

**CHALLENGES OF TEACHING IN PHYSICAL EDUCATION PRACTICAL
CLASS: THE CASE OF DISABLED STUDENTS OF TENA WOREDA
SECONDARY AND PREPARATORY SCHOOLS, ARSI ZONE, OROMIA
REGIONAL STATE.**

MEd THESIS

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Challenges of Teaching In Physical Education To Disabled Students In Practical Class: The Case of Tena woreda Secondary And Preparatory Schools, Arsi Zone, Oromia Regional State.

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Master of Education in Teaching Physical Education**

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DEDICATION

I dedicated this thesis manuscript to all my families and relatives for their continuous love, appreciation, encouragement, moral, and financial support during my studies.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is a result of my genuine work and that I have strongly acknowledged all sources of materials used for writing it. I submit this thesis to Haramaya University in partial fulfillment for the Degree of Master of Education. The thesis is deposited at the library of the University to be made available to borrowers for reference. I seriously declared that the thesis has not been so far submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

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After graduation, he worked at Ticho secondary school for Seven years and then he joined Haramaya University in July 2009 E.C to pursue his Degree of Master of Education in Teaching Physical Education.

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ACRONYMS AND ABBREVIATIONS

CRPD:	Convention Rights people With Disabled
EFA:	Education for All
GTP:	Growth and Transformation Plan
IDEA:	Individual with Disabilities Education Act
ILO:	International Labor Organization
MDG:	Millennium Development Goal
SNE:	Special Need Education
SPSS:	Statistical Package for Social Sciences
SWD:	Students with Disabilities
SWOD:	Students without Disabilities
UN:	United Nation
WHO:	World Health Organization
ZPD:	Zone of Proximal Development

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Challenges of Teaching In Physical Education In Practical Class: The Case of Disabled Students of Tena Woreda Secondary and Preparatory Schools, Arsi Zone, Oromia Regional State.

ABSTRACT

The main purpose of this study was to assess the major challenges of students with physical disabilities in physical education (PE) regular practical classes in some selected schools in Arsi zone Tena wereda of Oromia regional state. It is also aimed to assign possible recommendations that help to handle the challenges of these students in the PE practical classes. Descriptive research design was used in this study. Purposive sampling method and availability sampling techniques were applied to select respondents. Data were collected from the participant through interview, questioners and observation checklist. The collected Data were organized and analyzed from in-depth interviews, practical field observations were analyzed qualitatively and data collected by questioners were discussed and analyzed quantitatively by data table. Results of the study showed that, the exclusion of students with physical disabilities from PE practical classes, support made by teachers to crate effective inclusive PE was found very low, low level of awareness of stakeholders like school principals, educational officials, 'normal' peer groups, parents and others about the participation of the physically disabled students in PE practical classes so that their support and encouragement to the issue raised was found discouraging. Teachers training, curriculum materials and the required facilities and equipment were also found inadequate. Finally, based on the findings and conclusion of the study, it was recommended that, awareness creation strategy should be designed to the school principal, teachers, families and other stakeholders so that they could support and encourage inclusiveness of PE in the regular schools. Curriculum materials for PE should be improved in order to address the special needs of students with physical disabilities. PE teachers should be provided relevant training and they need to be innovative, flexible, creative, willing and capable of initiating participatory inclusive PE.

Key words: challenges, disability, physical education

1. INTRODUCTION

1.1. Background of the Study

Physical education is extremely resourceful in supporting the participation and learning practices of all students, regardless of their educational needs and individual characteristics. Inclusive physical education can bring considerable benefits to all students, teachers and the local community. Practical physical education class exposes children with developmental disabilities to a more stimulating environment and peer-involving models, increasing their chances of getting accepted by peers and of full social inclusion. Their participation in physical education classes can contribute to the promotion of physical activity as an integrated part of an active life style and to the development of basic motor skills necessary for practicing physical activities. Moreover, physical activity can raise the physical disabled student's self-respect and social skills (Block, 1999).

Expected benefits for the students of main stream physical abilities include: - how to increase positive attitude to students with disabilities, increase level of social skills, readiness to help others and the increase of self-respect and self-acceptance are reached by this study. Teachers working with disabled students in physical education practical classes can also benefit from it. They gained a better insight into individual differences between students, consult related specialists, and increased broaden their professional competence. Apart from the positive effects of physical education, it has been ascertained students with disabilities need additional time and assistance, which may hinder the educator's task to efficiently carry out instruction with the class on the whole besides, some teachers feel insufficiently competent to instruct students with disabilities. It is also remarked about both of these and main stream students failing to make desirable progress when attending physical education classes. The burnout syndrome affecting physical education teachers is positively correlated with the number of disabled students in the class, poor material/technical conditions and lack of specialist support (Fejgin, Talmor, & Erich, 2005).

Previously, it was common for learners with disabilities, especially physical disabilities, to be educated in special schools or segregated institutions. However, inspired by the desire to meet Education for All (EFA) and the Millennium Development Goals (MDGs) the Government of

Ethiopia has enhanced the move toward making all learning institutions more inclusive. This has resulted in an unprecedented influx of learners in all schools. Furthermore, special schools particularly for learners with physical disabilities have opened-up to integration of learners without disabilities. This has posed challenges in teaching methodologies as well as facilities in these schools. However, a physical education lesson for physically disable students presents a teacher with a range of issues beyond the context of an ordinary or a special classroom setting. This includes the physical nature of the activities, the use of specialized facilities and equipment and the dynamics involved in grouping and organizing learners within physical activities. The matter is quite complicated when dealing with learners with physical disabilities, whose wide range of disabilities requires the teachers, expertise and knowledge in instructional techniques. Such issues are more exacerbated by the physical diversity of disabilities among the learners such that more often than not, each category of physical disability may require an individualized adaptation (Bailey & Robertson, 2000).

1.2. Statement of the Problem

Now a days the number of learners with physical impairment in the inclusive schools is increasing and teachers are likely to find it challenging to successfully cater for individual needs in physical education lessons. This research showed that specific teaching methods, sport facilities and equipment, modifications, and/ or appropriate practices that are being used to promote inclusion of physically disable students in physical education have not been evaluated. As a result, little is known about knowledge, skills, and experience needed to become an effective physical education teacher in schools that now contain learners with diverse physical disabilities in physical education classes (Vogler, 2003).

This study has assessed the Challenges of Teaching Physical Education to disabled students in government Secondary Schools of Tena Woreda. This study has look for the answer for the following basic research questions

1. What are the challenges in teaching physical education to physically impaired students in practical class?
- 2 What is the attitude of physical education teachers and students towards students with this problem?

- 3 What teaching methods are used by teachers to facilitate the participation of learners with physical impairment in a physical education?

1.3. Scope of the Study

The challenges in the provision of education are a lot and consist of broader issues and hence difficult to be dealt with in such time bounded study. In Arsi Zone there are many government secondary schools. But to conduct all a study in all schools was difficult. Because of this, delimiting the scope of the study becomes very important. Thus, the scope of this study was delimited to Tena Woreda two government secondary schools and one preparatory school. In addition to this, to make the study manageable and reliable the scope was delimited in Challenges of Teaching in Physical Education to Disabled Students in Practical Class only. The study was focused only on students with physical disabilities. This study did not included students with other kinds of disability.

1.4. Significance of the Study

Research has not been conducted so far to study on the area of investigating major challenges in teaching physical education to physically disabled students in Tena Woreda, Arsi Zone Oromia regional state. So, by conducting this research in this area was given the following significance. The finding was clearly indicated the challenges in teaching physical education to physically disabled students in public Secondary Schools of Tena Woreda.

- It gives insight to school administrators to think about what should be acquired in schools to accommodate students with physical disabilities.
- Provided base line information on various opportunities to person with disabilities to participate and practice physical activities.
- Pushed to realize physical education practical work by identifying the existing challenges.
- Provides information about the appropriate methods to teachers in teaching physical education for physically disable students.
- Enhanced the attitude and awareness of the community and the educate people regarding the advantages of physical education to participate physically disable students.

1.5. Objective of the Study

1.5.1.General Objective

The general objective of this study was to assess the major challenges of disabled students in teaching physical education practical class of Tena Woreda Secondary and preparatory Schools.

1.5.2. Specific Objectives

- To identify the major challenges in teaching physical education practical classes of physically disabled students.
- To assess the attitudes of physical education teachers and students between students of disabilities and without disabilities in regard with practical classes of physical education
- To examine the teaching methods that the teacher uses for physical disabled students in physical education practical classes.

2. REVIEW OF THE RELATED LITERATURES

This chapter deals with the review of various studies (literatures) that have been done in relation to learners with special needs in the regular classrooms in different parts of the world. The studies reviewed here deal with the benefits of physical education to learners with physical disabilities, and also factors that could influence the teaching of physical education in inclusive settings. Some of the studies have used the terms integration or mainstreaming and others inclusion. In reference to the terms in this study, they have been used synonymously as the terms refer to providing education to learners with disabilities in at least restrictive environment.

2.1. Disability, Definition

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

2.2. Historical Perspective of Disability

The rights of people with disabilities have not been recognized throughout history and the acknowledgment of civil rights of people with disabilities has only evolved in response to changes in social attitudes and behaviors. Although there is now a greater awareness, acceptance and inclusion of people with disabilities into western society, this has not always been the case (DePauw & Doll-Trepper, 2000). Historically people with disabilities have even been portrayed as inhuman, evil, dumb, sick, and depraved (Trent, 1994). In the early 18th century, people with disabilities were said to be sinners or possessed by the devil and at this time many would have been burnt at the stake or just left to die (Adams, Bell & Griffin, 2007). The 1850's saw the beginning of the Eugenics Movement.

The goal of this movement was to improve the quality of the human gene pool and protect society from those with physical or intellectual "defects". As a result people with disabilities were segregated and hidden in institutions, asylums, hospitals, special schools or sheltered workshops, while others were put on display as entertainment in freak shows and circuses (Adams et. al., 2007). As the Eugenics Movement continued, the rights of people with disabilities were further impeded when in 1883; laws were passed in the United States which

prevented people with disabilities moving to the US. People with disabilities were also not allowed to marry or have children and in many instances people with disabilities were forced to be sterilized to such an extent that by the 1970's over 60,000 disabled were sterilized without their consent and/or knowledge. Traditionally the rights of people with disabilities have been of low priority within society. After the civil rights movement of the 1960's and after the women's and gay rights movements, the disability right movement only then began. Initially the key lobbyist involved were people with disabilities and members of their families.

2.3. Disability in Ethiopia

According to Federal Democratic Republic of Ethiopia country profile on disability (2002), following the World Health Organization (WHO) and International Labor Organization (ILO), definitions on disability, "Disability" is defined as follows in Ethiopia: "A disabled person is any person unable to ensure by himself or herself a normal life, as a result of deficiency in his or her physical or mental capabilities" Nearly 10% of the world's population has disabilities, of which 80% live in developing countries. Most of those in developing countries do not have access to rehabilitation services due to lack of resources and other various factors. Further strengthening the above issue UNICEF Ethiopia's disability program by the Japan International Cooperation Agency (2002) it estimated that 7.6 % of the population lives with a disability (approximately 5 million). A separate WHO study estimates that it is 10%, meaning that 7.7 million people are living with a disability. Disabled people living in Ethiopia have to cope with poor awareness and limited support. Begging is a prevalent method of survival in urban centers, as is help from religious institutions and charities. Certain disabled groups are victims of prejudice, especially in rural areas. Children suffer from neglect and abuse. In the most extreme cases they have been shut inside their homes and deliberately kept away from other people because of the "shame" they bring their families.

Sources from (<http://www.righttoplay.com>) also show People living with disability in Ethiopia are very rarely given the opportunity to partake in the workforce, school or sports activities, which often leads them to a life in the street or in seclusion.

2.4. Physical Disability

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. 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. According to the Individuals with Disabilities Education Act (IDEA), a person with an orthopedic impairment, brain injury, or other health impairment that, by reason of that impairment, needs special education and related services is considered to have a physical disability.

The condition must interfere with or substantially limit the child's ability to take part in routine school activities. As cited in (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., 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. (John 1989)

2.5. Types Of Physical Disabilities

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

Visual impairment: - is another type of physical impairment. There are hundreds of thousands of people that greatly suffer from minor to various serious vision injuries or impairments. These

types of injuries can also result into some severe problems or diseases like blindness and ocular trauma, to name a few. Some of the common types of vision impairments include scratched cornea, scratches on the sclera, diabetes-related eye conditions, dry eyes and corneal graft.

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

Causes of physical disabilities are:

Prenatal causes:-Those disabilities that are acquired before birth. These may be due to diseases that have harmed the mother during pregnancy, or genetic incompatibilities between the parents.

Per natal causes:-Those disabilities that are acquired during birth. This could be due to prolonged lack of oxygen or the obstruction of the respiratory tract, damage to the brain during birth (due to the accidental misuse of forceps, for example) or the baby being born prematurely.

Postnatal causes:-Those disabilities gained after birth. They can be due to accidents, infection or other illness. Seaman and Depauw (1989) identify that Physical impairments adversely affect the movement of the body, especially the skeletal system, including the spine, muscles, bones, and joints.

2.6. Benefits Of Physical Activity And Physical Education Participation For Students With Disabilities

Physical inactivity is now considered a global health problem and has been linked to many serious illnesses facing everyone in modern society (Lamarree& Pratt, 2006). It contributes to 2-3% of the global burden of disease and causes major economic costs as well as indirect costs such as loss of productivity (World Health Organization (WHO), 2002). In the US, the costs associated with physical inactivity and obesity accounted for 9.4% of the national health expenditure in 1995 and contributed as much as US\$75 billion to US medical costs in 2000. Similarly in Canada, 6% of total health care costs were due to physical inactivity (WHO, 2003). The WHO (2006) states that European studies suggested €300 as an estimated cost of physical inactivity per citizen per year. The population of Ireland stands at 4.2 million (CSO, 2006) therefore inactivity can cost the Irish government on average 1.26 billion each year. Regular physical activity has long been regarded as an important part of a healthy lifestyle and vast amounts of research reinforces the physical and mental health benefits of physical activity.

Despite this millions of people every year remain inactive (Centre for Disease Control and Prevention, 1993b) and fail to meet the activity guidelines outlined by the World Health Organization (WHO), the Centre for Disease Control and Prevention (CDC)(1993a)as well as the American College of Sports Medicine (ACSM, 2007). They recommend that adults are physically active for a minimum of 30 minutes on preferably every day of the week and that, children, from infancy and throughout school, should accumulate at least 60 minutes of activity a day. Worldwide, more than 60% of adults do not engage in sufficient levels of physical activity (WHO, 2003). Physical inactivity is more prevalent among women, older adults, individuals from lower socio-economic groups and the disabled (WHO, 2003).

Individuals with disabilities participate less often in leisure and recreation opportunities and children with disabilities are more at risk of a sedentary lifestyle as the presence of a disability can lead to deterioration of physical functioning with in turn results in a reduction in physical activity (Sherrill, 1998). The Sport Scotland study (2001) discovered that participation in sport/physical activity is 24% lower for disabled adults than non-disabled adults. The SLÁN Survey (2002) revealed that 35% of people with disabilities in Ireland reported no physical activity of at least moderate intensity.

As well as lack of participation in physical activity for adults the WHO (2003) discovered that physical activity and physical education programs in schools are decreasing at an alarming rate, leaving approximately two thirds of the world's young people sufficiently inactive to benefit their present and future health. The benefits of physical activity and physical education for the general population and for people with disabilities are supported in research. A benefit of leisure can be defined as a positive and beneficial change in an individual as a result of desired participation. A benefit can include simply maintaining a level of functional independence, which would have otherwise declined without leisure interventions (Mannell&Klieber, 1997). The benefits of physical activity can be broken down into three sub-categories. They include: physical, social and psychological benefits.

2.7. Challenges (Barriers) Of Teaching Physical Education To Physically Disabled Students

It is important to point out that although children with disabilities maybe aware of the benefits of participation there are quite often many barriers in place that stop or restrict them from

participating and being included not only in physical education but in community based sports programs and activities.

The new challenge to inclusive education is to meet the needs of all children with and without disability in the general classroom. It is not an easy process and requires a lot of struggle and commitment to overcome attitudinal and social barriers. (Disability in Ethiopia, 2005)

One of the determinant factors that refer to attitudes of the community towards persons with disabilities and inclusion is a limited understanding of the concept of disability, negative attitude towards persons with disabilities and a hardened resistance to change is the major barriers impeding inclusive education. (IDDC, 1998).

According to professor Tirusew (2005), the challenge towards inclusive education could emanate from different directions such as attitudinal factors(internal), resistance to change (social) , rigid school systems and learning environment(environmental) , lack of clear educational strategies, lack of instructional and learning materials and inadequate budget

Thus, the sources of challenges (barriers) are environmental, social, and attitudinal and hence need to be overcome by people with disabilities on a day to day basis in order to be active members in society.

I. Environmental Barriers:

Rimmer, Riley, Wang, Rauworth&Jurkowski, (2004) outlines many environmental barriers that people with disabilities face on a day-to-day basis. They include lack of curb cuts, inaccessible access routes, doorways being too narrow for wheelchair access, facility front desks being too high for persons in wheelchairs to be able to communicate with the person at the desk, and lack of elevators (Rimmer et. al., 2004, p.421).

When it came to fitness center facilities people with disabilities encountered another set of barriers. They found that entry to facilities such as steam rooms, saunas, hot tubs or whirlpools was not possible due to narrow doors and no ramps being available to them. In the fitness centers, especially around water and in the changing room insufficient handrails were supplied and there were safety issues with slippery floors (Rimmer et. al., 2004).

In the school environment students faced similar barriers. Environmental barriers faced by students with disabilities could include the physical location of the schools. Sometimes non-

availability of schools or its location in an area that cannot be accessed becomes the major barrier for children to get education (Jha, 2002a).

Children with disabilities also face environmental or access barriers if the building has not been constructed with their mobility needs in mind (Jha, 2002a). In a study by Hemmingson and Borell (2002) it was reported that lack of ramps, elevators and automatic doors were the environmental barriers faced by students with disabilities in mainstream schools.

The students in this study also found that the desks, chairs and other facilities in the school were not suitable or inaccessible to them. It is normal school routine to move to different classes for various subjects, this practice causes problems for students with disabilities, as the short break between classes proved an inadequate amount of time for the transfer. This caused problems when transferring to physical education classes as transfer time and changing times were not sufficient to allow students arrive and start class on time (Hemmingson&Borell, 2002).

Inaccessibility to facilities is an obstacle that hinders participation of people with disability, as often buildings are not designed to accommodate people with disabilities i.e. ramps, doors, changing facilities etc. Arthur and Finch (1999) found that poor physical access of existing facilities could present a barrier to the participation of people with a disability in physical activities, specifically in terms of the inappropriate design of buildings lack of aids or adaptations to equipment, the need to check beforehand that extra assistance is available and restricted access times.

In a study by Kenny, McNeela&Shevlin (2003) it was highlighted that almost all students with physical disabilities in Irish secondary schools encountered difficulties accessing various classrooms and teaching environments, with one student commenting that if his classmates “didn’t carry him up to the second floor classrooms then he just didn’t go to that class.”This comment shows that how disabled students affected by inaccessible learning environments.

ii. Social Barriers

Social barriers are the second type of barriers to physical activity and physical education faced by students with disabilities. Sherrill & Williams (1996) state that the most reported barrier to active leisure is not having a companion, friend or advocate sharing the experience with. A frequent problem in inclusive education is that students without disability often interact too much

with other students without disability in class and not too much with their assigned partners who may have a disability (Sherrill, 1998). Goodwin (2001, p. 291) noted that “The degree to which classmates isolate or involve others in their activities, ridicule or acknowledge proficiency, and limit or facilitate active involvement can significantly impact students’ experiences in physical education”. Goodwin and Watkinson (2000) revealed that there was “a preconception that people with disabilities had competence levels below the norm that was considered acceptable by classmates and teachers was instrumental in restricting participation” (p.155).

Research by Meegan (2006) confirmed this fact. She stated that James’ peers and physical education teachers perceived his competence in physical education as below that of his able-bodied peers. This perception may have been a key reason as to why he was repeatedly allocated passive roles thus reducing his participation in physical education (p.151).

Other barriers include, a lack of transportation to activities outside school environment (e.g. the local swimming pool), inadequate equipment or facilities, the desired activity not being available, a lack of time, a lack of specific skills, insufficient support groups, and inappropriate behaviors that diminish peer acceptance in an activity setting (Ferrara, Dattilo&Dattilo, 1994). These barriers were still evident in the Sport Scotland study in 2001 when half the adults interviewed in this study felt that their disability at school had limited their participation in sport, physical activity and physical education, with almost 19% of disabled adults never or only sometimes given the opportunity to participate in physical education, and while some were only sometimes given the opportunity, 12% were actually discouraged from taken part. Similar responses were received in the Irish study by Kenny et. al. (2003) when comments such as “the school wasn’t equipped to cope. They tired, but the majority of times you had to stay out” and “the nearest I got was inside the hall.... He could have let me referee, there’s nothing wrong with my mouth.”

3. MATERIALS AND METHODS

3.1. Description Of The Study Area

This study was conducted in Tena woreda, Ticho town of Arsi Zone, in Oromia Regional state, Ethiopia. Tena wereda is one of the weredas in Arsi zone Oromia Region of Ethiopia. Tena is bordered on the south by Sherkaworeda, on the south west by Bekoji, on the west by DigelunaTijo, on the north west by Hitosawereda, on the north by diksis, on the north east and east by Robe. The administrative center of the woreda is Ticho, other towns in Tena include Kela. According to national census 2007 reported a total population for this woreda of 66,203, of who 33,231 was men and 32,972 were women; from total population 6,252 or 9.44% were urban dwellers. The Tena woreda has an estimated population density of 164.9 people per square kilometer, which is greater than the Zone average of 132.2. In Tena woreda the two largest ethnic groups reported in Tena were the Oromo (83.06%), and the Amhara (15.91%); all other ethnic groups made up 1.03% of the population. Afaan Oromo was spoken as a first language by 88.26% and 12.61% spoke Amharic; the remaining 0.13% spoke all other primary languages. From www.google.com

3.2. Research Design

The study assessed the major challenges in teaching physical education to physically disabled students. It employed descriptive research design. According to McNabb (2010), descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in anyway. The data and characteristics of what are being studied also described. Thus, descriptive survey scrutinizes the actual situation in a chosen setting.

3.3. Sample Size And Sampling Techniques

Tayie (2005) argues that a sample is a subset of the population which is all individuals of interest to the research that is taken to be representative of the entire population. There are two secondary schools and one preparatory school in Tena Woreda, namely Ticho secondary school, Hasan Usman secondary school and Ticho preparatory school. The population of this study included school principal, physical education teacher and students with disabled.

According to the data obtained from administration education office of Tena woreda, there are 3 head directors, 3 physical education teachers, and 34 physically disabled students in 3 schools. Generally the total population of this study was included school principals, physical education teachers and students with physically disabled students, totally 40 respondents. Three Principals and 3 physical education teachers were selected by purposive sampling method and physically disabled students were selected by using availability sampling techniques.

3.4. Sources of Data

To achieve the objectives of this study, the researcher was used primary source of data. The major sources of primary data were physical education teachers, School head directors, and students with physical disabled included.

3.5. Instruments of Data Collection

In order to collect information from sample participants, the researcher used three data gathering instruments namely: questionnaire, interview and observation.

3.5.1. Questionnaire

The researcher mainly used questionnaire that consists of both close ended and open ended questions. It was prefer because of the participants (principals, teachers and students except students with visual impairment) are literate and able to put their idea on a paper and they can fill out questionnaire at the time they feel comfortable either at home or somewhere else they like. It is also easy to address many people and save time and money to collect data as well. The questionnaires were prepared and relevant information was gathered from secondary schools preparatory schools physical education teachers and students. The researcher collected information from visual and mental impaired students by using other data collection instruments

3.5.2. Interview

Interview was very useful instrument to understand reasons why and how things happen and the way they are happening. Literatures indicate that interview has three major forms. These are structured, semi- structured, and unstructured. The researcher conducted the interview to secondary and preparatory school principals by preparing structured interview, which are related to the challenges in the teaching of physical education subject to physically disabled students.

3.5.3. Observation

Hancock (1998:89) noted that, “because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument”. Therefore, to obtain more information, observation of the students and physical education teachers during physical education in practical class was used as data gathering instrument. For the purpose of observation, checklist was prepared and the researcher observed a total of 3 physical education classes (two classes per each secondary and preparatory school) while physical education teachers have been teaching practical classes .

3.6. Validity and Reliability

The validity of the study instruments was checked as follows; Before the actual data collection was started; the questionnaire were given to colleagues so as to get valuable comments and criticisms on the strengths and weakness of the items. Based on the comments obtained, necessary modifications are made and given to the thesis advisor for further comments, criticisms and evaluation. The questionnaire was pre- tested at the high school. Accordingly in the pilot study, 4 students without impairment were participate, who were volunteer and not from the selected schools. The purpose of this test is to check the appropriateness of the items and to make the necessary corrections based on the feedback obtained.

3.7. Method of Data Analysis

Data analysis is the process of systematically searching, arranging and organizing the questionnaires, interview and observation other materializes that researcher was collected for the intended study. These study attempted to couch informed by using different file in line with the information obtained from the sample school were coded and interred in to the computer program such as statistical package for social science (SPSS). The data collected by interview and observation were analyzed qualitatively through narration for the purpose of description. Data that collected by questionnaire were analyzed quantitatively. The information obtained by questionnaire were presented in table and analyzed.

3.8. Ethical Consideration

In order to collect data successfully and smoothly, the researcher has got voluntary consent from the participants. In addition, the researcher has shown respect to research participants and explained the purpose of the study, the reason why they are selected, the amount of time that they would be involved and their responsibilities. Furthermore, the researcher has created good relationship with respondents expressing that their responses are crucial for the successful accomplishment of the study. On top of that, the researcher has also underlined that their responses would not be used for any other.

4. RESULTS AND DISCUSSION

4.1. Demographic Characteristics Of The Participants

4.1.1. Sample Schools

Table 1: Sample schools selected for the study

No	School code given for this research	Schools location
1	School. A	Ticho Town
2	School. B	Ticho Town
3	School. C	Kela Town

Table1. Indicates all the sample schools selected in Tena woreda of Arsi Zone, Oromia regional state, to assess the challenges of teaching physically disabled students in PE practical class. The schools are identified by the code given by researcher as indicated in the above table.

4.1.2. Students with Physical Disabilities

Table 2: Students with physical disability in the sample schools

No	Schl Code	Grade	Types of disability	Numbers of sample students in all school		
				M	F	Total
1	Schl. A	9	V, M and H	4	2	6
2	Schl. A	10	V, M and H	2	-	2
3	Schl. C	9	V, M and H	6	4	10
4	Schl. C	10	V, M and H	7	1	8
5	Schl. B	11	V, M and H	3	1	4
6	Schl. B	12	V, M and H	4	-	4
7	Total			26	8	34

N.B: **V**= Visual impairment **M**= Mobility impairment **H**= Hearing impairment

Table 2, describe that the total No of students with disabilities in all the sample schools (grade 9-12).The total number of disabled students from all selected schools were 34. From these, 39%

were Female and 61% were Male. As indicated in the above table they are selected from all grades of each sample school. Their age ranges from 17 to 23 years. Their disabilities are categorized in to mobility disability, visual impairment and hearing impairment.

4.1.3. Physical Education Teachers and Principals of Each Sample School

Table 3: Qualification and experience of teachers who teach PE for students with disabilities in the regular class rooms and principals in each sample schools (T1-T6 is used instead of name).

No	Code	Teaching grade and role in each school	Age	Sex	Experience	Qualification
1	T1	HPE Teacher (9&10)	27	M	6 Years	BSC
2	T2	HPE Teacher (9&10)	28	F	10 Years	BSC
3	T3	HPE Teacher (11&12)	30	M	5 Years	BSC
4	T4	School principal	36	M	10 Years	MA
5	T5	School principal	35	M	12 Years	MA
6	T6	School principal	33	M	9 Years	MA

Table 3 Show that numbers of respondent teachers and principals who were participant for this research. All teachers were teaches PE students with disability in regular class with students with none disability. The table also indicates each teacher's qualification, work experience and their age. All selected HP teachers were between 27-36 years old age. The grade they teach was also described in the above table. Two of them were grade 9 and 10 teachers and one teacher teaches grade 11 and 12. From all participants female is only one. Letters "T" and numbers 1-6 is used to represent teachers and school principal teachers in each school selected to the study.

4.2. Data Analysis And Discussion

As it was mentioned in many parts of this paper, the main purpose of the study was to investigate all the challenges of teaching and learning physically disabled students in PE class in three selected secondary and preparatory schools of Tena district of Arsi zone. All the data gathered from students, teachers and principals of selected schools were analyzed and interpreted in this section. The researcher has presented gathered data on table by categorizing data into different

category based on source of data, Materials of gathering data, respondent and based on research question and research objectives.

4.2.1. Discussion on Delivered Questionnaire

The discussion on response of the questionnaire on close and open ended types of written questions guide prepared for school Principals, PE teachers and physically disabled students of indicated schools. The written questions try to raise questions and discussion were assesses overall teaching learning physically disabled students of physical education class. This is important to find out challenges teaching physically disabled students in HP class in those sample schools of Tenawereda of Arsi Zone. Based on presented questionnaires to Students, teachers and Principals, The researcher made an indication on each question responses. As it can be seen from the tables below, researcher have seen that the written close ended question analyzed and put on three major parts which is based on research objective. Whereas the data obtained from open ended question, observation and interview presents as supplements in the text where needed.

4.2.1.1. Responses For Questionnaire Of Teachers And Principals

This part consists of the responses given by teachers and school principals regarding with different major issues raised about challenges and related issues in school that concerned with teaching physically disabled students In PE class. The responses of selected schools HPE teachers and principals of close ended questions with four alternatives response are presented in below table.

Table 4: Responses of teachers and principals on school related challenge.

No	Question Or possible school related challenges	SA		A		UN		D		SD	
		No	%	No	%	No	%	No	%	No.	%
1	Schools Budget constraints	3	50%	2	15	1	15	-		-	
2	Insufficient infrastructure	3	50%	2	30	1	15	-		-	
3	Lack of access to suitable teaching	5	83%	1	15	-		-		-	

1	Lack of training and knowledge	2	30	4	70	-		-	-	-	-
2	Difficulty of providing planned lessons	1	25	3	60	2	35	-	-	-	-
3	Difficulty in engaging students	-	-	5	90	1	10	-	-	-	-
4	Teachers use outdated teaching methods	1	10	5	90	-	-	-	-	-	-
5	Lack of Interest in teaching PE	-	-	4	80	2	20	-	-	-	-
6	Personal school experiences	-		1	10	5	90	-	-	-	-
7	Lack of Peer support	-	-	5	90	1	10	-	-	-	-
8	Socio economic status of student	-	-	3	50	3	50	-	-	-	-

The above table show the information about challenges to teach disabled students in PE class that was related to the teachers and students. The participants response indicates Some associate the problem with their educational background, others with the curriculum, and some others with attitudes. As shown above about 81% of participants are agree with problems related with their educational background was challenged them to teach students with disability. About 60% of respondents are agree that as Lack of training and knowledge challenged them to teach PE disabled students in all selected school. About 67% of them are also agreed that as they use outdated teaching methods which is not suitable to teach students with physical disability in regular class with none disability.

According to Bucher, (1975) Times have changed, and physical education must change with the times. New problems face our society and the world. As a result, if education is to be relevant to current needs, it must do something about these problems. As Auxter, et al., (1993) There are four variables that must be considered before making a decision to place a child in to the regular P.E program:

- The professional preparation of the physical educators to teach a child with disability.
- The attitude of the Physical Educator toward the disable child,
- The support of the primary campus administrator of the concept of inclusion.
- The readiness of the none disabled children in the school to accept and interact with the child. These four factors all must be considered.

But in all selected school this problem is conducted most participants are agreed with this idea as it was the main challenges that hinder them to teach disabled students in PE class. The Other challenge was Difficulty in engaging students specially in practical class. About 80% of participants are strongly agreed that as it was too difficult to let physically disabled students to practice different exercise in PE class. In other way about 57% of the respondents are agreed that as they do not have interest to teach disabled students in PE class. Lack of Interest in teaching PE was also taken one main challenge. 90% of respondents are also agree that as none disabled students are do not support disabled students in and out of class. Lack of Peer support was also the main challenge which was strongly hinder disabled students from learning PE.

Generally from this information we understand that in all selected school; Lack of training and knowledge of teachers, Difficulty of providing planned lessons, Difficulty in engaging students, used outdated teaching methods, Lack of Interest in teaching PE and poor Peer support are among teachers and students related challenge. In the conducted response about “The challenges of including disabled students in practical class” was the main topic to discuss. Accordingly to the responses all schools should give value and believe students with disabilities can perform activates and beneficiary like their peers. And all schools must find to include all students in PE, vacations, interscholastic, club or intramural competition. All schools must develop specific sport programs, e.g. wheelchair basketball, athletics competition and other games performed by disabled students during school celebrations.

Table 6: Responses of teachers and principals on Support and Resources for Teaching Students with Disability.

No	Question Or possible supports and resources for teaching students with disability.	SA		A		UN		D		SD	
		No	%	No	%	No	%	No	%	No.	%
1	PE curriculum encourage to accommodate Physically disabled students	-	-	5	98	-	-	-	-	-	-
2	Assistance from Government or NGO to support teaching PE to the disabled students is available.	-	-	6	100	-	-	-	-	-	-

3	There is access to the in-service training associated with adapted physical education for PE teachers	6	100	-	-	-	-	-	-	-	-
4	Access of modified facilities and equipment for teaching PE to disabled students	-	-	5	98	1	2	-	-	-	-

The above table show that the responses of teachers and principals on supports of disabled students in each selected school. All most all participants are agree as PE curriculum do not encourage to accommodate Physically disabled students. They agreed that as this is the main challenges that hinder teachers and principals to support disabled students. In addition to this all participants are agreed that as there no any Assistance from Government or NGO to support teaching PE to the disabled students in all selected schools. As indicated in the above table, almost all respondent of the teachers responded that; non-government organization participation to encourage disabled students were poor. School different activities is not only duty of teachers and school principals, stoke holders as a whole need to involve in different school programs. All the respondents are strongly agreed that as there were not any access to the in-service training associated with adapted physical education for PE teachers in all PE teachers of all selected schools. At the end we understand that as the following points are the main challenges in all selected schools to support disabled students;

- PE curriculum does not encourage to accommodate Physically disabled students
- Assistance from Government or NGO to support teaching PE to the disabled students is not available.
- There is not access to the in-service training associated with adapted physical education for PE teachers
- No access of modified facilities and equipment for teaching PE to disabled students

Table 7: Responses of teachers and principals that related attitudes to teaching and learning PE

No	Statements related with attitudes to teaching and learning PE	SA		A		UN		D		SD	
		No	%	No	%	No	%	No	%	No	%
1	Good feeling to fulfill needs of students with disabilities.	1	23	4	54	1	23	-	-	-	-

2	Disabled students benefited from the interaction with regular classroom.	5	89	1	11	-	-	-	-	-	-
3	Students with disabilities are socially accepted by their typical peers.	4	85	2	15	-	-	-	-	-	-
4	The behavior of students with disabilities is manageable.	6	100	-	-	-	-	-	-	-	-
5	I like students with disabilities in my class.	6	100	-	-	-	-	-	-	-	-
6	It is good if students with disabilities encounter with their typical peers everywhere.	6	100	-	-	-	-	-	-	-	-
7	Students with physical disabilities have awareness physical education	-	-	2	15	-	-	4	95	-	-

The above table present information collected about challenges related with attitudes toward teaching disabled students PE class. About 54% of respondent agree that as they have not Good feeling to teach and fulfill needs of students with disabilities. About 23% of respondent also strongly agree and 23% uncertain as they have not Good feeling to teach and fulfill needs of students with disabilities. From this information we understand that al PE teacher of all selected school have not Good feeling to teach and fulfill needs of students with disabilities. For the other question raised related toward the attitude about 89% of respondents are strongly agreed that as disabled students are not benefited from the interaction with regular classroom.

This information indicate that when they interact with abled students disabled students are morally effected There is no benefit of mixing them in regular class. The other raised question toward attitude is about Students with disabilities are socially accepted by their typical peers. For this question about 85% of respondents are strongly agree that as disabled students are isolate their selves from society and they are not accepted by their typical peers. Almost all of the respondent also strongly agree that as the behavior of students with disabilities is manageable. In the other ways all the respondents are strongly agree that as it is good if students with disabilities encounter with their typical peers everywhere.

According to the above table, indicates teachers response on the issues of the relationship and social interaction of disabled students with people and their peers in and out of schools, almost all the respondents has showed as they have poor relation with their teachers, peer students and other society. Based on the question as explained why more of them r/ship is poor, the reason in most school there is no good condition for teaching physical education especially disabled students. About 8% of the PE Teachers and Principals strongly agreed as there were excellent relationship with none disabled students and their teachers. Therefore, according to the respondents there were problem regarding to the interaction of PE Teachers and Principals with disabled students. On the other way teachers and Principals describe about the behavior of students with disability in and out of schools. About 5% of the respondents of teacher agreed that as they have good and manageable behavior. where as 29% of the respondents teachers and principals were uncertain and others 66% of respondents of teachers strongly disagreed that about manageability of their behavior.

4.2.1.2. Responses For Questionnaire Of Students With Physical Disabilities

In this section the responses given by selected physically disabled students regarding with different major issues raised about challenges and related issues in school that concerned with teaching physically disabled students In PH class. The responses of selected schools HPE students of close ended questions with four alternatives response are presented in below table.

Table 8: Responses of students with physical disability on the challenge.

No	Statements related to the challenges to learn PE for disabled students.	SA		A		UN		D		SD	
		No	%	No	%	No	%	No	%	No	%
1	Lack of time	-	-	4	86	-	-	2	14	-	-
2	Negative attitude from others	5	91	-	-	-	-	1	9	-	-
3	Large class size	-	-	5	91	-	-	1	9	-	-
4	Poor or no facilities	-	-	5	98	-	-	-	-	-	-
5	No curriculum for students with disabilities	-	-	-	-	5	98	-	-	-	-
6	Lack of modified or adapted equipment	-	-	5	98	-	-	-	-	-	-

7	No supports from the school and other concerned bodies	5	95	-	-	-	-	-	-	-	-
8	Poor relation with none disabled students	-	-	4	67	-	-	2	33	-	-

According to the above table about 86% of respondent students were agreed as they have enough time and 14% of them were agreed that as lack of time challenge them to practice with their peer in regular PHE class. Additionally, information obtained from open ended question the reason why they responded as they were use all their time to cover all given works from all subjects. On the other hand, 9% of the student disagreed that as there were influence of negative attitude from other to challenge them from learning HPE. And 91% of participated students were strongly agreed that as negative attitude from others challenged them from participated in HPE class. About 91% respondent students were agreed that as the size of students in each class challenge them to allocated for practical class to learn the skills for the subject. As well as 9% of respondents were disagree with this idea. Really it is very difficult, not, impossible to achieve the educational objectives in large class. In relation this point students were agreed that as curriculum and designed syllabus were not support students with disability. The researcher get information from teachers, principals and students that as the PE curriculum effectiveness, the response of the students was, there were no curriculum in all selected school and regarding to HP education. Accordingly most of the teachers believe that the designed curriculum with its provided method of teaching learning process. But what was major challenge for them to implement the curriculum. Being engaged and allowing students with disability to participate in PH class could be taken as problems. This issue was also discussed in open ended questionnaire. Some of the responses given by the respondent students were.

- Teachers are not much motivated or to teach students with disabilities.
- No supports from the school and other concerned bodies.
- Poor relation with none disabled students.

As revealed in the table above, almost all respondent students did not participate in different activities of HPE class by their own initiation and also by teachers enforcement. On the other hand, about 25% of the respondents have their own initiation to learn and practice in HPE class with regular students. As the data in above table shown, most of the respondents about 92% of

respondents were strongly agreed that as no supports from the school and other concerned bodies. On the contrary, the remaining respondents 8% were disagree with this idea and they describe to open ended question as some teachers were willing to support them to be participate HP class. Therefore, from this data it was possible to conclude that more percent of respondents parents personal out look towards students with disabilities were negative attitude. There for from this data, it is possible to understand that schools and other concerned bodies did not supports were not willing for them. This issue also discussed in the open-ended questionnaire more respondents have been influenced by negative attitude.

Regarding equipment's in all selected school about 67% of the respondent students were agreed that as there were not enough equipment that support them HPE class. Teachers and Principals respectively responded that as selected schools have no sufficient equipment. By contrary about 33% of the respondents were disagreed with this idea and they give the reason open ended question as their major challenge was negative attitude from other. Thus, this indicates that insufficient equipment was also one of the problems that contribute to the challenge of students with disability in all selected school of Arsi Zone Tichowereda.

As shown on the above table for question raised about supportive materials and facilities used to teach students with disability an all selected sample schools especially in practical class, almost all respondent students were strongly agree that as there were not materials and facilities that support students with disability in their school. They Shows that as the unavailability of materials in their schools was the main challenges to hinder disabled students from HP practical class. The teacher had also observed by himself that as there were no materials for practical in all selected schools. Information stated in above table showed, that there were no material and facility in all selected schools of Arsi zone Tichowereda. Because of these factors disabled students developed negative attitude towards learning HPE. As well as teachers developed negative attitude to teach them in regular class with none disabled students. In the interview with the teacher and school principals also agree as a shortage of teaching materials affect these students. Amare (1998:293) also proves the one of the major problems of preparatory schools in the country is shortage of textbook, school pedagogical center, reference book, teacher's guide, libraries ... etc. In adequacy of instructional materials have an impact on the quality of

education. To this end, Education and Training Policy (1994) guidelines, inadequate facilities, insufficient training of teachers overcrowded classes, shortage of books and other teaching materials all indicate the low quality of education provided. And As for the responses gathered from the interview made about, was the availability of materials is the main challenges to hinder disabled students from HP practical class, the respondent teachers had agreed that there were no materials for practical activities in their school. The reasons why there were no materials in their class were listed by respondent as follow:

- There is a great shortage of many as described by the directors of the school.
- There is lack of suitable training fields or there is no playground is the reason.
- Lastly there is a bad condition that is not expected, this problem is school administrator and PE teachers are careless for the subject condition and their responsibilities.

Lastly it can be concluded that the teaching and learning process were challenged with many problems such as: Shortage of materials (teaching aid), Shortage of playground, negative attitude toward disabled students, poor peer relation , Large class size, etc.

Table 9: Responses of students with physical disability on the attitude.

No	Statements related to the attitude to learn PE for disabled students.	SA		A		UN		D		SD	
		No	%	No	%	No	%	No	%	No	%
1	I like Physical education	-	-	2	18	1	8	3	67	-	-
2	I have opportunities to practice in PE class	-	-	6	100	-	-	-	-	-	-
3	There is equal opportunity in PE programs for disabled & non-disabled students	-	-	-	-	-	-	6	100	-	-
4	The school environment is pleasant for me to take part in physical education	-	-	-	-	6	100	-	-	-	-
5	My counterpart peers welcome me to play with them	-	-	2	34	-	-	4	66	-	-
6	I am limited to take part in physical education because of disability	-	-	1	14	-	-	5	86	-	-

7	My PE teacher encourages me to take part in physical education activities	-	-	1	1	5	90	-	-	-	-
8	I am aware of the benefits of physical education	-	-	2	15	-	-	4	85	-	-

According to the above Table 18% of the respondent students were agree as they like to learn HPE. For open ended question followed this idea they responded that as they have very high attention participated in HP class, For this idea about 67% of them were disagreed this idea and the express the reason insisted of liking to learn HPE they start to listen their inferiority due to lack of full healthy to participate with others. On the other hand 8% give medium attention and they made a low participation and eagerness to attend HPE class. About 90% disabled students of the selected school were, uncertain that as PE teacher encourages them to take part in physical education activities. The rest 10% of participant students were also agree with this idea. And replay the open ended question concerning this idea as their teachers encourage them and the method of teaching that the teacher used to make the lesson attractive respectively. For question about the relationship with Teachers and their peers in their School, 77% of respondent were disagreed this idea and they deal as they isolate from other, because they fill as all people have the same negative attitude to them. The rest 23% were agree with the idea. In general the above table indicated that, all factors that written above made students to have negative attitudes towards participation in learning HPE. From this idea we understand that lack of interest and negative attitude toward learning HPE was one of the major challenge for the disabled students of selected secondary schools of Arsi zone Tichowereda. Lastly there is a bad condition that is not expected, this problem is school administrator and PE teachers are careless for the subject condition and their responsibilities, this condition can affect participation of disabled students in Arsi zone Tichoweredas schools.

For the responses gathered from the open ended question raised for disabled students about their relationship between the school society and stakeholders, they replied that as there was a weak relation and communication so that the problems are not still being solved. In addition the respondents said they have poor relationship with school administration also.

Above Table shows that the student's response about their counterpart peers welcome them to play with them. For this idea about 66% of respondents were disagreed that as their peers did not well come to play with them. Their response of open ended question related with this idea was the number of students in their classes' negative attitude and ignorance from them affected disabled students to learn and practice in HPE class. In general, the above table indicated that, the ignorance attitude of students in the class can affect disabled students activities in HP class.

There are lots of problems. Some of these are lack of awareness, lack of support, problems of outlook in the society and a fewer number of peer students; moreover, the teaching learning process has been left only to teachers and students without well participation of families in teaching learning process. As the result they cannot give up considerable time working for the development of the awareness. As for the responses gathered from the open ended question made, accordingly most of the students believe that the designed curriculum with its versatile method of teaching learning process. But what is very problematic for them to implement the curriculum was that the number of periods allocated is very small. Due to this fact the teacher are not interested even to think of the practical sessions, to let alone disabled students properly to perform different activities.

According to this table indicated that student's response on the rate of problem (factors) students for which part do gave attention during HP class about 86% of responds were disagreed with this idea and they gave a reason for open ended question as they was limited to take part in physical education because of disability. From this table, it could be analyzed that factors that written above were negatively affects the students towards participate in HP class. Thus, this response clearly implies that the disabled students does not have sufficient media coverage to get full access of education in selected schools. So this was also one of the major problems that contribute for the decline of the participation of disabled students in the school of Arsi zone Tichowereda. As for the responses gathered from the open ended questioner and teachers interview made to suggest solution for the development disabled students interest of learning HPE School. The given suggestion were;

- Teachers, students, parents, professional and all concerned body must come together and discuss the issue to bring about appropriate solutions to support disabled students in and out of the class.
- Teachers should talk to school authorities.

- Empower teacher by giving short term course
- project must be formed in schools
- PE teachers have to be trained how to teach handicapped students.

4.2.2. Discussing And Analyzing Data Gathered By Observation.

In this section that data and information collected through observation that the researcher observe by himself presented and discussed. To do this the researcher prepare check list and take place observation three round in all selected school. The main purpose of observation was to understand how physically disabled students treated during the practice of PE class in those selected sample schools. During each day of observation, all the things that happened in the practical classes of the subject were founded to be the same. For his first day observation, as he has mentioned on the methodology part, the researcher has contacted each school principals and explained the aims and objectives of the study and got permission to contact PE teachers who teaches students with disability in their class and practice in field. The discussion was made with the teachers and they told to their students why the researcher was there. The researcher have summarized those three days observation events below. As he observed, he see that no one school have not good or suitable play grounds for the students with disabilities. Almost all sample schools have no equipment to teach PE subject for students with disabilities. Regarding to the school environment to teach PE, for disability again only one school from those samples have Conducive environment. The researcher has observed that in many selected sample schools, students with disabilities did not participate actively. In most schools they stayed under the trees, near to the school fence, stay in class to do their own job, or allowed to go in library instead of including then in exercises. Researcher have discussed different issues in this observation parts based on the participant's reflection, understanding and his own observation. All the school and teachers name in this research paper are coded. As stated in the methodology part there were three PE teachers which were a key informant for this study and three principals as well as 34 students with disabilities participated in observation time. All teachers have not taken adapted physical education course in their degree and diploma courses, but all are not participated on different trainings and workshops on how to teach PE for students with disabilities. The researcher point out collected information. Also analyzed and discussed by classifying in to four

thematic issues as follows. It include challenges, values and supports in physical education for students with disabilities.

As seen by researcher during observation in all observed selected school, Teachers did not ordered students with disability to participate in the practical session of the lesson. The researcher also observe that as there were low value of the performing activates in disabled students. But all teachers believe that as every activates are help full to every one for all rounded development. Researcher also obtain as PE teachers strongly agree Performing exercise were help full for disabled students in different perspectives like; to have good respiration system, to develop their muscle, to be healthy to forget their disability and to feel as they can do anything like as others who are not disabled. They also believes that physical exercise is important for their future life. As researcher make discussion while observation in all selected schools all the teachers are agree as students with disabilities can develop ability to do exercise effectively for their day to day life, even to be competent in their future, if they practice in sport they, they can participate in a competition for disabled like Para Olympics and lead a better life in their ability like elite athletes we know. In addition they also said as they can recreate and refresh their minds by performing game type and some fun exercise with their ability. The researcher also discussed and analysis check list prepared for observation. In all selected school the researcher observed that unavailability of suitable play grounds in school. This means in all selected school there is no suitable place for students with physical disabilities. On other way it was observed that as there were no appropriate Facilities and equipment to support teaching and learning disabled students in Physical Education class. If the environment were not safe and suitable for disabled students it may too difficult to participate in any exercise. Again in selected schools researcher observed that as there was no suitable road from class rooms to play grounds. This was also hinder students with physical disability from movement of here and there in school. The other challenge observed by researcher in all selected school was teacher's ability to support and manage students with disability was low. As observed by researcher it was because of their behavior is too difficult to manage and assist in and out of schools.

The other observed challenge were teachers ability to modify instructions for disabled students. They use inclusive method of instruction in and out of class. But physically disabled students are

not benefited from inclusive method. In this method all students are treated in a fair and equitable manner. This means in all selected schools disabled students are not benefited from every activity in the school. Additionally researcher observed as all physical education teachers in all selected schools have good and positive attitude to disabled students. But they isolate their self from teachers and none disabled students. This means in all selected schools there was no cooperation between disabled and none disabled students in all direction. Generally we understand that physical activities are very important to be able to meet the mental and emotional challenges. Through physical exercise one can be physically fit. Physical fitness supports not only physical work but also mental and emotional endurance .the individual confidence will be high in areas life such as social, academic, work and competitive sports. In short, it improves our wellness in that it improves us totally. Infants, children's, and youth with disabilities have the right to receive the full range benefits from physical education just as their able bodied peers. But this realities are not actually done in all sample schools. At the end researcher list all the challenges he observes from all selected schools as follow.

- Number of students in the class.
- Disabled students base, in lower class.
- Attitude of students and society.
- Administrators are not support not only for disabled but also as a subject they have no positive attitude to PE.
- There are no materials for disabled students to engage in practical class (Shortage of PE equipment in the school).

4.2.3. Discussing And Analyzing Data Gathered By Interview.

As stated in methodology section use full information for this research also collected by organized interview. As it was mentioned in many parts of this paper, the main purpose of the study was to investigate challenges of physically disabled students in PE class in selected schools Tichowereda of Arsi zone Oromia regional state. Additionally, the main purpose of organized interview was to assess and identify how physically disabled students treated during the practice of PE class in those sample schools. So researcher make interview with three HPE teachers and three school principals selected from each selected schools. Researcher gave code for all teachers

and principals T1-T6. Researcher raise all prepared question for all teachers and principals one by one. In this section, teachers and principals interview response on students challenges to participate in the practical classes of the physical education class was also summarized. The researcher also gave interpretation to summarized data from the interview and gave recommendation reflect on entire students with disabilities challenge to learn PE by depending on his own understanding.

To make interview researcher was first meet, each school principals and explained the aims and objectives of the study and to got permission to contact PE teachers who teaches students with disability in or out of their class. The interview was made with the teachers and principals. The researcher has used narrated the information collected by interview as well as discussed and analyzed below. On interview researcher have raised different questions on different issues that can fulfill research objectives. All the respondent teachers and principals strongly agree that teachers do not order students with disabilities to participate in the practical session of the lesson. They also agree on the value of the performing activates for disabled students. All teachers believe that activates are help full to every one for all rounded development.

T1 explain about the purpose of activates as that, performing exercise is important for disabled students in different perspectives. By performing different exercises they can have good respiration system, can develop their muscle, they can also develop their self-acceptance and forget their disability and feel as they can do anything like as others who are not disabled. T1 also agree that physical exercise is important for their future life. He said, "Disabled students can develop ability to perform different exercise effectively for their day to day life, even to be competent in their future. If they practice in sport they like, they can participate in a competition for disabled like Para Olympics and lead a better life in their ability like elite athletes we know". He also said that "they can refresh their minds by performing different type of games and some fun exercise with their ability. The participants related to factors which inhibit disabled students in physical education class, some of them shift the problems towards school administrators. Some associate the problem with their educational background, others with the curriculum, and some others with attitudes.

T4 were one of the participant teacher of this research. He was director of S1 and he also agreed that as teachers did not commend students with disabilities to participate in practice with the regular class of PE subject. He said, “Most of the time in this school PE subject is not given for disabled students by separating them from none disabled students in our school, but we inform all teachers participate in exercise to all individuals including disabled students. He confirmed that administrator’s attitude towards the subject is also one problem even when teachers ask about teaching materials (spots wear) our response was not positive.

T6 who was one of the samples principal said that, “even in HPE text book it was not included special guide method which may suitable for disabled students, and the background of students and teachers is not supported in schools. For example in our school the suitable field which was comfortable for disabled students to practice not available.” T3, teacher was the one who was selected as a sample and he said as he does not have interest to teach students with disabilities even to communicate with them about physical activity when and he was not volunteer to tell the reason.

T5 is a PE teacher in one of the sample school taken for this research. He has been teaching PE for four years. For interview question, prepared by researcher, he gave answer that, as HPE teachers are not support disabled students in PE class. This teacher also list a lot of reasons which challenged them to support disabled students such as number of students in the class. He also said, in our school visually impaired students are not allowed to take the subject even, but other disabled students take only the theoretical part. We support disabled students only by advising them as they can be benefited from exercise.

T2 also another participant for this research. He also agreed that as the number of students in the class was major challenges to support such students in and out of HPE class. On the other hands he said that as he supported and encouraged only disabled students who have interest and talent to practice in sport activities. According to Auxter, et al., (1993) the first variable to be considered in the decision to include children with disability in regular P.E program is the preparation of the P.E teacher. In order to serve children with disabilities in the regular P.E class, the teacher must have acknowledge of the following.

- Physical, mental, and emotional characteristics of children with disabilities.

- Learning styles of children with disabilities
- Teaching techniques and methodologies appropriate for children with and without disabilities
- Behavior management strategies appropriate for children with and without disabilities.
- Techniques for modifying play, games, and sport activities to include children with disabilities.
- Methods for modifying evaluation and grading for children with disabilities.

Most participant teachers in all sample school suggested that, as all students with disabilities except some talented students do not show their interest to be a part of inclusive PE practical classes. This teacher also describe that as they feel shame, shy, isolate themselves from the other, feel inferior and are too much depressed, even if we want including them. It is too difficult to convince them because of their long duration psychological effected resulting from their disabilities and back grounds. He also said, the existing practice seems simply accepting the problem rather than searching for the solution. Though this teacher gave the solution idea as every teachers and students with disabilities believe and consider as it was prohibited to think about including them in PE class , as he said ,for your surprise even we PE teachers who had taken many trainings and workshops for disabled students dominated by others attitude, because even the courage to apply the training is meaningless , the reasons are;

- Attitudes of others is not encouraging
- Shortage of time and large class also factors
- Sometimes we don't know how to support them and we afraid of the risk after injury if may it happen.
- There is no Competition for disabled students between schools.
- Lack of responsible teachers for students with disability (inclusive education) experts at all level.”

Eugene, et al, (1958) Physical education has suffered in the past from the fact that it has been thought of too often exclusively interims of exercise, skills, muscle building, respiration, metabolism or excretion. All these are considerations in P.E, but the terms are out of place in a definition of P.E. society has set up the school as a more or less effective agency to promote

certain modifications of the individual in mind, body, morals and manners which society thinks will enable the individual to live a more complete and effective life than would be possible.

In the focused group discussion “the challenges of including disabled students in practical class” was the main topic to discuss. Accordingly to the discussion all schools should give value and believe students with disabilities can perform activates and beneficiary like their others. At the end all sample schools must include all disabled students in PE, vacations, interscholastic, club or intramural competition. Additionally the following activities should also included in all school system:

- Work by sharing duties to change the attitudes of society.
- Develop specific sport programs, e.g. wheelchair basketball, athletics competition and other games performed by disabled students during school celebrations.
- Allocate budget to buy facilities for disabled students.
- Modify rules and regulation of the game in which students with disabilities participate.

School principals said that, they know PE is given as a subject or as a part of general education properly in the schools. However, they do not have related information about the participation of students with disability in PE practical classes. Their belief about whether PE contributes for students with disability or not, Principal said that “no doubt, all subjects have equal contribution for all students disabled or non-disabled” .Concerning the support provided from principals to teachers principals in order to make inclusive PE classes effective, most principals responded that, support is given from the school to the departments. But their support is not specifically intended for inclusive PE practical classes.

4.3. Teachers Interview Response On Values of Physical Education for Students with Disabilities

Teachers do not order students with disability to participate in the practical session of the lesson, they agree on the value of the performing activates for disabled students. All teachers believe that activates are help full to every one for all rounded development. T1 explain about purpose of activates as follows, Performing exercise is help full for disabled students in different

perspectives like; to have good respiration system, to develop their muscle, to be healthy to forget their disability and to feel as they can do anything like as others who are not disabled”.

T1 believes that physical exercise is important for their future life. He said, “They can develop ability to function jobs effectively for their day to day life, even to be competent in their future, if they practice in sport they like, they can participate in a competition for disabled like Para Olympics and lead a better life in their ability like elite athletes we know.” He also said “they can recreate and refresh their minds by performing game type and some fun exercise with their ability, what matters is we should identify their disabilities and make the exercise to fit for their abilities”. Through physical activates one can be physically fit, to meet mental and emotional challenges. The individual’s confidence will be high in areas of life such as social, academic, work, and competitive sports. From T1 idea we understand that as all HP teachers were know all the purpose of teaching HPE. Additionally we understand that as we can benefited from teaching HPE to create healthy generation and also we can develop our physical fitness through teaching HPE.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this section an attempt was made to present conclusions, finding and possible recommendation of the study for further action are presented.

5.1. Summary

The main focus of this study was to assess and identify the challenges that hinder students with physical disabilities in PE practical class in selected three preparatory and secondary government schools of Arsi zone Tichowereda. To achieve the goal of this study, following basic research questions were answered regarding the challenge, factors hindering disabled students to participate in HPE class and method to be suitable to address inclusive Physical Education practical classes.

- 1) What are the challenges in teaching physical education to physically disable students in practical class?
- 2) What is the attitude of physical education teachers and students without disabilities towards students with disabilities in physical education practical class?
- 3) What teaching methods are used by teachers to facilitate the participation of learners with physical disabilities students in a physical education?

To gather the data on the issue, raised questioner designed interview and observation of the study were given to physical education teachers, students with disabilities, and school principals. The collected data were presented in two forms. This means quantitative data by table form and qualitative data in narrative form and Discussed, analyzed and interpreted in part four of this paper. The main findings of the study, summary and recommendation about this study that were identify lots of challenges in engaging disabled students in Physical education class.

From the reviewed literatures one can concluded that Physical education is the integral part of the total educational activities which is beneficial for mental, physical, social, and psychological aspects of an individual's life through planed and selected physical activities. Therefore, one has to understand that physical education plays a great role in the society, Especially for SWD if efficiently and effectively practiced. Hence, based on the discussed collected data of the study it can be concluded as follows.

- The study concluded that most of the school administrations do not give special attention and have not enough knowledge about benefits of including children with disabilities in PE practical class.
- It is a fact that positive attitude of teachers can enhance the achievement of any new strategy in any educational system. However, positive outlook without related knowledge, skill and duty is not the end in the process.
- Similarly, relevant curriculum materials (syllabus, teachers' guides, student textbooks, etc...) could accelerate the fulfillment of inclusion strategy at any level of education. In this study curriculum materials are not supportive for disabled students.
- Motivations and support of family for their children with disabilities was found low in this study. Parents give less expectation to the education of their children with disabilities to their abilities particularly in PE practical activities.
- Psychological and social factors are also challenges to achieve the general objective of PE. As it is received by the study, the sample students with disabilities face several psycho-social challenges in PE practical classes. Most of these students reported that they feel low self-esteem, frustration, shy, isolation, etc...which in turn affect their whole life and academic performance.
- It is possible to conclude from the above findings in most schools students with disabilities are deprived from physical education practical class. Therefore, it is possible to say that most of the students with disabilities are not advantageous from PE lessons which is taking currently.

5.2. Conclusion

Based on the data discussed and analyzed the following major findings were obtained.

- In promoting inclusive education, awareness creation is crucial for all Stakeholders. Especially, teachers and principals were found more concerned to the issue raised.
- The findings show that background of disabled students in performing activities is poor, which can be one big challenge.
- The study pointed out that there was shortage of important equipment and facilities to include disabled students in PE practical class in the sample schools.

- In the study shortage of time and large class size are also factors hindering not to apply inclusive teaching.
- The study revealed that none of the sample school had sport competition for disabled students.
- The study also showed that there is no responsible part in the sample school who takes the duty to help disabled students.

5.3. Recommendation

Based on the findings of study, the following recommendations are forwarded by researcher if the concerned bodies give their attention.

- The school should create awareness among the school community (teachers, students with disability, all staff members) and parents. This would help the school community to develop positive attitude toward students with disability and inclusive education.
- The school has to make and build communication with all concerned stakeholders.
- Design free class for practical part for disabled students and motivate PE teachers to help them.
- The school should report to (MoE) to modify the current teacher-training curriculum which does not include certain skills, which enable teachers to facilitate the inclusive classes for disabled students.
- Students with disability have to participate in and outside the school environment in sport activities like their “normal” peers. Therefore, the school has to facilitate such opportunities to enhance the social interaction skill of students with disability.
- Absent of facilities for sport activities deter not only students with disability but it also affects motivations of teachers, so schools should solve such problems.
- PE teachers as a department should plan and assign teachers who can take the duty to promote and organize sport competition for disabled students in the school.
- Encourage and motivate physically disabled students in their practical class.
- Teachers have to be well aware and try to understand students with physical disability to promote inclusive PE.

- They should be innovative, flexible, creative, ready to learn from the learners, give chance to disabled students and capable of initiating active learning in inclusive PE setting.
- The learning environment of inclusive education needs some sort of modification and adaptation. Thus, teachers should work out the necessary modification and adaptation of educational materials, methodology, facilities, equipment and environmental conditions in order to address specific educational needs of students with disabilities.
- PE textbooks are found not suitable for physical disability students in an inclusive educational setting. They need revision so as to incorporate more suitable activities and methodologies that promote communication and participation; the inclusive class teacher should be able to modify textbooks according to the needs of students with disabilities in inclusive PE program.

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7. INDEX

APPENDIX- A

Questionnaire for physical education teachers

Dear respondents, the main purpose of this questionnaire is to obtain information about challenges facing teaching physical education to physically disabled students in secondary schools of TenaWoreda. Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the issues under study. Thus, I will like to thank you in advance for your cooperation.

Note:

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

Thank you once again.

Section One: - Personal detail of the Respondent

1. Sex: Male Female
2. Age:
- 20-25 26-30 31-35 36-40 45 Above 46
3. Educational level:
- Certificate College diploma BSc. /BA MSc.
4. Work Experience:
- ≤ 5 yrs 6-10 yrs 1-15 yrs 16-20 yrs 21-25 yrs Above 25 yrs

Section Two: - Major Challenges

Please rate the factors listed below that are assumed to be the Challenges (Barriers) within schools to restrict teachers providing physical education programs to students with disabilities (put “X” mark in the box under the scale against each statement)

Key: SA= Strongly Agree, A=Agree, UN=Uncertain, D=Disagree, SD= Strongly Disagree

No	Possible factors	1. Scale				
		SA	A	UN	D	SD
	i. Institution- Related Challenges	SA	A	UN	D	SD
1	Budget constraints					
2	Insufficient infrastructure					
3	Lack of access to suitable teaching spaces					
4	The absence of professional development					
5	The crowded curriculum itself					
6	The lack of facilities and equipment					
7	The lower priority given to physical education					
8	Lack of Support from management and administration					
	ii. Teacher-Related Challenges	SA	A	UN	D	SD
9	Lack of training and knowledge					
10	Difficulty of providing safely planned and structured lessons					
11	Difficulty in engaging students					
12	Teachers use outdated teaching methods					
No	Statements	SA	A	UN	D	SD
13	Negative Perceptions of the value given to PE					
14	High level of accountability for other subjects					

15	Lack of Confidence in teaching Physical Education					
16	Lack of Interest in teaching Physical Education					
17	Personal school experiences					
	Student- related Challenges	SA	A	UN	D	SD
18	Lack of Peer support					
19	Socioeconomic status of student					
20	Peer pressure					
21	Past negative experiences with Physical Education					
22	Students have low level of interest in Physical Education					
23	Negative attitude from non disabled children					

Section three: Support and resource for teaching students with disability. Put “X” mark column under your choice scale for each to indicate your level agreement or disagreement.

1	PE teachers in my school are qualified with basic skills and knowledge in adapted physical education to teach students with Physical disabilities					
2	Difficulty of providing safely planned and structured lessons					
3	In secondary schools, there exists adapted PE curriculum to accommodate Physically disabled students					
4	The participation of students with a disability in PE class is excellent					
5	There is a regular assistance from Government and/or non-government organizations to support teaching PE to the disabled students					
6	In my school, I have access to modified facilities and equipment for teaching PE to disabled students					
7	PE teachers have access regularly to professional development in teaching disabled students					
8	There is access to the in-service training associated with adapted physical education for PE teachers					
9	There are assistive technologies in my school that improve the participation of physically disabled students in PE class					

3. 10. What kind of methods do you use to teach physical education class ?

Section Four: Teachers' Attitude

Please indicate your level of agreement, or disagreement by putting "X" mark in the box under the scale for the statements listed below so as to show your feelings about students with disabilities. Which you feel best)

No	Statements	SA	A	UN	D	SD
1	I feel that I have the knowledge to cope with the instructional needs of children with disabilities.					
2	I feel that children with disabilities will benefit from the interaction supplied by placement into a regular classroom.					
3	I feel that children with disabilities are socially accepted by their typical peers.					
4	I feel that I am able to remediate the learning deficits of children with disabilities.					
5	I feel that I am able to manage the behavior of children with disabilities.					
6	I like having children with disabilities in my classroom.					
7	I feel that children with disabilities encounter considerable humiliation from their typical peers in the regular classroom.					
8	I feel that students with physical disabilities have awareness about the benefits of physical education					

4.9. Does physical education curriculum in secondary schools of Ethiopia equally treat students with disability as students without disability? If so, how?

4.10. If you have any other ideas, suggestions, please specify;

Thank you once again for your Cooperation!

Appendix- B

Interview Guide Questions for School Principals

Dear respondents, the main purpose of this interview is to obtain information about Prospects and challenges facing teaching physical education to physically disabled students in secondary schools of TenaWoradeArsi Zone Oromia Regional State.

Section One: - Personal detail of the Respondent

1. Age:
2. Educational level:
3. Work Experience:

Section Two: Challenges faced in teaching Physical education to disabled students

1. What are the i) Institution- Related ii) Teacher-Related and iii) Student- related challenges faced in teaching physical education to students with physical disabilities in your school
2. What teaching methods do teachers use to facilitate the participation of learners with physical disabilities in the physical education class?
3. Are there essential Physical education facilities and equipment that are used to foster participation of learners with physical disabilities in physical education class?
4. How do the teachers facilitate interaction between learners with and without physical disabilities in their physical education class
5. Do you think that students with physical disability have awareness about the importance (benefits) of learning physical education?
6. What are the attitudes of Physical education teachers and non- disable students towards students with physical disabilities?
7. Do you think that physical education teachers acquired adequate basic skills and knowledge in adapted physical education?
8. Does physical education curriculum in secondary schools of Ethiopia equally treat students with disability as students without disability? If so, how?
9. Do you have anything to add in relation to challenges of teaching physical education to physically disabled students in you school? Thank you in advance for your Co-operation!

Appendix- C

Observation Guide (Check list) during Physical Education Practical Class

School name _____ Date _____ Grade ____ Unit of instruction _____

Key Guide:

1= Excellent 2. Good 3. Need attention 4. Not present

No.	Statements	1	2	3	4
1	Availability of suitable play grounds in school				
2	Availability of Physical Education Facilities and equipment and their appropriateness				
3	The Environment is safe and suitable for disabled students.				
4	Suitability of the road from class rooms to play grounds				
5	Teachers ability to help students with disability				
6	Teachers ability to modify instructions for disabled students				
7	Instructional opportunities are adapted to diverse learners				
8	All students are treated in a fair and equitable manner				
9	Physical Education teachers have positive attitude to disabled students				
10	Physical Education teachers assess and give marks to physically disabled students				
11	Cooperation between disabled and non disabled students				
12	Physically disabled students participation during practical class				

Appendix- D

Questionnaire for students with disabilities

Dear respondents, the main purpose of this questionnaire is to obtain information about prospects and challenges facing teaching physical education to physically disabled students in secondary schools of TenaWoredaArsi Zone Oromia Regional State. Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the issues under study. Thus, I would like to thank you in advance for your cooperation.

Note:

- No need of writing names.
- Your response will only be used for the purpose of the research.
- Confidentiality of your response will be maintained.
- Indicate your answer by putting an “X” mark inside the box provided against each response option
- Answer those questions which need further explanations as briefly as possible in the space provided.

Section One: - Personal detail of the Respondents

1.1. Sex: Male Female

1.2. Age: 14-15 16-17 18-19 ≥ 20

1.3. Educational level: Grade 9 Grade 10 Grade 11 Grade 12

Key for the scale

SA= Strongly Agree, A= Agree, UN= Uncertain, D= Disagree, SD= Strongly Disagree

Section Two: Opinions of students with disabilities on Physical education

Show your opinion by putting “X” in the box below the scale against each statement

No	Statements	SA	A	UN	D	SD
1	I like Physical education					
2	I have opportunities to get access to PE lessons					

3	There is equal opportunity in PE programs for disabled & non disabled students					
4	The school environment is pleasant for me to take part in physical education					
5	My counterpart peers welcome me to play with them					
6	I am limited to take part in physical education because of disability					
7	My PE teacher encourages me to take part in physical education activities					
8	I am aware of the benefits of physical education					

Section Three: Challenges faced in teaching Physical education to disabled students Please indicate your agreement or disagreement by putting “X” in the box below the scale against each statement listed below that are assumed to be challenging you to access to physical education

No	Statements	SA	A	UN	D	SD
1	Lack of time					
2	Negative attitude and practices from others or non disabled children					
3	Large class size					
4	Poor or no facilities					
5	No adapted curriculum for students with disabilities					
6	Lack of modified or adapted equipments					
7	Poor support from the school and other concerned bodies					
8	Poor support from non disabled students					

Thank you once again for your cooperation!

APPENDIX-E

Map of the study site

