



**ASSESSMENT OF CHALLENGES AND PROBLEMS
AFFECTING THE PARTICIPATION OF
DISABLED STUDENTS IN
PHYSICAL EDUCATION IN HAWASSA**

MSC

**BY
SEBLE YACOB GETAHUN**

**NOVEMBER, 2024
Hawassa, Ethiopia**

HAWASSA UNIVERSITY

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**A THESIS SUBMITTED TO DEPARTMENT OF SPORT SCIENCES,
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SPORT SCIENCES**

MSC

**BY
SEBLE YACOB GETAHUN**

**ADVISOR
MEKDES MAMO (Dr.)**

**NOVEMBER, 2024
Hawassa, Ethiopia**

HAWASSA UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCES
POSTGRADUATE STUDIES PROGRAM
APPROVAL SHEET OF THESIS

As thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance, by Seble Yacob Getahun, entitled “Assessment of Challenges and Problems Affecting the Participation of Disabled Students in Physical Education in Hawassa”. I recommend that it be submitted as fulfilling the thesis requirement.

Major Advisor

Signature

Date

HAWASSA UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCES
POSTGRADUATE STUDIES PROGRAM
APPROVAL SHEET OF THESIS

As members of the Examining Board of the Final MA thesis Open Defense, we certify that we have read and evaluated the thesis prepared by: Seble Yacob Getahun, Titled: “Assessment of Challenges and Problems Affecting the Participation of Disabled Student in Physical Education in Hawassa” and recommend that it be accepted as fulfilling the thesis requirement for the MA degree of: Sport Science.

.....		
Name of Chairman	Signature	Date
.....		
Name of Major Advisor	Signature	Date
.....		
Name of Co-advisor	Signature	Date
.....		
Name of Internal Examiner	Signature	Date
.....		
Name of External Examiner	Signature	Date

STATEMENT OF AUTHOR

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Name of the author, Seble Yacob Getahun

Signature.....

Place: Hawassa University

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Abbreviations and Acronyms

AAHPER	Association for Health, Physical Education and Recreation
ADHD	Attention Deficit Hyperactivity Disorder
APE	Adapted Physical Education
CWDs	children with disabilities
FGD	Focus Group Discussion
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ILO	International Labor Organization
NHIS	National Health Interview Surveys
PE	Physical Education
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

ABSTRACT

The purpose of this study was to Assess the Challenges and Problems Affecting the Participation of Disabled Students in Physical Education in Hawassa. The study attempted to identify the extent of disabled student's engagement in physical activities during PE classes, the challenges for disabled students to participate in PE classes the benefits of PE for disabled students in and the assessment of PE Teachers in teaching Disabled Students that the government secondary school PE teachers perform. In order to attain the objective of the study, a descriptive survey design method was applied. In addition to that qualitative and quantitative approach was implemented to substantiate the data. Sample for the study were selected through purposive and availability sampling techniques. Data was gathered from 45 respondents, 15 of them were school principals, 25 of them were PE teachers and 5 of the were cluster supervisors. On the other hand purposively, 23 disabled students were selected from these five target schools. Questionnaires, interview FGD and Field Observation were the instruments used for data collection. The data gathered were analyzed using various statistical tools such as frequency, percentage, and mean value, and chi square test by means of SPSS version 27. Reliability Test was conducted. According to Bonnet and Wright, (2015) an alpha level of 0.6 and above is considered acceptable. So the study's alpha value was 0.988, therefore, this reveals an excellent internal consistency of the research instrument. The computed data affirmed that disabled student's engagement in physical activities during PE classes were very poor, the challenges for disabled students to participate in PE classes were very high and students knowing the benefits of PE due to poor or no support from their PE teachers they benefited below their expectation. Physical Education teachers gave no consideration for disabled students. Apart from this, the collected data through open-ended question and interview asserted that principal(s) were not effective in handling and fulfilling teaching aid materials, and also playgrounds were not conducive for disabled students. These all challenges lead disabled students not to participate effectively in PE theoretical and practical classes. The finding of the study further showed PE teacher gave poor or no special support for these disabled students. The anticipated result reviled the degree and extent of challenges and problems, emotional instabilities, discrimination, segregation, self-blaming, bad feelings from home and residential areas and parental rejections were the prominent ones. Therefore, it is recommended that seminars, discussions, and additional trainings should be organized for physical education teachers and orientation should be provided for the community that disability is caused by various problems, but not by the wrath of God. It is important to note that students with disabilities can also do their best.

Key: Disabled students, Challenges, effective, encourage, Participation

CHAPTER ONE

1. INTRODUCTION

This chapter discusses about the problem and its approach. As such it includes the back ground of the study, statement of the problem, basic question of the study, objectives of the study, significance of the study, delimitation, limitation of the study definition of key terms and organization of the study.

1.1. Background of the Study

Physical education was the subject that has been taught since the lower grades.. This singular identification has placed unique opportunities and responsibilities on physical education, profession to serve persons with disabilities. During the past years a great transition in the professional fields that deliver assistance to individuals who have motor disabilities has taken place. Physical education teacher instruct children with a variety of disability conditions in many different instructional settings.

The primary purpose of physical education instruction is to change psycho-motor behaviors, there by facilitating self-actualization, particularly as it relates to understanding and appreciation of the body and the self in motion and at rest\cite, Auxiter, et al., (1993). Physical education is not limited to vigorous activities but includes instruction in relaxation, opportunities for creative expression, practice in sport that will enhance leisure thought the lifespan, and participation in large-muscle games that teach cooperation and social skills.

Adapted physical activity is a cross disciplinary body of knowledge directed toward identification and solution of psycho-motor problems thought the lifespan. It is one approach to increasing the quality and quantity of positive movement experiences. This is an area of study that prepares professionals to help resolve psycho-motor problems that limit success, (Auxiter, et al., 1993).

At this instance, differences in definitions and measures may seem arcane, they directly impinge on researchers' ability to address one of the most controversial issues in the field of child- hood disability studies-the huge increase in recent years in the number of children who are considered to have a disability. The measured prevalence of disability for children under age eighteen in the National Health Interview Surveys (NHIS) doubled from 3.8 percent in 1981 to 8.0 percent in 2009. Over the past half century, the estimated prevalence of measured childhood activity limitations has increased fourfold (McLanahan Editor-in-Chief, 2012).

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

Recreational sports opportunities for persons with these abilities vary at differing stages of life. In preschool and infant programs for children with disabilities, the focus is on motor development that is prerequisite to a wide variety of physical activities. When the individual enters the public school there are three opportunities for participation in recreational sports activity. One is the physical education instructional program which teaches the student the physical skills and knowledge necessary to play games and then actually generalizes the skills in to play. A second environment that may be available in some schools is an intramural program. Here the student with disabilities has opportunity to exercise the skills learned in physical education class in recreational play activity within the schools. A third sources opportunity for the child with a disability is community-based recreational programs that may take the form of integrated activity with other children in the community, in addition, organizations may organize physical activity to enable participation for specific group (e.g. Special Olympics for mentally retarded individuals and wheel chair sports for orthopedically impaired persons), (FEKAD2012)

1.2 Statement of the Problem

In our affluent society no longer must a person be promoted to living in isolation due to lack of physical and motor abilities prerequisite to independent domestic and recreational physical activity (Durai, 2016), Auxter, 1993).

Students with permanent or temporary mental, physical and emotional disabilities who are unable to have all their educational needs met in a regular Physical Education (PE) class during the school or to be adequately educated in the public schools are identified as children's with disabilities (CWD). These students need special consideration in the planning and implementation of the PE programmers provided to them. If not, they will not be able to participate safely and or successfully, thus not gain the physical, social and psychological benefits that a quality PE program can offer.

According to the knowledge of the researcher, PE Teachers are not equipped with the knowledge and skills to effectively include children with disabilities in to their classes. That is participation is a person's involvement in a life situation. It represents the societal perspective of functioning. Participation restrictions are problems an individual may experience in involvement in life situations. The presence of a participation restriction is determined by comparing an individual's participation to that which is expected of an individual without disability in that culture or society\cite (Auxiter, et al., 1993).

Beside to this our country Ethiopia is one of important place to find and observe the consequence of children with disabilities (CWDs) widely. In relation to this, challenges can be seen on different parts of the country at different level. Among this schools particularly in Hawassa town the main area concerning this issue. So, as much as to raise problem and challenges and lack of special attention (encouragement), shortage of equipment and supporting materials, poor and misunderstanding of peers, school community and the society in their living community about CWDs as well as absence of integrated learning-teaching process are the most important problems to be recognized in the governmental schools of Hawassa during PE practical classes.

However, in most secondary schools, learners with physical impairment are not identified so as to provide them with special consideration. So, they should get the desired opportunities in the regular physical education practical class. Either in the field or in special PE activities. Furthermore, they should be provided with special consideration in the practices and implementation of the PE programming in the school and classroom level. Unless they are considered they cannot participate regularly ,safely and of successfully. So, this in turn might not allow them to get benefited from the practical activities as equally as without disabilities, or pear studies have shown that in many cases regular physical education teachers are not equipped with the knowledge and skill to effectively include children with disabilities ,especially learners with physical disabilities in to their practical classes.

Therefore, from the experience in teaching physical education in most primary and secondary schools, there is a gap between teaching students with physical disabilities, hearing impaired, and visual impairment in the existing working condition in the schools. Therefore, due to these drawbacks, the researcher has conducted a researcher based on the challenges at hand.

1.3. Research Question

The purpose of this study was to explore the challenges and opportunities in inclusion of students with physical disabilities in regular practical classes in Hawassa some selected schools through the following basic question:

1. Does disabled student's engage in physical exercise during PE classes in Hawassa Secondary Schools ?
2. What are the challenges for disabled students to participate in PE classes in the target area?
3. How far the PE Teachers and Schools directors concerned for inclusive education in Hawassa Secondary Schools?

4. What does the assessment of PE Teachers of Disabled Students shows?

1.4. Objectives of the Study

1.4.1 General Objective

The overall objective of this study is to investigate the existing involvement and challenges of physically disabled students in PE regular practical classes and to identify opportunities provided in selected Hawassa Secondary Schools.

1.4.2 Specific Objectives

The following were the Specific Objectives of the study:

1. To identify the disabled student's engagement in physical activities during PE classes in Hawassa Secondary Schools.
2. To detect the challenges for disabled students to participate in PE classes in the target area.
3. To identify the concern of PE Teachers and Schools directors for inclusive education in Hawassa Secondary Schools.
4. To identify how PE Teachers' of disabled students were concerned for their disabled students in the area under the study?

1.5 Significance of the Study

When a child is identified as having a disability, it serves notice to educators and parents that the child risks becoming dependent on others for social living skills. The physical educator can make a major contribution to reduce this risk and facilitate independent living through physical activity (Durai2016). It is known that PE is a unique subject which serves to children with disabilities by teaching motor skills to help them for their daily life and recreation. It is hoped that findings of this study would help such students in the following instances. It may show for PE teachers that Inclusivity in **education** ensures that all students, regardless of their abilities, have the opportunity to learn and grow. It may also It promotes equality, fosters social interaction, and enhances learning experiences by embracing diversity, it may help disabled students to develop self-confidence, and also help disabled students to develop the "I can do ability" during PE class. On the other hand, it may increase the awareness to concerned bodies how much PE is vital for physically disabled students. Finally, it could also be a spring board for other researcher for those who are interested to conduct a research in such topics.

1.6 Scope of the Study

It is believed that this study will be of great benefit if it is carried out in all public and private schools under the Hawassa City administration, as well as in primary and secondary schools. However, due to various currently existing challenges, it was delimited by the researcher that the study should be carried out in five selected schools in the city. There are different variables to be conducted in the study of inclusion of children with disabilities in education this study gives priority to assess only the level of involvement, opportunities and factors that hinder the participation of children with physical disability in PE practical classes.

1.7 Limitations of the Study

The study would have include all schools in Hawassa However, it is limited in five schools because of financial and time constraints. In addition, according to the knowledge of the researcher, due to absence of sufficient and relevant materials related to the study in Ethiopian context, the researcher has been forced to rely mainly on foreign sources. In spite of these however, the researcher has attempted to make the study as complete as possible.

- Time to reach out every source of data and information
- Financial shortage

Awareness/willingness problem of the subjects has created a big challenge, however, it helped that the methods used by the researcher to reduce the gap that these challenges would cause in the results of the study came to the results he had predicted.

1.8 Definition of Terms

Adapted Physical Education: is a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely and successfully engage in unrestricted participation in vigorous activities of the general physical education program.

Challenges: refers to the situations that are difficult and non-stimulating to the deaf child's participation within the environment.

Physical Impairment; referring to those who because of impairment are limited or restricted in executing some skills, performing tasks or participating in certain activities.

1.9. Organization of the Study

The study consists five chapters in which the first part contains background, statement of the problem, research questions, objective of the study , significance of the study, limitation of the study, scope of the study, definition of terms. Chapter two contains review of related literature. Chapter three contains the research design and methodology, approach and design of the study, data collection instruments, data collection procedure, data organization and analysis and ethical considerations. Chapter four is about presentation of the findings and discussion and the last chapter is about summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Physical education and sports plays a typical role in the lives of the whole community and for people with disabilities, the same as it can for people without disabilities. They include play, exercise, recreation, organized, and non-organized competitive games that contribute to physical fitness, mental well-being and social interactions. There is a wealth of evidence to support participation in sport and physical activity for people with disabilities concerning trends, barriers and benefits of participation. In developing countries like Ethiopia, people with disabilities often face barriers to participate in sport and physical education activities, these may include complex issues like attitudes towards disability, traditional and religious beliefs, and physical education systems, i.e. the curriculum designed for each level, access to sporting infrastructure including services, facilities and equipment (MINCH, 2013).

Everyone in the society may experience disability at some point in their existence. Disability is a normal part of the human experience, and people with disabilities are part of all sectors of the community: men, women, and children; indigenous and non-indigenous; employers and employees; students and teachers; consumers and citizens.

The sports participation of people with physical disabilities is lower compared to people without physical disabilities. In ancient Greece there was no place for women, non-Greeks and the physically or intellectually inferior, rather there was an obsession with bodily perfection Durai (2016). In these chapter basic concepts that will constitute the title “major challenges and problems affecting the participation of disabled children in physical education and extracurricular activities” in selected schools of Hawassa City Administration will be considered. It also deals with conceptual frameworks related to the principles and practices of PE lesson for children with disabilities (CWD) particularly within the School Program. In order to discuss this issue six major points are raised. These are an overview of disability, psychosocial challenges of CWD, problems facing CWD, benefits for CWD, adapted physical education, and extracurricular activities. Furthermore, major problems of disabled students in physical education and possible solutions from different materials will also be addressed.

2.2 Disability

What Counts as a “Disability?”

Disability is defined as a physical or mental impairment which substantially limits one or more of life's major activities. This definition is used by the U.S. government for collecting data and implementing laws such as the (Americans with Disabilities Organization, 1991).

Disability is both social and individual problem. Primarily it is a social problem, because what stops the individual disabled person from contributing is the attitude of non-disabled persons towards him or her. According to World Bank report approximately 600 million people, or 10\% of the world's population, have a disability and that 80\% of these people live in developing nations. If families of persons with disabilities are included, at least 25\% of the world is directly affected by disability (MINCH, 2013).

The first ever World report on disability, produced jointly by WHO and the World Bank (2011) on disability and rehabilitation, suggests that more than a billion people in the world today experience disability. People with disabilities have generally poorer health, lower education achievements, fewer economic opportunities and higher rates of poverty than people without disabilities. This is largely due to the lack of services available to them and the many obstacles they face in their everyday lives. According to the World Health Organization, a disability is: “Any restriction or lack (resulting from any impairment) of ability to perform an activity in the manner or within the range considered normal for a human being”. The most commonly cited definition is that of the World Health Organization in 1976 which draws a three-fold distinction between impairment, disability and handicap, defined as follows Schuntermann (1996). 'An impairment is any loss or abnormality of psychological, physiological or anatomical structure or function; a disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being; a handicap is a disadvantage for a given individual, resulting from an impairment or a disability, that prevents the fulfillment of a role that is considered normal (depending on age, sex and social and cultural factors) for that individual.

In the absence of consistently collected statistics about the incidence of childhood disability over time, it is difficult to resolve the controversy over how much of the increase in disability reflects changes in the underlying incidence of disabling conditions. Careful research on some specific conditions, such as autism and asthma, does suggest increasing incidence. What this controversy over a fundamental fact

about disability highlights is the need for researchers to arrive at a consistent definition of childhood disability so that they can accurately track trends over time (McLanahan Editor-in-Chief, 2012).

2.2.1 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.

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

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 John (1989). A physical problem can hamper a student's mobility, coordination, stamina, communication, or learning abilities to such an extent that educational objectives are difficult to accomplish and special education intervention is required.

2.2.2 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. An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness Kalaimathi (2012).

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. An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness" Kalaimathi (2012).

2.3 Causes of Physical Disabilities

A person can acquire a physical disability due to a number of reasons. These can be severe accidents, brain injuries, infections, diseases and as a side effect of disorders and other medical conditions, such as a stroke and dementia.

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.

Prenatal 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.

Physical impairments adversely affect the movement of the body, especially the skeletal system, including the spine, muscles, bones, and joints. Although many factors contribute to this impairment, the three main causes are Neurological impairment, Musculoskeletal conditions, and Trauma caused physical impairments (Seaman and Depauw, 1989).

1. Neurological impairment: implies damage or deterioration to the central nervous system the brain and spinal cord. Be aware that whenever the central nervous system suffers damage, muscular wellness or paralyses are almost always present.
2. Musculoskeletal conditions: some individuals are physically disabled because of defect or diseases of the muscles or bones. The condition of the musculature or skeletal system or both affects the ability to move problems arising from musculoskeletal conditions, without neurological impairment, may be congenital or acquires after birth. The causes of these conditions may include genetic defects, infections disease, accidents, or dovetail disbars. In the majority of individuals, Intellectual functioning is not affected.
3. Trauma-caused physical impairments Trauma refers to those accidents or mishaps that occur after birth to an otherwise normal individual. Accident fractures, dislocations Sprains, bruises, contusions, poisoning, and various wounds Can result in temporary or permanent impairments.

2.4 Disability in Ethiopia

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

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 a lack of resources and other various factors. Further strengthening the above issue UNICEF Ethiopia's

disability program by the Japan International Cooperation Agency (2002) it estimated that 7.6 % of the population lives with a disability (approximately 5 million).

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

People living with a disability in Ethiopia are very rarely given the opportunity to partake in the workforce, school or sports activities, which often leads them to a life in the street or in seclusion FEKAD (2012).

2.5. Psychosocial Challenges of Students with Disability

The terms psychosocial refers to the psychological and social factors that influence mental health. Social influences such as peer pressure, parental support, cultural and religious background, socioeconomic status, and interpersonal relationships all help to shape personality and influence psychological make up Disassa (2021).

The psychosocial concept denotes interaction of environmental circumstances on the minds of individuals. It refers to any aspect connected to the psyche, consciousness, personality and social context of an individual Makwela (2022).

Children living with disabilities need care and support to enable them to cope and function effectively. The United Nations Children’s Fund (2013) asserted that even though provision had been made through legislative frameworks to promote and protect the rights of Students with Disability, social barriers continued to restrict their effective participation.

2.6. Problems Facing Physically Disabled Children

Children between the ages of five and 18 should do a minimum of **60 minutes of exercise a day** across the week, according to UK government recommendations. And physical education (PE) is, of course, one of the main ways in which both primary and secondary schools meet these guidelines.

As disabled children are more likely to be **sedentary**, it's particularly important that they can take part in school exercise. Surveys **have also shown** that most disabled children would like to be able to take part in PE more often. Yet our **latest research**, assisted by recently retired academic and former Paralympic athlete **Dr Stuart Braye**, shows that disabled children attending mainstream schools still experience many difficulties in joining in with PE lessons.

At the first world conference on **special needs education** held in Spain, in 1994, representatives of 92 countries declared that **inclusive education was the right** of all children. It should be the norm in all schools, they said. Nearly three decades on, however, **personal accounts of social isolation** and non-inclusive mainstream education show that school, for many children with disabilities, is anything but inclusive.

Learning can be a challenge for any student, but it can be especially difficult for a student with a disability. The disabilities can cover a broad range: physical, cognitive, intellectual, invisible and undiagnosed disabilities. They can also be mental and/or sensory perception disabilities. Whatever they encompass, the issues these children face in the classroom can be much greater because of the unaccommodating, inaccessible, rigid framework that many schools and classes frame their education around.

A lot does exist to help students with disabilities. But we should have a solid understanding of what their issues actually are in order to find or create the best solutions.

Issues that students with disabilities face include (but are not limited to):

Insufficient Funding. Most schools don't have enough funds to provide disabled students with appropriate accommodations. This means the accommodations are truly what are going to help accommodate them. The schools will meet the legal accommodations, whatever is absolutely necessary or what is demanded of them. The issues of schools not having enough money is common for all students, simply worse for those with disabilities.

Inaccessible Conditions. As many schools don't have enough money and were built prior to legal requirement for access, this issue causes another difficulty for disabled students. Schools cannot provide students with accessible conditions to move and study in ways that are right for them. Ramps or elevators may be lacking, doors may be too heavy to open, inaccessible bathrooms or transportation. They may not have standing desks, flashing light signals (- instead of bells), captioned equipment.

Lack of Individualization. Another typical problem is an inadequate curriculum. Most schools create curriculums for typically-developing students. They exclude the needs and of disabled students. By law students with disabilities have access to Individual Education Plans and also to 504's, but many parents are not aware of these, nor school educations eager to teach parents about them.

Troubled Communication with Peers. Unfortunately, mainstream culture, discrimination and stereotypes have the potential to create huge barriers between those with physical and/or mental disabilities and typically developing students.

Lack of Specialists. Finally, many educational institutions don't have specialists who can work with disabled children. Some administrations of schools and colleges don't train their teachers and professors to interact well with any students, let alone students with disabilities. Education becomes almost ineffective and the curriculum is useless.

Learning disabilities are actually more common than not, so it's useful to understand more about types of learning disabilities. They may be physical, psychological, hereditary, acquired. Let's briefly mention them:

Dyslexia. Very common. Students read text and comprehend the information in a unique way. Some cannot recognize letters or mix them up. Some don't know how to break down words into separate parts of the speech in a single sentence. Oftentimes, they cannot distinguish words that sound or are written similarly.

ADHD. Attention Deficit Hyperactivity Disorder is another typical disability, one which over 6.4 million children have. Children with ADHD may have problems with concentration and so, easily distracted. They may also hyper-focus.

Dyscalculia. Math skills-related. People with dyscalculia may not recognize the numbers and may not have many methods to solve their tasks. They also face problems in managing time, measuring, and/or estimating.

Dysgraphia. The writing version of dyscalcula, people with dysgraphia may experience difficulty writing.

Processing Differences. Due to processing differences, students find it hard to make sense of sensory data. Students may not distinguish data or may not remember what facts are important within the mainstream educational contexts.

Physical Disabilities. We should also mention physical disabilities, which radically affect a student's learning experience, especially in an inaccessible setting.

Students with disabilities definitely face a host of issues in school, all directly related to access and appropriate accommodation.

2.7. Benefits of Physical Education for Students With Disabilities

Physical activity is very beneficial for all children. Exercising is not only good for children's health and well-being, but it also plays a key role in their development and learning. Thanks to physical activity, children and adolescents can improve their self-esteem, develop social relationships and learn to overcome their limitations.

These three elements are essential in to help children live an autonomous and independent life, which in the case of children with disabilities is especially important.

Despite considerable efforts to state the opposite, it is still widely believed that people with disabilities cannot take part in sports. However, the benefits of physical activity for anyone with disabilities are a proven fact, not only in strengthening and developing the muscles but also for losing and controlling weight and helping them to feel better in themselves. Subsequently, it is recommended that everyone with disabilities should try and lead an active lifestyle whenever possible.

Does this also apply to children? Absolutely! Cultural, recreational and sports leisure opportunities for people with disabilities are becoming more and more widespread, including many adapted physical activities for children which are both easily accessible and entirely safe.

It's advised that parents should encourage their children to exercise from an early age. This approach should be individually tailored to a child's ability, two children of the same age and diagnosis could be advised on different activities.

It's also important that children recognize these activities as part of their leisure time and not as an obligation, they should be allowed a degree of independence when choosing activities according to their preferences but without losing sight of their limitations. That's why we recommend that children with disabilities move "at their own pace".

Finally, there are lots of activities that children with disabilities can do, exercise and activities allows a child to develop their imagination and creativity skills without barriers benefits of physical activity for children with disabilities.

2.7.1. Six benefits of physical Activity for Students with Disabilities

a. Increases balance, both physically and mentally

Increases balance, both physically and mentally:

Children who play sports are able to let off steam, produce adrenaline and develop their capacity for self-control. One way or another, sport helps them to channel their energy, which is fundamental for their daily development.

b. Promotes sociability and integration

Physical activities make children with disabilities more social. Their planning and practice are an "excuse" to meet new people, with or without disabilities and relate to them through age or preference.

c. Improves the ability to concentrate

Physical activities help the child to channel their physical energy while exercising, which in turn increases their intellectual effort when it comes to performing other daily tasks. In fact, according to many experts, the practice of physical activities by children with disabilities improves both their performance in school and their academic results.

d. It stimulates and motivates

The practice of any physical activity creates motivation in both the learning and practicing of the exercise. Which, in turn, develops perseverance, strength and the ability to succeed, which are integral parts of all sports. For children, especially, this type of learning will have a positive effect on their daily lives.

e. It promotes teamwork

The practice of physical activities, both individually and as part of a team, requires active interaction with other people. For children with disabilities, it provides a way of learning to work together to achieve common goals.

f. It positively affects their daily lives

The benefits of physical activity for children with disabilities are not limited *to the playing field or sports hall*. Thanks to the cycle of continuous learning through exercise, children are better able to develop the ability to take the initiative and overcome their daily obstacles and fears.

Exercising intensifies the development of physical and mental skills in children with disabilities and is not only beneficial to themselves but to their families too. If you have a child with any type of disability, do not hesitate. Many parents fear that their children may be at risk of injury while performing physical activities, but nothing could be further from the truth: with activities adapted to their abilities, the benefits will be noticeable from day one. Speak with your doctor and discuss which physical activities would be the most beneficial for your child.

To get the most out of their exercise, children with disabilities need the right equipment that has been adapted to their needs. Here at Sunrise Medical, we offer you the entire Zippie range from manual wheelchairs, to electric wheelchairs, as well as hand bikes so that you can choose the best one for your child and their specific needs.

2.8 Physical Education within the School Program

Physical education is a course taught in school that **focuses on developing physical fitness**. Effective P.E. classes help kids develop skill and confidence, maintain physical fitness, learn about personal health and wellness, and demonstrate positive social skills.

High-quality physical education programs are characterized by (1) instruction by certified physical education teachers, (2) a minimum of 150 minutes per week (30 minutes per day) for children in elementary schools and 225 minutes per week (45 minutes per day) for students in middle and high schools, and (3) tangible standards for student achievement and for high school graduation Van Dusen (2011).

In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is rewarded. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise Van Dusen (2011)

.2.8.1. Physical Education for Individuals with Disabilities Students with disabilities are less physically active than students without disabilities. Students with disabilities may also have the secondary conditions like medial, social or emotional problems in nature. Many of these problems can be curved or controlled by physical activities. In addition to that physical activities play an important

role in the day to day life of students with disabilities. Through the physical education class they can develop social skills, communication skills and emotional health. These skills are directly or indirectly helpful for independent living of students with disabilities Dheesha (2017).

2.8.2. Regular Physical Education For Disabled Student

Should students with disabilities be included in regular physical education classes or removed and given their own physical education class?

All students, regardless of ability, should get the recommended 60 minutes or more of daily physical activity. Schools can help all students meet this recommendation by providing equal opportunities for students with disabilities.¹ Creating an inclusive culture for physical education and physical activity helps every student learn to lead a healthy and active lifestyle.

Inclusion means that, “All children, regardless of ability or disability, have the right to be respected and appreciated as valuable members of the school community, fully participate in all school activities, and interact with peers of all ability levels with opportunities to develop friendships.”

Inclusive physical education and physical activity:

Includes students with disabilities in regular physical education classes. Specifically, teaching strategies, equipment, environments, and assessments have been adapted to meet the needs of all students.

Supports students with disabilities who want to participate in other physical activities before, during, and after school.

Encourages students with disabilities to have the same roles and experiences as their peers who do not have a disability during physical education and other physical activities.

Five Step Plan

Promote and implement opportunities for physical activity for students with special needs with these basic five steps Lieberman (2009), Orlick (2006):

1 – Safety First: It is very important to start with thinking of student safety. Check up on the special needs students in your school. Special needs students will have Individualized Educational Plans (IEPs), which identify specific learning goals and objectives that are tailored to the individual student. These plans will include any special considerations for keeping students safe and healthy. Contact one or more members of the IEP Team to learn about the needs and limits of these students. Learn as much as possible about the disabling conditions that affect the students in your school.

2 – Integration of Wellness: Consider the IEPs and how wellness activities can support the overall educational plan for each student. Which wellness activities can easily be integrated into their day that will not only support their health but also encourage and support learning?

3 – Make the Connection: Connect and work with the other students, school personnel and parents to support the student in their general education as well as the healthy lifestyle specific activities. Inclusion is about both the student with special needs and their peers.

4 – Increase Participation: Focus on abilities versus disabilities and consider how the student can participate at the highest level possible to learn developmentally appropriate content. This may require various adaptations, such as changing equipment, the speed of movement required, modifying space or providing peer assistance through peer helpers.

5 – Promote healthy lifestyles: Consider how to instill messages about healthy lifestyles and assist students to increase capacity for making positive choices even when physical skills may be limited. This will allow students to enjoy greater inclusion and interaction with peers at school and beyond.

2.9. General Inclusion Ideas for All Students

Talk with students about how to include all students in activities being undertaken; ask students with disabilities (if they are comfortable sharing) to share what changes or modifications will be helpful to them. Prepare all participants about what to expect once an activity begins Lieberman (2009), Orlick (2006).

Students without disabilities may be encouraged to invite students with disabilities to join in at lunchtime, on the playground, and in the local neighborhoods.

Peer helpers can assist students who cannot do particular things like see, hear, or walk on their own by pushing their wheelchair, describing or reaching objects in the lunch line, using equipment, or demonstrating verbal directions. They can allow and encourage them to do what they can even if it takes longer.

Provide encouragement to students with disabilities by offering “good job” or a “thumbs up” when they try hard, make a good effort or succeed.

Let them have rests or extra turns to catch their breath if needed.

Peers should know when and where to get help for students in distress (for example, all should learn the signs of distress for asthmatic or diabetic students).

Give reminders for students who have trouble remembering or understanding directions.

Talk to students with disabilities just as you would other classmates during and outside of school.

Ways to Adjust Physical Activities to Include Students with Special Needs

Alter speed, duration, space used, equipment or/and rules of play.

Slow down the activity to accommodate students with limited mobility or poor aerobic fitness. Repetitions can be greater for higher levels of fitness or more mobile students.

Reduce the duration of activities for students with lower levels of fitness.

Utilize a smaller playing area to facilitate the ability to cover the area for less mobile or skilled students.

Use different kinds of balls that are easier to hold, throw or see easily. Goal balls have bells inside so that blind students can locate them. Whiffle and Nerf balls fly more slowly than solid ones and reduce the fear of being hit. Rackets/paddles with short handles are easier to strike with than those with longer handles. Batting tees and suspended balls facilitate hitting or striking activities.

Provide rule adjustments that increase incentives to include every team member or provide extra opportunities for less-skilled students to allow for greater participation. Playing non-competitive games provides action and skill practice and involvement of everyone.

Provide a peer-helper to participate with a student with a disability. Adult aids may be available to special needs students but a peer helper can often engage the student more fully and directly. The participation should provide choice and decision-making opportunities for the special needs student and a sense of participating with other students.

Ask students to create activities that are inclusive of the limitations of classmates.

2.10. Adapted Physical Education

Adapted Physical Education (APE) is physical education that has been adapted or modified so it is as appropriate for the person with a disability as it is for a person without one. It emphasizes the importance of physical activity and fitness as well as the development of gross and fine motor skills. Students may receive instruction from a credentialed APE teacher and may be integrated into a typical PE class with peers or into a specialized APE class.

Adapted - how an activity is modified so a student with a disability or anyone can succeed, be safe, and have a meaningful experience.

Adaptive - term aligned with behavior; may also be used to describe types of assistive devices\cite, (Mcmullen, 2008).

Physical education (PE) is considered an important vehicle for the promotion of physical activity, psychosocial development, and teaching dance, games, and sports skills. Unfortunately, children with disabilities are often inactive and socially isolated during PE despite laws requiring children with disabilities to be included in general educational schools, PE not excepted (Pummell,2008).

Most teachers find that including children with disabilities in PE is challenging because of the need to change activities and adapt how they are implemented and evaluated. Many PE teachers report that

they lack knowledge on disability conditions and have limited experiences in teaching children with disabilities. Because many school districts do not hire adapted physical education specialists, general PE teachers are required to teach children with disabilities. Hence, PE teachers' lack of knowledge and experience is likely grounded in the limited to nonexistent adapted PE training they receive while in teacher preparation programs (Pummell, 2008).

Adapted physical education (APE) is about meeting the unique needs of individual students with disabilities who are unable to benefit from general physical education classes or require the additional services of APE. APE instructors provide planning and assessment, consultation for general physical education teachers, with specially designed instruction, and adapts or modifies the curriculum, task, equipment, and/or environment so a student can participate in all aspects of physical education. APE and general physical education teachers work together to design meaningful and beneficial instruction for all students Martin (2014).

Developmental Adapted Physical Education (DAPE) is specially designed physical education instruction and services for pupils with disabilities who have a substantial delay in physical development.

Inclusion means that all students, regardless of ability or disability, have the right to be respected and appreciated as valuable members of the school community, fully participate in all school activities, and interact with peers of all ability levels with opportunities to develop friendships. Inclusive physical education is not the same as adapted physical education. Inclusive physical education includes students with disabilities in regular physical education classes. Specifically, teaching strategies, equipment, environments, and assessments have been adapted to meet the needs of all students.

Individualized Education Program (IEP) a document that identifies a student's disability, outlines clear goals and objectives, and explains how the student will be supported. The IEP guides how a school configures its special education resources in order to provide opportunities for a student with disabilities to achieve desired outcomes.

Modifications are a change to the content of the standard, which will mean identifying standards that are fundamentally related but also developmentally appropriate. Modifications change what the student is taught or expected to learn. The assumption would be that students are able to participate within the core curriculum without modifications unless student performance data indicates otherwise.

Physical education is defined in the Individuals with Disabilities Education Act as the development of 1) physical and motor skills, 2) fundamental motor skills and patterns, 3) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports), and 4) includes special physical education, adapted physical education, movement education, and motor development. See 34 C.F.R. § 300.39(b)(2).

Physical therapy addresses mechanical, physiological and developmental impairments, functional limitations, and disability or other health and movement related conditions in order to alleviate impairments and functional limitations by designing, implementing, and modifying therapeutic interventions.

Accommodations provide equitable access during instruction and assessments and do not change the construct being assessed nor compromise the integrity or validity of the assessment or content. An accommodation is defined as a change in the routine conditions under which students access and participate in instruction and assessment. Accommodations change how the student is taught or expected to learn. Accommodations are intended to reduce or mitigate the effects of a student's disability; however, accommodations do not reduce learning expectations. Although accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores, they do provide equity and serve to level the playing field for students with disabilities.

2.10.1 Evolution of Adapted Physical Education

In 1838, physical activity began to receive special attention at the Perkins School for students with visual disabilities in Boston. Mostly because of the director of the school, he wanted the students to receive all the health benefits of physical activity. The students participated in gymnastic exercises and swimming. This was the first physical education program in the country for students who were blind. Early adapted physical education programs were medically oriented and preventative, developmental, or corrective in nature. The purpose was to prevent illness and promote health. Up until 1952, several schools many schools would excuse students with disabilities from physical education. In 1952 the American Association for Health, Physical Education and Recreation (AAHPER) formed a committee to define adapted physical education and give direction for teachers. This committee defined adapted physical education as “a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the rigorous activities of the regular physical

education program”. Lastly, in 1968, the Kennedy Foundation established the Special Olympics. This program has grown rapidly and holds competitions at local, state, national and international levels in an ever-increasing range of sports.

About evolution of APE, the following are stated Ping Luo (2000);

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

2.10.2 Objectives of Adapted Physical Education

Goals and objectives of adapted and general physical education might be the same with some minor differences. For example, learning to push a wheelchair or play wheelchair basketball might be a goal for a child with a spinal cord injury, while running and playing regular basketball is a goal for a child with a disability. In other cases a child with a disability might focus on fewer objectives or modified objectives within a domain (e.g., physical fitness) compared to peers without disabilities. For example, maintenance of low levels of health-related physical fitness might be a priority for a student with muscular dystrophy or cystic fibrosis but not for a physically fit student without disabilities who focus on higher levels of fitness training. Finally, children with more severe disabilities might have unique, individually determined objectives that are very different than peers without disabilities. These might include a child with cerebral palsy learning to walk using crutches or a child with a visual impairment learning how to play goal ball Block (2016).

The primary aims and objectives of the APE program are –

1. To let the child participate regularly in movements that is age-appropriate to help develop the motor-skills.
2. To develop a healthy level of balance, flexibility, muscular strength, body composition, and Cardiod-respiratory endurance.
3. To learn new games and their rules and to demonstrate it correctly in the game settings.
4. To learn and demonstrate appropriate social skills during physical activities.

5. To develop motor skills and to learn the benefits of regular physical activity.

2.10.3 Guiding Principles of Adapted Physical Education in Elementary and Secondary Schools

Principles of Adapted Physical Education :

Students with disabilities require adapted physical education activities to the limit of their capacity, to meet their physical, mental, social and emotional needs.

Every effort should be made to ensure that the adapted physical education programmer is according to the needs and capacities of students.

The equipment, facilities, rules and instructions of an adapted physical education programmer should be modified according to the need.

The adapted physical education program should be physically as well as psychologically sound.

The teacher of physical education should note the anomalies, but should not try to treat the anomalies that need the attention of a medical specialist.

The activities of adapted physical education should be decided after close coordination with medical staff.

2.11. Extracurricular Activities

There are different opinions of what is considered an extracurricular activity. A few examples of activities outside the school day may include pro-social activities such as dances, team sports, and performing arts, while in-school involvement activities may include intramurals, and academic clubs. Different levels of activity involvement and participation may positively impact future success for those who participate MINCH (2013).

Schools do more than teach children to read, write, and compute. Along with academic activities, schools usually offer extracurricular and nonacademic activities, which typically involve students of the same age and may be organized and supervised by school personnel. Examples of these activities include the school yearbook and newspaper, school sports and recreational activities, school clubs and special interest groups, lunch, recess, pep rallies, assemblies, field trips, and after school programs Program (2020).

For children with disabilities who qualify for special education or a 504 plan, the child's Individualized Education Program (IEP) team or 504 team, which includes the parents, will determine the appropriate

education for the child, as well as the appropriate extracurricular and nonacademic activities Program (2020).

IDEA (Individuals with Disabilities Education Act), the federal special education law, covers the provision of nonacademic and extracurricular activities: “In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities Program (2020).

IDEA also defines nonacademic and extracurricular activities: “The State must ensure the following: (a) Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child’s IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. (b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.” Program (2020).

2.12. Physical Disability

Physical activity and mobility may be impaired by a number of conditions, some of which are permanent, others of a temporary or intermittent nature. These conditions include cerebral palsy, arthritis, muscular dystrophy, multiple sclerosis (MS), Parkinson’s disease and repetitive strain injury (RSI). Back or neck injuries may also affect general mobility. A stroke may result in temporary or permanent loss of feeling or movement of part of the body – frequently on one side. Speech and vision may also be affected in students with cerebral palsy and multiple sclerosis for example, and in those who have suffered a stroke.

Coordination and balance may be mildly or severely affected by any of these conditions. Movement may be impaired by muscle spasms, numbness or pain. As a consequence, both manipulation of equipment and writing may be difficult. Some students use wheelchairs to enhance their mobility whilst others will walk with the aid of calipers, crutches or walking stick. Some students may experience chronic fatigue and for others there will be extreme fluctuations of energy from day to day.

Physical disability may also result from head injury (ABI – acquired brain injury). Increasing numbers of students are returning to education following vehicle or sporting accidents in which they have sustained some degree of brain injury. Resulting impairment may affect speech, vision or coordination, and the injury may also be responsible for personality disorders or depression.

In providing accommodations for students with physical disabilities we need to remember that some conditions are characterized by periods of remission, so the disability will not always be visible and will not always impact on the student's ability to function in the educational environment in the same way. Each learner with a physical disability should be assessed individually and accommodations should be implemented based on the unique needs of each student.

2.13. Impact of a Physical Disability

The impact of physical disability on learning will vary but for most students the issues of most significance relate to physical access, manipulation of equipment (e.g. in a laboratory), access to computers, participation in field trips and the time and energy expended in moving around campus. Students may be affected in the following ways:

- When there is limited time to move between venues, students may miss the beginning of a class.
- Fatigue is common for many of these students. Using facilities that others take for granted, such as toilets, food-outlets, libraries and lecture rooms, may be a major undertaking.
- Some students may experience functional difficulties: an inability to write using a pen; reduced writing speed; involuntary head movements which affect the ability to read standard-sized print; and reduced ability to manipulate resources in the learning environment. They may have difficulty turning pages or using standard computers.
- Students may have frequent or unexpected absences from class owing to hospitalization or changes in their rehabilitation or treatment procedure. Earlier periods of hospitalization may have meant gaps in schooling.
- Students with a long-standing mobility disability may have experienced gaps in their schooling due to periods of hospitalization. This may have affected their confidence in learning.
- Students with a mobility impairment may have fewer opportunities for interaction with other students. Feelings of separateness in the learning environment may have an impact on learning.
-

2.14. Teaching Strategies

There is a range of inclusive teaching strategies that can assist all students to learn but there are some specific strategies that are useful in teaching a group which includes students with physical impairment.

The fact that students have a mobility disability may not always be immediately apparent. Needs will vary, and difficulties may fluctuate. Some students will choose to disclose their disability; others will not. At your first lecture, you might invite any students who have a disability to contact you for a confidential discussion of their specific learning needs. You might also ask students what, if any, information would need to be shared with other members of staff, or with other students in the class. Below are some further suggestions:

- Students who use wheelchairs, calipers or crutches, or who tire easily, may find it difficult moving about within the constraints of lecture timetables. Absence or lateness may be a result of the distance between teaching venues, so at the end of a lecture you may need to recap any information given at the beginning.
- Check that academic activities which take place off-campus (such as industry visits, interviews or fieldwork) are accessible to people with a mobility disability. Consider supplementary laboratory practical, films or videos as alternative options to field trips.
- Students with a mobility disability may sometimes wish to use their own furniture, such as ergonomic chairs or sloped writing tables. Extra space may need to be created in teaching rooms, but this should be done unobtrusively.
- Some students with back problems may prefer to stand in lectures or classes, rather than sit.
- Some students may need to use a tape recorder or note-taker in lectures. Extra time is involved in processing information acquired in this way. It is common practice in some departments to routinely tape all lectures. This is a practice which will assist a variety of students, including those who may be absent from time to time because of their disability.
- Students may need extensions to deadlines for work involving locating and using library resources. Provide reading lists well before the start of a course so that reading can begin early.
- Academic isolation may be an issue for students who are unable to participate in some class activities. One-to-one sessions with a tutor may help fill this gap in participation.

2.15. Assessment Strategies

In considering alternative forms of assessment, equal opportunity, not a guaranteed outcome, is the objective. You are not expected to lower standards to accommodate students with a disability,

but rather are required to give them a reasonable opportunity to demonstrate what they have learned.

Students with a mobility disability may need particular adjustments to assessment tasks. Once you have a clear picture of how the disability impacts on performance you can consider alternative assessment strategies, such as those suggested below:

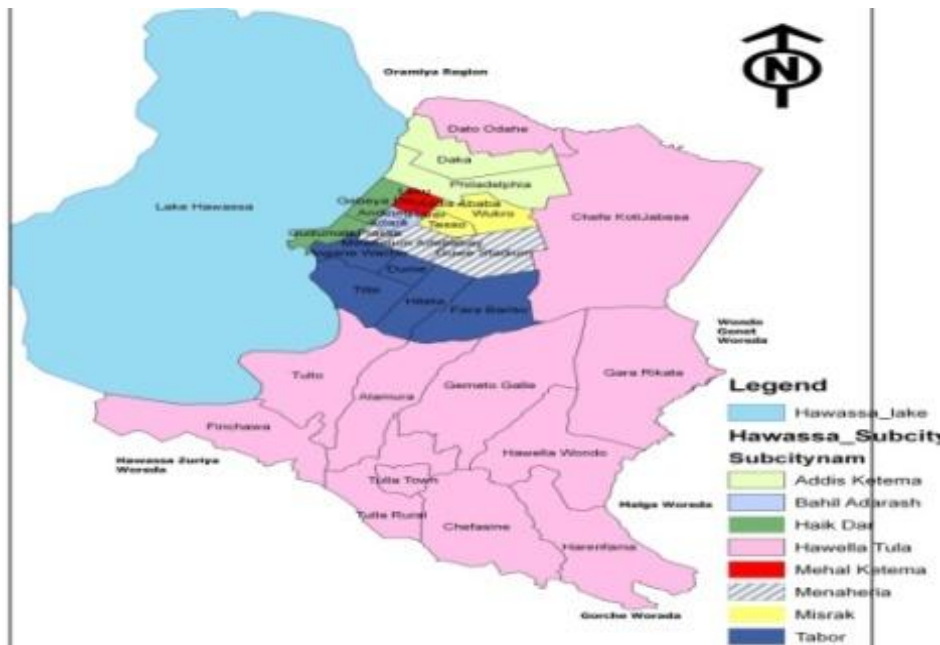
- A reader or an oral examination (either presenting answers on tape or participating in a viva) are alternatives to the conventional written paper. An oral examination is not an easy option for students. Give the same time for an oral examination as for a written exam, but allow extra time for the student to listen to and refine or edit responses. In your assessment, allowance should be made for the fact that spoken answers are likely to be less coherent than written answers.
- For some students the combination of written and oral examination will be most appropriate. Allow students to write answer plans or make outline notes, but then to answer the question orally. Your assessment should be based on both the notes and the spoken presentation.
- Students may need to use a personal computer or a personal assistant in an examination. If so, it may be necessary to provide extra space for equipment, or a separate examination venue if the noise from equipment (e.g. a voice synthesizer) is likely to be distracting for other students.
- Provide extra time in examinations for students who have reduced writing speed. Some students with a mobility disability may need rest breaks. Take-home examinations and split papers may be options, given that some students may need double time to complete examinations.
- Allow extensions to assignment deadlines if extensive research involving physical activity (e.g. frequent trips to the library or collection of data from dispersed locations) is required.

CHAPTER THREE: MATERIALS AND METHODS

3.1. Study Area

Hawassa is located in formerly known as S/N/N/P/R/ state, but now Sidama regional state, which is 275km from the capital Addis Ababa, Ethiopia to the south direction. It is the seat of regional government administration of S/N/N/P/R/ state as well. The city lies between 7.05 latitude North and 38.028 longitude East. Hawassa City Administration is bounded by Lake Hawassa in the West, Oromia regional in the North, Wondogenet Woreda in the East, and Shebedino Woreda in the South. The City Administration enclosed an area of 157.2 Sq Kms (2010 E.C).

It is in this magnificent city that the study has been carried out. The city has 8 administrative sub-cities. The city which is the economic and cultural hub of the region is divided in 8 sub city of Tabor, Haykdar, Menaheria, Misrak, Hawella Tulla, Bahil Adarash, Addis Ketema, and Mehal Ketema and 32 Kebeles. The 2014 E.C. academic year Hawassa City Administration Education Department (HCAED) statistics shows that there were 15 high schools in Hawassa.



3.2. Research Design

Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money. Research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective of the research and the availability of staff, time and money. Preparation of the

research design should be done with great care as any error in it may upset the entire project. Research design, in fact, has a great bearing on the reliability of the results arrived at and as such constitutes the firm foundation of the entire edifice of the research work.

As Kothari, (2003) stated “a good design is often characterized by adjectives like flexible, appropriate, efficient, economical and so on”. Generally, the design which minimizes bias and maximizes the reliability of the data collected and analyzed is considered a good design. The design which gives the smallest experimental error is supposed to be the best design in many investigations. Similarly, a design which yields maximal information and provides an opportunity for considering many different aspects of a problem is considered most appropriate and efficient design in respect of many research problems. Thus, the question of good design is related to the purpose or objective of the research problem and also with the nature of the problem to be studied. A design may be quite suitable in one case, but may be found wanting in one respect or the other in the context of some other research problem. One single design cannot serve the purpose of all types of research problems. In Kothari’s Research Methodology is clearly pointed out that a research design appropriate for a particular research problem, usually involves the consideration of the following factors: (i) the means of obtaining information; (ii) the availability and skills of the researcher and his staff, if any; (iii) the objective of the problem to be studied; (iv) the nature of the problem to be studied; and (v) the availability of time and money for the research work.

As different scholars agree, there are different research designs that can be conveniently described if we categorize them as: (1) research design in case of exploratory research studies; (2) research design in case of descriptive research studies, and (3) research design in case of hypothesis-testing research studies.

Research design constitutes the blueprint for the collection, measurement and analysis of data and subsequently indicates which methods are appropriate for the study Makwela (2022). Based on the qualitative components of the study, phenomenology and descriptive research designs was employed. According to both Stake (1995) and Yin (2003) descriptive case studies are based on a constructivist paradigm. Constructivists maintain that truth is relative and that it is dependent on one's perspective. This approach recognizes the importance of the subjective human creation of meaning but doesn't reject outright some idea of objectivity Zemba (2020).

For this study, different methods were employed in order to achieve the objectives stated in earlier parts of the study. A survey method based on combined quantitative and qualitative design, and the

design was include triangulation of data collection by questionnaire, interview and observation. Information was collected through questionnaires was interpreted quantitatively using tables, charts, percentages and frequencies. And to procure trustworthy, the information collected from respondents through interview and observation will be interpreted qualitatively.

3.3. Population Sample and Sampling Techniques

All items in any field of inquiry constitute a ‘Universe’ or ‘Population’. A complete enumeration of all items in the ‘population’ is known as a census inquiry. It can be presumed that in such an inquiry, when all items are covered, no element of chance is left and highest accuracy is obtained. But in practice this may not be true. Even the slightest element of prejudice in such an inquiry will get larger and larger as the number of observation increases. Moreover, there is no way of checking the element of bias or its extent except through a resurvey or use of sample checks. Besides, this type of inquiry involves a great deal of time, money and energy. Therefore, when the field of inquiry is large, this method becomes difficult to adopt because of the resources involved. At times, this method is practically beyond the reach of ordinary researchers. Perhaps, government is the only institution which can get the complete enumeration carried out. Even the government adopts this in very rare cases such as population census conducted once in a decade. Further, many a time it is not possible to examine every item in the population, and sometimes it is possible to obtain sufficiently accurate results by studying only a part of total population. In such cases there is no utility of census surveys.

However, it needs to be emphasized that when the universe is a small one, it is no use resorting to a sample survey. When field studies are undertaken in practical life, considerations of time and cost almost invariably lead to a selection of respondents i.e., selection of only a few items. The respondents selected should be as representative of the total population as possible in order to produce a miniature cross-section. “The selected respondents constitute what is technically called a ‘sample’ and the selection process is called ‘sampling technique.’ The survey so conducted is known as ‘sample survey’” (Coolican, 1994). According to Coolican, H. (1994), “a sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample”. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. There are many sample designs from which a researcher can choose. Some designs are relatively more precise and easier to apply than others.

Regarding sampling designs Kothari, (2003) stated that “there are different types of sample designs based on two factors viz., the representation basis and the element selection technique. On the representation basis, the sample may be probability sampling or it may be non-probability sampling. Probability sampling is based on the concept of random selection, whereas non-probability sampling is ‘non-random’ sampling”.

Generally, study population described as a group of individuals from which samples are taken for measurement Creswell (2018). The target population for the study were students with disabilities, both male and female, residing in some selected sample schools in Hawassa City Administration. The study population was also include key informants who worked in close collaboration with student with disabilities and were knowledgeable about the challenges these students in schools experienced.

The intention of this study was to collect data on the existing involvement, challenges and problems of students with physical disabilities in PE classes. In order to meet these particular investigation qualitative research method was employed to find out the real situation of disabled students in PE classes. For the study descriptive case study was considered, the number of samples (respondents) were from five secondary schools (grades 9-12). Total of 5 disabled students in three disability categories physical, visual, and hearing impairments were included. Of these 5 students who ranges from grade 9 to 12, 3 are female students and 2 are male students. Five physical education teachers were included in the study. In addition, 3 school directors and 1 cluster supervisor was included. In order to accomplish this study, availability sampling techniques was employed in the study.

Table 3.1 Sample and sampling technique

SAMPLE SCHOOLS	PRINCIPALS	TEACHERS	CLUSTER SUPERVISOR	STUDENTS DISABILITY CATEGORIES			SAMPLING TECHNIQUE
				Physical	Visual	Hearing	
TABOR	3	5	1	3	1	1	availability
ALAMURA	3	5	1	2	2	1	availability
ADDIS KETEMA	3	5	1	3	1	1	availability
ADARE MILINIUM	3	5	1	2	2	1	availability
CHORA	3	5	1	1	1	1	availability
TOTAL	15	25	5	11	7	5	

Source: Field Survey, 2022

3.4. Instrument of Data Collection

As most researches were conducted, the task of data collection begins after a research problem has been defined and research design/ plan chalked out. While deciding about the method of data collection to be used for the study, the researcher should keep in mind two types of data viz., primary and secondary. The primary data are those which are collected a fresh and for the first time, and thus

happen to be original in character. The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. The researcher would have to decide which sort of data he would be using (thus collecting) for his study and accordingly he has selected both method of data collection. The methods of collecting primary and secondary data differ since primary data are to be originally collected, while in case of secondary data the nature of data collection work is merely that of compilation. We describe the different methods of data collection, with the pros and cons of each method (Coolican, 1994).

The researcher has used both primary and secondary data collection tools. Therefore, the relevant data for the research were collected through different instruments such as questionnaire, interview and document analysis in order to investigate conflict and conflict resolution in Hawassa City Administration of secondary schools.

3.4.1. Questionnaire

This method of data collection is quite popular, particularly in case of big enquiries. It is being adopted by private individuals, research workers, private and public organizations and even by governments. In this method a questionnaire is sent (usually by post) to the persons concerned with a request to answer the questions and return the questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own. The method of collecting data by mailing the questionnaires to respondents is most extensively employed in various economic and business surveys. Anyway, the researcher of this paper has sent the questionnaire to the respondents directly face to face and hand it over. The researcher did this because, there is low cost even when the universe is large and is widely spread geographically, and has advantages such it is free from the bias of the interviewer; answers are in respondents' own words, respondents have adequate time to give well thought out answers, large samples can be made use of and thus the results can be made more dependable and reliable.

Therefore, the researcher used questionnaire as a major instrument to collect information from the sample population of principals, teachers and supervisors. It was selected because questionnaire is an appropriate instrument to collect information about conditions from relatively large sample studies. It was used to gather quantitative as well as qualitative data regarding the research topic. To do this, both

close and open-ended questions were developed and administered. Most questionnaires were developed by using five point likert-scales. One types of questionnaires was prepared in order to collect data from 15 principals, 25 PE teachers and 5 cluster supervisors. And questionnaire also distributed for 23 disabled students. During the administration of the questionnaire, respondents who needed explanations about the items or the way they have to give their answers were given clarifications. But regarding disabled students the researcher has assigned sign language teachers to facilitate and support on reading the questionnaire for hearing and visually impaired students.

3.4.2. Interview

Interview was used to get the views and opinions of disabled students. The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews.

Despite the variations in interview-techniques, the major advantages and weaknesses of personal interviews can be enumerated in a general way. As stated by Kothari (2003),

“The chief merits of the interview method are as follows: (i) More information and that too in greater depth can be obtained. (ii) Interviewer by his own skill can overcome the resistance, if any, of the respondents; the interview method can be made to yield an almost perfect sample of the general population. (iii) There is greater flexibility under this method as the opportunity to restructure questions is always there, especially in case of unstructured interviews. (iv) Observation method can as well be applied to recording verbal answers to various questions. (v) Personal information can as well be obtained easily under this method. (vi) Samples can be controlled more effectively as there arises no difficulty of the missing returns; non-response generally remains very low. (vii) The interviewer can usually control which person(s) will answer the questions. This is not possible in mailed questionnaire approach. If so desired, group discussions may also be held. (viii) The interviewer may catch the informant off-guard and thus may secure the most spontaneous reactions than would be the case if mailed questionnaire is used. (ix) The language of the interview can be adapted to the ability or educational level of the person interviewed and as such misinterpretations concerning questions can be avoided. (x) The interviewer can collect supplementary information about the respondent’s personal characteristics and environment which is often of great value in interpreting results”.

But one big thing we should not forget is that there are also demerits in interview. Anyway its advantages are by more.

The method of collecting information through personal interviews is usually carried out in a structured way, which lends itself for rigid procedure and asking question in a form and order prescribed. So, the researcher depends on Structured and semi- structured approach.

Generally, to attain the goal of this research the researcher has prepared structured and Semi-structured interview items. The purpose of the interview is to substantiate the results that obtained from the questionnaire. The interview was undertaken in the form of person-to-person encounters (face-to-face) using structured and semi-structured questions, enabling respondents to address matters in their own terms and words. It is believed that this type of items help to get chances of flexibility to rephrase the questions, modify them and add some new questions to the list on conditions (Koul, 1984:99). The interview was administered for 18 physically and visually impaired students. But for 5 hearing impaired students the researcher has used an assistance to sign language.

3.4.3. Field Observation

Field observation is the other data collecting instrument. The observation will be conducted during physical education lesson. It will be taken while the teachers are teaching the practical part of the lesson on the play grounds. The field observation guide format will be developed by the researcher. The objective of the observation is to answer mainly the first and second leading research questions. The observations will focus on the practice of physical education lesson for students with disabilities in the practical session.

3.4.4. Focus Group Discussion

Focus group discussion (FGD) is the last data collecting instrument. It will be developed by the researcher based on his experience of teaching PE to answer mainly the third leading research question. Five non-PE teachers and three school principals that were not included in questionnaire was made to participate by selecting them through purposive sampling.

The discussion was focus mainly on the duties and responsibilities of physical education teachers and school principals to implement the principles of physical education lesson for students with disabilities. The aim of the focus group discussion is to strengthen the findings obtained from the informants conducted through the other methods in this study.

3.4.5. Document Analysis

In relation to secondary data Hopkins (1998) stated that “secondary data means data that are already available i.e., they refer to the data which have already been collected and analyzed by someone else”. In this case, when the researcher utilizes secondary data, then he has to look into various sources from where he can obtain them. So, he is certainly not confronted with the problems that are usually associated with the collection of original data. As scholars pointed out, secondary data may either be published data or unpublished data. Usually published data are available in: (a) various publications of the central, state or local governments; (b) various publications of foreign governments or of international bodies and their subsidiary organizations; (c) technical and trade journals; (d) books, magazines and newspapers; (e) reports and publications of various associations connected with business and industry, banks, stock exchanges, etc.; (f) reports prepared by research scholars, universities, economists, etc. in different fields; and (g) public records and statistics, historical documents, and other sources of published information. On the other side, the sources of unpublished data are many; they may be found in diaries, letters, unpublished biographies and autobiographies and also may be available with scholars and research workers, trade associations, labor bureaus and other public/ private individuals and organizations. Researcher must be very careful in using secondary data. He must make a minute scrutiny because it is just possible that the secondary data may be unsuitable or may be inadequate in the context of the problem which the researcher wants to study. In this connection Dr. A.L. Bowley very aptly observes that it is never safe to take published statistics at their face value without knowing their meaning and limitations and it is always necessary to criticize arguments that can be based on them.

To substantiate the data that were obtained from the respondents, minute about students’ mark list measure were taken and assessed. And other important documents from department heads, homeroom teachers and unit leaders of each school were assessed to get relevant data in relation to disabled students.

3.5. Method of Data Analysis

The goal of data analysis was to describe accurately what happened in the data. Both quantitative and qualitative data analysis methods were employed in order to answer the research questions and to attain the objectives. The quantitative data was collected, coded, tabulated, analyzed, described, and interpreted. The data that was collected through close-ended questionnaire from all respondents was analyzed quantitatively by using the frequency, percentage and mean value of each item using recent

version of the software, *SPSS.27*. The data that was collected through interview and open-ended questionnaire, FGD and field survey were analyzed qualitatively using narrative form. As Bogdan and Biklen (1992: 265) stated, “data analysis in qualitative study basically involves word argumentations rather than numerical explanations”.

Most of the questionnaire items were developed by using five point likert-scales. The five points of scales were weighed according to the degree of agreements and occurrences. The scaling of the degree of agreements and occurrences were coded as: strongly agree (SA)=5, agree (A)=4, undecided (UD)=3, disagree (DA)=2, and strongly disagree (SD)=1; always(A)=5, frequently(F)=4, occasionally(O)=3, seldom(S)=2, and never(N)=1 respectively. Depending on the coding, the mean value for each item was computed. Then, the data was organized into favorable, undecided and unfavorable categories by summing ‘strongly agree’ and ‘agree’ as favorable, ‘undecided’ as it was, and ‘disagree’ and ‘strongly disagree’ as unfavorable responses. To arrive at the result, the collected data was analyzed by properly classifying, tabulating and calculating the statistical values used for inference.

On the other hand, questionnaire was developed by using ‘Yes’- ‘No’ scales which is immediately followed by the open ended questions. ‘Yes’ indicates a positive response for the item asked and ‘No’ indicates negative response; Questionnaires which were prepared by using always, frequently, occasionally, seldom, and never were analyzed by using frequency and percentage. The data were organized by using tables. After the data were analyzed and discussed, conclusions and recommendations were drawn based on the findings. The researcher has used comparison procedures in the case of types, causes and management strategies of conflict at school level.

3.6. Ethical Consideration

Ethical issues; confidentiality and privacy of the subjects will be maintained. The author of the research has provided signed agreement form for the concerned bodies.

Denzin (1994), states that ethical issues should be given serious attention in qualitative research. Taking this in to account to make the research participants well aware of the purpose of the research, the researcher will discuss with them before the beginning of data collections.

The codes of ethics for this research will be:

- Participation in this research study is on voluntary bases, participants will be allowed to withdraw from this research study any time they want.
- The researcher will give the participants honorable chance to ask about the study either before participations or during the time they are participating.
- Information's that are given for teachers is secured.
- The researcher will request participants' permission to get the discussion recorded by tape recorder, and also gave the chance to edit in case when they change their mind on the discussion.
- The research will use coded (changed) names.

3.7. Pilot test

The prepared observation format and the semi structured interview guide were pilot tested in one other school of Hawassa City Administration, namely Tula Secondary School. Based on the test necessary changes and modifications were made.

3.7.1. Reliability

The main purpose of the pilot test is to improve some important aspects of the data collection instruments for instance, to determine proper and ethical questions, weather the items are ordered properly, and to check on the best sequence of the questions. The researcher has effectively tested the reliability and the validity of the tools.

In order to test for reliability of the research instrument, the study used Cranach's reliability Test. This determined that indeed the questionnaire was reliable enough to collect information that could be used to make valid inferences. According to Bonnet and Wright, (2015) an alpha level of 0.6 and above is considered acceptable.

Table 3.1 Reliability Test

Indicates that this study's alpha value was 0.988, therefore, reveals an excellent internal consistency.

Reliability Statistics	
Cronbach's Alpha	No of Items
.988	32

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of data that are categorized into two major parts: part one presents the characteristics of respondents and the second part deals with the analysis and interpretation of the data obtained through questionnaire, interview FGD and secondary sources regarding the challenges and problems of participation of disabled students in Physical Education classes in government secondary schools of Hawassa City administration. Questionnaires were distributed to 15 principals, 25 Physical Education teachers and 5 cluster super visors. Among the distributed 45(100%) questionnaires, 15(33.3%) principals, 25(55.7%) PE teachers and 5(11.0%) cluster supervisors filled and returned properly. In addition to this, for 23(100%) disabled students questionnaire were distributed. The responses given by them were analyzed and interpreted. Most of the data gathered were organized using tables. Presentation of the data is followed by discussion and interpretation in line with the basic research questions. For the sake of convenience of interpretation related questions were treated together.

4.1. Characteristics of Respondents

Regarding analysis of demographic characteristics of students, teachers and principals, the researcher has set two tables, table 4.1 and table 4.2 as shown below. The characteristics considered Sex, Age, Educational qualification, service year, and currently working position in relation to their graduation career.

Table 4.1: Analysis of Demographic Characteristics of Students

No	Indicator	Students			
		Female		Male	
		f	%	f	%
1	Sex	13	56.5	10	43.5
	Total	13	56.5	10	43.5
2	Age				
	A. 15 years and below	-	-	-	-
	B. 16-18 years	6	46.2	4	40
	C. 19-21 years	4	30.7	3	30
	D. Above 21	3	23.1	3	30
	Total	13	100	10	100
3	Grade level				
	A. Grade 9	2	15.4	1	10
	B. Grade 10	3	23.0	2	20
	C. Grade 11	5	38.6	3	30
	D. Grade 12	3	23.0	4	40
	Total	13	100	10	100

So

urce: Field Survey, 2022, f= Number of respondents

Source: Field survey, 2021

Table 4.2: Analysis of Demographic Characteristics of Principals, Teachers and Cluster Supervisors

No	Indicator	Principals				Teachers				Cluster Supervisors			
		Female		Male		Female		Male		Female		Male	
		f	%	f	%	f	%	f	%	f	%	f	%
1	Sex	5	33.3	10	66.7	9	36.0	16	64.0	-	0	5	100
	Total	5	33.3	10	66.7	9	36.0	16	64.0	-	0	5	100
2	Age	-	-	-	-	1	4.0	-	-	-	-	-	-
	A. Below 26	-	-	-	-	1	4.0	-	-	-	-	-	-
	B. 26 - 30 years	1	6.6	1	6.6	2	8.0	3	12.0	-	-	1	20.0
	C. 30 – 35 Years	1	6.6	4	26.8	3	12.0	5	20.0	-	-	1	20.0
	D. Above 35 years	3	20.1	5	33.3	3	12.0	8	32.0	-	-	3	60.0
	Total	5	33.3	10	66.7	9	36.0	16	64.0	-	-	5	100
3	Edu. Qualification	-	-	-	-	-	-	-	-	-	-	-	-
	A. Certificate	-	-	-	-	-	-	-	-	-	-	-	-
	B. Diploma	2	13.3	3	20.0	6	24.0	9	36.0	-	-	1	20.0
	C. First degree	3	20.0	7	46.7	3	12.0	7	28.0	-	-	4	80.0
	D Second degree & above	-	-	-	-	-	-	-	-	-	-	-	-
	Total	5	33.3	10	66.7	9	36.0	16	64.0	-	-	5	100
4	Service Year	-	-	-	-	2	8.0	2	8.0	-	-	-	-
	A. Below 5 years	-	-	-	-	2	8.0	4	16.0	-	-	1	20.0
	B. 5 -10 years	2	13.3	3	20.0	3	12.0	3	12.0	-	-	2	40.0
	C. 11- 15 years	3	20.0	7	46.7	2	8.0	7	28.0	-	-	2	40.0
	D. Above 15 years	-	-	-	-	-	-	-	-	-	-	-	-
	Total	5	33.3	10	66.7	9	36.0	16	64.0	-	-	5	100

Source: Field Survey, 2022,

f= Number of respondents

Source: survey, 2021

As indicted in table 4.1 and 4.2, regarding demographic characteristics of principals, teachers and students, basically concerning respondents' sex, out of 23(100%) disabled students 13(56.5%) respondents were female and 10(43.5%) respondents were male respondents. On the other hand, it was found that from the total of 45(100%) respondents of principals, PE teachers and supervisors, 15(33.3) respondents were principals and from 15(100%) respondents 5(33.3%) respondents were female principals and the rest 10(66.7%) respondents were male principals. And from 25(100%) respondents of PE teachers 9(36.0%) respondents were female PE teachers and 16(64.0%) respondents were PE teachers. Regarding cluster supervisors from 5(100%) respondents all of the were male supervisor respondents. From the data analysis one can observe that regarding supervisors all of them were male cluster supervisors. From 15 principals only 5(33.3%) respondents were female principals. Therefore, one can confirm that gender disparity shows to represent women in school administration and teaching positions is low, compared to their male counterparts.

As regarded to respondents' age, from 23(100%) disabled student respondents 6(26.1%) respondents were under the age category of 16 – 18, and 4(17.4%) respondents were under the age category of 19 – 21 and 3(13.5) respondents were above 21 years. On the other side from 23(100%) of respondents, 4(17.4%) respondents were disabled students under the age category of 15 -18 years. And 3(13.5%) respondents were grouped under age category of 19 – 21 years, lastly, 3(13.5%) respondents were above the age of 21 years. This indicates that there are no disabled students who have entered to school before 7 years. The largest percent of male and female student respondents were attending schools being beyond their age for the respected grade level. From this analysis we can infer that majority of students have failed once or twice in their school life or else they have left the school for a year or more years and re-enrolled. Most probably, since these students are disabled students, they may not get the opportunity to come to school at their age seven due to culture and health case.

Regarding Principals, PE teachers respondents and cluster supervisors age, from 25(100%) respondents only 1(4.0%) respondents was below 26 years. But the rest employees were 26 and above years. This shows us that respondents of these schools have good experience in their career. According to Pareek (1982) the age differences of members in an organization develop differences in motives, needs, temperament etc and these may be related to differences in personality conditions and differences in ways of manage organizational situations.

Regarding educational qualification of principals and PE teachers in table 4.2 item 3 shows that out of 25(100%) respondents all most all responded were qualified to lead the school, teach students or give support to teachers as a supervisor.

4.2 Analysis of Data Gathered

This section is entirely focus on analyzing the collected data in relation with the research questions and objectives and discusses the result below. The analysis of the data depends on the table which consists table a for Principals, PE teachers and supervisors (PTS) and table b contains Disabled students information.

4.2.1.Engagement of Disabled Student's in PE

All students, regardless of ability, should get the recommended 60 minutes or more of daily **physical activity**. Schools can help all students meet this recommendation by providing equal opportunities for students with **disabilities**. Creating an inclusive culture for **physical education and physical activity** helps every student learn to lead a healthy and active lifestyle. Anyway, in order to attain

whether this fact is going on in schools or not, data was gathered from sample population and analyzed below.

Table 4.3a. Engagement of Disabled Student's in PE Classes (PTS)

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
	I: Engagement of disabled student's in physical activities during PE classes	f	f	f	f	f	
1	Students with disabilities think that learning sports education will benefit them	13(2.89%)	12(26.7%)	6(13.3%)	9(20.0%)	5(11.1)	3.42
2	Students with disabilities are happy when the sports session arrives	4(8.9%)	6(13.3%)	5(11.1%)	14(31.1%)	16(35.6%)	2.29
3	When you teach your physical education classes, students with disability shows interest on learning.	6(13.3%)	7(15.6%)	5(11.1%)	12(26.7%)	15(33.3%)	2.49
4	Parents of disabled students want their children to be taught sports education	5(11.1%)	8(17.8%)	6(13.3%)	13(28.9%)	13(28.9%)	2.53
5	You entered the profession on your interest	1(4.0%)	1(4.0%)	-	12(48.0%)	11(44.0%)	2.67
6	Disable Students actively participate in the physical education theory class	6(13.3%)	5(11.1%)	6(13.3%)	15(33.3%)	13(28.9%)	2.47
7	Particular support is provided to disabled students during practical class	7(15.6%)	7(15.6%)	6(13.3%)	12(26.7%)	13(28.9%)	2.62

Source: Field Survey, 2022,

Table 4.3b. Engagement of Disabled Student's in PE Classes (Students)

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
	I: Engagement of disabled student's in physical activities during PE classes	f	f	f	f	f	
1	Students with disabilities think that learning sports education will benefit them	7(30.4%)	6(26.1%)	2(8.7%)	5(21.7%)	3(13.0%)	3.39
2	Students with disabilities are happy when the sports session arrives	3(13.0%)	3(13.0%)	4(17.4%)	7(30.4%)	6(26.1%)	2.57
3	you are interested to learn physical education classes	6(26.1%)	8(34.8%)	2(8.7%)	4(17.4%)	3(13.0%)	3.39
4	Your Parents want you to learn to physical education classes	2(8.7%)	5(21.7%)	1(4.3%)	8(43.8%)	7(30.4%)	2.43
5	You actively participate in the physical education theory class	8(34.8%)	8(34.8%)	2(8.7%)	3(13.0%)	2(34.8%)	3.74
6	Particular support is provided to you by your teacher during practical class	1(4.3%)	2(8.7%)	2(8.7%)	10(43.5%)	8(34.8%)	2.04

Source: Field Survey, 2022,

In order to answer the basic research questions, Engagement of disabled student's in physical activities during PE classes, the researcher has distributed questionnaires to respondents. In order to achieve the objectives of the study, the above items were presented for PTS and for disabled student.

Regarding table 4.3a and table 4.3b, item 1, “Students with disabilities think that learning sports education will benefit them” from the total 45(100%) respondents, majority 25(55.6%) principals, teachers and supervisors(PTS) rated strongly agree or agree that Students with disabilities think that learning sports education will benefit them a lot with mean value of 3.42, but few 14(31.1%) respondents of PTS rated strongly disagree or disagree that Students with disabilities think that learning

sports education will benefit them. Only 6(13.3%) respondents of PTS rated undecided. On the other side from 23(100%) respondents of disabled students, majority 13(56.5%) respondents of disabled students rated strongly agree or agree that Students with disabilities think that learning sports education will benefit them a lot with mean value of 3.39, but few 8(34.7%) respondents of disabled students rated strongly disagree or disagree that Students with disabilities think that learning sports education will benefit them a lot. Anyway, only 2(8.7%) respondent rated undecided. Therefore, from the analysis of the collected data, one can conclude that Students with disabilities think that learning sports education will benefit them a lot.

Based on the same table 4.3a and 4.3b, item 2 question which says that Students with disabilities are happy when the sports session arrives, from 45(100%) respondents, majority 30(66.7%) respondents of PTS rated strongly disagree or disagree that Students with disabilities are happy when the sports session arrives with mean value of 2.29. Likewise, from 23(100%) disabled student respondents majority 13(66.5%) respondents rated strongly disagree or disagree that Students with disabilities are happy when the sports session arrives with mean value of 2.57. Regarding this fact, the researcher has conducted interview and one of the interviewee's said:

“It is a common understanding that Sport is important to health. But when I see students with disabilities during sports education, they are not very happy to learn the lesson. They will have reason to be unhappy knowing its importance. In my opinion, teachers often do not provide them with the necessary support. A sport teacher makes them sit in the shadows during sports hours and teaches the other students. This does not only affects their morale, but also makes them hate the lesson.”

The researcher has also entered into the class and observed that, the way the teacher teaches, motivate and encourage disabled students. What the researcher observed is that of course there is only one physically disabled student was in the class. But the teacher gave no consideration to this student. The student was isolated. While other students talk, and move in the class for their own reason, the disabled student was kept quite being helpless.

So, from the data gathered, one can deduce that, Students with disabilities are not happy when the sports session arrives.

Based on the above table 4.3a item 3 which says When you teach your physical education classes, students with disability shows interest on learning, and table 4.3b item 3 which says that you are interested to learn physical education classes, from 45(100%) respondents of PTS majority 27(60.0%)

respondents rated strongly disagree or disagree that when they teach their physical education classes, students with disability shows interest on learning with mean value of 2.49. from 23(100%) disabled student respondents majority 14(60.9%) respondents rated strongly agree or agree that you are interested to learn physical education classes with mean value of 3.43. Under the FGD the researcher has presented this question for discussion, and participants of the FGD members said that; the first participant said that

“I am actually a student with a disability. My class is 12th grade. I understand that physical education is good for health and strength for the body. I really want to learn the lesson, but we don't have any support from the teachers. I don't think teachers know that we even have the same right to education as any other student. My teacher never even thought about me being in class. Sometimes I ask the teacher to make the idea more to understandable to me, but he doesn't even listen to my question. We students with disabilities want to learn sports. I know that there are Para Olympic competitions for people with disabilities at the regional, national and international levels. I intend to represent my country in this competition. That was why I wanted to learn. But my sports teacher is very disappointed.”

Another participating student said:

“I really want to learn physical education. I feel like it's the foundation for my life. But the teacher does not pay any attention to students with disabilities.”

In general, students who were in the discussion said they were interested in studying physical education.

Generally, even if majority of respondents from PTS agreed that disabled students didn't show interest to learn PE classes, the FGD participants who are disabled students confirmed that they have interest to learn this subject.

Regarding the above table item 4 concerning that Parents of disabled students want their children to be taught sports education, from 45(100%) PTS respondent majority 26(57.8%) PTS respondents rated strongly disagree or disagree with mean value of 2.53 and from 23(100%) disabled student respondents, still majority 15(65.2%) disabled students rated strongly disagree or disagree that their parents want them to be taught sports education with mean value of 2.43. From the data analysis one can confirm that Parents of students with disabilities want their children not to attend physical education. Parents of students with disabilities want their children not to attend physical education. Due to cultural influence, parents keep their children with disabilities hidden at home and do not put them in school at the time. They also do not allow them to do practical sports activities.

Regarding table 4.3a item 5 question which says that You entered the profession on your interest, from 25(100%) PE teacher respondents, majority 23(92.0%) respondents rated strongly disagree or disagree that they entered the profession on their interest with mean value of 2.67. The collected data depicted that almost all PE teachers joined the profession without their interest.

Based on the above table, table 4.3a item 6 which says Disable Students actively participate in the physical education theory class, from 45(100%) respondents of PTS, majority 28(62.2%) respondents rated strongly disagree or disagree that Disable Students actively participate in the physical education theory classes with mean value of 2.47. on the same table 4.3b, item 5 on the quest which says that You actively participate in the physical education theory class, from 23(100%) respondents of disabled students majority 18(69.6%) respondents rated strongly agree or agree that they actively participate in the physical education theory classes with mean value of 3.74. From the focus group discussion response and questionnaire response one can conclude that disabled students has interest to participate actively but PE teachers do not give attention towards disabled students.

The last item of both tables regarding provision of sufficient support by the teacher during practical classes from 45(100%) respondents PTS respondents majority 25(55.6%) rated strongly disagree or disagree that Particular support is provided to disabled students during practical class with mean value of 2.62. Similarly from 23(100%) disabled student respondents majority 28(78.3%) respondents of disabled students rated strongly disagree or disagree that Particular support is provided to disabled students during practical classes. From the analysis of the collected data one can deduce that PE teachers do not provide sufficient support for disabled students in practical classes.

4.2.2. Challenges of Disabled students to participate in PE Classes

There are many degenerative conditions (muscular dystrophy, cerebral palsy, etc) that can limit a child's ability to participate in sports and physical activities. Yet, rather than excluding such pupils from PE lessons, schools can provide adaptive teaching. With modifications, regressions and adjustments, it's possible for all children to keep their bodies healthy.

Studies show such students with disabilities enjoy exercise as much as their peers. Schools should consider adaptive teaching for pupils with impaired endurance, muscle strength and coordination. Therefore, the researcher has distributed questionnaire to find solution for such challenges and gathered the following information.

Table 4.4a. Challenges for disabled students to participate in PE classes(PTS)

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
	II. Challenges for disabled students to participate in PE classes	f	f	f	f	f	
1	Students with disabilities show interest in learning sports classes	7(15.6%)	6(13.3%)	5(11.1%)	14(31.1%)	13(28.9%)	2.56
2	Other students encourage students with disabilities during practical classes	10(22.2%)	7(15.6%)	5(11.1%)	12(26.7%)	11(24.4%)	2.84
3	The school provides with a variety of practicing tools that will be necessary during practical classes	7(15.6%)	6(13.3%)	6(13.3%)	11(4.4%)	15(33.3%)	2.53
4	There is a lot of support for students with disabilities in the process of teaching learning	8(17.8%)	6(13.3%)	6(13.3%)	12(26.7%)	13(28.9%)	2.64

Source: Field Survey, 2022,

Table 4.4b. Challenges for disabled students to participate in PE classes(Students)

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
	II. Challenges for disabled students to participate in PE classes	f	f	f	f	f	
1	Students with disabilities show interest in learning sports classes	2(8.7%)	2(8.7%)	1(4.3%)	9(39.1%)	9(39.1%)	2.09
2	Other students encourage students with disabilities during practical classes	2(8.7%)	4(17.4%)	3(13.0%)	6(26.1%)	8(34.8%)	2.39
3	The school provides with a variety of practicing tools that will be necessary during practical classes	1(4.3%)	1(4.3%)	2(8.7%)	11(47.8%)	8(34.8%)	2.39
4	There is a lot of support for students with disabilities in the process of teaching learning	1(4.3%)	3(13.0%)	1(4.3%)	10(43.5%)	8(34.8%)	2.39

Source: Field Survey, 2022,

Under Table 4.4a and 4.4b has collected data from PTS and disabled students regarding Challenges for disabled students to participate in PE classes. Specially item 1, which says Students with disabilities show interest in learning sports classes, from 45(100%) respondents of PTS, majority 27(60.0%) respondents of PTS rated strongly disagree or disagree that Students with disabilities show interest in learning sports classes with mean value of 2.56, similarly, from 23(100%) disabled students respondents rated strongly disagree or disagree that Students with disabilities show interest in learning sports classes with mean value of 2.09. The researcher has presented a question which says that Students with disabilities show interest in learning sports classes or the FGD participants and one of the participant stated that

“I know that I as a student has a right to education and to get all necessary facilities as other students get. But, “Until now, I didn't found any encouraging facts to learn sports from teachers, especially from my sports teachers. In fact, I haven't seen anything encouraging me to learn, even from my classmates. We

especially notice other students laughing and joking on us instead of encouraging us for our practical presentation during sports lessons.”

In the same day, the researcher has entered another class to observe the teacher in real situation. There was only one student with vision problem. This student has got no support from his teacher. After the class, the researcher has asked about the situation and the teacher said that

“you see, these disabled students are not interested to learn. They simply sit in the class. They show no effort to improve themselves. They don’t know why they come to school.”

From the data analysis, one can deduce that students with disabilities show no interest in learning sports classes because they were not encouraged by their PE teachers as well as their classmates.

Regarding the same table 4.4a and 4.4b, of item 2, concerning other students encourage students with disabilities during practical classes, from 45(100%) PTS respondents, majority 23(51.1%) respondents of PTS rated strongly disagree or disagree that other students encourage students with disabilities during practical classes with mean value of 2.84. Similarly, from 23(100%) respondents of disabled students majority 14(60.9%) disabled respondents rated strongly disagree or disagree that other students encourage students with disabilities during practical classes with mean value of 2.09. Therefore, from the analysis of the gathered data, we can deduce that other students do not encourage students with disabilities during practical classes.

Based on the same table 4.4a and table 4.4b basically item 3, on the case of that the school provides with a variety of practicing tools that will be necessary during practical classes, from 45(100%) respondents of PTS, majority 26(57.8%) respondents of PTS rated strongly disagree or disagree that the school provides with a variety of practicing tools that will be necessary during practical classes with mean value of 2.53. Similarly, regarding disabled students from 23(100%) respondents, majority 19(82.6%) disabled student respondents rated strongly disagree or disagree that the school provides with a variety of practicing tools that will be necessary during practical classes with mean value of 1.96.

The researcher has conducted interview and FGD regarding the provision of variety of practicing tools that will be necessary during practical classes disabled students. The interviewee responded that;

“As you know, physical education is mostly practical, so the tool to support practical work is very important. However, through the school administration, these resources are not purchased and provided to PE teachers to aid the teaching learning program practically.”

During the FGD, this question was raised and almost all FGD participants said that the school administration does not provide tools for teachers to teach practical activities.

Regarding the analysis of the data collected, it is clear that material resources for teachers to teach students on practice.

Regarding the last item of table 4.4a and 4.4b, question which says there is a lot of support for students with disabilities in the process of teaching learning, from 45(100%) PTS respondents majority 25(55.6%) PTS respondents rated strongly disagree or disagree that there is a lot of support for students with disabilities in the process of teaching learning with mean value of 2.64. Similarly disabled students were asked this question and from 23(100%) respondents of disabled students, most 18(78.3%) respondents rated strongly disagree or disagree that there is a lot of support for students with disabilities in the process of teaching learning with mean value of 2.09. The calculated data depicted that there is no support was provided for students with disabilities in the process of teaching learning.

4.2.3 Benefits of PE for Disabled Students

The benefits of physical activity participation for students with special needs are the same as for other students. They include: Improved physical fitness Reduction of disease risk Social-emotional well-being Decreased body fat. For from these benefits, specially, to disabled students could go beyond that boundary. Therefore, the researcher has distributed questionnaire and gathered the following information.

Table 4.5a. The PE teachers and School Directors Concern for Inclusive Education (PTS)

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
		f	f	f	f	f	
	III: Concern of PET and School Directors for inclusive Education						
1	Disabled students believe that Exercise can provide significant benefits for them.	8(17,8%)	7(15.6%)	5(11.1%)	12(26.7%)	13(28.9%)	2.67
2	Disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health.	6(13.3%)	5(11.1%)	6(13.3%)	15(33.3%)	13(28.9%)	2.47
3	Disabled students believes that regular involvement in physical education and sport can help them to develop the skills they need.	7(15.6%)	7(15.6%)	6(13.3%)	12(26.7%)	13(28.9%)	2.62
4	Disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind.	7(15.6%)	6(13.3%)	5(11.1%)	14(31.1%)	13(28.9%)	2.56

Source: Field Survey, 2022,

Table 4.5b. The PE teachers and School Directors Concern for Inclusive Education (Students)

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
	III: Concern of PET and School Directors for inclusive Education	f	f	f	f	f	
1	Disabled students believe that Exercise can provide significant benefits for them.	8(34.8%)	7(30.4%)	3(13.0%)	2(8.7%)	3(13.0%)	3.63
2	Disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health.	7(30.4%)	9(39.1%)	1(4.3%)	3(13.0%)	3(13.0%)	3.61
3	Disabled students believes that regular involvement in physical education and sport can help them to develop the skills they need.	8(34.8%)	9(39.1%)	1(4.3%)	2(8.7%)	3(13.0%)	3.74
4	Disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind.	8(34.8%)	9(39.1%)	1(4.3%)	2(8.7%)	3(13.0%)	3.48

Source: Field Survey, 2022,

Under Table 4.5a and table 4.5b, data was collected from the two types of respondents based on benefits of PE for disabled students. And it is presented below.

Regarding Item 1 of both tables specially question which says, disabled students believe that Exercise can provide significant benefits for them. From respondents of 45(100%) PTS majority 25(55.6%) of them rated strongly disagree or disagree that disabled students believe that Exercise can provide significant benefits for them with mean value of 2.67. but only 15(33.3%) respondents of PTS respondents rated strongly agree or agree that disabled students believe that Exercise can provide significant benefits for them. on the other side from 23(100%) disabled student respondents, most 15(65.2%) disabled student respondents rated strongly agree or agree that disabled students believe that Exercise can provide significant benefits for them. with mean value of 3.65. but only 5(21.7%) disabled student respondents rate strongly disagree or disagree that disabled students believe that Exercise can provide significant benefits for them.

The FGD participants were asked the same question and they raised the same respond that confirms disabled students believe that Exercise can provide significant benefits for them. this same question was raised for interviewees and they similarly said that since these disabled students are mature enough to identify and analyze the importance of physical exercise, of course they believe that physical exercise can benefit them a lot.

From the data analysis on can summarize that even if most PTS respondents have negative idea on the question at hand majority respondents and the victims themselves of the problem have proven that in most, conducting physical exercise can give benefits on their health and physical strength.

Regarding the same table 4.5a and 4.5b of item 2, disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health, from 45(100%) PTS most 28(62.2%) respondents rated strongly disagree or disagree that disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health with mean value of 2.47. but only 11(24.4%) PTS respondents rated strongly agree or agree that disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health. In contrast to the above response from 23(100%) disabled student respondents majority 16(69.6%) respondents of disabled students rated strongly agree or agree that disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health with mean value of 3.61. But still few 6(26.1%) respondents of disabled students rated strongly disagree or disagree that disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health. From the data analysis we can deduce that regarding the question at hand, most disabled student respondents of questionnaire and FGD participant has agreed that disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health. Therefore, we can conclude that they accept this fact to be a tool for improving levels of well-being and physical health.

Concerning the above tables of item 3, disabled students believes that regular involvement in physical education and sport can help them to develop the skills they need from 45(100%) PTS respondents majority 25(55.6%) respondents rated strongly disagree or disagree that disabled students believes that regular involvement in physical education and sport can help them to develop the skills they need with mean value of 2.67. only 14(31.1%) PTS respondents rated strongly agree or agree that disabled students believes that regular involvement in physical education and sport can help them to develop the skills they need. In contrary, from 23(100%) disabled student respondents majority 17(73.9%) respondents rated strongly agree or agree that disabled students believes that regular involvement in physical education and sport can help them to develop the skills they need with mean value of 3.74. The data gathered showed that disabled students believes that regular involvement in physical education and sport can help them to develop the skills they need.

The last item of the above table, based on the quest of disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind from 45(100%) PTS respondents majority 27(60.0%) respondents rated strongly disagree or

disagree that disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind with mean value of 2.56. But from 23(100%) disabled student respondents most 17(73.9%) respondents rated strongly agree or agree that disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind with mean value of 3.48. Of course only 5(21.7%) disabled student respondents rated strongly disagree or disagree that disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind. Generally, the data gathered depicted that even PTS respondent do not agree on the situation at hand, in most victims has agreed on the case that disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind. Therefore, in the schools where the research was conducted, they accept that disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind.

4.2.4 Assessment of Teachers of Disabled Students

Table 4.6. Physical Education Teacher assess disable students.(PTS)

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
	IV: Physical Education Teacher assess disable students.	f	f	f	f	f	
1	Your interest in teaching has increased since you entered the profession	7(15.6%)	6(13.3%)	6(13.3%)	11(24.4%)	15(33.3%)	2.53
2	The school regularly provides armor for sports teachers	8(17.8%)	6(13.3%)	6(13.3%)	12(26.7%)	13(28.9%)	2.64
3	The school provides teaching material with due diligence	8(17.8%)	7(15.6%)	5(11.1%)	12(26.7%)	13(28.9%)	2.67
4	The school provides adequate support for students with disabilities to learn appropriately	6(13.3%)	5(13.3%)	6(13.3%)	15(33.3%)	13(28.9%)	2.47

Source: Field Survey, 2022,

Regarding table 4.6. the researcher has conducted questionnaire for principals, PE teachers and supervisors in order to gather information on the assessment of disabled students on PE classes. The following were responses of respondents.

Based on item 1 of table 4.6, Your interest in teaching has increased since you entered the profession, from 45(100%) respondents of PTS, majority 26(57.8%) respondents rated strongly disagree or disagree that their interest in teaching has increased since they entered the profession with mean value

of 2.53. on the other side few 13(28.9%) PTS respondents rated that their interest in teaching has increased since they entered the profession. From the data gathered on can conclude that PTS respondents of these schools their interest in teaching is declining from time to time. They are working only for survival but not to bring behavioral change on students.

Regarding item 2 of the above table, the school regularly provides armor for sports teachers, from 45(100%) PTs respondents, most 25(55.6%) respondents rated strongly disagree or disagree that the school regularly provides armor for sports teachers with mean value of 2.64. But few 14(41.1%) respondents rated strongly agree or agree that the school regularly provides armor for sports teachers. Concerning this quest, the researcher has conducted an interview and one of the interviewee said:

“You asked me if the school bought sports armor for sports teachers. The question is fundamental. Sports teachers instruct their students to bring armor. They also control the process. But as for them, the school has never bought them except to wear them personally. Interestingly, the curriculum dictates that a lot of practical work to be done. But teachers do not teach them in practice beyond teaching that topic in theory of lack of armor.”

Therefore, the data analyzed showed that schools were not provide armor for sport teachers.

Based item 3 of the above table regarding question, the school provides teaching material with due diligence for teachers, from 45(100%) respondents, majority 25(55.6%) respondents rated strongly disagree or disagree that the school provides teaching material with due diligence, with mean value of 2.67. this showed that provision of teaching materials for PE teachers was not facilitated by the school. The last item of the table basically, the school provides adequate support for students with disabilities to learn appropriately from 45(100%) PTS respondents, majority 28(62.2%) respondents rated strongly disagree or disagree that the school provides adequate support for students with disabilities to learn appropriately with mean value of 2.47. The analysis of data showed that schools were not providing adequate support for students with disabilities to learn appropriately.

4.2.5. Approaches of Disabled Students

Students with different impairments, and within different impairments, will require different tailored support to address the barriers facing them.

Collect data

We expect teachers to collect data on gaps across the student lifecycle for disabled students, including access, continuation, attainment and progression.

Adopt an inclusive approach

The social model of disability is widely accepted as the most appropriate way to approach support for disabled students. The social model was developed out of an understanding that disability is not something medical to be treated but a failing on the part of society.

A social response to disability is not about ‘fixing’ the individual but about restructuring environments and attitudes around them.

Teacher can adopt a social model of disability by building inclusive practices into their structure and operations. This means that fewer reasonable adjustments will be needed over time and where adjustments are needed, providers can be much more responsive to individual needs.

Inclusive practices could include:

- **assistive** technology
- learning resources, including staff training and induction
- considering inclusive learning in module and program development and evaluation
- alternative assessment methods for disabled students
- counseling services and administrative processes to identify potential wellbeing issues
- accessibility plans for social spaces, teaching and learning facilities, services and accommodation.

Engage with disabled students

Giving disabled students a voice and involving them in the creation of support services is a key element for positive change and a way of reinforcing the social model of disability.

Teachers can engage with students through students' unions, surveys and focus groups in regular classes and extra time.

Teachers listening, interacting and being flexible is key. Therefore, on this situation data was collected below.

Table 4.7 Approach to Disabled Students

R.N	Items	Rating Scale	Respondent Groups			d.f	Calculated Chi-Square value
			N ₁ f	N ₂ f	Total		
1	Do you think that the society's culture affects PE participation in learning and practicing sports activities, especially in the field?	Yes	30(66.7%)	16(69.6%)	46	1	0.08
		No	15(33.3%)	7(30.4%)	22		
		Total	45(100%)	23(100%)	68(100)		
2	Do your school have enough teaching material to teach disabled students?	Yes	31(68.9%)	3(13.0%)	34	1	19.98
		No	14(31.1%)	20(87.0%)	34		
		Total	45(100%)	23(100%)	68		
3	Do you motivate your students?	Yes	30(66.7%)	5(21.7%)	35	1	11.30
		No	15(33.3%)	18(78.3%)	33		
		Total	45(100%)	23(100%)	68		
4	Do you think students actively participate during PE class?	Yes	17(37.8%)	11(47.6%)	29	1	1.30
		No	28(62.2%)	12(52.4%)	39		
		Total	45(100%)	23(100%)	68		
5	Is the PE curriculum appropriate to teach disabled students	Yes	21(46.7%)	7(30.4%)	28	1	1.70
		No	24(53.3%)	16(%)	40		
		Total	45(100%)	23(100%)	68		
6	Are there any challenges that affect you to teach physical education, especially practical parts in the field?	Yes	27(60.0%)	15(65.2%)	42.	1	0.18
		No	18(40.0%)	8(34.8%)	26		
		Total	45	23	68		

Source: Field Survey, 2022,

Level of significance ($\alpha=0.01$), d.f=degree of freedom 1, χ^2 = chi-square. f=frequency, N₁= PTS, N₂ = Disabled Students

In order to answer the basic research questions, the researcher has distributed questionnaires to respondents. In order to achieve the objectives of the study, the above items were presented in the questionnaire grouped under the approaches to disabled students.

The first item in Table 4.7 focused on societal factor on affection of disabled student's participation on PE. Respondents were asked whether they think that the society's culture affects PE participation in learning and practicing sports activities or not, from 45(100%) PTS respondents majority 30(66.7%) PTS respondents rated that the society's culture affects PE participation in learning and practicing sports activities. And from 23(100%) disabled student respondents majority 16(69.7%) respondents rated that the society's culture affects PE participation in learning and practicing sports activities.

Moreover, the chi-square, result value of χ^2 for 1 degree of freedom at $\alpha = 0.01$ level of significance is 6.635 under actual table value. The calculated value which is ($\chi^2 = 0.08$, $\alpha > 0.01$) is less than its actual table value. Therefore, based on the calculated result we can conclude that there is no significant difference on the response of respondents that society's culture affects PE participation in learning and practicing sports activities.

The second item under the same table relayed on trying to identify whether their school have enough teaching material to teach disabled students or not, from 45(100%) PTS respondents majority 31(68.9%) respondents responded that their school have enough teaching material to teach disabled students. In the contrary from 23(100%) of disabled students respondents 20(87.0%) disabled students said that their schools do not have enough teaching material to teach disabled students. Regarding the chi-square, Table value of χ^2 for $df = 1$, at $\alpha=0.01$ level of significance is 6.635 under actual table value. The calculated value which is ($\chi^2 = 19.98$, $\alpha > 0.01$) is much higher than its table value and hence the result of the study indicated that there is significant difference on the response of the respondent. Thus most PTS agreed on the question that their school have enough teaching material to teach disabled students in contrary to this fact majority disabled students and few PTS respondents said that their schools do not have enough teaching material to teach disabled students. Therefore, schools must try to fulfill materials that supports learning of disabled students.

Regarding the same table of item 3, to identify PE teachers whether they motivate disabled students in classes or not, from 45(100%) PTS respondents, majority 30(66.7%) respondents said that PE teachers motivate disabled students in classes. But from 23(100%) disabled student respondents, majority 18(78.3%) respondents rated that their PE teachers do not motivate them during classes. Regarding the chi-square, Table value of χ^2 for $df = 1$, at $\alpha=0.01$ level of significance is 6.635 under actual table value. The calculated value which is ($\chi^2 = 11.3$, $\alpha > 0.01$) is much higher than its table value and hence the result of the study indicated that there is significant difference on the response of the respondent. Thus most PTS agreed that they motivate disabled students during PE classes . In the same case most disabled students and few PTS respondents said that PE teachers do not motivate disabled students in classes. Therefore, the data gathered depicted that PE teachers were not motivating disabled students in classes.

Concerning table 4.8 item 4, tried to identify whether students participate actively during PE classes, from 45(100%) PTS participants 28(62.2%) respondent said that they were not participating actively in PE classes. And from 23(100%) disabled students respondents, most 12(52.4%) respondents said that they were not participating actively in PE classes. Moreover, the chi-square, result value of χ^2 for 1 degree of freedom at $\alpha = 0.01$ level of significance is 6.635 under actual table value. The calculated value which is ($\chi^2 = 1.30$, $\alpha > 0.01$) is less than its actual table value. Therefore, based on the calculated result we can conclude that there is no significant difference on the response of respondents that students were not participate actively in PE classes.

Regarding the above table of item 5, whether the PE curriculum appropriate to teach disabled students or not, from 45(100%) PTS respondents most PTS respondents and majority of disabled students agreed that the PE curriculum is not appropriate to teach disabled students. Furthermore, the chi-square, result value of χ^2 for 1 degree of freedom at $\alpha = 0.01$ level of significance is 6.635 under actual table value. The calculated value which is ($\chi^2 = 1.70$, $\alpha > 0.01$) is less than its actual table value. Therefore, based on the calculated result we can conclude that there is no significant difference on the response of respondents that the PE curriculum is not appropriate to teach disabled students.

Regarding the last item 6 of the above table, whether there is any challenges that affect teachers to teach physical education, especially practical parts in the field or not, most 27(60.0%) PTS respondents and 15(65.2%) disabled student respondents agreed that there are challenges that affect teachers to teach physical education, especially practical parts in the field. Still, the chi-square, result value of χ^2 for 1 degree of freedom at $\alpha = 0.01$ level of significance is 6.635 under actual table value. The calculated value which is ($\chi^2 = 0.18$, $\alpha > 0.01$) is less than its actual table value. Therefore, based on the calculated result we can conclude that there is no significant difference on the response of respondents that there are several challenges to teach PE.

4.2.6 Supportive Tasks towards Disabled Students

The school experiences of students with disabilities can be positively or negatively influenced by the attitudes and behaviors of students and staff and by general school policies. School counselors can take the lead in assessing school climate in relation to students with disabilities and initiating interventions or advocating for change when appropriate. Any way the researcher has gathered the following data in relation to supportive task for disabled students.

Table 4.8a. Supportive Tasks towards Disabled Students

No	Items	Rating Scale					Mean Value
		5 f	4 f	3 f	2 f	1 f	
1	You are interest in teaching physical education practically	7(15.6%)	6(13.3%)	6(13.3%)	11(24.4%)	15(33.3%)	2.53
2	students are interested to attend P.E practical class	8(17.8%)	6(13.3%)	6(13.3%)	12(26.7%)	13(28.9%)	2.64
3	The school physical environment invites you to teach P. E. practically.	15(33.3%)	14(31.1%)	5(11.1%)	5(11.1%)	6(13.3%)	3.60
4	You organize interclass computation among session	12(26.7%)	12(26.7%)	6(13.3%)	7(15.6%)	8(17.8%)	3.31
5	The school directors are cooperatively good facilitators for teaching learning process of P.E	8(17.8%)	7(15.6%)	5(11.1%)	12(26.7%)	13(28.9%)	2.67
6	you teach P.E as per curriculum stated	12(26.7%)	14(31.1%)	6(13.3%)	7(15.6%)	6(13.3%)	3.42
7	Schools try their best to facilitate playground to carry out PE teaching learning process practically	7(15.6%)	8(17.8%)	5(11.1%)	13(28.9%)	12(26.7%)	2.64

Source: Field Survey, 2022,

Table 4.8b. Supportive Tasks towards Disabled Students(Students)

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
		f	f	f	f	f	
1	You are interest in learning physical education practically	7(30.4%)	7(30.4%)	2(8.7%)	4(17.4%)	3(13.0%)	3.43
2	students are interested to attend P.E practical class	7(30.4%)	9(39.1%)	2(8.7%)	2(8.7%)	3(13.0%)	3.57
3	The school physical environment invites you to learn P. E. practically.	2(8.7%)	4(17.4%)	3(13.0%)	7(30.4%)	7(30.4%)	1.96
4	PE teacher organizes interclass computation among session	3(13.0%)	4(17.4%)	2(8.7%)	8(34.8%)	6(26.1%)	2.26
5	The school directors are cooperatively good facilitators for teaching learning process of P.E	2(8.7%)	1(4.3%)	1(4.3%)	9(39.1%)	10(43.5%)	2.43
6	Your teacher teaches P.E as per curriculum stated	2(8.7%)	3(13.0%)	2(8.7%)	8(34.8%)	8(34.8%)	1.30
7	Schools try their best to facilitate playground to carry out PE teaching learning process practically	3(13.0%)	4(17.4%)	1(4.3%)	7(30.4%)	8(34.8%)	1.87

Source: Field Survey, 2022,

Regarding Table 4.8a item 1 Your interest in teaching physical education practically and table 4.8b, item 1 You are interested in learning physical education practically, from 45(100%) PTS respondents majority 26(57.8%) PTS is rated strongly disagree or disagree that PE teachers are interest in teaching physical education practically with mean value of 2.53. but only 13(28.9%) PTS respondents rated strongly agree or agree that they are interest in teaching physical education practically. This showed as that teachers in the research area were not interested to teach physical education practically. On the other side this question was presented to disabled students and from 23(100%) disabled students majority 14(60.9%) disabled student respondents rated strongly agree or agree that they are interest in learning physical education practically with mean value of 3.43. but only 7(30.4%) disabled students rated strongly disagree or agree that they are interested in learning physical education practically. This data showed that in the school under the study disabled students were interested to learn physical education practically.

Regarding the same table of item 2 students are interested to attend P.E practical class, from 45(100%) PTS respondents rated 25(55.6%) respondents rated strongly disagree or disagree that students are interested to attend P.E practical class with mean value of 2.64. but only 14(31.1%) PTS respondents

rated strongly agree or agree that students are interested to attend P.E practical class. Whereas, from 23(100%) disabled student respondents majority 16(69.6%) disabled students respondents rated strongly agree or agree that they are interested to attend P.E practical class with mean value of 3.57. but only 5(21.7%) disabled students rated strongly disagree or disagree that they are interested to attend P.E practical class. From the data analysis one can confirm that in the schools under the study even if most teachers refute that students are interested to attend P.E practical class, majority respondents agreed that students are interested to attend P.E practical class.

Concerning table 4.2.8a , 4.8b item 3 “The school physical environment invites you to teach P. E. practically.” From 25(100%) PTS respondents majority 29(64.4%) respondents rated strongly agree or agree that the school physical environment invites you to teach P. E. practically with mean value of 3.60. And few 11(24.4%) PTS respondents rated strongly disagree or disagree. While from 23(100%) disabled students 14(60.9%) respondents rated strongly disagree or disagree that the school physical environment invites you to learn P. E. practically with mean value of 1.92. Based on this question the researcher has presented it to FGD participant, and they clearly pointed out that we are disabled students of different types of impairments. In our school the playground itself is not properly leveled and is not inviting to do practical activities. We are the members of the school community, beyond that, we are students and we have a right to get standard education. But our school’s physical environment is very far to meet the minimum standard. This in turn kills the interest of students to have part in practical class of PE. We do not know the reason why school administrators plan to improve the playgrounds in such a way to invite students to participate actively and for teachers to teach properly. So, based on the data gathered, one can confirm that the school physical environment does not invite teachers to teach P. E. practically and does not invite students to learn practical classes of PE.

Regarding the above table of item 4, PE teacher organizes interclass computation among session, from 45(100%) PTS respondents 24(53.3%) respondents rated strongly agree or agree that PE teacher organizes interclass computation among session with mean value of 3.31 and only 11(24.4%) PTS respondents rated strongly disagree or disagree. In relation to disabled student respondents, from 23(100%) respondents, majority 14(60.9%) respondents rated strongly disagree or disagree that PE teacher organizes interclass computation among session with mean value of 2.26. Based on this fact the researcher has presented the question to FGD members. On the discussion one participant said that:

“We are part of this school. We students with disabilities are not inferior to other students. Our insides are strong. We have gone through many challenges at this age.

Those challenges have left a transformative imprint on who we are today. Look, there are many very disabled people who have impressed the world. There are people with disabilities who have competed in the Para Olympics and made history. There is no reason why we should not be like them. The problem is that our teachers did not help us. We are nothing to them. The harm done to us by teachers is greater than the problems caused by the impairment. When there is competition, the teacher makes us sit in the shadows. We can run, jump and throw with our eyes damaged. We can jump and run with our hands injured. those who have hearing impairment students, can run, jump through javelin or shoot. Therefore, we cannot say that there is a competition in the school for excluding disabled students. whether the believe it or not in schools there is no competition.”

Therefore, from the analysis of the data gathered, we can say that even if inter class computation is conducted by teachers, since disabled students were excluded computations were not conducted.

Based on item 5 of the same table, the school directors are cooperatively good facilitators for teaching learning process of P.E, from 45(100%) PTS respondents, majority 25(55.6%) respondents rated strongly disagree or disagree that the school directors are cooperatively good facilitators for teaching learning process of P.E with mean value of 2.67. But only 15(33.3%) respondents rated strongly agree or agree that the school directors are cooperatively good facilitators for teaching learning process of P.E. this data showed us that in schools under the consideration. On the other hand from 23(100%) of disabled student respondents, majority 19(82.6%) respondents rated strongly disagree or disagree that the school directors are cooperatively good facilitators for teaching learning process of P.E with mean value of 2.43. The analysis of data depicted that the school directors are not good facilitators for teaching learning process of P.E in the schools where the research was conducted.

Regarding item 6 of the above table PE teacher teaches P.E as per curriculum stated from 45(100%) respondents of PTS, majority 26(57.8%) respondents rated strongly agree or agree that PE teachers teach P.E as per curriculum stated with mean value of 3.42 and only 13(28.9%) respondents rated strongly disagree or disagree that PE teachers teach P.E as per curriculum stated. Whereas, from 23(100%) respondents of disabled students most 16(69.6%) respondents rated strongly disagree or disagree that Your teacher teaches P.E as per curriculum stated with mean value of 1.30. From the analysis of data one can conclude that even if most PTS respondents agree that PE teacher teaches P.E as per curriculum stated, few PTS and most disabled students disagree the situation. The idea that they raised was the curriculum is inclusive but PE teachers give no attention for disabled students in theoretical classes and practical classes.

The last item 7 of the above tables schools try their best to facilitate playground to carry out PE teaching learning process practically, from 45(100%) PTS respondents majority 25(55.6%) PTS respondents rated strongly disagree or disagree that schools try their best to facilitate playground to carry out PE teaching learning process practically with mean value of 2.67. and few 15(33.3%) PTS respondents rated strongly agree or agree that schools try their best to facilitate playground to carry out PE teaching learning process practically. On the other side from 23(100%) disabled student respondents, majority 15(65.2%) respondents rated strongly disagree or disagree that schools try their best to facilitate playground to carry out PE teaching learning process practically with mean value of 1.87. from the data analysis we can deduce that schools under the consideration does not try their best to facilitate playground to carry out PE teaching learning process practically.

CHAPTER FIVE

4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This Chapter of the thesis consists of summary, conclusions and recommendations of the research results. The study was intended to investigate the existing involvement and challenges of physically disabled students in PE regular practical classes and to identify opportunities provided in selected Hawassa Secondary Schools. Basically, the study was aimed at investigating solutions to the basic questions described here under;

1. Does disabled student's engage in physical activities during PE classes in Hawassa Secondary Schools ?
2. What are the challenges for disabled students to participate in PE classes in the target area?
3. What are the benefits of PE for disabled students in Hawassa Secondary Schools?
4. How do PE Teacher assess disable students in the area under the study?

As a tool, three types of data gathering instruments (questionnaire, interview and FGD) were used. The data which were gathered through the above mentioned data gathering tools were tabulated, analyzed, and discussed in chapter four. To interpret the data, both qualitative and quantitative approaches were materialized. The basic questions were answered by assessing and collecting data from 45 PTS sampled respondents (15 principals, 25 PE teachers and 23 disabled students) from Hawassa City Administration government secondary schools.

5.1 Summary of the Findings

In the previous chapters the researcher has attempted to answer the research questions based on the objectives set. Thus, this section recapitulates the research findings in general.

Basically concerning respondents' sex, from 23(100%) disabled students most 13(56.5%) respondents were female and 10(43.5%) respondents were male respondents. Again, it was found that from the total of 45(100%) respondents of principals, PE teachers and supervisors, 15(33.3) respondents were principals and from 15(100%) respondents 5(33.3%) respondents were female principals and the rest 10(66.7%) respondents were male principals. And from 25(100%) respondents of PE teachers 9(36.0%) respondents were female PE teachers and 16(64.0%) respondents were PE teachers. Regarding cluster supervisors from 5(100%) respondents all of the were male supervisor respondents. In this situation the data analysis showed that regarding supervisors all of them were male cluster supervisors. 10(66.7) respondents were male principals and only 5(33.3%) respondents were female principals. Therefore, from the data gathered we found that gender disparity shows to represent women in school administration and teaching positions is low, compared to their male counterparts.

When we come to respondents' age, from 23(100%) disabled student respondents 6(26.1%) respondents were under the age category of 16 – 18, and 4(17.4%) respondents were under the age category of 19 – 21 and 3(13.5) respondents were above 21 years. On the other side from 23(100%) of respondents, 4(17.4%) respondents were disabled students under the age category of 15 -18 years. And 3(13.5%) respondents were grouped under age category of 19 – 21 years, lastly, 3(13.5%) respondents were above the age of 21 years. The finding of the study depicted that almost all students entered the school after 7 years. The largest percent of male and female student respondents were attending schools being beyond their age for the respected grade level. From this analysis we can infer that majority of students have failed once or twice in their school life or else they have left the school for a year or more years and re-enrolled. Most probably, since these students are disabled students, they may not get the opportunity to come to school at their age seven due to culture and health case.

Regarding Principals, PE teachers respondents and cluster supervisors age, from 45(100%) respondents of these schools due to their maturity they have good experience in their career.

Based on their educational qualification of principals, PE teachers and supervisors, all most all responded were qualified to lead the school, teach students or give support to teachers as a supervisor.

Based on the engagement of disabled student's in physical activities during PE classes, from the analysis of the collected data even if most principals PE teachers and supervisors expect that disabled students do not think that learning PE benefit them, it was found that students with disabilities think that learning sports education will benefit them a lot.

Based on the question that says, students with disabilities are happy when the sports session arrives, the data gathered showed that both groups of respondents said that disabled students were not happy when the physical education classes arrive.

Regarding showing interest to learn PE class, PTS respondents rated that disabled students were not interested to lean this subject. But disabled students have agreed that they were interested to learn PE classes. Besides, this idea was seconded by FGD participants. Therefore, the finding of the study showed that disable students show interest to learn PE classes. But PE teachers do not have this understanding.

On the idea of Parents of disabled students want their children to be taught sports education, both groups of respondents said that parents do not want their children to be taught sports education.

Concerning the question which says that Disable Students actively participate in the physical education theory class, even if PTS respondents disagree on the case Disabled student respondents agree that they actively participate in the physical education theory class. This fact was confirmed

Through FGD participants response. The findings of the study showed that disabled students has interest to participate actively but PE teachers do not give attention towards disabled students.

Regarding the provision of sufficient support by the teacher during practical classes for disabled students, the finding of the study depicted that both groups of respondents were on the same page that PE teachers were not providing sufficient support for disabled students during practical classes.

Concerning Challenges for disabled students to participate in PE classes, both groups of respondents have the same response on the case of challenges for disabled students to participate in PE classes. This means that, the finding of the study reviled that students with disabilities show no interest in learning sports classes because they were not encouraged by their PE teachers as well as their classmates.

On the case of other students encourage students with disabilities during practical classes, the finding of the study reviled that there is no encouragement for disabled student from other students.

Regarding the case that the school provides with a variety of practicing tools that will be necessary during practical classes for disabled students, the finding showed that there is no provision of variety of practicing tools for disabled students during PE class and there was no of support for students with disabilities in the process of teaching learning.

Based on the fact that disabled students believe Exercise can provide significant benefits for them, From the data analysis on can summarize that even if most PTS respondents have negative idea on the question at hand majority respondents and the victims themselves of the problem have proven that in most, conducting physical exercise can give benefits on their health and physical strength.

Regarding disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health, disabled students believes that regular involvement in physical education and sport can help them to develop the skills, based on the quest of disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind. On this important ideas the finding indicated that the is a big gap in the intention of teachers about disabled students in these facts.

Regarding PE teachers' interest in teaching has increased since they entered the profession, from 45(100%) respondents of PTS, majority 26(57.8%) respondents rated strongly disagree or disagree.

Based on this fact the finding of the study showed that PE teachers' interest is declining. In relation to this fact the school do not regularly provide armor for sports teachers and also the analysis of data showed that schools were not providing adequate support for students with disabilities to learn appropriately the PE classes.

In order to answer the basic research questions, the researcher has distributed questionnaires to respondents. In order to achieve the objectives of the study, focused on societal factor on affection of disabled student's participation on PE. Respondents were asked whether they think that the society's culture affects PE participation in learning and practicing sports activities or not, the chi-square, result value of χ^2 for 1 degree of freedom at $\alpha = 0.01$ level of significance is 6.635 under actual table value. The calculated value which is ($\chi^2 = 0.08$, $\alpha > 0.01$) is less than its actual table value. Therefore, based on the calculated result the finding of the study showed that there is no significant difference on the response of respondents that society's culture affects PE participation in learning and practicing sports activities.

On the other the study has tried to identify whether their school have enough teaching material to teach disabled students or not, regarding the value of χ^2 for $df = 1$, at $\alpha = 0.01$ level of significance is 6.635 under actual table value. The calculated value which is ($\chi^2 = 19.98$, $\alpha > 0.01$) is much higher than its table value and hence the result of the study found that there is significant difference on the response of the respondent. Therefore, schools must try to fulfill materials that supports learning of disabled students.

Based on the fact that PE teachers whether they motivate disable students in classes or not, the finding of the study depicted that since the calculated value of chi square is much higher than its table value ($\chi^2 = 11.3$, $\alpha > 0.01$ and the actual value of the table is 6.635), the finding of the study indicated that there is significant difference on the response of the respondent. This means that PE teachers were not motivating disabled students in classes.

Regarding the interest of teaching PE teachers and the interest of disabled students to learn PE, the finding of the study has showed that even if teachers were not interested to teach disabled students PE classes most disabled students were interested to learn PE classes.

The finding also has identified the schools' physical environments were not inviting to teach practical activities for disabled students.

Regarding organizing interclass computation among session, the finding of the study showed that even if there is interclass computation PE teachers never arrange such computation among disabled students.

5.2 Conclusion

Based on the key findings of the study, the following conclusions were drawn.

Regarding gender of PTS respondents, the data analysis showed that regarding supervisors all of them were male cluster supervisors. Most respondents of principals were also male principals and only few were female principals. Therefore, the finding of the study showed that that gender disparity to represent women in school administration, supervision position and teaching positions were low, compared to their male counterparts.

Concerning respondents' age, from 23(100%) disabled student respondents, the finding of the study depicted that almost all students entered the school after 7 years. The largest percent of male and female student respondents were attending schools being beyond their age for the respected grade level. This means that majority of students have failed once or twice in their school life or else they have left the school for a year or more years and re-enrolled. Most probably, since these students are disabled students, they may not get the opportunity to come to school at their age seven due to culture and health case.

I: Regarding engagement of disabled student's in physical activities during PE classes in Hawassa Secondary Schools, the findings of the study showed that, Based on the question that says, students with disabilities are happy when the sports session arrives, the data gathered showed that both groups of respondents said that disabled students were not happy when the physical education classes arrive. From the interviews response, it was found that PE teachers were not motivating them involve in PE classes. And other students laugh and joke on them instead of encouraging disabled students for their practical presentation during sports lessons.

The finding of the study also showed that during PE classes when disabled students try to participate actively their teachers do not give attention and encourage them. instead they tell them to be away from practical classes and sit under a shadow.

II: Regarding the challenges for disabled students to participate in PE classes in the target area: the findings of the study depicted that first of all the PE teachers where disabled students challenge. They give no attention to them in theoretical session and practical classes. Secondly, their classmate students. When disabled students try to perform any activity, instead of giving moral, the discouraged them. The

school administration also were their challenges. They do not try to fulfill some tools for practical activities and they do not try to facilitate the playground.

III: Concerning the benefits of PE for disabled students in Hawassa Secondary Schools, the finding of the study prevails that even if most principals PE teachers and supervisors expect that disabled students do not think that learning PE benefit them, it was found that students with disabilities think that learning sports education will benefit them a lot. During FGD participants said that we students with disabilities want to learn sports. we know that there are Para Olympic competitions for people with disabilities at the regional, national and international levels. We have intention to represent our country in this competition. That was why we were interested to learn PE classes. But sports teachers, our classmates and school administrators made us to be disappointed.

IV: Regarding Assessment of Teachers of Disabled Students, the finding of the study showed that the interest of PE teachers in teaching PE has decreased since they entered the profession. This is because, the school regularly does not provide armor for sports teachers, practical teaching tools were not fulfilled by the school, teachers assume that students do not show interest to learn PE classes.

5.3 Recommendations

In light of the findings and the conclusion drawn above, the following recommendations are forwarded: All students need the opportunity to be actively involved in the life of their school, the activities of their classroom and in the wider community. This includes having opportunities to contribute as a group member and make connections with others. Many students with physical disabilities will face barriers in the school and classroom related to physical movement. As a result, they may lack confidence and feel different to their peers and out of place at times. You may need to adapt tasks, the classroom setting or introduce technology for students to participate and contribute. You may also need to create opportunities for students to build friendships, develop a positive sense of self and take part in group activities they enjoy.

Regarding gender of PTS respondents, the data analysis showed that regarding supervisors all of them were male cluster supervisors. Most respondents of principals were also male principals and only few were female principals. Therefore, the finding of the study showed that that gender disparity to represent women in school administration, supervision position and teaching positions were low, compared to their male counterparts. Since population senses nationally shows that, population of male

and female is almost equal. But when we come to real word, especially in work area male's number is by far larger. Therefore, the school administration being with Hawassa City Education Administration must give attention in narrowing this gap through employing additional workers depending students' population.

Concerning respondents' age, especially disabled students, the finding of the study depicted that almost all students entered the school after 7 years. The largest percent of male and female student respondents were attending schools being beyond their age for the respected grade level. This means that majority of students have failed once or twice in their school life or else they have left the school for a year or more years and re-enrolled. Most probably, since these students are disabled students, they may not get the opportunity to come to school at their age seven due to culture and health case. Therefore, the school administration, the Hawassa Education Department being the sub-city administration bodies should give advice for the community in relation to the right of disabled students.

I: Regarding engagement of disabled student's in physical activities during PE classes in Hawassa Secondary Schools, the findings of the study showed that, Based on the question that says, students with disabilities are happy when the sports session arrives, the data gathered showed that both groups of respondents said that disabled students were not happy when the physical education classes arrive. From the interviews response, it was found that PE teachers were not motivating them involve in PE classes. And other students laugh and joke on them instead of encouraging disabled students for their practical presentation during sports lessons. The finding of the study also showed that during PE classes when disabled students try to participate actively their teachers do not give attention and encourage them. Instead they tell them to be away from practical classes and sit under a shadow. Therefore, the school administration should give related orientation and trainings for teachers to use different mechanisms in order to help disabled students engage actively in PE classes.

II: Regarding the challenges for disabled students to participate in PE classes in the target area: the findings of the study depicted that first of all the PE teachers where disabled students challenge. They give no attention to them in theoretical session and practical classes. Secondly, their classmate students. Whendisabled students try to perform any activity, instead of giving moral, the discouraged them. The school administration also were their challenges. They do not try to fulfill some tools for practical activities and they do not try to facilitate the playground. Therefore, school administration should give

due attention through planning being together with PE teachers and concerned stakeholders to fulfill the minimum requirements of teaching tools.

III: Concerning the benefits of PE for disabled students in Hawassa Secondary Schools, the finding of the study prevails that even if most principals PE teachers and supervisors expect that disabled students do not think that learning PE benefit them, it was found that students with disabilities think that learning sports education will benefit them a lot. During FGD participants said that we students with disabilities want to learn sports. we know that there are Para Olympic competitions for people with disabilities at the regional, national and international levels. We have intention to represent our country in this competition. That was why we were interested to learn PE classes. But sports teachers, our classmates and school administrators made us to be disappointed. Therefore, knowing the right of disabled students towards learning the school administration, Hawassa City Administration Education Department being with Sub-City concerned bodies, awareness creation program must be conducted to teachers as well as other stakeholders to alleviate this problem.

IV: Regarding Assessment of Teachers of Disabled Students, the finding of the study showed that the interest of PE teachers in teaching PE has decreased since they entered the profession. This is because, the school regularly does not provide armor for sports teachers, practical teaching tools were not fulfilled by the school, teachers assume that students do not show interest to learn PE classes. Therefore, the school administration must take necessary corrective measures to rebuild the interest of these teachers through discussion and fulfilling the gap which could demotivate teachers.

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Part I: The following are some questions related to Engagement of disabled student's in physical Activities during PE classes.

Read the statements carefully and indicate their rate of occurrences in your school.

Use this key: 5 =Strongly Agree; 4=Agree; 3=have no idea; 2= Disagree and 1=strongly disagree

No	Items	Rating Scale				
		1	2	3	4	5
	I: Engagement of disabled student's in physical activities during PE classes					
1	Students with disabilities think that learning sports education will benefit them					
2	Students with disabilities are happy when the sports session arrives					
3	When you teach your physical education classes, students with disability shows interest on learning.					
4	Parents of disabled students want their children to be taught sports education					
5	You entered the profession on your interest					
6	Disable Students actively participate in the physical education theory class					
7	Particular support is provided to disabled students during practical class					

Part II: The following are some questions related to Challenges for disabled students to participate in PE classes.

Read the statements carefully and indicate their rate of occurrences in your school. Use the above key.

No	Items	Rating Scale				
		1	2	3	4	5
	II. Challenges for disabled students to participate in PE classes					
1	Students with disabilities show interest in learning sports classes					
2	Other students encourage students with disabilities during practical classes					
3	The school provides with a variety of practicing tools that will be necessary during practical classes					
4	There is a lot of support for students with disabilities in the process of teaching learning					

Part III: The following are some questions related to Benefits of PE for disabled student. .

Read the statements carefully and indicate their rate of occurrences in your school. Use the above key.

No	Items	Rating Scale				
		1	2	3	4	5
	III: Benefits of PE for disabled students					
1	Disabled students believe that Exercise can provide significant benefits for them.					
2	Disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health.					
3	Disabled students believes that regular involvement in physical education and sport can help them to develop the skills they need.					
4	Disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind.					

Part IV: The following are some questions related to the way how Physical Education Teachers' assess disable students.

Read the statements carefully and indicate their rate of occurrences in your school. Use the above key.

No	Items	Rating Scale				
		1	2	3	4	5
	IV: Assessing Physical Education Teachers					
1	Your interest in teaching has increased since you entered the profession					
2	The school regularly provides armor for sports teachers					
3	The school provides teaching material with due diligence					
4	The school provides adequate support for students with disabilities to learn appropriately					

Related Questions

1. Do you think that the society's culture affects PE participation in learning and practicing sports activities, especially in the field?

A. Yes [] B. No []

2. Do your school have enough teaching material to teach disabled students?

A. Yes [] B. No []

3. Do you motivate your students?

A. Yes [] B. No []

4. Do you think students actively participate during PE class?

A. Yes []

B. No []

5. Is the PE curriculum appropriate to teach disabled students

A. Yes []

B. No []

6. If your response for the above question 5 is B, give your own opinion below.

7. Are there any challenges that affect you to teach physical education, especially practical parts in the field?

A. Yes []

B. No []

8. If your answer for the above question '7' is 'yes' mention at list them.

Part V. Items related the contributions of active teaching learning for the learners. Please Read the statements carefully and put (√) mark corresponding to the numbers that indicate your agreement level of your response for each statement.

Key: Strongly Disagree (SD) = 1, Disagree (D) = 2, Undecided (U) = 3, Agree (A) = 4, and Strongly Agree (SA)= 5

N.º	Item	Rating Scale				
		SD	D	U	A	SA
		1	2	3	4	5
1	Your interest in teaching physical education practically					
2	students are interested to attend P.E practical class?					
3	The school physical environment invites you to teach P. E. practically.					
4	You organize interclass computation among session?					
5	The school directors are cooperative good facilitators for teaching learning process of P.E					
6	you teach P.E as per curriculum stated					
7	School try their best to facilitate playground to carry out PE teaching learning process practically					

APPENDIX II
HAWASSA UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCES
POSTGRADUATE STUDIES PROGRAM

1. Questionnaire To be Filled by Students

A. Introduction

These questions are prepared to gather students' opinions about the practice and challenges in teaching-learning process of physical education and to undertake survey study. The opinions you provide are very important to forward constructive suggestions in the improvement of teacher's participation in PE class and to encourage student's attitude to physical education profession. It is not necessary to write your name on question paper. Thank you for your cooperation. Indicate your response by making circle in one of the boxes provided.

B. Basic information

1. Sex: A. Male [] B. Female []
2. Age: A. below 15 [] B. 15 – 18 [] C. 19 – 21 D. Above 21
3. Grade level A. 9 [] B. grade 10 [] C. Grade 11 [] D. Grade 12 []

C. Notice

- No need of writing your name
- Put a an [X] mark on one of the given options
- Use only the provided blank space

Part I: The following are some questions related to Engagement of disabled student's in physical activities during PE classes.

Read the statements carefully and indicate their rate of occurrences in your school.

Use this key: 5 =Strongly Agree; 4=Agree; 3=have no idea; 2= Disagree and 1=Strongly disagree

Table 4.6a. Physical Education Teacher assess disable students.

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
		f	f	f	f	f	
	IV: Physical Education Teacher assess disable students.						
1	Your interest in teaching has increased since you entered the profession						
2	The school regularly provides armor for sports teachers						
3	The school provides teaching material with due diligence						
4	The school provides adequate support for students with disabilities to learn appropriately						

Table 4.8a. Supportive Tasks towards Disabled Students

No	Items	Rating Scale					Mean Value
		5	4	3	2	1	
		f	f	f	f	f	
1	Your interest in teaching physical education practically						
2	students are interested to attend P.E practical class?						
3	The school physical environment invites you to teach P. E. practically.						
4	You organize interclass computation among session?						
5	The school directors are cooperative good facilitators for teaching learning process of P.E						
6	you teach P.E as per curriculum stated						
7	School try their best to facilitate playground to carry out PE teaching learning process practically						

No	Items	Rating Scale				
		1	2	3	4	5
	I: Engagement of disabled student's in physical activities during PE classes					
1	Students with disabilities think that learning sports education will benefit them					
2	Students with disabilities are happy when the sports session arrives					
3	you are interested to learn physical education classes					
4	Your Parents want you to learn to physical education classes					
5	You actively participate in the physical education theory class					
6	Particular support is provided to you by your teacher during practical class					

Part II: The following are some questions related to Challenges for disabled students to participate in PE classes.

Read the statements carefully and indicate their rate of occurrences in your school. Use the above key.

No	Items	Rating Scale				
		1	2	3	4	5
	II. Challenges for disabled students to participate in PE classes					
1	Students with disabilities show interest in learning sports classes					
2	Other students encourage students with disabilities during practical classes					
3	The school provides with a variety of practicing tools that will be necessary during practical classes					
4	There is a lot of support for students with disabilities in the process of teaching learning					

Part III: The following are some questions related to Benefits of PE for disabled student. .

Read the statements carefully and indicate their rate of occurrences in your school. Use the above key.

No	Items	Rating Scale				
		1	2	3	4	5
	III: Benefits of PE for disabled students					
1	Disabled students believe that Exercise can provide significant benefits for them.					
2	Disabled students believes that participation in physical activity and sport leads to improved levels of well-being and physical health.					
3	Disabled students believes that regular involvement in physical education and sport can help them to develop the skills they need.					
4	Disabled students believes that Regular exposure to sports through physical education classes isn't only good for a child's body but it's also beneficial to their mind.					

Related Questions

1. Do you think that the society's culture affects PE participation in learning and practicing sports activities, especially in the field?

A. Yes [] B. No []

2. Do your school have enough teaching material?

A. Yes [] B. No []

3. Do your teacher motivates you?

A. Yes [] B. No []

4. Do you think disable students actively participate during PE class?

A. Yes [] B. No []

5. Is the PE curriculum appropriate to teach you as a disabled students

A. Yes [] B. No []

6. If your response for the above question 5 is B, give your own opinion below.

7. Are there any challenges that affect you to learn physical education, especially practical parts in the field?

A. Yes [] B. No []

8. If your answer for the above question '7' is 'yes' mention at list them.

Part V. Items related the contributions of active teaching learning for the learners. Please Read the statements carefully and put (√) mark corresponding to the numbers that indicate your agreement level of your response for each statement.

Key: Strongly Disagree (SD) = 1, Disagree = (D) = 2, Undecided (U) = 3 , Agree (A) = 4 , and Strongly Agree (SA)= 5

N.o	Item	Rating Scale				
		SD	D	U	A	SA
		1	2	3	4	5
1	Your interest in teaching physical education practically					
2	you are interested to attend P.E practical class?					
3	The school physical environment invites you to teach P. E. practically.					
4	Your teacher organize interclass computation among session?					
5	The school directors are cooperative good facilitators for teaching learning process of P.E					
6	you learn P.E as per curriculum stated					
7	Schools try their best to facilitate playground to carry out PE teaching learning process practically					

APPENDIX III

HAWASSA UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES

DEPARTMENT OF SPORT SCIENCES

POSTGRADUATE STUDIES PROGRAM

Question for FGD Participants

1. Is Physical Education subject important to you? Why?
2. Do disabled students have interest to learn PE?
3. What is the important of learning PE to disabled students?
4. What are the challenges disabled students face while learning PE?
5. Does your school provides necessary tools to do practical work in PE class?
6. How is the school environment for disabled students to learn PE?
7. Is there an interclass computation for disabled students?

APPENDIX IV
HAWASSA UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCES
POSTGRADUATE STUDIES PROGRAM

Field Observation Tool

No.	Points to be Observed		
1	Readiness of the teacher to teach the class		
2	His way of presentation in regular PE class		
3	His Strategy for Using Inclusive Teaching Disciplines		
4	special support for disabled students in a regular classroom		
5	handling his teaching aids		
6	special support for people disabled students in field education		
7	A strategy to motivate and monitor students		
8	his note provision approach		
9	Effective usage of Time		

APPENDIX V
HAWASSA UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCES
POSTGRADUATE STUDIES PROGRAM

Interview Questions

1. Are there students with disabilities at this school?
2. Do you think they will happily pursue their studies?
3. What specific support do teachers provide to these students with disabilities in the area of learning?
4. Does the teacher make any efforts to stimulate and encourage the students?
5. Do teachers use a resource if there are practical tasks to be done with equipment?