Rather, they should be focused on as the situation arises within the lesson so that their relevance and importance are easily appreciated, for example, understanding practice becomes much more meaningful when it directly precedes a lesson (Griffiths, 2007).

## **2.5. Meaning of Physical Disabilities**

A physical disability is any impairment which limits the physical function of one or more limbs or fine or gross motor ability. Other physical disabilities include impairments which limit other facets of daily living ([http://en.wikipedia.org/wiki/Physical\\_disability](http://en.wikipedia.org/wiki/Physical_disability)). The term physical disability is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities. Within that range are physical disabilities or impairments that interfere with a child's ability to attain the same developmental milestones as his or her age-mates. The number of students with physical disabilities is expected to grow as medical advances continue to reduce mortality rates for infants and children. As cited in (<http://www.csun.edu/~sp20558/dis/physical.html>) Physical impairment refers to a broad range of disabilities which include orthopedic, neuromuscular, cardiovascular and pulmonary disorders. People with these disabilities often must rely upon assistive devices such as wheelchairs, crutches, canes, and artificial limbs to obtain mobility. The physical disability may either be congenital or a result of injury, muscular dystrophy, multiple sclerosis, cerebral palsy, amputation, heart disease, pulmonary disease or more. Some persons may have hidden

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

## 2.6. Types of Physical Disabilities

According to Wikipedia, the free encyclopedia cited in ([http://en.wikipedia.org/wiki/Physical Disability](http://en.wikipedia.org/wiki/Physical_Disability)) state types of physical disability as follows:

**Mobility impairment:** is a kind of disability that includes people with varying types of physical disabilities. This type of disability includes upper limb disability, manual dexterity and disability in coordination with dissimilar organs of the body. Disability in mobility can either be a congenital or acquired with age problem. This problem could also be the consequence of some disease. People who have a broken skeletal structure also fall into this category of disability.

**Visual impairment:** is another type of physical impairment. There are hundreds of thousands of people that greatly suffer from minor to various serious vision injuries or impairments. These types of injuries can also result into some severe problems or diseases like blindness and ocular trauma, to name a few. Some of the common types of vision impairments include scratched cornea, scratches on the sclera, diabetes-related eye conditions, dry eyes and corneal graft.

**Hearing impairment:** is the category of physical impairment that includes people that are completely or partially deaf. People who are only partly deaf can sometimes make use of hearing-aids to improve their hearing ability.

## **2.7. 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 shameful as punishment from God. All these things mean that, in addition to his/her disability, the child with a 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).

## **2.8. Problems Facing Physically Disabled Children**

As cited in ([http://www.ehow.com/info\\_7992571\\_problems-physically-mentallydisabled-children.html](http://www.ehow.com/info_7992571_problems-physically-mentallydisabled-children.html)). Children with physical or mental disabilities can face many difficulties in their lives. Discrimination, social stigma and poverty does." Therefore, it is important to be aware of the people who are interacting with a disabled child. Nevertheless, with adequate care and education, disabled children can lead rich and happy lives. Some of the problems facing physically disabled children are as follows:

## **Ridicule**

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

## **Isolation**

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

## **Abuse and Neglect**

A tragedy that some physically or mentally disabled children face is abuse or neglect. Children with certain disabilities are unable to stand up for themselves, or may be unaware that they are being abused. According to the Abuse Victim Hotline, "People with developmental disabilities are 4 to 10 times more likely to be losses of fault than other people are." Sadly, the vast majority of abuse toward those with disabilities is perpetrated by family members, peers with disabilities or professional caregivers.

## **2.9. Physical Education for Disabled Students**

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

- The professional preparation of the physical educators to teach a child with disability

- The attitude of the physical educator toward the disabled child
- The support of the primary campus administrator of the concept of inclusion
- The readiness of the non disabled children in the school to accept and interact with the child.

These four problems all must be considered. The variable to be considered in the decision to include children with disabilities in regular physical education program is the preparation of the physical education teacher. In order to serve children with disabilities in the regular physical education class the teacher must have knowledge of the following:

- physical, mental and emotional characteristics of children with disability
- learning styles of children with disabilities
- teaching techniques and methodologies appropriate for children with and without disabilities
- behavior management strategies appropriate for children with and without disabilities
- behavior management strategies appropriate for children with and without disabilities techniques for modifying play, games and sport activities to include children with disabilities

## **2.10. Benefits of Physical Education for Students with Disabilities**

The physical educator can make a major contribution to reducing the risk and facilitate independent living through physical activity in the following ways. Develop recreational motor skills for independent functions in the community, develop physical and motor prerequisites to self help skills required for independent living, develop physical fitness for maintenance of health, and develop prerequisites motor skills necessary for participation in self-fulfilling social activities.

It has been argued that participation in sports develops the social characteristics of participants. Participants alone may not, however, benefit individuals with disabilities. Early studies on the social benefit of mainstreamed students with disabilities indicated that under

certain conditions the person with a disability could be adversely affected. There is some recent evidence that when the conditions of participations are well controlled (e.g. appropriate activities are offered at the ability level of the learners) and environment are designed that include a carefully structured modeling process, social development can be fostered through physical activity and sport. To ensure that social benefits occur to all persons, the social environment should be constructed so that there is a match between the environmental demands of the sport/physical activity and the social capabilities of the participants. Furthermore, the participants without disabilities must be supportive of the socialization process (Auxter, et al., 1993).

## **2.11. Modification for Students with physical impairment**

Just as the environment must be accessible to students with disabilities the curriculum must facilitate inclusive education, too. General educator must be willing to work with inclusion specialist to make modifications and accommodations in both teaching methods and classroom and homework assignment. For students with disabilities have conversations with friends about what to do in their free time might leave room for pause, if the student is in a wheelchair, on crutches or limited in movement abilities. However physical activity can be modified for mutual engagement given the right activity and modification. Here are a few sample activities for students with physical disability and their non disabled peers: (Martin 2010) describes adaptive physical education as teaching that adapts or modifies the curriculum task or environment so that all children can fully participate in physical education and sport. Thus, Adaptive Physical Education, Martin emphasize, is adapting, or modifying and/or changing a physical activity so it's appropriate for the person with a disability as it is for a person without a disability. (Bauman 2005) adds that Adaptive Physical Education is an individual program of physical motor skill and fitness meant to provide disabled children with the opportunity to participate in the regular Physical Education program.

In view of the above definition, it might seem that teachers in regular primary school, where ball games is the main activity, may have the facilities such as playing fields, golf balls, soccer ball and volleyball's but what they do not have is the knowledge and skill to adopt or modify such equipment to meet the needs of the disabled children. For instance, the Cure Our

Children Foundation (2010) suggests the following for soccer for children of diverse disabilities.

- Use walking instead of running
- Have well defined boundaries
- Reduce playing area
- Play six-a-side soccer

If the child uses a wheelchair, allow him/her to hold ball on his/her lap while pushing the wheelchair: use deflated ball, beeper ball or brightly colored ball, use a target that makes noise when hit and for volleyball, the following suggestions were given: use larger, lighter, softer, bright, colored balls, allow players to catch the ball instead of volleying, allow to self toss and set ball and lower the net.

Reduce the playing court when such adaptive approaches are used, coupled by barrier free entry to the playing field and obstacle free surfacing (Bauman 2005), it moves children with disabilities off the sidelines in Physical Education and Sports. It also makes children realize justice and equity in resource distribution and cultural recognition as directed by the justice theories espoused by (Jerlinder et al. 2009). Therefore, based on the modification suggested above, one can easily create opportunities for the participation of disabled students in school physical education and extracurricular activities.

## **2.8 Summary of Review of Related Literature**

The aim of this review is to investigate the problems of students with physical disabilities during physical education practical activities. The previous findings presented under literature review are related with the objective of the study. Thus, those literatures are vital for showing the scope of the study and will serve for the future researchers to further investigation.

The participation of students with disabilities in the practical classes of physical education has been studied and confirmed a plethora of findings. Physical education is not well organized for person with disabilities in terms of how to include them in the participation of practical class to boost their physical and mental wellbeing. According to finding, students with disabilities as a greater needs to participate and they need special guidance and support on how to build

their mental and physical wellbeing (Dunn and Faith, 1989). The overall aim of physical education is to promote the physical well being and health of all students (Grineski, 1993). Therefore, students with disabilities have the right to participate and include in all activities considering their physical strength and setting mechanisms on how to include them in all activities.

Knowledge of the goals and aims of the physical education program is necessary for maximizing student learning and writing formal Program Plans for students with disabilities (Davis, 1989; Sherrill, 1998). As a result, considering the aim of physical education students with disabilities need special programs and plans to promote their participation and inclusion in the practical classes thereby maximize their learning and ensure equity in learning of physical education. Goals guide a person's activity and allow the instructor to measure performance (Bar-Eli, Hartman, & Levy-Kolker, 1994). The performance of students with disabilities should be measured by their physical ability and the program designed for them in the school. However, they are not included in the practice class and there are no special programs for them to include and let them participate to evaluate via the criteria of the practice class.

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). As a result, students with disabilities are not equally treated in the physical education class and in the school because of their disability and the attitude of the school community. This also creates another problem on students with disabilities learning in physical education practice class to promote their physical and mental wellbeing.

The school environments should be accessible for students with disabilities and the curriculum must be facilitate inclusive education to set possible solutions on the challenges of person with disabilities in the physical education practical classes. Teachers on physical education should take the lion share to facilitate the inclusion on person with disabilities and directing and

recommending various accommodations which are relevant for participating in the physical education practice class.

Physical activity can be modified for inclusive practice of physical education with reasonable accommodation and adjustments of physical environments in the school. Martin (2010) describes that teaching adaptive physical education and modifies the curriculum let children with disabilities fully participate in physical education and sport science. Adaptive Physical Education, martin emphasize, is adapting, or modifying and/or changing a physical activity to make appropriate for the person with a disability like a person without a disability. Bauman (2005) adds that Adaptive Physical Education is an individual program of physical motor skill and fitness to provide children with disabilities opportunity to participate in the regular Physical Education program.

Therefore, if there is reasonable accommodation, adjustment of physical environment of the school, positive awareness on the participation of students with disabilities in the physical education practice class, create inclusive teaching learning environment; students with disabilities can participate in the practice class thereby promote their physical and mental wellbeing.

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Description of Research Area**

This research was conducted at Amhara Regional state, North Wollo Zone, Angot Woreda, Awinteggn town at Awinteggn secondary and preparatory school. The town is 584 km north east of Addis Ababa. This town bounded 64 km to the west, on Woldia city. The climate condition of Awinteggn is cold and the area classified under highland climate. The rainfall distribution of the area is very high during summer season. Economically, agriculture is the dominant economic activity of this area.

#### **3.2. Research Design**

The research study design was case study design and planned to investigate the problems of physically disabled students' participation during physical education practical classes in the case of Awinteggn secondary and preparatory school students and physical education teachers. I employed a mixed research methodology. According to (Onwuegbuzie and Leech 2004) as cited in seid 2016) in Mixed Research Method, both quantitative and qualitative research is important and useful to draw from the strengths and minimize the weaknesses of using only a single research method. Qualitative research design is employee in order to collect valid data for the study or to gain a better picture of the reality of the issue on the research questions and its objectives in a natural way (Denzin and Lincoln, 2000). The method was used to collect qualitative data (interviews) and quantitative (questionnaires). After collecting data using questionnaire and the interview were used to get valuable responses from teacher respondents.

To sum up, for the present study, the research approach adopted was mixed method research with that of concurrent nature. Thus, both quantitative and qualitative data were collected during a single phase. Moreover, the research type employee was descriptive with that of case study nature where ideas and opinions on the challenges of students with physical disabilities in physical education were collected using questionnaire, observations and interviews.

### **3.3. Sources of Data**

In this study, the researcher was employing primary and secondary data sources in order to collect necessary information to this study.

#### **3.3.1. Primary data sources**

Primary data was collected through case study questionnaire, interview and field observation for comprehensively selected physically disabled students and physical education teachers.

#### **3.3.2. Secondary sources**

Secondary sources were used to understand the previous research findings and facts about the study undertaken. The main secondary sources used for the study was books, research journals, reports, published and unpublished sources.

### **3.4. Population of the Study**

The target population of this study was both physically disabled students and physical education teachers to collect both quantitative and qualitative data. With respect to the sampling techniques, the comprehensive sampling methods were employed to select the samples among their respective population found in Awintegen secondary and preparatory school. The researcher was used comprehensive sampling technique to select 15 physical disabled students and two physical education teachers.

### **3.5. Sample Size and Sampling Techniques**

The sampling technique which was used in this study is comprehensive sampling technique (a technique that considers all population as study subjects). Because available sampling involves choosing the nearest individuals to serve as respondents until the required sample size has been obtained. The researcher was using this sampling technique so as to collect the needed data from conveniently available subjects and willing to co-operate for providing information. Therefore, for the purpose of this study, all students with disability were be taken as respondents as the researcher believed that he had full, and rich data from the available

students; and since the participants of the study is not oversized, the obtained data would easily be manageable to interpret.

Total Students in the school	Students with physical disabilities (participants)	Male (participants)	Female (participants)
1200	15	10	5

### **3.6 Data Gathering Instruments**

The methods of data collection depend on the nature, the objective, and the method of data analysis and the scope of the study. The availability of data, finance, time, personal and other facility also influence the selection of method to be a use for the study. In order to collect adequate and reliable data, the researcher was using the following instruments: questionnaires, interview and field observation as data gathering tools.

#### **3.6.1 Questionnaire**

Questionnaires were be used for physical education teachers and students with physical disables to collect primary data. The questionnaires were an open and close ended type questions which deals with the challenges of SWPD in PE practical classes in Awintegen secondary and preparatory school. The questionnaire were designed in English and translated into Amharic to enable the respondents to answer the question without any obstacle and to have mutual understanding on the issue under study.

#### **3.6.2 Field Observation**

Field observation was used for data collection in order to see teachers' actual practices in relation to physically disabled students. According to Victorian Curriculum and Assessment Authority (2007a) observations are a powerful mode of gathering ongoing data of students' learning. They can take place in a variety of settings, across many activities, and can employ a number of different tools to record information. This may include checklists, frequency count tables, and rubrics. When planning to observe students, teachers should consider whom they want to observe, what to observe, and how to evaluate and document what they see. Teachers may also choose to select smaller groups of students over longer periods of time and focus on particular skills or knowledge to be observed.

Hence, the purpose of the field observation used in the study was to investigate the major challenges of students with physical disabilities in sport activities. Therefore, to obtain more information, observation in the actual classroom teaching and learning process was used as data gathering instrument. For the purpose of observation, checklist was employed.

As a result, to make observations, a structured observation checklist was prepared and the teachers were observed. In such a way, to obtain reliable data, items of the checklist were devising to match the items of the questionnaire. The researcher was observed two comprehensively selected physical education teachers and made two field observations for each of them. The observation was focus on the lesson presentation including teaching techniques and assessment techniques, physical activities, feedback and teacher-student interaction.

### **3.6.3 Interview**

Interview is a very useful instrument to understand the reasons why and how things happen and the way they are happening.

For teachers' interview, five semi-structured interview questions were administered to two comprehensively selected physical education teachers. To check the content validity of the interview items, the questionnaire and field observation are taken as a benchmark. Then, the items from the three instruments made to match to obtain reliable data on the basis of the review of related literature and the objective of the study. Teachers' interview is very important to get additional information which was triangulated with data obtained from students through questionnaire.

## **3.7 Data Collection Procedures**

In order to collect the required data for the study, the researcher discussed with the directors and physical education teachers of the school and made arrangements about the time and implementation of the study schedules. Based on the plan for implementation of the study schedules, volunteer and interested teachers were requested and selected to help the researcher in providing necessary data for the study.

Ten closed-ended and two open-ended questions were administered to two comprehensively selected physical education teachers and ten closed-ended questions were administered to all comprehensively select physically disabled students of Awintegegn secondary and preparatory school. In addition to this, two physical education teachers were comprehensively selected for field observation.

### **3.7.1 Pilot Study**

The pilot study items were distributed to students, teachers and principals. A pilot study was conducted to check the validity and the reliability of the questionnaire. Sufficient information was found on the challenges of physically disabled students during physical education practical sessions. The reason why the questioner selects for this study was to make respondents to fill their opinion and to get the necessary information from respondents freely. Based on the pilot study some questionnaires were modified and restructured for the final study.

### **3.8 Methods of Data Analysis**

All data were collected, organized and analyzed in a way appropriate to answer the research questions. The data were organized based on challenges of students with physical disabilities in sport activities. Both quantitative and qualitative data analysis methods were used in the research. Therefore, to conduct the data analysis, the data from each tool were assessing for clarity and proper completion. Then, the data from each was sorted. That means, the data were collected based on its sequence of collection. Firstly, the data from the questionnaire was tabulate, analyze and interpret thoroughly using linker five point scales of descriptive statistical tools such as percentage, tables and frequencies.

Secondly, the qualitative data collected through open ended questionnaires, observation and interviews were directly stated by the researcher and were presented, narrated, described and the result was classified and computed to draw conclusions.

### **3.9 Ethical Considerations**

The main concern of this study was to investigate the challenges and problems of students with physical impairment' participation during physical education practical classes and come up with possible solutions. For conducting the research, the researcher was developed questionnaires and interviews. These questionnaires were filled by physically and impaired students and physical education teachers. So as to performing this, the researcher was asking the respondents permission to give valid and correct information for the interview and questionnaire questions.

## **4. RESULTS AND DISCUSSION**

This chapter deals with the presentation and analysis of the data collected from students and teachers respondents. The data were gathered from students and teachers through questionnaires, interviews and observation, respectively. All the data gathered from respondents were organized and analyzed in tabular form and interpreted using frequency, percentage and 5 point liker scale. The qualitative information gathered through interviews and observation was interpreted qualitatively.

### **4.1. Demographic characteristics of the respondents**

The following table (1) indicates the general characteristics of physically impaired student respondents specifically their sex, age, grade and types of physical impairments background information so the following table depicts a summary of students' background information.

**Table 1:** Background information of respondents

No	Item	Characteristics	Student		Teacher	
			N=15		N=2	
			F	%	F	%
1	Sex	Male	10	67	2	100
		Female	5	33	-	-
		Total	15	100	2	100
2	Age	15-17	3	20	-	-
		18-20	12	80	-	-
		≥21	-	-	2	100
		Total	15	100	2	100
3	Grade	Grade 9	7	47	-	-
		Grade 10	3	20	-	-
		Grade 11	1	7	-	-
		Grade 12	4	26	-	-
		Total	15	100	-	-
4	Type of physical disability	Forearm	5	33	-	-
		Knee	7	47	-	-
		Ankle	3	20	-	-
		Other	-	-	-	-
		Total	15	100	-	-
5	Educational status	BA/BSC	-	-	2	100
		MED/MA/MSC	-	-	-	-
		Total	-	-	-	-
6	Experience in teaching	Less one year	-	-	-	-
		1-5	-	-	2	100
		6-10	-	-	-	-
		11-15	-	-	-	-
		More than 15	-	-	-	-
		Total	-	-	2	100

As table 1 indicates, out of 15 physically disabled students, 10(67%) and 5(33%) of the respondents were male and female students respectively. As it's clearly seen in the above table, students aged 15-17 years were 3(20%), 18-20 years 12(80%) and there were no above 21 years old participants.

From the total number of the respondents, a great number comprised grade 9<sup>th</sup> students, 7(47%) and the least amount was in grade 11 students which comprised 1(7%). The remain were from grade 12, 4(26%) & grade 10, 3(20%). Regarding to the difficulty that the respondents face, knee problems contains a large amount which was 7(47%). Forearm related impairment ranks second place with 5(33%) respondents. Students with ankle impairment account 3(20%).

The data presented in table 1 indicates all sample teacher respondents were males and they are bachelor degree holders. Furthermore teacher respondents are aged above 21 years with teaching experience ranging from one to five years.

**Table 2:** Sport facilities for physically disabled students in your school

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree	-	-	-	-	-	-
Agree	-	-	-	-	-	-
Undecided	-	-	-	-	-	-
Strongly disagree	11	65	1	6	12	71
Disagree	4	23	1	6	5	29

The records presented in table 2 above showed that 71% of the respondents replied to strongly disagree, 29% of the respondents replied to disagree. This indicated that there are no any sport facilities and equipments for physically disabled students in their schools.

**Table 3:** The state of Special Classes for Physically Disabled Students

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree	-	-	-	-	-	-
Agree	1	6	-	-	1	6
Undecided	4	23	-	-	4	23
Strongly disagree	2	12	1	6	3	18
Disagree	8	47	1	6	9	53

table 3 showed that 18% of the respondents replied to strongly disagree item, 53% of the respondents replied to disagree item, 6% of respondents replies to agree and only 23% of the respondents replied to undecided item. This showed that great amount of respondents believed that sport teachers were not preparing special classes for physically disabled students.

**Table 4:** During practical sessions, disabled students are excluded and assigned to sit

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree	4	24	-	-	4	24
Agree	8	47	1	6	9	53
Undecided	3	17	1	6	4	23
Strongly disagree	-	-	-	-	-	-
Disagree	-	-	-	-	-	-

Table 4 showed that 53% of the respondents replied to agree, 24% of the respondents replied strongly agree and 23% of the respondents replied undecided. This revealed that physically disabled students were not participated & included in physical education practical activities. Teachers are not strongly consider the issue and difficulty of students with physical disabilities thereby the response indicated very low.

**Table 5:** Skill and physical fitness test program for physically disabled students

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree	-	-	-	-	-	-
Agree	-	-	-	-	-	-
Undecided	2	12	1	6	3	18
Strongly disagree	5	29	-	-	5	29
Disagree	8	47	1	6	9	53

On table 5 above, 29% of the subject responded to strongly disagree item, 53% of the subject responded to disagree item and 18% of the subject responded to undecided item. Large percent of the subject respondents 9 (53%) replied to disagree item. This showed that there is no sufficient skills and physical test program for physically disabled students.

**Table 6:** Parents' participation to ensure the rights of disable students in the school

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree	-	-	-	-	-	-
Agree	4	24	-	-	4	24
Undecided	-	-	-	-	-	-
Strongly disagree	6	35	-	-	6	35
Disagree	5	29	2	12	7	41

The data presented in table 6 showed 35% of the respondents replied to strongly disagree item, that a large percentage of the respondents replied to disagree item (41%) and those who agreed (24%) to the same issue is relatively lower.

**Table7:** Sport competition between disabled students at school level.

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree	-	-	-	-	-	-
Agree	-	-	-	-	-	-
Undecided	-	-	2	12	2	12
Strongly disagree	9	53	-	-	9	53
Disagree	6	35	-	-	6	35

The quantitative analysis of table 7 showed that 53% of the respondents replied to strongly disagree item and the second large number of the respondent replied disagree item that is 35% and the percentage of the respondents that replied to undecided item that is 12%. This indicated that there is no sport competition between disabled students at school level.

**Table 8:** Principals concern for physical disabled students

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree	-	-	-	-	-	-
Agree	1	6	-	-	1	6
Undecided	2	12	2	12	4	24
Strongly disagree	5	29	-	-	5	29
Disagree	7	41	-	-	7	41

The data presented in table 8 showed that 41% of the respondents replied to disagree, 29% replied to disagree items, 24% of respondents replied to undecided and 6% replied to agree. On the above table large amount of the subject replied to strongly disagree (29%) and disagree (41%). This indicated that principals did not discuss with physically disabled students about the problems they face during physical activities.

**Table 9:** There is sport training program for disabled students in the school.

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree						
Agree	1	6			1	6
Undecided	2	12	2	12	4	24
Strongly disagree	5	29			5	29
Disagree	7	41			7	41

As indicated on table 9 above showed that (41%) replied to disagree item, 29% of the respondent replied to strongly disagree item, 6% replied to agree and 24% undecided items. From the above quantitative analysis, it is easy to understand that there is no athletic training program for physically disabled students after school.

**Table 10:** During physical education practical session teachers are considering students without disability only.

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree	6	35			3	35
Agree	4	23	2	12	6	35
Undecided	3	18			3	18
Strongly disagree	2	12			2	12
Disagree						

The above table 10 showed that 35% of the subject replied to strongly agree item, 35% replied to agree item, 12% of the subject replied to strongly disagree item, 10% of the subject replied to disagree item and 18% of the subject replied to undecided item. The above quantitative analysis shows that teacher's consideration for physically disabled students is very less.

**Table 11:** Physical education teachers prepare opportunities for physically disabled students to display their skills and talents.

Items	Students		Teachers		Total	
	N	%	N	%	N	%
Strongly agree						
Agree	1	6			1	6
Undecided	2	12	2	12	4	24
Strongly disagree	5	29			5	29
Disagree	7	41			7	41

The large percentage of the respondents replied to disagree item, that is 41%, 29% replied to strongly disagree item, 24% of the subject replied to undecided item where as the percentage of the respondents replied agree item 6% which is relatively lower. This showed that less attention is given prepare opportunities for physically disabled students.

#### **4.1. Teachers Response about SWD Participation in PE practical classes**

**Q1.** If there are any other challenges that affect proper practice of students with physical impairment' participation during physical education practical classes in your schools, please write them briefly?

Open ended questions were delivered for physical education teachers about SWD participation in PE Practical classes. Both of the respondents believe that these are various problems in their school that affect their participation in physical education practical classes.

Teachers who believed the existence of physical education class room assessment affecting stated several factors. These respondents mentioned large class size , unsuitable school and classroom environment and lack of willingness of teachers and students to make us participated and give their hand when we are in need the major challenges for their low participation. In this regard one teacher suggested above the challenges as follow as:

*“lack of appropriate facilities especially allotted for them, in accessible buildings, and limited support for them from the principals make them not fully participate in physical education practical classes.”*

From this it is possible to conclude that they are many challenges that physically they are many challenges that students with physical impairment faced during their practical classes as major challenges rely on unsuitable school environment, limited awareness of physical impairment and absence of appropriate help both from teachers around and in the school

**Q2.** What possibilities do you recommend to develop participation of students with physical impairment in physical education practical classes?

Both of the teachers forwarded their thought regarding the possible solution for their problems as follows:

*“The school should give as support by providing facilities and resources. Even if they presumed that fulfilling these things is expensive, they can identify inexpensive, convenient resources available in their surroundings.”*

The school really concerned this issue in fulfilling resources and facilitates and create conducive school environment. From this one can also forwarded possible suggestions for the improvement of the participation of students with physical impairment in physical education practical classes as below:

*“Students and teachers or the school staff as a whole should have awareness about physical impairment and should help as in every aspect. Then the school provides training for Students and teachers should teach as inclusively.”*

It can easily be deduced that major challenges are related with the school staffs not only the resources so every school staff member should strive to make students with physical impairment participate in PE practical classes.

## 4.2. Interview Questions and PE Teachers Answers

**Q1: What do you feel about challenging things when you teach students with physical impairment in PE practical classes?**

**Q1:** Concerning this question, the respondents got lack of confidence of students with physical impairment as the most challenging perform them have faced during their classes. They continued in saying that students with physical impairment are not willing to participate and even prefer to stay out the field and look at those who engaged in practical classes. Absence of appropriate teaching material and large class size are their major challenges to teach students with physical impairment equally with non-students with physical impairment.

**Q2: What challenges have you faced in implementing inclusive method of teaching Strategies?**

**Q2:** The major challenges which hinder PE teachers to implement inclusive teaching method relies on absence of apparatus and appropriate teaching materials in addition to not getting training on this regard as they inferred in their response towards interview question number it. They added, we notice that inclusive teaching method is good but lack of training and refreshment workshops on this issue make us not to implement it.

**Q3: To what extent are teachers able to modify physical activity to be appropriate for Students with physically impaired?**

**Q3:** This question also forwarded for all teachers (2), they have never modified physical activities which are appropriate for students with physical impairment. They believed that the large number of students in the school and large number of periods control them to provide especial consideration to the disadvantaged students. Their experience clearly shows this. One respondent, for example, clearly stated as below:

*“ I have never modified physical activities for students with physical impairment since I didn't get supportive materials and instruments from the school even I, once a time, tried to modify it. The students by themselves are not*

*supportive, they lack of confidence and didn't consider that they can do things equally with non-students with physical impairment.''*

From this one can conclude that teachers were not exposed to modify physical activities for students with physical impairment no matter how they tried to modify it. So the absence of conducive environment in general was the root cause for the absence of modification of physical activities for students with physical impairment for their PE practical classes.

**Q4: What are your overall beliefs towards inclusion and teaching students with physically impaired in PE practical classes?**

**Q4:** All teachers (2) understood that both students with physical impairment and non-students with physical impairment do participate equally in PE practical classes even if the reality on the ground doesn't really support this.

They forwarded inclusive education is best and should be applied in schools. But they are not applying it because of the listed problems. It seems that teachers have theoretical knowledge towards inclusive education and that both physically impaired and non-physically impaired should learn together equally, but the practice doesn't support this. That means students with physical impairment are not equally participating in PE practical classes.

One respondent, for example, said the following:

*“Teaching students (physically impaired and non-physically impaired) in the field is inevitable. But when I try to do this, I couldn't go in line with time since the number of students is large. I couldn't also get support from the school in providing appropriate and deliver trainings.’’*

Another teacher also suggested his response towards inclusive education and the participation of students with physical impairment in PE practical classes as below:

*“Even if I realize that equality in participation, the absence of enough supportive material and having a number of periods, I couldn't address the*

*need of students in need. There is also no training given for teachers in which inclusive teaching method is delivered.’’*

From this it is concluded that teachers have understood about inclusive teaching methodology and the teaching of students with physical impairment and non-students with physical impairment equally but it is all on theory not seen in the ground.

As a result there is discrepancy between the theory and the practice. So, great effort should be applied on filling the gap between the theory and practice.

**Q5: How do you rate the participation of students with physical impairment in PE practical classes compared with non-students with physical impairment?**

**Q5:** For this question, teacher respondents agreed that it is obvious for all us that students with physical impairment don't have equal participation with non-students with physical impairment by forwarding lack of confidence of students with physical impairment, limited awareness of the school community and absence of support from school.

They fully believed that equal participation is valuable if the participation of students with physical impairment in PE practical classes is relatively low.

**Q6: How much school and the community work in collaboration for the participation of students with physical impairment in PE practical classes?**

**Q6:** For this interview question, all 2 of the respondents sated that there is no collaboration work between the school and the community.

*‘‘I have never seen any of the community who come to school support us in providing facilities and necessary materials. They sometime come to school for getting some information for their report.’’*

Another respondent also forwarded his view towards the collaboration work of the school and the community as below:

*“I personally believe that ministry of education and youth and sport office strive to get the students with physical impairment participated equally with non-students with physical impairment. But the reality on the ground is the opposite. They couldn’t even provide us ordinal materials used for practical class activities.”*

To conclude, there is limited coordinating work between the school and the community as 2 of the respondents’ assured this fact.

### **Q7: What are the barriers and incentives to participation?**

**Q7:** In response to this interview question, all of the respondents (2) common thing regarding the barriers of these students participation. They said lack of collaborative work among school staffs and limited attitude towards impairment as well as lack of teachers training towards the inclusive education are some barriers that all respondents agreed with. They also forwarded large number of students in the school and the teacher- student relation as the basic challenge/ barrier for low participation of students with physical impairment in PE practical classes. One respondent also highlighted this fact:

*“I can’t manage the number of students since it is large so it hinders me not to give much and special attention to students with physical impairment. I have never taken any training regarding inclusive education. So these barriers make me not to participate students with physical impairment equally with the non-students with physical impairment.”*

This indicates the school support for both teachers and a student with physical impairment is very low.

### **Q8: To what extent are students with physically impaired able to engage PE practical Classes?**

**Q8:** All (2) physical education teachers who participated in the interview agreed that students with physical impairment have low participation in physical education practical classes. Supporting this fact, one of the two respondents said,

*“The participation of students with physical impairment in PE practical classes is very low since none in the school gave special attention to them. There is no material in the school; the school buildings are not comfortable for them. The huge number of students also makes the teacher not to address the need of these students.”*

**Q9: What possibilities do you recommend to increase the participation of students with physical impairment in PE practical classes?**

**Q9:** the teachers stated there are various solutions to mitigate the challenges of students with physical disabilities in the practical classes. Teachers confirmed that to solve the barriers of physical activities of students with physical impairments with prioritization of each solution. For instance, creating positive awareness among students, teachers and the community about physical impairment, creating motivation on students with physical impairment, avoiding their believe towards lack of skill. In addition, teachers explained that students are not working in collaboration with the community, education bureau, youth and sport office to get resources appropriate for PE practical classes. Lack of conducive environment in the school and sport fields are the major recommendations that physical education teachers suggested to improve the participation of students with physical impairment in PE practical classes.

### **4.3 Observation**

This is the method of looking something carefully and collects valid information by recording them on well-planned check-lists. Practical observations were conducted on three different days to check the reality of information which was found through questioners. Two times observations of physical education practical sessions were conducted and one overall observation of facilities and equipment in the school. Finally the researcher used the check lists for reviewing, assessing and analysis purpose. The qualitative analysis of observation of check list showed that there is no availability of facility and equipment and attention for physically disabled student is very less. Physical education teachers were not allowing disabled students in physical education practical classes and schools are not preparing special programs for these students.

## **5. SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1. SUMMARY**

The main aim of this study was to assess the challenges of physically disabled students during physical education practical sessions in Awintegegn secondary and preparatory school. The sample of the study was 10 males and 5 females which were students and 2 sport teachers to whom questionnaires were distributed. Comprehensive sampling method was used to draw the sample from the population.

To properly achieve is study, both quantitative and qualitative data were used. The quantitative data was collected by using questionnaires on the personnel characteristics of the respondents practice and challenges in learning physical education during practical activities. The quantitative data was analyzed by percentage using Licurt five point scales based on their homogeneity of participants of the study. The qualitative data which were collected by interview and observation were narrated by the researcher. The result of the study showed that most of the respondents replied that there were many challenges on physically disabled students during physical education practical sessions.

It was discovered that 17(100%) of the respondents replied there is no facilities and equipment for disabled students. 12(71%) indicated that teachers are not preparing special classes for disabled students. 13(76%) of the respondents showed that parents and the school are not working jointly to help disabled students. On sport competitions between disabled students at school level 15(88%) respondents showed that there are no sport competitions between disabled students at school level. So the result obtained clearly indicated that physically disabled students are not getting any support from teachers, schools and the community to participate in physical education practical activities.

In addition, open ended question findings showed that the challenges of students with disabilities are lack of appropriate facilities allotted for them, in accessible buildings and limited support for them from the principals makes them not fully participate in physical education practical classes. Respondents explained these exposed the students with physical impairment for lack of confidence, low practical achievement and poor social interactions.

## **5.2. CONCLUSSIONS**

By using the mixed research method of research approach, the researcher came up with numerous findings which indicated that person with disabilities have been and are facing many challenges to actively participate in physical education practice classes. According to the finding confirmed there are lack of facilities and assistive devices available in the school, there is low attention from school administrators and teachers for the inclusion of students with disabilities in the practice class which exposed the exclusion of the students with disabilities in the physical education class. Physical education professionals (teachers) did not made any effort to invite students with disabilities in the practice class to promote the physical and mental wellbeing of students with disabilities which is the most hindering factor to bring change on the inclusion of them in physical education class. Students with disabilities are recommended to seat around the practice areas as a observer instead of letting them to participate in line with their physical ability with special support. The finding urges that there should be adequate program to invite students with disabilities in the practice class of physical education. Finally, teachers, school director, supervisors and education bureau officials should work together to solve the challenges of students with disabilities in the practice class of physical education.

## **5.3. RECOMMENDATIONS**

On the basis of the above conclusions, the following recommendations were forwarded.

- Facilities and equipment are the basic things to fulfill the aim of the educational program. So, school administrators, parents and sport teachers are responsible to fulfill these demands.
- As physical education is part and parcel of our daily activity, physically disabled students should be given special attention, so they can involve in physical education practical activities.
- Physical education teachers should give attention, encourage and arrange conditions for physically disabled students to participate in physical education practical classes.
- Activities and rules should be modified to prove individualized instruction.

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## **7. APPENDICES**

## APPENDIX A:

### Questionnaire for Physically Disabled Students

Dear respondents: I would like to express my heartfelt appreciation and respect for your precious time and honest cooperation in advance to fill this questionnaire. This questionnaire is designed to collect data about difficulties of physically disabled students during physical education practical sessions in secondary schools of Angot woreda. Completion of this questionnaire is entirely voluntary. However, since this survey study represents education system, it would be helpful if you could assist us by completing this questionnaire. All information will be treated as private and no individual or school will be identified in any report rather than academic purpose.

Please fill the following information

School. \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

Grade and section \_\_\_\_\_

**General Direction:** On any part of the questionnaire paper you are not supposed to write your name. All questions are closed ended, put sign(X) against your appropriate choice by using the following rating scale:

# Strongly agree (5)    # Disagree (2)    # Undecided(3)

# Agree (4)

# Strongly Disagree(1)

No	Item	Rating scale				
		1	2	3	4	5
1	There are sport facilities for physically disabled students in your school					
2	Physical education teachers prepare special classes for physically disabled students					
3	During practical sessions, disabled students are excluded and assigned to sit					
4	There is skill and physical fitness test program for physically disabled students					
5	To ensure the rights of students with disabilities parents and schools are working jointly					
6	There is sport competition between disabled students at school level.					
7	School principals make discussions with disabled students about the problems they face during physical activity					
8	There is sport training program for disabled students in the school					
9	During physical education practical sessions teachers are considering students without disability only					
10	Physical education teachers prepare opportunities for physically disabled students to display their skills and talents					

**APPENDIX B:**

**የአካል ጉዳተኛ ተማሪዎች መጠይቅ**

የተከበሩ ተማሪዎች፡ በቅድሚያ አምናችሁና ሰአታችሁን መሰዋት አድርጋቺሁ ስለሞላቸዋልኝ ክልብ የሆነ ምስጋናየን አቀችባለሁ። ይህ መጠይቅ ሲዘጋጅ የአካል ጉዳተኛ የሆኑ የአንጎት ወረዳ 2ተኛ ደረጃ ተማሪዎች በፕራክቲስ ክላስ የሚድረስባቸውን አስቸጋሪ ሁኔታ መረጃ ለመሰብሰብ ነው። ይህ መጠይቅ ፍላጎት ላይ የተመሰረተ ነው። ነገር ግን ይህንን ጥናትና ምርምርና ጥናት ስለ ትምህርት ቤት ጉዳይ ስለሆነ በጥንቃቄ ብትሞሉልኝ የተሻለ ውጤት ለማግኘት ይረዳኛል። ይህ መጠይቅ ለጥናትና ምርምር ብቻ የሚወልድ ነው። ግለሰብም ሆነ ት/ቤትን ለምንም ምልክት የሚያጋሌጥ አይደለም።

**የሚከተሉትን መረጃዎች ሙሉ**

የት/ቤቱ ስም .....

ጾታ .....

ክፍል .....

**አጠቃላይ መረጃ**

የትኛውም የመጠይቅ ወረቀት ላይ ስም መጻፍ አያስፈልግም። ለምትጠየቁት ጥያቄዎች መልስ በምትስጡበት ጊዜ በ (x) ምልክት መልሱ።

- በጣም እስማማለሁ(5)
- መወሰን አልችልም(3)
- አልስማማም(2)
- እስማማለሁ(4)
- ፍጹም አልስማማም(1)

ተ. ቁ	ጥያቄዎች	የመመዘኛ ነጥቦች				
		1	2	3	4	5
1	በትምህርት-ቤታችሁ ውስጥ ለአካል ጉዳተኞች የሚወልድ የስፖርት መሳሪያዎች አሉ					
2	የ ሲ.ሚ.ጎ መምህራኖች ለአካል ጉዳተኛ ተማሪዎች ልዩ የትምህርት ድጋፍ ይሰጣሉ					
3	በፕራክቲካል ትምህርት ጊዜ የአካል ጉዳተኛ ተማሪዎች ለብቻቸው ይቀመጣሉ					
4	የአካል ጉዳተኛ የተማሪዎች የአካል ብቃትና ክህሎት ፈተና ፕሮግራም አለ					
5	የአካል ጉዳተኛ ተማሪዎችን መብት ለማስከበር ት/ቤቱ ከወላጆች ጋር በጋራ ይሰራል					
6	በት/ቤት የወስጥ ወድድር ጊዜ የአካል ጉዳተኛ ተማሪዎች ይሳተፋሉ					
7	የት/ቤቱ ርእሰ መ/ር ለአካል ጉዳተኛ ተማሪዎች የአካል እንቅስቃሴ በሚሰሩበት ጊዜ ስለሚያጋጥሙ ችግሮች በጋራ በመሆን ይወያያሉ					
8	በት/ቤቱ ውስጥ ለአካል ጉዳተኞች የሚሆን የተግባር ስልጠና ፕሮግራም አለ					
9	ፕራክቲስ በምትሰሩበት ጊዜ መምህራችሁ ትኩረት የሚሰጠው አካል ጉዳተኛ ላልሆኑ ተማሪዎች ነው					
10	የአካል ጉዳተኛ ተማሪዎች ክህሎታቸውን እዲያሳዩ የሲ.ሚ.ጎ መምህራችሁ እድል ይሰጣችሁል					

## APPENDIX C:

### Questionnaire for Sport Teachers:

Dear respondent: I would like to express my heart-felt appreciation and respect for your precious time and honest cooperation in advance to fill this questionnaire. This questionnaire is designed to collect data about difficulties of physically disabled students during physical education practical sessions in Angot Woreda secondary schools. Completion of this questionnaire is entirely voluntary. However, since this survey study represents education system, it would be helpful if you could assist us by completing this questionnaire. All information will be treated private and no individual or school will be identified in any report rather than academic purpose.

Please fill the following information

School \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

Category \_\_\_\_\_ Principal \_\_\_\_\_

Service year in the school \_\_\_\_\_

### General Direction:

On any part of this questionnaire paper you are not supposed to write your name. All questions are closed ended, put(X) sign against your appropriate choice by using the following rating scale.

- Strongly agree (5)
- Agree (4)
- Undecided(3)
- Disagree ( 2)
- Strongly Disagree( 1)

No	Item	Rating scale				
		1	2	3	4	5
1	There are sport facilities for physically disabled students in your school					
2	Physical education teachers prepare special classes for physically disabled students					
3	During practical sessions, disabled students are excluded and assigned to sit					
4	There is skill and physical fitness test program for physically disabled students					
5	To ensure the rights of students with disabilities parents and schools are working jointly					
6	There is sport competition between disabled students at school level.					
7	School principals make discussions with disabled students about the problems they face during physical activity					
8	There is sport training program for disabled students in the school					
9	During physical education practical sessions teachers are considering students without disability only					
10	Physical education teachers prepare opportunities for physically disabled students to display their skills and talents					

11. If there are any other challenges that affect proper practice of students with physical impairment ' participation during physical education practical classes in your schools, please write them briefly?

\_\_\_\_\_

\_\_\_\_\_ .

12 What possibilities do you recommend to develop participation of students with physical impairment in physical education practical classes?

\_\_\_\_\_

\_\_\_\_\_ .

## **APPENDIX D:**

### **Semi Structured Interview Guide Administered To P.E. Teachers.**

#### **Personal Information**

##### **Part I Back Ground Information**

###### A. Personal data

1. School \_\_\_\_\_ Sex \_\_\_\_\_ 2. Age \_\_\_\_\_

Grade teaching \_\_\_\_\_ B. Educational background

1. Educational qualification 3. Experience in teaching P.E \_\_\_\_\_

2. Major \_\_\_\_\_ 4. Additional training \_\_\_\_\_

##### **Part II the challenges and opportunities of P.E class for physically disabled students.**

1. What do you feel is the most challenging thing to teach students with physical impairment in PE practical classes?

2. What challenges have you faced in implementing inclusive method of teaching Strategies?

3. To what extent are teachers able to modify physical activity to be appropriate for Students with physically impaired?

4. What are your overall beliefs towards inclusion and teaching students with physically impaired in PE practical classes?

5. How do you rate the participation of students with physical impairment in PE practical classes compared with non-students with physical impairment?

6. How much school and the community work in collaboration for the participation of students with physical impairment in PE practical classes?

7. What are the barriers and incentives to participation?

8. To what extent are students with physically impaired able to engage PE practical Classes?

9. What possibilities do you recommend to increase the participation of students with physical impairment in PE practical classes?

## APPENDIX E:

### Observation Check list for two purposively selected teachers:

This checklist is prepared to gather data on problems of physically disabled students during physical education practical session in secondary schools of Angot Woreda, N/Wollo Zone.

#### General Direction:

Date \_\_\_\_\_

Name of the school \_\_\_\_\_

Woreda \_\_\_\_\_

Grade level and section \_\_\_\_\_ Observation beginning time \_\_\_\_\_  
 \_\_\_\_\_ Observation ending time \_\_\_\_\_

Issues related to conduciveness, availability of facilities and attitudes on learning processes of physically disabled students.

#### Observation Check list

No	Issues	Rating scale	
		Yes	No
1	Do physically disabled students participate in physical education practical activities?		
2	Are there sport facilities and equipment for physically disabled students?		
3	Is there peer support for disables students during practical activity and outside class in the school compound?		
4	Do physical education teachers care for physically disabled students?		
5	Are physically disabled students provided opportunity to show their talents		
6	Is the school structured and prepared to help physically disabled students?		
7	Do physical education teachers provide suitable extra-class activities for disabled students?		

# APPENDIX F:

## Map of the study area

