

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE



CHALLENGES AND OPPORTUNITIES OF STUDENTS WITH DISABILITIES
DURING INCLUSIVE PHYSICAL EDUCATION PRACTICAL CLASS IN OF
SELECTED HIGH SCHOOL OF WOLISO ZONE

By

BEDASA DAFERA BEYENE

OCTOBER, 2018

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COLLEGE OF NATURAL SCIENCES
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Acronyms and abbreviations

EFA:-Education for all.

UN:-united nations.

UNESCO:-United Nations Educational Scientific, Cultural Organization.

WHO:-World health organization.

SWD:-Students with disabilities.

SWOD:- students without disabilities.

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ABSTRACT.

The purpose of this study was to assess the challenges and opportunities that students perceived during physical education practical class in some selected secondary high school, in woliso zone in oromiya regional state. To conduct the study, descriptive survey design was used with mixed approaches which are both quantitative and qualitative mixed type. The sample size were determined by Slovene,s formula from population study 7402. The participants of study were 379. Of those 108(100%) students with disabilities, 271students without disabilities 7 physical education teachers 4, principal schools. The total participants of studies including physical education teacher and school principals were 390. In the selection of the sample population non-probability (availability) sampling for students with disability, random sampling (lottery method) for students without disabilities, and purpose sampling for physical education teachers and school principals were used. The main instruments of data collection were questionnaire, interview and observation.

The criteria to select is depend on students with problem musculoskeletal muscles both upper and lower limp problems due to body parts or muscular deformities, disease and degeneration of muscles. The criteria to select those students are based on students who have difficulty mobility during practical classes

Key words: Disability, opportunity, physical education, students with disabilities, physical impairments

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CHAPTER ONE

INTRODUCTION

1.1.Back ground of the study

Physical Education and sports a typical education 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, that contribute to physical fitness, mental well being and social interactions. There is the wealth of evidence to support participation in sport and physical activity for people with disabilities trends, barriers, and benefits of participations. In developing countries like Ethiopia, people with disabilities often face barriers to participate in sport and physical education activities they may include issues, like attitude towards disability, traditional and religious beliefs and physical education system. i.e. the curriculum designed for each level access to sporting, infrastructure including services, facilities and equipments(Anthony Laker [2000]).

Physical education is extremely resourceful in supporting the participation and learning practice of environment and all students regardless of their educational needs and individual characteristics. Inclusive physical education can bring considerable benefits to all students teacher and the local community. Inclusive physical education exposes children with developmental disabilities to more peer involving models, increasing their chance of getting accepted by peers and of full social inclusion. Their participation in physical education classes can contributes to the promotion of physical activity as an integrated part of an active lifestyle and to the development of basic motor skill necessarily for practicing physical activities. More different physical activity can raise the physical disable students self- respect and social skills [Block,1999].

The community impact and individual impact of sport help reduce the isolation of persons with disabilities and integrate them more fully into community life. Sport changes community perception of persons with disabilities by focusing attention on their abilities and moving their disability into back ground. Through sport persons without disabilities encounter persons with disabilities in appositive context (sometimes or the first) and see them accomplish things they

had previously thought impossible. Their assumptions about what persons with disabilities can and cannot do are profoundly challenged and reshaped by this experience. As well, the tendency to see the disability instead of the persons is greatly reduce in part because of the common experience of sport that they now share. cited from www.un.org/wcm/.../site/sport/.../sport/.../chaptr5-sport and disability.

Children with disability have a right to education. Since the UN universal Declaration on Human right was released in 1948 has been legislation on providing education for all children. The convention on the right of persons with disabilities, which entered into force in 2008 and which was ratified by the UK in 2009 has 145 signature [as at June 2010]. Cited from <https://w.w.w.gov.uk/government./edu-chi-disabilities> guide note.pdf

Previously it was a common for learners with disabilities, especially physical disabilities to be educated in special school or segregate institutions. However, inspired by the desire to meet education for all (EFA) the government Ethiopia has enhanced the move towards making all learning institution more inclusive. However, a physical education lesson for an inclusive class presents a teacher with the range of issue beyond the context of an ordinary or special class room setting. This include the physical nature of the activities, the use of specialized facilities and equipments and the dynamics involved in grouping and organizing learners with in physical activities. Therefore, challenges and opportunities to implementing inclusive physical education practical class is many complicated issue due to these reason the researchers was try to find the problem that hinders to do practical activity.

1.2 Statement of the problem

As the topic is challenges and opportunity to implement inclusive physical education practical class in some selected high school in Woliso zone, the teacher are likely to find its challenging and opportunity to successfully cater for individual needs in physical education lesson. The research shows that specific teaching methods sport facilities and equipments modification and appropriate practice that are being used to promote inclusion of learners in physical education have not be evaluated. As the result of little known about knowledge skills and experience needed to become an effective physical education teacher in schools that now contain learners with diverse physical disabilities in physical education classes [vogler2003].

In Ethiopia various studies have found that on special needs education focused on teachers, attitude among other issue. Until today none focused specifically on learners with physical disabilities in physical education practical classes. As such gap to trigger I need to carry out this study. As the same time, the researcher works in Bantu secondary school in woliso zone and he saw some physical disabilities students those by stander or sit down passively during physical education practical class. For these reason and advantage the researcher were attempts to find the challenges and opportunities to implementing inclusive physical education during practical class in some selected secondary high school in woliso zone. The researcher was finding out the challenges and opportunities that hinder to do inclusive physical education during physical activity and give possible solution.

Research question was prepared by the following questions.

- 1 What are the practical challenges and opportunities for the provision of inclusive physical education practical class?
- 2 what are the essential equipment and sport facilities for the development of participation o f physical disabled students?
- 3 what are the level knowledge of student with disability for the importance of participating physical education activities?
- 4 How do the teachers facilitate integration between learners with and without physical disability during physical education lesson?
- 5 what are the basic skills and knowledge of physical education teacher concerning adapted physical education?

1.3. Objective of the study.

1.3.1. General objective

Assessing the main practical challenges and opportunities to implementing inclusive physical education in practical class in some selected secondary high school in Woliso zone

1.3.2. Specific objective

- ❖ To identify the challenges and opportunities in inclusive physical education practical class.
- ❖ To explain the adjustment of equipment and accessibility of sport facility to inclusive physical education practical class.
- ❖ Developing the attitude of society for special needs students regarding the importance of physical activity in physical education practical classes.
- ❖ To measure the level of students with disabilities regarding the benefits of physical activity in physical education practical class.
- ❖ To assess the basic skills and knowledge of physical education teachers in inclusive educations.

1.4. Delimitation of the study.

This study was conducted at woliso zone. There are a lot of high schools in Woliso zone. Therefore bounded area of the study was the most significant. There are 27 high schools in Woliso zone. But it is difficult to study all of them because it takes a long period of time and it requires much amount of money, due to this reason four high schools is selected for the model of the study. Because four high schools were selected as the model studies such us, Bantu high school, Taji high school, Tulu Bolo high school, and Geresu high school is the model of my studs.

The criteria to select is depend on students with problem musculoskeletal muscles both upper and lower limp problems due to body parts or muscular deformities, disease and degeneration of muscles. The criteria to select those students are based on students who have difficulty mobility during practical classes. The level of disability impairment was light and medium and visual impaired who can read but difficulty to see long sight and those wear eye glasses because of difficulty read in light and dark place and those attend regular classes.

1.5. Significance of the study

Research has not been conducted so far on the area of investigating challenge and opportunities to implementing inclusive physical education practical class to selected high school in Woliso zone. So, conducting this research in this area has the following significance.

- ✓ To make the teaching process suitable and smooth this figure challenges and opportunities to implement inclusive physical education during practical class.
- ✓ Provide methods, and strategies that help an action inclusive physical education practical class deep rooted the challenges of students.
- ✓ Developing the attitude and awareness of the society regarding advantage of inclusive physical education to participate physically disabled students.
- ✓ To identifying the existing challenges and opportunities to push inclusive physical education during practical class.
- ✓ Provide base line information on various opportunities to person with disabilities to participate and practice physical activities.
- ✓ It would be provide the instructional in sight for physical education teachers to enhance teaching methodology and improve stakeholders perception to ward disabled students.
- ✓ It is useful to facilitate the next practical lessons of inclusive physical education.

1.6. Limitation of the study.

- There are some factor which are obstacle to the researcher was wide investigation of the study. There are some kinds of work activity we were face the challenges to be effective as much as possible. The major factor which limit the study are A shortage of time, duplication of the paper during questionnaire preparation, Shortage of money affects the researcher schedule to conduct the researcher effectively, lack of transportation in the area to gathering information from different high school, Some students may involuntary to fill open ended questionnaire.

1.7. Definition of terms.

Disability, According to WHO [1980] classification system, disability is the consequence of impairments with functional performance and activity of the individual.

Physical education is the integral parts of total education process that enhance and integrates, physical, mental, and social aspects of individual life through direct physical activities.

Physical disabilities are impairment that affects the use of the body a result of deficiency of the nerves, muscles, bones and joints [David Auxter2001]

Opportunity: A chance for progress or advancement, as in career (<<http://www.definitions.net/definition/opportunities>>)

Challenge: Is some thing new and difficult which requires great effort and determination.(<<https://www.definitions.net/definition/challenge>> .

1.8. Organization of the study

This research thesis were work is prearranged in four topics. Chapter one deals, introduction, statement of the problem, objectives of the study, general objectives, specific objectives, delimitation of the study, significance of the study, limitation of the study, definition terms, and organization of the study. Chapter two about review literature, Chapter three were deals with description of, study area, study design, population of study, sample size and sample techniques, source of data, data collection instrument, pilot study, data collection procedure, data analyzing procedure and ethical consideration chapter four data interpretation, Chapter five summary, conclusion and recommendation.

CHAPTER -TWO

REVIEW OF RELATED LITERATURE

This chapter was deals with theoretical frame work conceptual frame work, inclusive education, physical education challenges of inclusive physical education the opportunity implement inclusive physical education in practical work were discussed as follows.

2.1 Theoretical frame work

While reviewing related literatures, I have browse internet and seen paper presentation by Susie miles in a symposium on development policy entitled “children with disabilities and convection on the right of child. The symposium was in Gus tart, Stresemann institute, Bonn, Germany, and different people presented their research paper in the scope of ‘enabling inclusive education challenge and Dilemmas’” from oct.27-29/2000. In the presentation Mile’s focus area were disabled girls and children with learning difficulties from the perspective of violating international rights of people to be educated and she said chosen group of children are arguably the most overlook and excluded, it is the form of exclusion with in inclusion. She referred the Salamanca statement of UNESCO-1994 and the 1948 universal declaration of human rights for the realization of inclusive education. Retrieved from www.unesco.org/education/pdf/SALAMA-EPDF

The UN convection on the right of person with disabilities is the first legally binding international instruments to address the right of person with disabilities with regards to sport.

Articles30.5 of the convection states that, (convection on the right of person with disabilities) “With a view to enabling persons with disabilities to participate on an equal basis with other in recreational, leisure, and sport activities, states parties shall take appropriate measures .

[a] To encourage promote the participation, to the fullest extent possible of persons with disabilities in mainstream sporting activities at all levels.

[b] To ensure that persons with disabilities have an opportunities to organize ,developed participate in disabilities-specific sporting and recreational activities and to this end

,encourage the provision, on an equal basis with other, of appropriate instruction, training and resource .

[c] To ensure that person with disabilities have access to sporting, and training venues.

[d] To ensure that children with disabilities have equal access with other children to participation in play, recreation, leisure and sporting activities, including those activities in the school system.

[e] To ensure that persons with disabilities have access to service from those involved in the organization of recreational, tourism, leisure and sporting activities.

Article 30.5 addresses both mainstream and disability specific sport. Participation in mainstream sport means that person with disabilities participate alongside athlete who do not necessarily have a disability-for example, when a hearing impaired athlete participates in college soccer with peers who are not hearing impaired. No adaption's in rule are made for the athletes' disability. In such cases, it is important to ensure that person with disability have access to participation and not exclude based on discriminatory beliefs about their capabilities or well intentioned, but un due recreational concerns for safety. (Convention on the right of persons with disabilities)Cited from.unesco.org/image/0017/001778/177849e.pdf

According to Vygotsky, the etiology of learning is social interaction, a concept is first presented to a child socially (inter psychologically) either by parent, peer or teacher, later to appear inside the child through the process of internalization. Vygotsky focused on the connection between people and the socio cultural context in which they act and interact in shared experience .As such, it can be inferred from Vygotsky works that the key to his theory of the development is the difference between mature and maturing cognitive tools. From this notation, that he develop the term zone of proximal development.

Vygotsky defined this zone as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer"(Vygotsky, 1978, p.68).Cited from [https:// people.usc.edu/~gwells/.../chaiklin.zpd.pdf](https://people.usc.edu/~gwells/.../chaiklin.zpd.pdf)

In an inclusive physical education, zone of proximal development could be used in reference to the range of physical activities that are difficult for a learner physical disability to master alone

but that can be learned with guidance and assistance of the teacher or motor skilled-peer. The lower limit zone of proximal development is the level of skill reached by the learner performing the activity independently. The upper limit is the level of additional responsibility the learner can achieve with assistance of the teacher or his peers. As such, ygotsky's ideas provide strong theoretical support for the role of physical education teacher as an active participants in the learning and developmental of young learner. Working within the zone, teachers and competent peer create opportunities for learners with physical disabilities to perform at levels they cannot achieve on their own. Teaching within the zone of proximal development entails the teacher working more prominently as a co-participant in the learner's construction of knowledge necessary in performing the physical activities. It should be noted that teaching-learning physical education is a collaborative endeavor in which each participant make a vital contribution. Over the course of teaching session, the teacher is expected to adjust the amount of guidance to fit the learners current performance and gradually withdraws his control living the learner to accomplish performing the activity on his or her own thus gaining mastery of the skill. In addition the game activity in physical education lesson provides opportunities for a play which is the fundamental in development. Vygotsky definition zone of proximal development means, Zone proximal development is a concept that was created by influential psychologist [Lev Vygotsky](#). According to Vygotsky, the zone of proximal development is:"the distance between the actual development levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978)

In fact Vygotsky[1978] noted that, play creates the zone of proximal development of the students. In play a student always behaved beyond his or her average age, above his /her daily behavior, in play it is as though he/she were ahead taller [p.102].

Inherent in zone of proximal development instruction is Rogoff's [1990] ideas elaborate through her conceptualization of apprenticeship, guided participation and participatory appropriation. In optimal circumstance children live in ecological contexts that actively support their apprenticeship role with facilities their physical, cognitive and social emotional development. Teacher's interaction with learners with physical disabilities in physical education lessons can provide guidance, support, challenge, and the impetus to learn. Thus the social

construction of knowledge (i.e, learning) requires understanding by teachers about guided participation and how students skills and conceptual knowledge can be enhanced through peer interactions and planned activities provide by the teachers. Teachers can enhance a learner's participation in physical activities by in enriching the learning environment through provision of resource that support and challenges a learner's participation. When the environment enables frequent participation in shared activities in which learners take responsibility for directing those activities, learners become skill full in their own right to marshal and build their own scaffolding to enhance their learning [Caxton and Carr,2004]

Full participation is achieved when learners with physical disability receive sufficient support to make active participation with typically developing learners. Thus, it is important to examine the degree of participation that occurs which in inclusive physical education programs and the conditions under which interaction are made. As the her legal reference attracted me to see this research paper from that perspective and identify the challenge and opportunities in implementing inclusive physical education in practical class with specific reference to Bantu, Taji, Tulu bolo and Geresu high school respectively.

2.2 Conceptual frame work

Inclusion is become the ruling principles in the 21st century and the concept of inclusive education is becoming the best means to allow each and every child to involve in the system of education regardless of the difference in terms of disability, sex, religion, ethnicity and others(Enabling inclusive education challenges and Dilemas, 2007) Therefore, having these concepts in mind, I am urged to conduct research on challenges and opportunity to implement in inclusive physical education in practical class in some selected high school in woliso zone. Inclusive education is a shift of emphasis on the task of persons providing educational service to make sure that the educational setting were adjusted to accommodate the special education needs rather` than trying to make the children with disabilities fits into the given educational settings(Inclusive education in 1999). Inclusive education means, a shift in service from simple trying to fit the child into normal setting, it is supplementary support for their disabilities or special needs has to include a consideration of over organization, curriculum and classroom practice, support for learning and staff development(Ainscow, 1997). Various studies have been done in relevance to inclusion of learners with special needs in the regular classrooms in

different parts of the world. The studies referred here deal with importance of inclusion and benefits of physical education to learners with physical disabilities and also factors that could influence the teaching of physical education in inclusive setting. Some of the study have used to the terms integration or mainstream and other inclusion. In studies referred to in this study they have been used synonymously as the terms refer to providing education to learners with disabilities in a least restrictive environment.

2.2.1 Mainstreaming

Mainstreaming in the context of education is a terms that refers to the practice of educating the students with special needs in regular classes during specific time period based on their skills. This means regular education classes are combined with special education classes. School that practice mainstreaming believe that students with special needs who cannot function in a regular classroom to a certain extent “belong to the special education environment Proponents

of mainstream generally assume that the student must “earn” his or her opportunity to placed in regular classes by demonstrating an ability to “keep up” with the work assigned by the classroom teacher. Retrieved from www.lotsofessays.com7viewpaper

2.2.2. Inclusion

A single definition of the term inclusion within the definition realm is yet to be agreed upon.

However, UNESCO [2003] sees it as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion with and from education. It involves changes and modification in content, approaches, structures and strategies with common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

2.3 Inclusive Education

Crawford, Roach, Lovette, and Saled (as cited in horne and Timmons,2007) refer inclusive education as serving learners with full range of abilities and disabilities in general education classroom education classroom with appropriate in class support. This is in line with the Salamanca statement and framework for action (1994) which asserts that, regular schools with inclusive orientation are the most effective means combating discrimination creating well

coming communities, building an inclusive society and achieving education for all'[Salamanca statement Art,2].

Research has showed that inclusive education results improving social development and academic out comes for all learners. It leaders to the development of social skills and better social interactions because, learners are exposed to real environment in which they have to interact with other learners each one having unique characteristics interest and abilities.

The non-disabled peers are expected to adapt positive attitude and action towards learners with disabilities as the result of studying together an inclusive setting [Baker Wang and Walberg [1994].

Thus inclusive education lays foundation to an inclusive society accepting and respecting and celebrating diversity. Perhaps the UN special rap porteus Dr.Bengt Lindqvist [2000] sums it all 'all children and young people of the world, with their individual strength and weakness, with hopes and expectation have the right to a certain type of child. Rather, it is the school system of a country that must be adjusted to meet the needs of all its children. Retrieved from www.un.org/socdev/enable/stockhomnov2000a.htm

2.3.1 Positive aspect of Inclusion

Researchers have found several positive aspect of inclusion. One such finding is that inclusion allows students interacts in diverse environment [Goodwin and Watkison, 2000, Voltz, Brazil and ford, 2001]

One of the most outcomes from this type of interaction is that learners with physical disabilities learn age appropriate social skills by imitating learners without disabilities in the environments where they are needed (Hodge and Murata, block and Lieberman, 2003)

Under the same vein, participating physical education activities provide a diverse stimulating environment in which to grow and learn by creating a sense of belonging to the diverse human family. In addition, physical education for inclusive settings provides affirmation of individuality and provides opportunities to learners with physical disabilities to compete and be educated with the same age peers.

Research by Baker et al, [1994] conclude that “special needs students educated in inclusive classes do better academically and socially than comparable students in non-inclusive settings. On the other, hand students without disabilities experience a shift to more positive attitude about students with disabilities [Sliningel, Sherrill, and Jankowski, 2000, Vogler et. al, 2000].

The positive aspects of those interactions may be explained through their positive social cognition, greater understanding and acceptance of learners with disabilities and their diversity as a whole, as the result of experiencing inclusive programming. Learners without disabilities also experience increased self-esteem and self concept. Additionally, physical education programs are believed to present opportunities for collaborative learning through pairing and cooperative learning in their group activities.

2.4. Physical education

Physical education aims to provide children and young people with learning experience that enable them to develop the knowledge, motivation and competence to live physically active life, physically, morally, intellectually and socially within an educational context where pupils are valued and care for. Physical education in primary and secondary schools, forms parts the core curriculum and is also offered as national qualifications, offers a range physical activities within and beyond the curriculum to engage the children and young people in purposeful worthwhile, enjoyable and enriching learning experience, Addresses a broad range of educational objectives through well planned and developmentally appropriate physical education programmes. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to developments of learners physical competence, fitness confidence and skills in arrange of activities, a such as dance, games gymnastics, swimming and a athletics, outdoor and adventurous activities [Doll-Tepper, Depauw 1996; Bucher. 2008].

In working as individuals, in pairs, groups and in teams during physical education lessons, learners can learn the value of healthy and active life style by discovering what they like to do and what their aptitude are at school. In the early school year active play may be positive related to motor abilities and cognitive development. As the children grow older and enter adolescence physical activity enhance the development of a positive self concept as well as ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical

education can promote social cooperative and problem solving competences. Quality of physical education programs is essential in developing motor skill, physicals. Fitness and understanding of concept that foster lifelong health life style [Sherrill, 2004]

2.4.1. Positive aspects of physical education

Scientific evidence has shown that participation in physical activities provide people with all ages with significant physical, social and mental health benefits and well being throughout their lifespan [Biddle, Fox, and Boutcher, 2000].

Studies have show that people who are physically active can live longer than those who are sedentary. Beside those who participate in regular physical activity may have advantage in that ability to perform activities of daily living and enjoy aspects of live [Schenker, Coster and Parush, 2005]The importance of participating in physical activity in reducing morbidity from chronic disease and condition has been documented [Yore, Harn, Ainsworth, Kruger, Reis Kohl, and Macera,2007].

According to Auxteret .Al [2005], physical activity is a predictor of subsequent disability in midlife and older populations. Childhood and adolescence are ideal periods for cultivating regular physical activity to reap health benefits across the life span [Erikson, Welander, and Gran lund, 2007].

Research shows that participation in physical activity can improve cardiovascular fitness, prevent or delay the development of high blood pressure and reduce symptoms of chronic depressions [Dielh, Brewer, Van Raatle, Shaw Fiero and Sorenson 2001].

Moreover, participation in physical activity increases exercise capacity and a play a big role in both primary and secondary prevention of cardiovascular dis orders[Schenket et al 2005,Schwager, and Labete,1993].

A study by Barrows and Tamblyn [1980], reported that physical activity reduces the risk of cardiovascular disease as well as some cancer and diabetes. Researchers have also stated that physical activity lowers risk of developing colon cancer [Hu.et al.2004].

2.5. Inclusive physical education

Physical education is the integral part of our education system, one that is all too often overlooked or viewed as inconsequential. However, in an increasingly sedentary society, physical education should be valued more than ever. A major difficulty in present day physical education is the unwillingness of our teachers to adapt progressive teaching practice that related to their students and make physical education appealing and inclusive to all. Kasser

And Susan L[1995] cited from [www.goodreads.com/author/show/700523.Susan L .Kasser](http://www.goodreads.com/author/show/700523.Susan_L_Kasser) .

Teacher's instruction is focused on the needs and interest of the majority of students, but fails to account for those of all students. In classes where a majority of the students like to compete how does a physical education teacher construct a lesson plan Students like physical education that addresses the needs of every one. Some of student don't like compete. What effect might a lesson plan that includes a great deal of a competition have on the students who dislike competition. Students like physical education when the curriculum has relevancy to their lives, reflect variety and choice. Due the in ability of the physical education instructor to adapt their lesson plan in a way that would appeal to all students, those students may have a negative view of physical education and reluctant to adapt a lifelong, physical active life style. Due to the inability of this instructor to be creative and alter their program to include non-traditional activities .Generally the system must include adapted physical education.

2.5.1 Planning for inclusion physical education

Every physical educator was faced with issue of inclusion and diversity in their class room. The issue may include resolving gender difference and stereotype integrating students with physical and mental disabilities into activities and successfully including students of various skills levels in physical education program. A physical education teacher must be prepared for unexpected, and ready for the challenges that may rise frequent throughout the day. There are many obstacles that a physical education teacher has to overcome on a regular basis. The first is the time constraint, trying to find the time each day to plan out the next, making sure to fit ever thing into the curriculum. Furthermore, the teacher is faced with the challenge of making sure the planning is inclusive of all the students, including those students who may have disabilities [Auxter and David,1996].

2.6. Challenges of inclusive education

Cited from [https://books.google.com/books/about/Disability in Ethiopia](https://books.google.com/books/about/Disability%20in%20Ethiopia). [https://books.google.com/books/about/Disability in Ethiopia](https://books.google.com/books/about/Disability%20in%20Ethiopia). [https://books.google.com/books/about/Disability in Ethiopia](https://books.google.com/books/about/Disability%20in%20Ethiopia).id

“ The new challenges to inclusive education is to meet the needs of all children with and without disability in the general class room. It is not an easy process and requires a lot of struggle and commitment to overcome attitudinal and social barriers. (Disability in Ethiopia, 2005). Generally, according to professor Tirusew, the challenge towards inclusive education could emanate from different directions such as attitudinal factors, resistance to change, rigid in school systems and learning environment, lack of clear educational strategies, lack of instructional and learning material and in adequate budget.

2.6.1. Teaching methods and procedure

Method in general means a particular order imposed upon teaching or presentation of activities. It is refers to the construction of how teaching ought to be done. Methods are a means of conveying ideas and skills to impart and enquire a certain subject matter in more concerted and comprehensive way. Methods describe conceptually the instructional process, that is not only how information gets from the teacher to the learner but also how the learner, use it, interact with it, receives guidance and is given feedback. No learning can occur if the students passively sit. The students must be actively respond; must be participate. Because education is the human experience acquired in the process of mans interactions with his physical and social environment. Basically, method in teaching concerns the way teachers organize and use techniques of teaching, subject matter, teaching tools and teaching materials to meet teaching objectives. It consists of formulating the goals and objectives for teaching, selecting the subject matter and the teaching procedure, evaluating the success of the learning activates and following up their success and failure.

2.6.2. Teacher’s role in physical education lessons

Teacher’s as implementers play a crucial role in various spheres of education. Their role in successful of inclusive education of paramount importance. With the diversity of disabilities among the learners, their needs could demands more than the teacher’s role of lecturing. Thus in an inclusive physical education lesson, a teacher could play several different roles key among

them are being a facilitator, helper, and mentor and resource provider. The teacher's role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as focus for the learning.[Barrows, and Tamblyn, 1980;Davis,and Harden,1999].

In view of this to successfully cater for the diversity of learners with physical disabilities with in an inclusive physical education lessons, the teacher has to play different roles in the learning process.

2.6.3. Organization of the learning environment

Research has shown that various factors affect the successful implementation of the inclusive education. Key among them is the learning environment. Norrell [as cited in horne and Timmons 2007], observes that an inclusive classroom requires prior and going training for teachers, additional planning time, limitation of the number of special needs students to three peer class, provision of teacher aids additional monetary resource, and support from the principals and other staff Learners in supportive environment may have high levels of self efficacy and self –motivation. Goodwin and Watkinson [2000] emphasis that it is important to create learning environment that are welcoming to the child. It is therefore, the responsibility of the teacher to create an active learning environment which influences participation of learners in physical education activities.

Physical education activities require adaptation of equipment as well as adjustment of the rules and regulation of activities, games and sports. The way the teacher caters for individual learner's needs translates to their level of participation in the activities. The environment is seen as a tool used by the teacher on teaches. With adequate provision, the learners are more involved and they may develop attention span and independence from the teacher . Teacher can easily arrange and position of learning materials so that they play an active role in the teaching learning process, even in the absence of the teacher. Organization influences the movement and physical behavior of learners in the environments

2.6.4. Facilitated Interaction

Teacher learner's interaction is influenced strongly by the teaching perspective embraced by the teacher. May of us can think back to a teacher who was exceptionally influential in our

school experience or even in our life's direction. Chances are that this teacher's exceptionally lines with how he or she interacted with students. The way a teacher and the students interact is a critical factor in determining student's educational outcomes. Research by Wang. et.[1990] identified student-teacher social interaction as a key factor in influencing students learning. Student identify relationship with teacher as a being among the most important parts of their school experience [Alerby , 2003].

This could probably explain why the interaction between the teacher and learners with physical disabilities in physical education fundamental. This is because in physical education activities, learners with physical disabilities may require teacher close proximity and help in performing the activities more than in other academic subject, without which cannot be achieved. Beside this, how a teacher interacts with learners with physical disabilities translates into product important in inclusive education.

2.6.5. Guided participation

Several studies have revealed that students with physical disabilities often have difficulties with in participation in school activities[Erikson et al.,2007; Schenker, Coster,and Parush,2005]. It is often difficulty, however, to established the extent to which the challenges that learner encounter are related to individual factors or the inability of the teacher to accommodate learners needs. Nonetheless, one thing is clear, these learners needs some form of assistance to enable them achieve their physical education goals. In light of this, participation in physical education for learners for physical disabilities calls for the teacher's individual learner's attention because physical education entails body movements; yet, mobility of these learners is often affected by their conditions. The assistance can be informed of environmental adaptations. Teaching strategies and provision of an individual learners attention by the teachers or more capable peers in helping them to achieve participation in physical education activities.

2.6.6. Tasks analysis

With teacher proximity, occasion for sustained observations and conservations related to teaching and learning increases as learners are kept engaged in the lesson more of the time. In this way, teachers are able to maneuver the learning that is happening at the appropriate pace for learners with physical disabilities thus, enable to enquire new knowledge adequately. In an

inclusive physical education, close proximity helps a teacher to assess an individual learner's level of performance hence adjust the activities appropriately. The objective of effective task analysis in physical education program is to maintain a safe environment, offer physical help when needed, keep students on task and provide students with supportive and corrective interaction [Bucher,2008;Depauw ,2000] to ensure that every student can be observed and to avoid working with only a handful of students, Bucher [2008] suggested that teachers should move continually throughout the area staying around the perimeter of the space so that the entire class is in view. Depauw [2000] refers to this practice as keeping your "back to the wall." During physical education, while moving around the learning area teachers should maintain constant visual contact with the learners and be accessible to all learners. Furthermore, they should identify activities of highest risk to learners with physical disabilities and supervise them when performing these activities without losing contact with the rest of the class.

2.6.7. Peer support

Research shows that peer support creates a calm environment in which children can learn, play, develop and grow and where bullying is significantly reduced [Naylon and Cowie,1999].Peer support encourages both those being helped and the "helpers" to develop personal skills, such as communication skills, improve self-esteem, learning to negotiate with one another. It gives children the opportunities to experience different roles and responsibilities and to learn leadership skills and team working [Davis, 2000].Peer support can be used to promote inclusion, for example through promoting interaction between learners with and without physical disabilities. Often, when handling inclusive physical education lessons, teachers find it difficult to provide much needed individual attention for learners with physical disabilities. However using peers to help learners can be an effective method including learners with physical disabilities in physical education lessons. Peer tutoring is one in which an older and skilled student would be the tutor the entire time while the other less skilled student or student with physical disability is the tutee the entire time [Dwyer,Sallis, Blizzard, Lazarus, and Dean.2001].

2.6.8 Lack of Appropriate Facilities

In accessibility to facilities is an obstacle that hinders participation of people with disabilities as often buildings are not designed to accommodate people with disabilities i.e ramps, doors, and changing facilities. Arthur and Finch [1999] found that poor physical access existing facilities could present a barrier to participation of people with physical disability in physical activities, specifically in terms of appropriate design of building lack of aid or adaptation to equipment, the need to check beforehand that extra assistance is available and restricted access times. Both Arthur and Finch [1999] and Depauw and Gavron [1995] raise the issue of a lack of locally available facilities and by the blame for this at cuts in funding.

2.6.9. Socio-cultural barriers

Socio-cultural barriers refer to the specific social and cultural practice beliefs, and traditions within a community or society which might encourage or discourage physical activity. Activity amongst people with disabilities might be limited by socio-cultural stereotypes. Research suggests, for example, that the result of segregating disability sports from mainstream has been two-fold. On the one hand the narrow range of disability sports visible in the media has served to marginalize it. At the same time, restricting coverage to serious or more competitive 'sport' tends to give the impression that disability sport 'is a realm accessible only to the gifted or elite' [Nixon, 2007].

2.7. The opportunity to implement inclusive physical education in practical work.

Opportunities for participation at all levels are important for sport development. Persons with disability should be provided with enough opportunities and support to perform sport and physical activities adapted to their physical conditions. Auxter D. et al [2001] indicated that persons with disabilities need opportunity to express attained sport skills in competition. Although, all able-bodied and persons with disabilities focus on their quality of life and well-being, persons with disabilities generally are less likely to have opportunities to be active making their health concerns due to inactivity greater than the able-bodied. [Block ME, 1995]. Sport and disability thematic profile [2009] shows that in many countries opportunities exist at the grassroots level through to elite competition for people with a disability to display their abilities in the domain of sport and physical activity. However, this is not uniform around the world and whilst there has been progressive and positive change in

quality of life for people with disabilities in many develop countries, often this progress is not reflected in developing countries. Integration and inclusion of people with disabilities in mainstream sport has been a key focus in recent decades and has created new opportunities for participation and competition. Giving students with disabilities the through practical work of physical education is crucial given the additional benefits among others, for social inclusion and self –esteem they receive from sport and physical activity. The human right of person persons with disabilities to enjoy and participate in sport is enshrined in various international and national legal instruments. These instruments have ensured that persons with disabilities enjoy the right to port and physical activity. The right to sport has become more pronounced with each instrument. The 1982 world program of action concerning disabled persons stress, that membrane states should encourage sport activity for persons with disabilities by providing facilities and organizations. The 1993 standard rules on the equalization of opportunities for person with disabilities emphasized that states should undertake, among other things, measure to make recreational and sport facilities accessible and developing opportunities for the participation of person’s disabilities in sport activities. As sport and disability thematic profile [2009] indicated opportunities for persons with a disability range from sport and disability specific would championships, regional multisport tournaments, selected evens for athlete with a disability in Olympic and some athlete with a disability also play and compete in mainstream competitions against able bodied person. There are now more than 17 international games for persons with disabilities. The three largest international disability sport competitions are the Special Olympics, Para- Olympics games and deaf Olympics. Providing opportunities for students with a disability often means making adjustments to physical education programs and services. This includes the opportunity to choose from all recreation and play full activities in the schools. Students should not be limited to participate in games and play and they should be motivated by the physical education teachers and peers to participate in physical activities.

According to Smith.[2003]^[4] sport, exercise and physical activity setting may afford opportunities for children with and without disability interact and develop friend ships. Moreover it can be raise the children self- respect and social skills, [Block, M.E.1999]^[3].Expected benefits for children mainstream abilities include a more positive attitude individuals with disability a high level social skills, readiness to help other and increases self respect. Teacher working in inclusive classes can also benefits from it, they can gain better insight, into individual difference

between student consult, related specialists, and increases or broaden their professional competence. There have been efforts internationally include children with disabilities in their international mainstream.

Giffard- Lindsay,K.[2007]^[16] suggests that ‘inclusive education mainstream is the key policy objective for education for children and young people with disabilities. Inclusive education entails the participation of students and reducing their exclusion from their culture, curricula and communities of local schools. [Booth and Ainscow 1998]^[4].

CHAPTER-THREE

3. RESEARCH METHODOLOGY

3.1. Study area

This study was conducted in Woliso zone which was found in South West Showa zone of Oromiya regional state which is found in central parts of Ethiopia. Woliso zone has 11 woredas and 27 high schools. From 27 high schools, four high schools were selected as a source of gathering information namely Bantu high school, Taji high school, Tulu Bolo high school and Geresu high schools respectively. Woliso is the capital city of the South West Showa zone which is located 114km far apart from Addis Ababa.

3.2. Study design

The researcher explored the challenges and opportunities for the provision of inclusive physical education during practical class. For this study the researchers employed descriptive survey design. The researcher used both quantitative and qualitative methods and also open ended, close ended, self-administered questionnaire, structural interview, observation, as a method of data collection instruments.

3.3. Population of the study

A study population is the entire group of people to which a researcher intends the results of a study to apply [Aron and Coups, 2008]. Therefore the populations of study are school directors, physical education teachers, students with physical disabilities and students without physical disabilities. The total population of students grade 9th and 10th in four high schools were 7402. Woliso is the capital city of the South West Showa zone which is located 114km far apart from Addis Ababa.

3.4. Sample and sample techniques

According to the data obtained from administration of four high schools there are seven physical education teachers, four school principals and there are 1007 students in Bantu high schools, 1189 students in Taji high schools, 2275 students in Tulu Bolo high schools and 2931 students in

Geresu high schools. The total number of students in grade 9 and 10 students in four high schools was 7402. Woliso zone have 11 woreda and 27 high schools. From 27 high schools, four high schools were selected as a source of gathering information namely Bantu high school, Taji high school, Tulu Bolo high school and Geresu high schools respectively.

The participants of the study were 7 physical education teacher, 4 school director and 379 students' physical disabilities and students without physical disabilities grade 9th and 10th. Generally the total sample size of physical education teacher, school directors, students with physical disabilities (108) and students without disabilities (271) and the total participants of students are 390. Regarding the sample techniques non-probability, purposive sampling and simple random sampling techniques were used. The researchers were used purposive sampling for physical education teacher and school principals because their response of data is more reliable and valid, since they are expert in the area. For students with physical disabilities non-probability or available person were used because in each high school there is small number of students. For students without physical disabilities the researcher was used simple random sampling techniques method because based on lottery methods. The reason for the researcher use simple random sampling techniques it gives all units for equal chance to participate for students without disabilities.

The researcher was take the sample size of students from total population by using sloven's formula that for students without disabilities that is:

$$n = \frac{N}{1 + Ne^2} \quad \text{using confidence level 95 \%} \quad \text{Margin error} = 0.05\%$$

Where n=sample size

N=The population size

e= The margin error

$$n = \frac{N}{1 + Ne^2} = \frac{7402}{1 + 7402[0.05]^2} = \frac{7402}{19.505} = 379$$

n=379.

In order to determine proportion n/N the sample size required is 379.

$$379/7402=0.051$$

Therefore, $n=379$, is multiplied by the number of sample size in each stream by obtaining proportion, that is 0.051 in order to find sample size .based on this following sample size will be made. Table Sample size for students

Name of school	Grade	Sex	Number of students	Proportionality	Sample size
Geresu high school	9 th	M	846	846×0.051	43
		F	759	759×0.051	39
	10 th	M	705	705×0.051	36
		F	621	621×0.051	32
Bantu high school	9 th	M	300	300×0.051	15
		F	202	202×0.051	10
	10 th	M	293	293×0.051	15
		F	212	212×0.051	11
Taji high school	9 th	M	353	353×0.051	18
		F	284	284×0.051	15
	10 th	M	315	315×0.051	16
		F	237	237×0.051	13
Tulu bolo high school	9 th	M	626	626×0.051	32
		F	537	537×0.051	27
	10 th	M	565	565×0.051	29
		F	547	547×0.051	28
Total				7402	379

The total number of students in four high schools was 7402 from this, students with physical disabled were 108 for students with disability non-probability or available person were used because in each high school there is small number of students.

3.5 Source of data

Primary source of data was gathered from physical education teachers, students with physical disabled and students without physical disabled. In order to obtain the necessary data the researcher were uses secondary source of data obtained from document analysis, internet, journals and articles prepared in inclusive physical education as secondary source of data

3.6 Data collection instrument

In order to gather adequate and reliable data the researcher used triangulation method such as questionnaire, interview and observation

3.6.1. Questionnaire

The researcher mainly uses both qualitatively and quantitative prepared structural interview and both close ended and open ended questions. I preferred questionnaire because all the participants are literate and able to put their idea on a paper and they can fill that at the same time they fill comfortable either at home or a somewhere else they like. As well, it is to address many people and the same time and money to collect data. The questionnaire was designed so as to be answered by high school level of students.

3.6.2. Interview

Face to face interview was conducted with principals of schools and physical education teachers regarding the related issue more than 8 days.

Interview for school directors and physical education teacher	Average
Bantu	2 times
Taji	2 times
Tulu bolo	2 times
Geresu	2 times

The purpose interview is to get relevant information regarding the topic of the study. After face to face interview the researcher prepared structural interview which are related to the challenges

and opportunities of students with disabilities during practical classes. Structural open ended interview questionnaire is interpreted prepared in English language and finally distributed.

3.6.3 .Observation

The purpose of observation of teaching inclusive physical education during practical class is how teacher guide all students during practical class, how teaching and learning equally translate including students with disabled and students without disabled and teacher gives motivation for students as well as interest of students during practical class, sufficient facilities and equipment in your schools, teachers ability to prepare extra classes for disabled students, school environment, field and play ground and resource rooms. The other observation is environmental condition and adjustment of special needs students as the provision of the teachers by preparing check list. In each high school 4 times observation was occurs.

3.7. Pilot study

3.7.1 Validity

Temechegn (2000) state that validity that validity looks at whether the instruments measures what it is intended to measure or to elicit accurate information. The instrument is prepared by the researcher should address the research objective and answer the research questions under investigation. The face, construct and content validity of each item in the instruments were approved by a group of experts of, physical education teachers, advisors, and experts of measurement and evaluation. Best and Kahn (2002) describes that the item of the instruments should represents a significant aspects of the purpose of investigation. Content validation was established by cross- referencing the content of instruments to those elements contained in the basic research questions to determine if there was indeed a match. That is the items constructed were in line with the answer to the research questions. So the researcher validate the instruments that were developed as follows, before the actual data collection started, the instruments were given to the colleagues so as get valuable comments and criticisms on the strengths and weakness of the items. Based on the comments obtained, necessary modifications were make and give to the thesis advisor for further comments criticisms and evaluation.

3.7.2. Reliability

The questionnaire was pre-tested at the high school directors, teachers and students that have the same characteristics as those the main study. The participants in the pilot were 34(one principal of the school, one physical education teacher, two(2) students with disability, and 30 students without disability who is volunteered to participate. However, all are excluded from the main study. The purpose of this test is to check the appropriateness of the items and to make the necessary correction based on the feedback obtained. After collecting the distributing the instruments the results were coded and entered to SPSS soft ware version. The collecting the internal consistency and reliability of the test computed. The item inters correlation and cronbach-Alpha in order to evaluate the scales and their reliability.

Analysis of pilot study in each objective based of basic research questions.

No	Basic research question	Number of item	Respondents	Cronbach-Alpha
1	What are the major challenges in practical opportunities for the provision of inclusive physical education practical classes	3	2(SWD)	.750
2	What are the crucial equipment and sport facilities for the development of participation of physical disabled students	3	30(SWOD)	.738
3	What is the level of awareness of students with disability the importance of participating physical education activities	3	30(SWOD)	.745
4	How do the teachers facilitate interactions between learners with and without physical disability	3	30(SWOD)	.805

5	What are the fundamental skills and knowledge of physical education teachers concerning adapted PE	3	30(SWOD)	.870
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The piloting also helped in improving the investigators interview techniques and instilling more confidence. During the interview exercises the teachers were give enough time to reflect on the on the question before responding, probing techniques was used thus getting more details from a particular question. Thus the instruments were found reliable to collect data for the main study and then administered as scheduled

3.8 .Data collection procedure

After review of related literature is collected the researcher prepared the questionnaire. Then the questionnaire was evaluated by advisor and co-advisor. The researcher was used closed ended, open ended, structural interview and practical observation and for visual impaired students the researcher administered questionnaire was used. The next step is that the researcher gives orientation about the purpose and how to fill the questionnaire for my respondents. The ways of collection of data for questionnaire were simply collecting the hard cope each and every respondents.

3.9. Data analyzing procedure.

To analysis the data obtained from primary and secondary source, the researcher were use different data analyzing techniques. The data obtain from closed ended items of the questionnaire and questionnaire prepared based on nature of issue basic question of were analyzed by quantitatively by using descriptive statistics’ and explanation after entered to statistically package for social science (SPSS) soft ware. The data obtained from the open ended and interview was analyze by qualitatively in narrative form the notes and describing, interpreting and reflecting ideas.

3.10. Ethical consideration

Research ethics refers to the type of agreement that the researcher enters into with his/her research participants. Ethical consideration play role in all research studies and all researchers

must be aware of and attend to the ethical consideration related to the issue. Therefore, the researcher is communicating with principals of schools, physical education teacher legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies were accomplished at their voluntary agreement without harming and treating the personal and institutional well being and also participant economical back ground, ethnicity, sex, or race as a means of identity would not be considered because all those have nothing to do with the idea of the research and inclusive physical education disregard these issue. During question formulation and personal contact to give them the questionnaire care was taken, not to be heart them, in intentionally because of their sensitive of disability and as neutral researcher in no way discrimination were manifested between students with disability and students without disability. The identity of the researcher respondents keeps confidential.

CHAPTER FOUR

4. Data interpretation

This part of the study deals with the analysis of the data gathered through the questionnaire, interview, and practical observation from the different source by the discussion of the findings. Furthermore the main findings of the study are presented with the help of tables followed by the descriptive statement for analysis to give answer to basic questions in the first chapter in the study. The total population of the study was 390 or three hundred ninety. Out of these 379 were students with and without physical disabilities in grade 9th and grade 10th in four high schools. Of these 108 students are physical disabled and 271 are students without disabled, seven physical education teachers and four directors of schools are participants. The researcher distributed 379 questionnaire and all are returned. Interview was made for physical education teachers and school directors regarding the related issue. Lastly observation was prepared by check list in four high schools. The questionnaire were analyzed by descriptive statement cross-tabulation by sex and the significance determined by chi-square test at p-value <0.05 level.

4.1. Demographic Back ground of participants students with physical disabilities, students without disabilities, physical education teachers and school principals

Four demographic variables of the respondents were gathered as back ground information. These are age, sex, education, and type of disabilities summarized in the following table below. Descriptive statics cross tabulation of each variables in each high school were manipulated as fallows.

Table1 Back ground information about students with physical disabilities and students without disabilities.(N=379)

No	Item	Respondent	Bantu		Taji		Tulu bolo		Geresu		Total		Back ground of physical education teachers			
													Bantu	Taji	Tulu B	Geresu
1	Sex	M	18	78.2	16	61.5	24	70.5	20	80	78	73.5				
		F	5	21.8	10	38.5	10	29.5	5	20	30	26.5	M	M	M	M
		Total	23	100	26	100	34	100	25	100	108	100	Sex			
2	Age	15-18	16	69.5	18	69.2	27	79.4	17	68	78	73.5				
		19-25	7	30.5	8	30.8	7	20.6	8	32	30	26.5	28	27,30	30,34	28,27
		Total	25	100	26	100	34	100	25	100	108	100	Qualification			
3	Grade	9 th	9	39.2	10	38.5	14	41.2	10	40	43	40.5				
		10 th	14	60.8	16	61.5	20	58.8	15	60	63	59.5	Degree	Degree	MA°ree	Degree
		Total	23	100	26	100	34	100	25	100	108	100	Experien			
4	Disability	Physical	20	86.9	26	100	30	88.2	22	88	98	92.4	3	3,5	6 & 9	3 & 4
		Visual	3	13.1	-	-	4	11.8	3	12	10	7.6				

		Cognitive	-	-	-	-	-	-	-	-	-	-	Back ground of school Principals			
		Total	23	100	26	20	34	100	25	100	108	100	Sex			
													Male	Male	Male	Male
5	Sex	M	24	72.5	15	35.5	52	57.7	64	60.3	155	57.1				
		F	9	37.5	27	64.5	38	42.3	42	39.7	116	42.9	Age			
		T	33	100	42	100	90	100	106	100	271	100	32	35	36	38
6	Age	15-18	27	81.8	32	76.1	52	57.7	65	61.3	176	64.9	Qualification			
		19-25	6	18.2	10	23.9	38	42.3	41	38.7	95	35.1				
		Total	33	100	42	100	90	100	106	100	271	100	Degree	Degree	MA	Degree
7	Grade	9 th	10	30.4	15	35.8	49	54.4	55	51.8	129	47.6	Experience			
		10 th	23	69.6	27	64.2	41	45.6	51	48.2	142	52.4	9	10	8	12
		Total	33		42	100	90	100		100	271	100				

A shows in the above table 1 18[78.2%], 16[61.5%], 24[70.5%], 20[80%] and the total number of students in four high schools were 78[73.5%] were male in Bantu, Taji, Tulu Bolo, and Geresu high schools respectively. The above table also shows 5[21.8%]10[38.5%] 10[29.5%], 5[20%] and the total number in four high schools 30[26.5%] were female participants in Bantu, Taji, Tulu Bolo, and Geresu high schools respectively. The total number of students with physical disabilities in four high schools are 108. The total number of male with disabled in four high schools is 78 and the total number females disabled in four high schools are 30. Depending the above table the majority of disabilities are male students.

As we see the above table 1 Regarding the age of the students, the interval range of age students between 15-18 response to my questionnaire, 16[69.5%], 18[69.2%], 27[79.4%], 17[68%] and the total number of students in four high schools are 78[73.5%] were males, in Bantu Taji, Tulu Bolo and Geresu high schools respectively. The range age between 19-25 response to my questionnaires are 7[30.5%], 8[30.8%], 7[20.6%], 8[32%] and the total number of students in four high schools found in range of 19-25 are 30[26.5%] students in Bantu, Taji, TuluBolo, and Geresu high schools respectively. This tables shows that most students are found in the range of 15-18. At this age students have great interest to participate physical activity.

When we see above table1 Regarding grade level for my respondents in my questionnaire, 9[39.2%], 10[38.5%], 14[41.2%], 10[40%], and the total number of students in four high schools are 43[40.5%] were in Bantu, Taji, Tulu Bolo and Geresu high schools grade 9th respectively. As well as 14[60.8%] 16[61.5%], 20[58.8%]15[60%], and 65[59.5%] were the total number of students in four high schools, namely Bantu, Taji, Tulu Bolo and Geresu high school respectively.

Finally regarding the types of disabilities student response to my questionnaire 20[86.9%], physical disabled, 3[13.1%], visual impaired 26[100%] physical disabled, 30[88.2%] physical disabled 4[11.8%] visual disabled, 22[88%] physical disabled and 3[12%] visual disabled students and the total number of physical disabled and visual disabled in four high schools respectively 98[92.4%] and 10[7.6%] in Bantu, Taji, TuluBolo, and Geresu high schools.

From this table we conclude that in all high schools the most participants were males and most of the students with special needs are grade 10th. In all high schools most students are in the age of 15-18 years. In Bantu Tulu bolo and Geresu high schools most students have physical problems

and few students are visual problems. In contrast in Taji high schools all of the respondents have physical problems.

According to above table 1 shows 24[72.7%], 15[35.8%], 52[57.7%], 64[60.3%] and the total number of students in four high schools, 155[57.1%] were males in bantu, Taji, Tulu Bolo and Geresu high schools respectively. As well as 9[27.3%], 27[64.2%], 38[42.3%], 42[39.7%] and the total number of students in four high schools 116[42.9%] were females, in Bantu, Taji, Tulu Bolo and Geresu high schools respectively. When we summarize above table 1 regarding sex participant's majority of students were males.

When we see the interval age of students without disabilities [SWOD] participants in my questionnaires, 27[81.8%], 32[76.1%], 52[57.7%], 65[61.3%] and the total number of students in four high schools 176[64.9%], is found interval age of 15-18 years. As well as 6[18.2%], 10[23.9%], 38[42.3%], 41[38.7%] and the total number of students in four high schools 95[35.1%] were found interval age of 19-25 years. According to observe above table 1 regarding age participants most students found in 15-18 years. At this age students have high interest to doing exercise and high interest to do sport activity.

Description of students regarding grade levels for my questionnaires are 10[34.4%], 15[35.8%], 49[54.4%], 55[51.8%] and the total number of students in grade 9th were 129 [47.6%] students.

As well as 23[69.6%], 27[64.2%], 41[45.6%], 51[48.2%] and the total number of students in four high schools 142[52.4%] in Bantu, Taji, Tulu Bolo and Geresu high schools grade 10th respectively. When we observe regarding age grade level majority of students were grade 10th students. Description of student's response to questionnaire regarding student's presence students disabled class mates. 24[72.7%], 35[83.3%], 64[71.1%], 74[69.8%] and the total number of students response to questionnaires presence of students in class mates are 197 [72.6%] in Bantu, Taji, Tulu Bolo and Geresu high schools respectively. Whereas 9[27.3%], 7[16.7%] 26[29.9%], 32[30.2%] and the total number students response to "No students with disabled class mates 74[27.4%] in Bantu, Taji, Tulu Bolo and Geresu high school respectively.

Description of students response to type of disabled class mates on my questionnaires are 30[90.9%], 42[100%], 86[95.5%], 103[97.1%], and the total number of students in four high schools 261[96.3%], in Bantu, Taji, Tulu Bolo and Geresu high schools were physical disabled students. Whereas 3[9.1%], 4[4.5%], 3[2.9%], and the total number of students in three high schools 10[3.7%] in Bantu, Tulu Bolo and Geresu high schools. There is no visual impaired in

taji high schools. All are physical disabled students. When we generalize the above table most of the students are physical disabled students.

According to above table 2 shows 24[72.7%], 15[35.8%], 52[57.7%], 64[60.3%] and the total number of students in four high schools, 155[57.1%] were males in bantu, Taji, Tulu Bolo and Geresu high schools respectively. As well as 9[27.3%], 27[64.2%], 38[42.3%], 42[39.7%] and the total number of students in four high schools 116[42.9%] were females, in Bantu, Taji, Tulu Bolo and Geresu high schools respectively. When we summarize above table 1 regarding sex participant's majority of students were males.

When we see the interval age of students without disabilities [SWOD] participants in my questionnaires, 27[81.8%], 32[76.1%], 52[57.7%], 65[61.3%] and the total number of students in four high schools 176[64.9%], is found interval age of 15-18 years. As well as 6[18.2%], 10[23.9%], 38[42.3%], 41[38.7%] and the total number of students in four high schools 95[35.1%] were found interval age of 19-25 years. According to observe above table 1 regarding age participants most students found in 15-18 years. At this age students have high interest to doing exercise and high interest to do sport activity.

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Description of students response to type of disabled class mates on my questionnaires are 30[90.9%], 42[100%], 86[95.5%], 103[97.1%], and the total number of students in four high schools 261[96.3%], in Bantu, Taji, Tulu Bolo and Geresu high schools were physical disabled students. Whereas 3[9.1%], 4[4,5%], 3[2.9%], and the total number of students in three high schools 10[3.7%] in Bantu, Tulu Bolo and Geresu high schools. There is no visual impaired in

taji high schools. All are physical disabled students. When we generalize the above table most of the students are physical disabled students.

As we see above table1 regarding sex of participants all are male physical education teachers. In Taji, Tulu Bolo, and Geresu high school two physical education teacher and in Bantu high school one physical education is participated.

The numbers of participants of teachers in four high schools are seven physical education teachers. As we see the age of participants physical education teachers in four high school respectively 28, 27 and 30, 30 and 34, 28 and 27 in Bantu, Taji, TuluBolo, and Geresu high school respectively.

As we see concerning educational qualifications in Bantu high schools Degree holders, in Taji high schools both are degree holders, in Tulu Bolo high school MA and degree holders and in Geresu high schools both are degree holders. Regarding the service years 3 years in Bantu high schools, 3 and 5 in Taji high schools, 6 and 9 in Tulu Bolo high schools, and 3 and 4 in Geresu high schools respectively

According to above table 1 respondents the participants of school principals were males.

The educational qualification in Bantu, Taji, Geresu high schools were degree holders and in Tulu Bolo MA holders. Regarding service years of school principals in four high schools are 9, 10, 8, and 12 in Bantu, Taji, TuluBolo and Geresu high schools respectively

4.2 Quantitative Data interpretation

4.2.1. Closed questionnaire

Table 2 Response of SWD about opportunities to implementing inclusive PE (N=108)

NO	Variables	Sex								Chi-square	P-value
		Response	Male		Female		Total				
1	Do you interested to participate physical		F	%	F	%	F	%	33.333 ^a	.000	
		Yes	60	77	24	80	84	77.7			
		No	18	23	6	20	24	22.3			

	activity?	Total	78	100	30	100	108	100		
2	Does students with disabilities have opportunities access to participate physical education practical classes?	Yes	10	12.9	8	27.7	18	16.7	48.000 ^a	0.000
		No	68	87.1	22	73.3	90	83.3		
		Total	78	100	30	100	108	100		
3	How would you describe the opportunities available of students with disability during practical class in your school?	Excellent	0	0	0	0	0	0	42.000 ^a	.000
		Very good	0	0	0	0	0	0		
		Good	22	28	8	27	30	28		
		Fair	8	10	4	13	12	11		
		Poor	0	0	0	0	0	0		
		Not opportunities	48	62	18	60	66	61		
		Total	78	100	30	100	108	100		
4	Does PE teachers give high consideration for SWD to participate physical activities during practical classes?	Yes	20	26	10	33.3	30	27.7	21.333 ^a	.000
		No	58	74	20	66.7	78	72.3		
		Total	78	100	30	100	108	100		
5	Is there peer to peer	Yes	30	42.8	8	26.6	38	35.5	3.103 ^a	.078

assistance between SWD and SWOD in your school?	No	48	57.2	22	73.4	70	64.5		
	Total	78	100	30	100	108	100		

Significance value for item 1,3, 4, and 5 df=1 chi-square value >3.84 and P-value 0.05. For item 3 df=2 chi-square >5.99 and p-value <0.05

From the above table 2 we see that the response of students with disability on opportunities of students with disabilities during inclusive physical education regarding interested to participate physical activity 60(77%) wants to participate physical activity if they have got opportunities and 18 (23%) do not need to participate physical activity because of their disability.

On the same table in item 2, above response of students with disability access to participate physical activity from the total students 90(83.3%) of students response they have no opportunity to participate physical activity and a few students 18(16.7%) response we have opportunity to participate.

Similarly on the item 3, how would you describe the opportunity to available students with disabilities during practical class in your school from the total 108 of respondents 30(28%), 12(11%), and 66(61%) good, Fair and Not opportunity at all respectively. There is a significance difference between observed and expected value at p-value <0.05.

On the same table 2 response of students with disability to regarding physical education teacher give high consideration for students with disability to participate physical activity during practical class majority of students response 78(72.5%) physical education teacher does not give high consideration for students with disability because of their disabilities and 30(27.7%) physical education give consideration to participate activity during practical class. Therefore the difference is significance between observed and expected value at p-value <0.05.

On the same table above item 5, response of students with disability regarding peer to peer assistance between students with disability and students without disability from the total of students 40(42%) response student without disability helps for students with disability and 62(58%) students with disability does not help or support students with disability from this we observe the gap between students with disability and students without disability. So there is the significance difference between observed and expected value at p-value < 0.05.

Table 3 Information about essential sport facilities and equipment from SWD (N=108)

No	Item	Response	Sex						Chi-square	P-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	Is there enough play ground and field in your school for SWD?	Yes	60	77	20	72.7	80	74	23.037 ^a	.000
		No	18	23	10	33.3	28	26		
		Total	78	100	30	100	108	100		
2	Do you belief that there is sufficient sport facilities and equipment in your school	Yes	8	7.4	0	0	8	7.4	78.370	.000
		No	100	92.6	0	0	100	92.6		
		Total	108	100	0	0	108	100		
3	How would you rate the condition of school compound and facilities in your school?	Excellent	0	0	0	0	0	0	8.222 ^a df=2	.000
		Very good	0	0	0	0	0	0		
		Good	12	15	10	33.3	22	20		
		Fair	30	38	14	47	44	41		
		Poor	36	47	6	19.7	42	39		
		Total	78	100	30	100	108	100		
4	Does the equipment can be adjusted to	Yes	0	0	0	0	0	0	108 ^a	-
		No	78	100	30	100	108	100		

	accommodate the special needs of the students?	Total	78	100	30	100	108	100		
5	Does the situation of school environment is suitable for someone use mobility aids?	Yes	50	64	20	67	70	65	9.481 ^a df=1	.000
		No	28	36	10	33	38	35		
		Total	78	100	30	100	78	100		

Significance at df=1 p-value < 0.05 and chi-square value > 3.84(For item 1, 2,5 and for item 3, df=2, p-value <0.05 and chi-square value > 5.99

From the above table 3 we have seen that the response of students with disability regarding enough play ground and field in your school, majority of students response 80(74%) there is enough play ground and field in your school and field in your school, and few students 28(26%) there is no enough play ground and field in your school. The difference is significance because the chi-square value 23.037^a is greater than 3.84. Significance at df=1 and p=value < 0.05 and p-value is .000 which is less than 0.05.

On the same table above 3 on item two response of students with disability regarding sufficient sport facilities and equipment most of students, 100(92.6%) responses there is no sufficient sport facilities and equipment in our school and few students 8(7.4%) there is sufficient sport facilities and equipment in your school. This is significance at chi-square value 78.370^a and p-value .000(significance at df=1 chi-square is greater than 5.99and p-value is < 0.05.

Similarly on the table above 3 item3, response of students with disabilities regarding the rate of condition of school compound and facilities in your schools, from the total of the students 108, 22(20%), 44(41%), 42(39%) respond Good, Fair, and Poor respectively. The difference is significance because the chi-square value is 8.222^a which is greater than 5.99 significance value at df=2 and p-value less than 0.05 and p-value .016 which is less than 0.05.

As we see from the above table 3 item,4 response of students with disabilities regarding situation of school compound and suitable of someone who use mobility aids, the majority of students response 92(83.2% the school compound does not suitable for someone who use mobility aids because the school compound not equally smooth and few students 16(14.8%) suitable someone who use mobility aids. The difference is significance with chi-square value 9.481^a which is greater than 3.84 and p-value .000 which is less than 0.05.

Table 4 Response of SWD about the awareness of the benefits of physical activity (N=108)

No	Variables	Response	Participants						Chi-square	P-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	Does participation of physical activity changes health of individual person?	Yes	10	12.8	20	66.6	30	27.7	39.056 ^a df=2	.000
		No	60	79.9	5	16.6	65	60.5		
		Don't know	8	10.2	5	16.6	13	11.8		
		Total	78	100	30	100	108	100		
2	Do you have enough information about back ground information about the type of physical activity you can	Yes	28	35.5	10	40	38	35.1	9.481 ^a df=1	.002
		No	50	64.5	20	60	70	64.9		
		Total	78	100	30	100	108	100		

	participate?									
3	Do you believe that physical activities are important in your school?	Very important	0	0	0	0	0	0	79.056 ^a	.000
		Some what important	20	25.6	5	16.6	25	23.1		
		Less important	0	0	0	0	0	0		
		Not important	58	73.7	25	83.3	83	76.9		
		Total	78	100	30	100	108	100		
4	How would you describe physical activity in terms of your life style?	Very active	0	0	0	0	0	0	31.148 ^a	.000
		Active	20	35.9	5	16.6	25	33.3		
		Inactive	58	64.5	25	83.4	83	67.7		
		Very inactive	0	0	0	0	0	0		
		Total	78	100	30	100	108	100		
5	does communities are positive	Yes	10	12.8	10	33.3	20	18.5		

	perception for SWD to participate physical activity during practical classes?	No	68	87.2	20	66.7	88	81.5	42.815 ^a	.000
		Total	78							
6	Do you think that inactive participation of physical activity changes the attitude of physical activity during practical class?	Yes	18	23	4	13	22	20	37.926 ^a	.000
		No	60		26	87	86	80		
		Total	78	100	30	100	108	100		

Significance at $df=1$, $p\text{-value} < 0.05$ and chi-square value > 3.84 for item 1,3,and 5, $df=2$ for item 2, 4, and 6 $p\text{-value}$ less than 0.05 and chi-square > 5.99 .

From the above table 4 we have seen that the response of students with disability regarding participation of activities changes health of individual person from the total of the students 30(27.7%) have know physical activities changes health promotion of individuals and majority of students 65(60.5%) students physical activities does not change health of individual persons and a few students 13 (12.2%) of students response we do not know physical activity changes heath of individual or not. From this the difference is significance because chi-square value greater than >3.84 and $p\text{-value} < 0.05$.

According to item 2, response of students with disabilities about back ground information on the type of physical activities from the total students 30(27.7%) we have enough back ground information about back ground information and 78(72.3) they have no information about back

ground information about the type of physical activities. The significance of chi-square value 9.481^a greater than 3.84 (standard value at df=1 and p-value < 0.05).

On the same table in item 3, response of students with disability rate of physical activity in terms of your life style 25(23.1%), of the participants respond active 83(76.9%) of the participants respond inactive respectively. For question asked in terms of physical activity.

This is a significance 31.148^a which is greater than 5.99 (standard value at df=1 and p < 0.05, p-value .000 here we conclude that majority of students with disability inactive in terms of physical activity.

On the same table item 4, as we see from the total of participants 3(16%), 25(23.1), 78(60.3%) responded very important, somewhat important, less important and not important physical activity respond respectively.

This is significance at chi-square value 79.056^a which is greater than 5.99 (standard value at df=2 and p-value < 0.05, which is p-value=.000

According to item 5, response of students with disabilities regarding perception communities towards students with disability responds, majority of students 88(81.5%) communities have no positive perception towards students with disability during practical classes and a left 20(18.5 %) communities have positive perception for students with disabilities. The difference is significance at df=2 chi –square value greater than 5.99 and p-value < 0.05.

Similarly on the same table item 4 from the total of the participants 108 the majority 86(80%) responded that they think inactive participation physical activity changes the attitude of physical activity during practical classes and 22(20%) of the total respondents actually change the attitude towards physical activity. The difference is significance at chi-square value 37.926^a which is greater than 3.84 (significance value at df=1 and p-value < .000 which is less than 0.05).

Table 5 Response of SWD on the purpose of physical activity (N=108)

	Purpose of physical activities	Strongly Agree		Agree		Undecided		Disagree		Chi-square	P-value
		F	%	F	%	F	%	F	%		
1	To develop	10	9.2	65	60	20	18.5	13	12.3	36.222 ^a	

	interaction with others										.000
2	Refreshed mind	4	3.8	70	64.8	24	22.2	10	9.2	84.235 ^a	.000
3	Reduce injury	0	-	52	48.1	21	13.1	25	23.1	11.167 ^a	.004
4	To lose weight	10	9	60	56	20	19	18	16	49.321 ^a	.000
5	Reduce the risk of heart disease	15	13.8	55	50.9	25	23.1	13	12.2	52.945 ^a	.000
6	Lower blood pressure	0	0	25	23.2	35	32.4	48	44.4	7.389 ^a	.025
7	Improve agility and speed	0	0	30	27.7	28	25.9	50	46.2	8.222 ^a	.0016
8	Improve muscle strength	20	18.5	65	60.1	15	13.9	8	7.4	55.451 ^a	.000
9	Develop endurance	0	0	30		54		50		14.000 ^a	.001
10	Develop flexibility	10	9.2	75	69.4	20	18.5	3	2.7	96.963 ^a	.000

The significance difference and expected value is determined by chi-square value >3.84 and p-value is less than 0.05 and chi-square >5.99 at p-value is less than 0.05.

They are ten purpose of physical activities are mentioned from those the researcher discussed five of them because, most of students agree to the statements.

1. To develop interactions with other 65(60.1%)
2. Refreshed mind 68(62.9)
3. Lose weight 60(55.5%)
4. Improve muscle strength 65(60.1%)
5. Develop flexibility 70(64.8%)
6. Reduce the risk of heart disease 55(50.9)

As can be seen in the above response the majority of participants said that doing regular physical activities to develop interaction with other 65(60.1%), Improve muscle strength 65(60.1%) of them. Regular physical activities develop refreshed 68(62.9%), 70 (64.4%) regular physical activities develop improve agility and speed. Regular physical activities flexibility 75(69.4%)

Table 6 Information about the basic skills and knowledge of adapted physical education (N=108)

No	Variables	Response	Participants						Chi-square	p-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	By what mechanism teachers assess and give mark for you?	Practical exam	0	0	0	0	0	0	13.500 ^a df=2	.001
		Written exam	30	38	15	50	45	42		
		Both practical and written exam	35	45	10	33.3	45	42		
		Not evaluated	13	13	5	16.7	18	16		
		Total	78	100	30	100	108	100		
2	Is the assessment method of your teacher is suitable for you?	Yes	35	44.8	10	33.3	45	41.6	7.259 ^a df=1	.000
		No	43	55.2	20	66.7	63	58.4		
		Total	78	100	30	100	108	100		
3	Does Physical education teacher give equal chance to SWD to	Yes	20	26	5	17	25	23	31.148 ^a	.000
		No	58	74	25	83	83	77		

	participate in physical education practical classes?	Total	78	100	30	100	108	108		
4	Does your physical education teacher involve you in practical classes?	Yes	15	19.2	7	23	22	20	38.761 ^a	.000
		No	63	80.8	23	77	86	80		
		Total	78	100	30	100	108	100		

According to SWD response about teacher basic skills and knowledge of adapted physical education (N=108)

Significance value for item1, df=2 chi-square value > 5.99 and p-value < 0.05. For item 2, 3, and 4, df=1 chi-square value > 3.84 and p-value < 0.05.

According to above table 5 students response regarding by what mechanism teacher assess and give mark for with students with disabilities from the total of participants 108 participants 45(42%) evaluated by written exam, 45(42%) evaluated by both practical and written exam 18(16%) students with disability does not evaluated.

In item 2, the majority of respondent's 68(62.97%) student's response the assessment method of your teacher is not suitable for students 40(37.03%) the students respond the assessment method of your teacher is suitable for students' disabilities. Even through the difference is significance is at p-value < 0.05.

In item3, response of students with disabilities regarding physical education give equal chance to participate in physical education practical class 83(77%) respond physical education teachers does not equal chance to participate and 25(23%) of physical education teacher give equal chance for other students during practical classes. So the difference is significance at p-value < 0.05. In item 4, the majority of the students from the total of 86(80%) response physical education teachers does not involve students with disabilities during practical classes and the remaining of the students 25(23%) physical education teachers give equal chance to participate during practical classes because the difference is significance at p-value is < 0.05.

Table 7 Response of students regarding facilities and equipments in PE from SWOD (N=271)

No	Variable	Response	Participants						Chi-square	P-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	Is there enough play ground and sport field in your school for Students with disability?	Yes	85	54.8	86	74.1	171	63.1	18.601 ^a	.000
		No	70	45.2	30	23.9	100	36.9		
		Total	155	100	116	100	271	100		
2	Do you believe that is there sufficient sport facilities and equipment in your school?	Yes	0	0	0	0	0	0	271 ^a	-
		No	155	100	116	100	271	100		
		Total	155	100	116	100	271	100		
3	Does the equipment can be adjusted to accommodate the special needs students	Yes	0	0	0	0	0	0	.271 ^a	-
		No	155	100	116	100	271	100		
		Total	155	100	116	100	271	100		
4	How would	Excellent	0	0	0	0	0	0		

	you rate the condition of school compound and facilities in your school?	Very good	0	0	0	0	0	0	34.546 ^a	.000
		Good	80	52	50	43	130	48		
		Fair	46	30	38	33	84	31		
		Poor	29	18	28	24	57	21		
		Total	155	100	116	100	100	100		
5	Does the situation of school compound is suitable for someone who use mobility aids?	Yes	50	31.2	40	34.5	90	33.3	30.557 ^a	.000
		No	105	68.8	76	64.5	181	66.7		
		Total	155	100	116	100	271	100		

Response of SWOD regarding facilities and equipment in implement of PE practical classes (N=271)

Significance value for item1, df=chi-square value is18.601^a and P-value <0.05. For item, 2 Chi-square value is 7 5.99 and P-value <0.05.

As indicated table above 6 the questionnaire conducted in Bantu, Taji, Tulu Bolo, and Geresu high school revealed my result. The above mentioned tables shows that many respondents of the students agree that there is enough sport fields and play ground easily for students with disability which is 171(63.1) of the total participants. Only 100(36.9) of the respondents that the sport field and play ground is not enough for students with disabilities. Even though there is no significance difference at P-value <0.05

In item, 3 all of the respondents 271(100%) the equipment does not adjusted for students with special needs

On the same table item,2 all of the respondents 271(100%)assured that sport facilities and equipments are not sufficient in the schools.

As we see item, 4 the rate condition school compound and facilities in your schools for students with disabilities 130(48%), 84(31%), 57(21%), responses Good, Fair, and Poor respectively.

On the same table item 5 most of the students responses the situation of school compound is not suitable for same one who use mobility aids 181(66.7%) and the remaining is suitable 90(33.3%). Even though there is no significance difference in items at $P\text{-value} < 0.05$

There is significance difference between the observed and expected value because chi-square value 30.557^a greater than 5.99 significance value at $df=2$ and $p\text{-value} < 0.0251$ which is less than 0.05.

Table 8 Information about the opportunities available of SWD on provision of inclusive PE during practical classes (N=271)

No	Items	Response	Sex						Chi-square	P-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	Does the students disabilities have access opportunity participate physical education practical classes?	Yes	76	49	39	31.8	115	42.4	6.203 ^a	.013
		No	79	51	77	68.2	156	57.6		
		Total	155	100	116	100	271	100		
2	How would you describe the opportunity available of SWD during practical classes in your school?	Poor	9	6	11	9.4	20	7	35.760 ^a	.000
		Fair	31	20	39	33.6	70	26		
		Good	78	50	43	37	121	45		
		Not opportunity	37	24	23	20	60	22		
		Very good	0	0	0	0	0	0		
		Excellent	0	0	0	0	0	0		
		Total	155	100	116	100	271	100		

3	Do you help students with disabilities during physical education practical classes?	Yes	117	75.4	64	55	181	66.7	30.557 ^a	.000
		No	38	24.6	52	45	90	32.3		
		Total	155	100	116	100	271	100		
4	Is there peer to peer assistance between SWD and SWOD in your school?	Yes	100	64.5	62	53.5	162	59.7	8.860 ^a	.003
		No	55	35.5	54	46.5	109	40.3		
		Total	155	100	116	100	271	100		
5	Does your physical PE teacher give high consideration for SWD to participate physical activity during practical classes?	Yes	65	41.9	42	36.2	107	39.4	6.357 ^a	.004
		No	90	58.1	74	63.8	164	60.6		
		Total	155	100	116	100	271	100		

Significance value for item 1, and 3, $df=1$, chi-square value 7 3.84 and p-value is <0.05 . For item 2, $df=2$, Chi-square 7 5.99 and p-value is <0.05 . So, for the above table1 all items are significance. Concerning item one of the above table from 271 participants 115(42.4%) of the participants indicates that they think students with disabilities have the opportunity to participate in physical activities. However, majority of number of students 156(57.6%) of the respondents believe that they have no opportunities available in your schools.

In item 2, of above table7 opportunities available in your school responded 9(6%), 31(30%), 78(50), and 37(24%) Poor, Fair, Good, and not opportunities to participate respectively.

In the same table in item 3, SWOD helps SWD during practical classes from the total students 181(66.7%) helps students with disabilities and the remaining is 90(32.4%) does not help students with disabilities.

As well as on the same table 8 consideration of physical education teachers for students with disabilities from 271 students 164(60.6%) students response physical education teachers does not give high consideration for students with disabilities. However, small students response 107(39.4%) physical education give consideration for students with disabilities

Table 9 Information on how PE teacher integrates SWD and SWOD from SWOD participants (N=271)

No	Items	Response	Sex						Chi-square	P-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	Does PE teachers exclude students physical disabilities during practical classes?	Yes	36	31.1	80	68.9	116	42.8	63.325 ^a	.000
		No	129	68.9	36	31.5	156	57.2		
		Total	155	100	116	100	271	100		
2	How does physical education teachers helps SWD to participate physical activity?	Very encourage	0	0	0	0	0	0	18.601 ^a	.000
		Encourage	100	64.5	71	61.2	171	63		
		Discourage	55	35.5	45	38.8	100	37		
		Very Discourage	0	0	0	0	0	0		
		Total	155		116	100	271	100		
3	Have you seen students with disability	Yes	37	24	30	26	67	24	69.258 ^a	.000
		No	118	76	86	74	204	76		

	discriminate by teacher due to their disabilities?	Total	155	100	116	100	271	100		
4	Have you seen PE teacher give high attention for SWD to participate physical activity and call them to support during free time?	Yes	0	0	0	0	0	0	271 ^a	-
		No	155	100	116	100	271	100		
		Total	155	100	116	100	271	100		
5	How to participate SWD during practical classes?	Separated	0	0	0	0	0	0	5.882 ^a	.000
		Involved	81	52.2	35	30.1	116	42.2		
		Not given attention to participate	74	47.8	81	69.9	155	57.8		
		Total	155	100	116	100	271	100		

Significance value of item 1,3 4 and 5, df=1Chi-square 7 3.84 and P-value is < 0.05. For item 2, df=2 Chi-square is 7 5.99 and p-value is < 0.05.

So for above table 8 are significance. As we observe on above table item 1, from the total students 201(74.2%) physical education teacher does not exclude students with disabilities during physical activities and the remaining 70(25.8%) physical education teachers exclude students with disabilities because of their disabilities.

On the same table above 8 item 2, response of students how physical education teacher helps SWD during practical classes from total respondents 171(63%) of the students says physical education teacher encourage students with disabilities and other left students 100(37%) physical education teacher discourages.

On the same table above item 3, response of student's physical education teacher discriminate students with disabilities from the total of the students, most of the students assured that

204(76%) physical education teacher never discriminate students with disabilities and 67(24%) physical education teacher discriminate students with disabilities.

On item 4, response of students, physical education give high consideration for SWD and call them to support during free time from the total students 271(100%) physical education does not call to support SWD during free time.

On the same table above item 5, response of SWD to participate other students from the total students respondents 155(57.8%) students with disabilities does not participate with other students due to their disabilities and the remaining 116(42.2%) students with disability participated with other students.

Table 10 Information about the basic skills of physical education teacher in adapted PE from SWOD (N=271)

No	Item	Response	Sex						Chi-square	P-value
			Male		Female		Total			
			F	%	F	%	F	%		
1	By what mechanism physical education teacher assesses and give mark for SWD during practical classes?		0	0	0	0	0	0	8.421 ^a	.015
		Practical	70	45.1	40	34.5	110	40.5		
		Written exam	61	39.3	29	25	90	33.2		
		Both practical and written exam	24	15.6	47	40.7	71	26.3		
		Not evaluted	155	100	116	100	271	100		
		Total								
2	Do you belief that the ways of teaching and assessment of physical	Yes	63	40.6	37	31.2	100	36.9	18.601 ^a	.000
		No	92	59.4	79	68.8	171	63.1		

	education teacher is suitable for SWD ?	Total	155	100	116	100	271	100		
3	Is your physical education teacher involve SWD in physical education practical classes?	Yes	70	45.1	40	34.4	110	40.5	9.598 ^a	.002
		No	85	54.9	76	65.6	161	59.5		
		Total	155	100	100	100	271	100		

Significance for item 1, $df=2$ and Chi-square value 7 3.84 and P-value <0.05 . For item 2, and 3 $df=1$, Chi-square 7 5.99 and P-value < 0.05 . So the tables above all items are significance.

As indicated the table above 9 students response physical education teacher asses and give marks for students with disabilities from the total student 110(40.5%) assured that physical education teacher assesses by written exam and the other students also assesses and give mark both written and practical exam 90(33.2%) and the remaining students 71(26.3%) physical education teacher does not evaluated.

On the same table in item 2, the teaching and assessment method of physical education teacher is suitable for students with disabilities from the total students 100(36.9%) assured that the assessment of physical education teacher is suitable for students with disabilities and the remaining of students 171(63.1%) the assessment of physical education is not suitable for students with disabilities.

On the same table item 3 students assured that physical education teacher does not involve in physical activity during practical classes because of their disabilities from the total students 161(59.5%) and the remaining 110(40.5%) physical education is integrated students with disabilities during practical lessons.

4.2.2. Observation

4.2.2.1. Observation

- **Key guide**

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

Table11 Observation check list

No	Factor observed	Scale in each group	Bantu	Taji	Tulu bolo	Geresu
1	Access of suitable play ground in your school		3	2	2	3
2	Teachers ability to support students with disability		3	3	3	3
3	Teachers ability to give instruction for disabled students regarding benefits of physical activity		3	3	3	2
4	Sufficient facilities and equipment is present in your school		4	4	4	4
5	All students are equal participate in physical activity during practical classes		3	3	3	3
6	Teacher's ability to prepare extra classes for disabled students		4	4	4	4

In order to supplement the information through interview the researcher made observation of school environment, how teaching and learning equal transfer, the field and play ground, the resource rooms extra classes preparation for students with physical disabilities, facilities and equipments in your school for students with disabilities and the result has presented as follow. According to observation four high school regarding accessible play ground in four high schools In Bantu high school the rate of play ground is not so much enough and not suitable for students especially students who use mobility aids. As well as Taji high school, Tulu bolo high school And Geresu high school the school compound is better than Bantu high school but, it is not enough so much.

According to observation of physical education teachers support to students with disability during physical education practical classes in all high schools it needs attention.

According to observation of physical education teacher gives instruction during physical activity for students with disabilities it depends personal knowledge in all high school the way of approach is good but not implement to do them and it does not ask the interest of students.

As observed facilities and equipments in all schools there is no facilities and equipments in all schools it is poor attention for physical activities weather school principals or education bearu of the worda.

According to observation all high schools regarding participation of all students participate physical activity during practical classes all physical education teachers in all high schools are

Not more attention to focus on students with physical disability during practical classes because of uncomfortable school compound in your school.

Observation of extra preparation of classes responding physical education teachers in all high school there is no time to given extra classes to support physical activity because of low perception of students and interest towards physical educations.

The researcher asks why do not perform physical activity, the students responds because of their disabilities we sit passively said. Some students said in this before we are not doing exercise until today because of their disabilities we haven't experience due these reason we sit know said

Regarding the availability of suitable play ground in schools all the schools are grass land, some part of the field is not equally smooth, one part of the field is flat and the other is snow land because the do not suitable for someone who use mobility aids. Regarding educational materials of special needs students when I a asks as a form of interview for the principals of schools there is no material prepared for students with special needs students for safety precaution teaching aids. Concerning the size of compound of the school is not wide and the construction of the class room is not suitable especially visual impaired students because, the class is close to each other. Concerning teacher's ability to support students with disabilities the mechanism of teachers use teaching by group participation peer support, making semi circle to involve students with special needs students who are good interested

4.3 Qualitative Data interpretation

4.3.1 Structural Interview

4.3.1.1 Regarding training of Adaptive physical education

The interview result shows that all seven physical education teachers said that there is no training is given in our school regarding adaptive physical education in the school. Because, there is poor attention for students with disabilities and they also said participation of physical activity for disabled students are depend on personal interest

4.3.1.2 by what mechanism to assess students with disability during practical classes

As the physical education teacher of four high schools responses the assessments of physical disability students depend on personal interest and activity students like and the degree of their impairments. Different students different body part problem therefore, doing physical activity of students with physical disability depend on activity they like.

4.3.1.3 Do you believe that students with physical disability benefits from physical exercise

Health Canada[2002] and blinder and Taub [1999] also strongly stress the benefits of sport participation of person with disability; participating in sport and physical activity helps to overcome social isolation, become more self –reliant and increased social integration and inclusion by other students

According to physical education teacher response regarding benefits of physical activity for students with physical disability physical activity is important for every individual therefore advising students with physical activity is the most recommended as responses physical education of in Bantu secondary schools. As response of physical education

Teachers of four high schools all are positive attitude for physical activity towards students with disabilities.

4.3.1.4 Do you think that the area of environment of your school is suitable for students with disabilities during practical classes.

Concerning the conduciveness of the school environment for the teaching and learning process they respond that the compound is not suitable enough for who use wheelchair and students with visual impairments and this may have significant impact in teaching learning process.

According to physical education teacher of Bantu high school said the narrowness of the compound is the major factor of students who used mobility aids because of the land in the school is not comfortable for someone who use mobility aids and all class room is close to each other there is no free movement from class to class. As he recommended when the construction of the school occur consideration is given for inclusive physical education because the school is the area of all students equally get experience, knowledge, and develop their skills. Training must be give for physical education teacher regarding adapted physical education.

4.3.1.5. What do you do to modifying teaching methods to involve disabled students

Teachers were asked about the teaching method they commonly used they replied that they used different methods that they believe effective based on the type of lesson presented. They used group, pair work, participatory to make students active participant and involve in different activities. During the observation session the researcher has also observed that teachers try to use different methods to involve all students in each activity and to make them active participants. They were also asked whether they give additional time for students with disabilities to do their activities, they replied that they didn't give any additional time for them in the regular classes because of time limitation but students have ample time in the resource room to in different activities. Therefore, there is no trends and practice of giving additional time different from other students.

Another attempt was made to know how to asses and evaluate students with disabilities. They said that the majority of students evaluate by using both practical and written exam, but few students with severe disabilities evaluated by written exam only.

4.3.1.6. Is there school administration facilitate to help for the participation of students with disability

According to physical education teachers responses the school administration has no given attention for students with disability participation in sport and there is no adjustments what student's disability needs during practical classes. Another question was raised to know about the adequacy of sport facilities and equipments to support and participate students with disabilities, they said that it is not adequate to provide the service needed for the students.

Regarding students available play ground and sport field teachers said that there is no enough sport fields, especially students who use mobility aids. Because all lands in the school does not equally smooth in all compounds.

4.3.1.7. What do you do to improve the teaching material to fit with disabilities

According physical education teachers responses regarding the improvement teaching material asking the concerning body how to adjust the needs of students with disability and cooperate to gather to solve the challenges and obligate their own tasks. As well as helping students what their wants during practical classes.

4.3.1.8. As a coordinator of school what to do done regarding students with disabilities in order to equal participation of physical education in practical classes

According to Bantu principals of schools responses the reality of in our school regarding student with physical disabilities the priority to give for students adjust in classroom to sit in front of black board and ask what they need during teaching learning process but there is no other adjustment. As he said they are many challenges that obstacle the of students with disabilities during inclusive physical education practical classes such as the attitude of the teacher , parents friends, family and the interest of the students, lack of educational materials, large class size and lack of finical budget

4.3.1.9. What opportunities have opened in your school for students with disabilities to participate in physical activity.

They are different extra cellular activity in our school such as sport club, and other clubs freely to participate for all students. But, there no individual support students who needs special supports.

4.3.1.10. What are your comment and suggestion for students with disabilities in order to increasing participation of physical activities

Participation physical activity is important for each individual person and in order to increasing participation of students physical disability physical education teacher, school principals, and other concerning body to do with them and solve the obstacle that challenges students less to do physical activity during practical classes.

4.3.1.11. Are you give consideration about students with physical disabilities to support to participate any activity in your schools

According to school principals of four high replied that there is no more consideration to give special need students to participate in physical activity during practical classes.

4.4. Result and discussion

In this part, the findings of the study are discussed in relation to various relevant literatures to inferences. The study was aimed to assess the challenges and opportunities of students with disabilities during inclusive physical education during practical class in some selected secondary high school in Woliso zone.108 with disabilities students and 271 without disability student's respondents' completely respondent questionnaires.

According to table 2 data analyzing method students with disability have low opportunities to participate physical activity as the results indicates 90(83.3%) and 18(16.7%) have opportunities. From these we observe that the school has negative attitude towards students with disabilities.

The importance of participating in physical activity in reducing morbidity from chronic disease and condition has been documented [Yore, Harn , Ainsworth, Kruger ,Reis ,Kohl, and Macera,2007].

- ✓ Beside those who participate in regular physical activity may have advantage in that ability to perform activities of daily living and enjoy aspects of live [Schenker, Coster and Parush, 2005]
- ✓ According to Auxteret .Al [2005], physical activity is a predictor of subsequent disability in midlife and older populations

According to table2 SWD response physical education teacher give high consideration for students with physical disabilities to participate physical activity the result indicates 78(72.3%) PE teachers do not give high consideration and 30(27.7%) few students' response physical education give consideration. From this, we observe that low expectation of physical education teacher hinders to participate physical activity for students with disabilities.

- ✓ The teacher's role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as focus for the learning.[Barrows, and Tamblyn, 1980;Davis,and Harden,1999].

- ✓ Furthermore, the teacher is faced with the challenge of making sure the planning is inclusive of all the students, including those students who may have disabilities [Auxter and David,1996].

As we observe from table 3 lack of sufficient sport facilities and equipment is the major obstacle for students with physical disabilities from the total of the population 100(92.2%) no facilities and equipments and 8(7.8%) present facilities and equipments. From this, when we conclude lack of sufficient facilities and equipment has its own affects.

- ✓ Arthur and Finch [1999] found that poor physical access existing facilities could present a barrier to participation of people with physical disability in physical activities, specifically in terms of appropriate design of building lack of acid or adaptation to equipment, the need to check beforehand that extra assistance is available and restricted access times. Both Arthur and Finch [1999] and Depauw and Gavron[1995] raise the issue of a lackey of locally available facilities and by the blame for this at cuts in funding

As results indicates that in table 3 from the total of the students 108(100%) equipment is never adjusted to accommodate special needs students and school compound is not suitable for someone who use aids from the total of the students 70(65%)responses and 38(35%) suitable for students. Narrowness of compound affects the students to learn effectively.

- ✓ Several studies have revealed that students with physical disabilities often have difficulties with in participation in school activities[Erikson et al.,2007; Schenker, Coster,and Parush,2005]. It is often difficulty, however, to established the extent to which the challenges that learner encounter are related to individual factors or the inability of the teacher to accommodate learners needs.

The school compound is not suitable for someone who use aids from the total of the students 70(65%) responses and 38(35%) suitable for students. Narrowness of compound affects the students to learn effectively.

- ✓ Goodwin and Watkinson [2000] emphasis that it is important to create learning environment that are welcoming to the child. It is therefore, the responsibility of the

teacher to create an active learning environment which influences participation of learners in physical education activities

As the result indicates depending on table 4 response of students with disabilities low background information about the type of physical activity to participate students with physical disabilities are the major factors to limit students to participate physical activity from the total of the students 78(72.5%) responses there is no enough about SWD to participate physical activity and few students response 30(27.7%) there is enough information about SWD participate physical activity.

- ✓ Scientific evidence has shown that participation in physical activities provide people with all ages with significant physical, social and mental health benefits and well being throughout their lifespan [Biddle, Fox, and Boutcher, 2000].

According to response SWD on table 4 communities have low perception for student with physical disabilities to participate in physical activity from the total of the students 88(81.5%) response negative perception towards students with disability to participate physical activity and 20(18.5%) communities have positive perception for students with disabilities to participate physical activity during practical classes.

- ✓ Socio-cultural barriers refer the specific social and cultural practice beliefs, and traditions with in community or society which might encourage or discourage physical activity
- ✓ At the same time ,restricting coverage to serious or more competitive ‘ sport tends to give the impression that disability sport ‘is realm accessible only to the gifted or elite [Nixon,2007].
- ✓ According to structural response of physical education teachers lack of training regarding adapted physical education in school from time to time is the major factor affects inclusive physical education especially students with physical disabilities.

4.4.1. Physical activity participation and perception.

In relation to literature reviewed by health and fentem [1997] the disability effects of inactivity and the benefits of physical activity; this study revealed that over10%the respondents stating that physical activity is very important. However, the result of the study showed that even if they underline the benefits of participating in sport and physical activity; more than 64%of the

participants students with disabilities are not participating in sport and physical activity at the moment. This finding high lights the need for people with disabilities to increase their level of physical activity. In this study all [100%] of the respondents from the school principals and physical education teachers also support the importance of participation for students with disabilities.

As the office of the UN resident coordinator [2009] indicates the socialization through sport is particularly valuable for students with disabilities as they often remain in the home environment, protected and guarded by their families. But in this study only 83% of the participants included in physical education practical class, the remaining of 17% are not participating physical education practical class.

Health Canada [2002] and blinder and Taub [1999] also strongly stress the benefits of sport participation of person with disability; participating in sport and physical activity helps to overcome social isolation, become more self –reliant and increased social integration and inclusion by other students.

Among participants of students with disabilities in this study, most (17%) from both group of visually and physically impaired students, are not participating in physical activity during practical classes. This may indicates that people with disabilities experience obstacle to participation physical activity. There is a need for people with disabilities to be encouraged and support in becoming physically active.

Emphasis should be placed on increasing opportunities made available to students with disabilities to take part in activities of the choice, so they can experience new sports and activities that they may enjoy.

As indicated physical activity and fitness research, [1999] by participation in exercise people actually build stamina that makes the demands of daily living easier thus leaving extra energy at the end of the day for additional social activates.

This study find out those students with disabilities considered health benefits, relieve stress and making interaction with others students of physical activity to be very important. According to students with disabilities respondents' physical activity are essential for health, to reduce body weight and to get muscle strength and develop flexibility. These were the most important benefits and physical activity motivators of physical activity for students with disabilities in this study. Hence the majority of students without disability respondents and physical education

teacher responded as they support students with disabilities. This help to enhance the possibility of the students with disabilities to continue in participating in physical activity and use as tools for integrating students with disabilities in to the school. This makes it interesting and important for the concerned bodies to use the benefits of physical activity to encourage and motivate peoples with disabilities for physical activity participation in the future for inclusion and intervention.

A review by Durstine, et al [2000] highlighted the importance of exercising for physiological well being of people with disabilities to reduce heart rate and blood pressure; maintain and enhance bone density, muscles and joints; improve muscular strength and endurance, increases flexibility. However the respondents of the students with disability rated exercise reduce the risk of high blood pressure and coronary arties disease as one of the last important benefits of participating physical activity. This may be rising from low awareness of about the advantage of physical activities for physiological wellbeing. Most 24%of the respondents of physically disabled responded as their teacher discourage while 76% responds as their teacher encourage and have gotten support from other non disabled students. The evidence shows that teachers and students without disability are highly influential and are capable of both encouraging and discouraging in participation. A motivator for participation in sport was the presence of a supporting, encouraging and inspiring family alongside their practical support. Interestingly, Arthur and Finch [1999] reported that even the presence of family dog could increases confidence levels. It is very important to make social connections with peers and the role of friends in the live of most of persons with disability. Thus activities using social support to participation in physical activity may help these people to be more important. Although person with disabilities have encouragement from parents and friends to participate physical activity They seem to have more of perceived barriers that prevent them from participation. The majority of the respondents are appreciating the health benefits and agreeing that it is enjoyable to be physically active, it shows that those respondents have a positive attitude towards physical activity. This suggest that effort to increases participation are best focused on making it easier for students such as on how exercise can be fitted in their daily practice rather than telling them of the benefits.

4.4.2. Challenges of SWD to participate in physical education practical classes.

More research has been conducted on identifying the factors affecting persons with disabilities in participating in physical activities. Stenburgen et al. [1990] identified several potential perceived factors to health promotion activities for persons with disabilities. They categorized factors as lack of time, energy, or fatigue or weakness. Factors may also be social or environmental factors [e.g. facilities not close by which may affect one's abilities to engage in health promoting activities, Remark et al. [2004]. Also reported several different categories of factors intrinsic and environmental faced by people with disabilities when participating in physical activities including lack of transportation for fitness centers, lack of information on available and accessible facilities and programs, accessible lack of exercise, equipments and adequate space to move about and perception that fitness facilities are unfriendly environments for those with disability. The majority of the students with disability were less active now for a variety of reasons. The findings from the questionnaire of the students with disabilities revealed that 100% responded as no adequate sport facilities and equipments, 36% responded that adequate and sport facilities are not comfortable for someone who uses mobility aids.

The 100% of the respondents responded that the equipments can never be adjusted to accommodate the needs of special needs students with disabilities. Generally, 13% of the respondents rate the condition of the school compound and facilities in the school as poor. In addition to the questionnaire of students without disabilities and the interview from the physical education teacher reported that the participation of students with disability are affected by the following major factors, inadequacy of sport facilities and equipments, the condition of school compounds, lack of interest and attitudes, lack of awareness and lack of opportunities indicated by the majority of them.

4.4.3. Opportunity to participate in physical education

Increasing opportunity of participation for students with disability is an important part of school inclusion. As it was indicated in the above discussion made by the students with disabilities, they still encounter many factors making them have limited opportunities for participation in physical education practical class. Opportunity at all levels is important for sport development. Persons with disabilities should be provided with enough opportunities and support to perform sport and

physical activities adapted to their physical education Auxter D.et.al[2001] indicated that persons with disabilities need opportunities to express attained sport skill in competition.

Among the students with disabilities only 13% responds as there is opportunities in their schools. These opportunities include the sport fields and play grounds are easily accessible, school water and toilet service other students support and so on. As they said still this opportunity are not adequate 62% of the total students with disabilities respond that if they have gotten opportunity in their schools, they will be initiated and interested to participate in physical education practical classes 18% of them responded as their schools, did not provide enough promotion of encourage students with disabilities to participate in school physical activities. Students without physical disabilities, school principals, and physical education needs to cooperate at every levels in order to provide organized and appropriate physical activity and sport opportunity for all. Partnership working is the most important approach in providing opportunities for students with disability, to integrate with one another, to compliment provision and to asses' different activities. As it was indicate research 86(80%) students with disability said that they have not integrated with other students during physical education practical classes. The integration of the students can help students with disabilities to get support and increasing opportunity and raising the number of students with disabilities participating in sport and physical activities. Contrary to this, 25(20%) of the students are participate at all.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1. Summary

Under the descriptive survey design, the method employed for the study is both qualitative and quantitative research approaches are used. 108 students with disabilities, 271, students without disabilities, 7 physical education teachers and 4 school principals' respondents were participated in my study. The sampling technique used in the study is non-probability sampling (availability) for students with disability, simple random sampling by lottery method for students without disability and purposive sampling for physical education teacher and school principals. The collected data were analyzed using descriptive statics crosstab frequency count and percentage. Based on the results of the data analysis, the major finding of the study summarized as follows. The over participation in physical education practical classes of the students with disability is low in all settings. Because most respondents say they have not opportunity to participate students with disability in practical class.

According to table 2 data analyzing method students with disability have low opportunities to participate physical activity as the results indicates 90(83.3%) and 18(16.7%) have opportunities. From these we observe that the school has negative attitude towards students with disabilities.

According to table2 SWD response physical education teacher give high consideration for students with physical disabilities to participate physical activity the result indicates 78(72.3%) PE teachers do not give high consideration and 30(27.7%) few students' response physical education give consideration. From this, we observe that low expectation of physical education teacher hinders to participate physical activity for students with disabilities.

The school compound is not suitable for someone who use aids from the total of the students 70(65%) responses and 38(35%) suitable for students. Narrowness of compound affects the students to learn effectively.

5.2. Conclusion

- ❖ Students have a positive attitude towards if they got opportunities and the school facilitates the needs of the students.
- ❖ Insufficient sport facilities and equipments in all high schools is the major factor that limit inclusive physical education practical classes specially students for students with disability.
- ❖ Low perception of physical education teacher to support during free time to call encourage students with physical disabilities are limit students interest participate physical activity.
- ❖ Insufficient information about back ground experience about participation of students physical disability to participate physical activity is the main challenges and opportunity of students with disabilities inclusive physical education which affect them.
- ❖ The narrowness of school compound and unequal surface of the land is the factor that affects free movement for someone who use mobility aids.
- ❖ Poor perception of society towards students with disability to participate physical activity is the major factor which challenges them.
- ❖ Lack of training physical education teacher regarding adapted physical education in the school is the main challenge which affects student's participation in practical classes.
- ❖ Finally low perception of physical education teacher and school are also indicated to limit participation of physical activity for disabled students according to observation occurs.
- ❖ So, that in order to help and encourage the participation of students with and without physical disabilities the school needs to improve the situation of facilities. The finding indicated that offering individual support learners with disabilities motivate the students to participate in physical activity.

5.3. Recommendation

The researcher try to give some recommendation based in the way of challenges and opportunity for students with disabilities in inclusive physical education in practical class in some selected high school in woliso zone

- ❖ The principals of schools focus to fulfilling sufficient of sport facilities and equipments and ask the concerning bodies to fills the needs of the students during practical classes. Therefore the concerning body work to gather to solve the challenges of inclusive physical education.
- ❖ Physical education teacher giving high sight for students with disability and students without physical disabilities to participate physical activity. As well as awareness raising the importance of physical activity for individual person and tell them the benefits of physical activity for human beings especially students with disabilities
- ❖ Giving in service training on adapted physical education for physical education teachers has an important role for increasing the implementation in inclusive physical education and integrates students with and without disability to participate in physical activity.
- ❖ In order to make teaching and learning more effective the environmental condition of the school must be suitable for all learners and keep safety, quality of the school as well as adjust the class room for someone who use mobility aids.
- ❖ Awareness raising action need to be done for students with disabilities enable to find out possible opportunities in the schools as well in the environments regarding the students with disability to participate physical activity and teach them the benefits of physical activity for health live.
- ❖ School principals, physical education teachers, communities and other concerning bodies give consideration to help overcome the challenges and opportunities to implementing inclusive physical education and cooperate to with them and help students with disabled to participate physical activity at any schools.
- ❖ Finally in order to increasing students with physical disabilities and students without disabilities to participate physical activity, all concerning body weather government , Non-government, education bureau, school principals, physical education teachers and communities has bond to gather to solve the challenges and make effective teaching and learning process

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Appendix A

Questionnaire prepared for students with Physical disabilities and partially visual impairments

Dear students

The study was conducting on the challenges and opportunities to implement inclusive physical education practical class in some selected in woliso zone. So I kindly request you to cooperate this questionnaire. This answer has a great value for the success of research.

Thank you first

PART ONE

Questionnaire prepared back ground information about SWD participants

Instruction

I. You do not need to write your name.

II. Circle your answer.

III. Write brief answer open ended questions; put clearly your idea, if there is difficulties please contact the researcher.

1.1. Sex A. Male B. Female

1.2. Age_____

1.3. Grade:. A. 9th B.10th C: 11th D. 12th

1.4: Type of Disability:. A. Visual impaired B. Physical impaired C. Hearing impaired

D. other specify_____

PART TWO

Questionnaire prepared on the opportunities available to given regarding opportunities to provision of inclusive physical education during practical class from SWD participants.

2.1. Do you interested to Participate physical activity?

A. Yes B. No

2.2. Does Students with disabilities have opportunities access to participate physical education practical class?

A. Yes B. No C. Not applicable.

2.3. How would you describe the opportunities available of students with disability during practical class in your school?

A. fair or average B. Poor C. good D. Very good E. Excellent.

2.4. Does physical education teacher give high consideration for students with disabilities to participate physical activities during practical class?

A. Yes B. No

2.5. Does Students physical disabilities get equal opportunity to demonstrate with students without physical disabilities during practical class? A. Yes B. No

2.6. Is there peer to peer assistance between students with disabilities and students without disabilities in your school? A. Yes B. No

2.7. Write the possible cause that challenges and opportunities to implement inclusive physical education in practical lesson_____

3.8. What do you think the possible solution that challenges and opportunities in inclusive physical education, put your idea clearly_____

PART THREE

Questionnaire prepared about crucial or essential sport facilities and equipment from SWD participants.

3.1. Is there enough play ground and sport field in your school for students with disability?

A. Yes B. No

3.2. Do you believe that there is sufficient sport facilities and equipment in your school?

A. Yes B. No

3.3. How would you rate the condition of school compound and facilities in your school?

A. Excellent B. V. good C. good D. fair E.poor

3.4. Does the equipments can be adjusted to accommodate the special needs of students?

A. yes B. No

3.5. Does the situation of the school environment is suitable for someone who use mobility aids?

A. Yes B. No

PART FOUR

Questionnaire prepared about the awareness of students with disability to the benefits of physical activity from SWD participants.

4.1. Does participation of physical activities changes health of individual person?

A. Yes B. No C. Don't Know.

4.2. Do you belief that physical activities are important in your school?

A. Very important B. Somewhat important. C. Not important. D. Not at all important.

4.3. Do you have enough back ground information about the type of physical activity you can participate? A. Yes B. No

4.4. How would you describe physical activity in terms of your life style?

A. Very active B. Active C. inactive D. very inactive

4.5. Do you think that inactive participation of physical activity changes the attitude to participate physical activity? A. Yes B. No

4.6. Does the community have positive perception for students with disability to participate physical activity during practical class? A. Yes B. No

4.5. Some purpose of physical activities are listed below please mark 'x' in space provided in accordance to the given alternatives.

Questionnaire prepared for SWD the purpose of physical activity

Note 1=strongly agree 2 =Agree 3 =Undecided 4 = Disagree 5=strongly disagree

No	Purpose of physical activities	Strongly agree		Agree		Undecided		Disagree		Chi-square	P-value
1											
	To develop interaction with others										
2	Refreshed mind										
3	Reduce injury										
4	To lose weight										
5	Reduce the risk of heart disease										
6	Lower blood pressure										
7	Improve agility and speed										
8	Improve muscle strength										
9	Develop endurance										
10	Develop flexibility										

Mention the other purpose of physical activity you know.

PART FIVE

Questionnaire prepared about teachers basic skills and knowledge's of physical education in adapted physical education from SWD participants

5.1. By what mechanism teachers assess and give mark for you?

A. Written exam B. Practical exam C. Both written and practical exam. D. Not evaluated.

5.2. Is the assessment method of your teacher is suitable for you? A. Yes B. No

5.3. Does physical education teachers gives equal chance to participate in physical education practical class?

A. Yes B. No

5.4. Does your physical education teacher involve you in practical class?

A. Yes B. No

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APPENDIXES.B

Questionnaire for students without disabilities

The study was conducted research on challenges and opportunities to implement to inclusive physical education in some selected high school in woliso zone. So I kindly request you to cooperate fill this questionnaire. This has a great value for the success of my research thesis.

Thank you first.

Instruction

I. You do not write your name

II. Circle your answer

III. Write brief answer open ended question and put your idea clearly in your own.

.PART ONE

Back ground information

1.1. Age _____

1.2. Sex:- A. Male B. Female

1.3. Grade A. 9th B. 10th C. 11th D. 12th

1.4. Is there present students disabled in your classroom?

A. Yes B. No

1.5. If yes what type of disability do they have?

A. physical B. mental C. visual impairment D. hearing impairment

E other specify _____

PATR TWO

A description student's response to questionnaire regarding sport facilities and equipment in implementation of inclusive physical education form SWOD participants

3.1. Is there enough play ground and sport field in your school for students with disability?

- A. Yes B. No

3.2. Do you believe that is there sufficient sport facilities and equipment in your school?

- A. yes B. No

3.3. How would you rate the condition of school compound and facilities in your school?

- A. Excellent B. V. good C. good D. fair E. poor

3.4. Does the equipments can be adjusted to accommodate the special needs of students?

- A. yes B No

3.5. Does the situation of the school environment is suitable for someone who use mobility aids?

- A Yes B No

PART THREE

Description of student's response to about the ways of teacher facilitate interaction students with physical disabilities and students without disability during practical class from SWOD participants.

3.1. Does Physical education teacher exclude Students physical disabilities during practical class?
A. Yes B. No

3.2. How does your physical education teacher help SWD to participate physical activity?

A. Very encourage B. Encourage C. discourage D. Very discourage.

3.3. Have you seen students with disabilities discriminate by teachers due to their disabilities?

A. Yes B. No

3.4. Have you seen physical education teacher give attention to SWD to Participate physical activity and call them to support practical activity during free time?

A. Yes B. No

3.5. How to participate students with physical disabilities during practical lessons?

A. Separated B. involved C. Not give attention for physical disabled students.

D. Others_____

PART FOUR

Questionnaire prepared on the opportunities available to given regarding opportunities to provision of inclusive physical education during practical class

2.1. Does Students with disabilities have opportunities access to participate physical education practical class? A. Yes B. No C. Not applicable.

2.2. How would you describe the opportunities available of students with disability during practical class in your school?

A. Fair or average B. Poor C. Good D. Very good E. Excellent.

2.3.Does Physical education teachers give high consideration for students with disabilities to participate physical activities during practical class?

A. Yes B. No

2.4. Does your school give high consideration for students with disability to participate to in activities? A. Yes B. No

2.5. Is there peer to peer assistance between students with disabilities and students without disabilities in your school? A. Yes B. No

2.6. Do you help students with disabilities during physical education practical class?

A. Yes B. No

2.7. Write the possible cause that challenges and opportunities to implement inclusive physical education in practical lesson_____

3.8. What do you think the possible solution that challenges and opportunities in inclusive physical education, put your idea clearly_____

PART FIVE

Description of students for questionnaire on basic skills and knowledge of physical education in adapted physical education from SWOD.

4.1. By what mechanism physical education teachers assess and give scoring point for SWD during PE practical lessons? A. Practical exam B. written exam C. both practical and written exam D. not evaluated E. other specify_____

4.2. Do you believe that the ways of teaching and assessment of physical education teachers suitable for physical disabled students? A. yes B. No

4.3. Is your physical education teacher involves SWD in physical education practical class?

A Yes B No

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APPENDIXES.C

Questionnaire prepared for structured Interview guide administered to physical education Teachers. The study was conducted research on challenges and opportunities to implement to inclusive physical education in some selected high school in woliso zone. So I kindly request you to cooperate fill this questionnaire. Your response has a great value for the success of my research proposal.

Thank you first.

Instruction

.PART ONE

Questionnaire prepared for structured Interview guide administered to physical education Teachers.

Personal information.

-Back ground Information

A. personal data

1. School_____

2. Sex _____

3. Age_____

4. Grade teaching_____

5. Qualification _____

6. Experience in teaching physical education _____

PART TWO

Structural interview regarding the challenges and opportunities of physical education for disabled students.

2.1. Is it training is given for you concerning adapted physical education in your school?

2.2. By what mechanism to assesses Students physical disabilities during practical class?

2.3. Do you belief that students with disabilities benefits from physical activities?

2.4. Do you ask students with physical disabilities what type of Students interest to do exercise?

2.5. Do you think that the area of environment of your school is suitable for students with disabilities during practical class?

2.6. What do you do to modifying teaching methods to involve disabled students?

2.7. Is there school administer facilitate to help for the participation of students with disabilities?

2.8 What do you do to improve the teaching material to fit with students with disabilities?

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APPENDIXES.D

Questionnaire prepared for principals of schools.

The study was conducted research on challenges and opportunities to implement to inclusive physical education in some selected high school in woliso zone. So I kindly request you to cooperate fill this questionnaire. This has a great value for the success of my research thesis.

Thank you first.

Instruction

I. You do not write your name

II. Circle your answer

III. Write brief answer open ended question and put your idea clearly in your own.

.PART ONE

Structural interview guide administered to school principals.

PART ONE:-Personal information

1. School _____

2. Age_____

3. Sex_____

4. Number of students

Male_____

Female_____

Total_____

5. Number of disabled students:.

Male_____

Female_____

Total_____

6. Type of disability_____

PART TWO

2.1.As a coordinator of school what to do done regarding students disabilities in order to equal participation of physical education in practical class?

2.2. What opportunities have opened in your school for students with disabilities to participate in physical activity?

2.3. What are your comment and suggestion for students with disabilities in order to increasing participation of physical activities?

2.4. Are you give consideration about students with physical disabilities to support to participate any activity in your schools?

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APPENDIX-E

Observation guide format to check list the factor that affect participation of physical activity for person with disabilities.

1. Schools _____
2. Class _____
3. Enrolment: boys _____ .Girls _____ Total _____
4. Number of students with disability: boy's _____ girls _____ Total _____
5. Type of disability _____
6. Date _____
7. Time start _____ end _____
8. Observation takes place _____

Instruction.

Observation check list.

4=excellent 3=good 2=need attention 1=not present

No	Factor observed	Scale in each group	Bantu	Taji	Tulu bolo	Geresu
1	Access of suitable play ground in your school					
2	Teachers ability to support students with disability					
3	Teachers ability to give instruction for disabled students regarding benefits of physical activity					
4	Sufficient facilities and equipment is present in your school					
5	All students are equal participate in physical activity during practical classes					
6	Teacher's ability to prepare extra classes for disabled students					