

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTEMENT OF SPORT SCIENCE



COMPARATIVE STUDY ON THE ATTITUDE OF STUDENT WITH CEREBRAL PALSY vs. STUDENT WITH HARD OF HEARING. TO WARDS PHYSICAL EDUCATION; IN CASE OF SOME SELECTED SECONDARY SCHOOLS IN OROMIA STATE NORTH SHOA ZONE.

By: GENET ADEFRIS HAILESELASSE

A RESEARCH SUBMITTED TO THE DEPARTEMENT OF SPORT SCIENCE, SPORT ACADEMY, AND JIMMA UNIVERSITY IN PARTIAL FULFIMENT OF REQUIRED FOR THE DEGREE OF MASTERS OF EDUCATION IN PHYSICAL EDUCATION.

DECEMBER, 2021

JIMMAA, ETHIOPIA

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JIMMA UNIVERSITY  
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**DECLARATION**

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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**APPROVAL SHEET**

As members of the Examining Board of the Final MED. Open Defense, we certify that we have read and evaluated the thesis prepared by: Genet Adefris Hailessillase entitled Comparative study on the attitude of students with cerebral palsy vs. student with hard of hearing towards physical education. In case of some selected secondary school of Oromia regional state north shoa zone. We recommend that it could be accepted as fulfilling the thesis requirement the degree of Master of Education in physical Education.

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## **Acknowledgments**

First and foremost praises and thanks to God, the Almighty, for his help and blessings throughout my research work to complete the research successfully. I would like to express my profound and heartfelt gratitude to my advisor Mr Amanu Eba whose unreserved professional advice and critical comments have significantly contributed to the completion of the research.

I would like to express my profound Co- Advisor Mr Mekoya Mengesha I have sincere appreciation for his constructive comments and tolerance during my thesis work.

I am extremely grateful to my parents for their love, prayers, caring and sacrifices for educating and preparing me for my future. My grateful appreciation goes to all teachers and principal staff also students with cerebral palsy & hard of hearing of H/Mariyam gemeda Ayida, Dehana & Debre stige secondary schools that helped me very much to conduct this study.

My grateful thanks also go to Endeshaw Beko for his support he has provided me with computer while writing and editing this thesis. My last but not least admiration goes to my friends and colleagues for their moral support.

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## **Abbreviation**

ADDM; Autism Development Disability Monitoring

CP; Cerebral palsy

DPI; Disability People International

PE: Physical Education

TV; Television

SWCP; Student with cerebral palsy

SWHH; Student with hard of hearing

WHO: World Health Organization

### ***Abstract***

*The purpose of this study was to assess the attitude of student with cerebral palsy vs hard of hearing to wards physical education. The participant of this study was seven(7) physical education teachers and 15 students with cerebral palsy and 15 students with hard of hearing from Oromia state north Shoa Zone some selected high schools. The study was employed Descriptive (cross sectional) research design and use three research tools: Questionnaire, field observation and interview to collect the Data that was collected through questionnaire were tabulated and organized in Tables in order to show what is identified by the respondents and described in text to explain what is listed in the table and make it to give structured meaning and Qualitative analysis has been carried out to analyze the data gathered via the interviews, field observation. Based on the analysis made from the result of quantitative and qualitative data the findings are students with Cerebral Palsy and Hard of Hearing have low perception about benefits of Physical activity. Because students with Cerebral Palsy and Hard of Hearing do not participate in Physical activities during Physical education class mostly this student's exclude from Physical education class. Quantitative results from this study revealed that students with CP and with HH largely exhibit negative attitudes toward Physical education. Qualitative data from those students provided insight in to the factor that may play a role not students participation in Physical education. These are teacher encouragement, self-perception, and lack of knowledge and attitudes of physical education teacher. From the results of qualitative and quantitative data from students with cerebral palsy and hard of hearing provided insight in to the factor that may play a role not students participation in Physical education and have negative attitude. These are teacher encouragement, self-perception, and lack of knowledge and attitudes of physical education teacher. Finally, based on the findings, recommendations were given There is a need to grading courses for physical education teacher and material assistance for schools which is exercising students with cerebral palsy and hard of hearing.*

***Key words*** Attitude, physical education, cerebral palsy, hard of hearing

# **CHAPTER ONE**

## **1. INTRODUCTION**

### **1.1. Background of the study**

Physical education is an integral part of the total education of every child in kindergarten through Grade 12. Physical education programs are needed to increase the physical competence, health related fitness, self – responsibility and enjoyment of physical activity for All students can be physically active for a life time. Physical education program can only provide these benefits if they are well – planned and well implemented. According to the findings of (Abdullah Fauze 2002) physical activity can be very effective in improving the human respiratory system, while strengthening the heart muscle and increasing its volume is the benefits of physical activity. Available experience and scientific evidence show that regular physical activity provides people, male and female, all ages and conditions including disabilities with a wide range of physical, mental and social health benefits (WHO, 2003).

There is no simple way of defining disability; it can be viewed from many different perspectives. Most definitions of disability are based on the assumption that the problems and difficulties disabled people experience are a direct result of individual physical, sensory or intellectual impairments. However, these definitions have not received universal acceptance, particularly amongst disabled people and their organization. The issue of definition has important implication both for provision of services and how people with disabilities see themselves (Rimmer and Braddock, (2002); world health organization, (2003).

Cerebral palsy in the result of a brain injury or brain malformation individual with cerebral palsy was most likely born with the condition although some acquire later. It was once thought that cerebral palsy was caused by complication during the birthing process (Adde,L.,gg,M.,2007).

Hard of hearing is a term that refers to someone with mild to severe hearing loss. In these individual, some hearing capability is still present. The difference between being hard of hearing and deaf lies in the degree of hearing loss that's occurred.

Attitude can play a significant role in student achievement in school. Students enter school settings with attitudes formed from their beliefs about that setting (Ajzen, 2005). These beliefs

may originate from a range of sources, Such as friends, family or prior experience, and are likely to play an influential role in education and learning.

Students with positive attitudes toward a subject area are more likely to pay attention in class, try harder, & achieve higher grades, whereas student with negative attitude toward the subject area are more likely to be off – task exert limited effort, And fail to achieve. (Subramanian and silver Man 2007).

Attitudes can influence whether or not a student will regularly engage in and continue to participate in physical education activities. Therefore the present study to assess attitude of students with Cerebral Palsy and with hard of hearing toward physical education should be assessed in advance.

## **1.2 Statement of the problem**

This research, therefore, thinks that this stern limitation of student with cerebral palsy and student with hard of hearing participation in physical education practical or theoretical class at desirable level. The objective of teaching and learning physical education is to develop mental, physical, social and motor skill development. In order to participate, therefore there must be sufficient amount of awareness about students with cerebral palsy and students with hard of hearing by themselves and by others to participate in physical education.

For researcher's teaching experience for more than seven years observed students with cerebral palsy and student with hard of hearing are restricted from participation in physical education practical class. Most of the time students with cerebral palsy and hard of hearing sit under the shadow during practical class of physical education. Many students with cerebral palsy and hard of hearing get result of theoretical test to be changed to 100%. Or most teachers give assignments to prepare field charts for students with cerebral palsy and hard of hearing to fill their results. Teachers not modify the activity to meet the student depending on their individual needs and physical ability. Additionally physical education teachers and other school community they not give attention for those student's. In fact some teachers who have better understanding about students with disabilities try to let them to participate in practical class of physical education. Available experience and scientific evidence show that regular physical activity



provides people, male and female, all ages and conditions including disabilities with a wide range of physical. Mental and social health benefits (WHO, 2003).

### **1.3 Research Question**

1. What is the attitude of students with cerebral palsy about physical education?
2. What is the attitude of student with hard of hearing toward physical education?
3. Is there interest difference between student with cerebral palsy and students with hard of hearing toward physical education?
4. What are factors that affect the attitude of student with cerebral palsy and hard of hearing about physical education?

### **1.4 General Objective**

The purpose of this study is to assess the attitude of student with cerebral palsy and student with hard of hearing toward physical education. In selected secondary school of Oromia region north shoa zone

#### **1.4.1 Specific Objectives**

- To Identify the attitude of student with cerebral palsy toward physical education
- To Assess the attitude of student with hard of hearing toward physical education
- To Compare the interest of student with cerebral palsy and student with hard of hearing toward physical education
- To identify the factor that affect the attitude of student with cerebral palsy and hard of hearing towards physical education

### **1.5 Significance of the study**

This research was driving its significance from the importance of awareness about physical education for all people. Physical education contributes to students' cognitive, affective and psychomotor development.

According to this research may the following significance

- Identify about attitude of student with cerebral palsy and student with hard of hearing toward physical education for PE teachers.

- To provide necessary information about attitude of student with cerebral and hard of hearing to words physical education for the society, media, government organization and non-government organization etc.
- Planners to improve the curriculum in order to included equal all types of disability students' in PE class
- Base for other researchers

### **1.6 Delimitation of the study**

Because of several factor it is not feasible to consider all aspect of the study area therefore, the study focuses only delimited on the assessing of the attitude of student with cerebral palsy and hard of hearing to word physical education.in Oromia region north shoa zone two woreda four secondary schools, male and female students from grade 9<sup>th</sup>-12 students.

### **1.7 Limitation of the study**

The study was likely faced the following limitations, in sufficiency of literature, COVID -19, disease, unwillingness of respondent.

### **1.8 Operational Definition**

**Attitude:** An opinion which represents a person's overall inclination towards an object, idea or institution (Antonak&Livneh, 1998).

**Cerebral palsy;** congenital disorder of movement, muscle tone or posture(Adde,L.,gg,M.,2007).

**Hard of hearing; total** or significant loss of hearing (Judith M.D 2011).

**Physical education:** an education which is given mainly through physical activities to developed and maintains all aspects of personality (Lieberman, 2011).

**Sport;** all forms of physical activity which through casual or organized participation ,aim at expressing or improving physical fitness and mental wellbeing ,forming social relationships or obtaining results in competition at all levels(Houwen, Hartman, &Visscher 2009).

## **1.9. Organization of the study**

The study was organized in five (5) phases. In the first chapter introduction of the study back ground of the study, statement of the problem, Objective of the study, General Objective of the study, specific Objectives of the study, significance of the study, delimitation of the study, limitation of the study and basic definitions of terms. In the second chapter closely related review literatures was included. In the third chapter research methodology, research design ,description of the study area, sources of data, population of the study, sample size and sampling techniques, instruments of data collection , procedures of data collection, method of data analysis. In chapter four result and discussion. In the five chapter summery, conclusions and recommendations to organized in the final report of this study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Concept and Definition of Attitudes**

Attitudes have been defined as being composed of three main components of affect, behavior, and cognition, known as the ABCs of attitudes (Antonak&Livneh, 2001). These components combined make up the disposition of attitudes: (A) Affect defines the emotions of attitudes.

Which are the like and dislike; (B) behavior explains the direct action that is connected with the internal attitude; and (C) cognition describes how the organization and formation of attitudes about an object are stored (Sliningeretal, 2000). Although this is the operational definition used in the current study, there is no universally accepted definition of attitude, and in fact, 30 definitions of attitude have been described over the years (Rao, 2004).

Definition of attitudes have varied over time some definitions have abstract and operationally in consistent, and some definition have been based on a single component of affect, behavior, or cognition. An example of an abstract definition of attitude was provided by Katz (2000); “attitude is the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner” (p.168). All port’s definition of attitude was based on a continuum; “Attitude is the degree of affect for or against an object or a value”(P.10). English and English (2008) provided a definition of attitude that was concrete: “Attitude is an enduring learned predisposition to behave in consistent way towards a given class of objects”(P.50).Higard and Atkinson (1997) defined attitude as “an orientation towards or a way from some object, concept, or situation”(p.583).

Although most researchers included the three components of Affect, behavior, and cognition in their definition of attitude, other focused, on a single component. Fish Bein’s (2001) definition of attitude emphasized the single component of affect, and he wrote that attitude is “learned disposition to respond to an object or class of objects in consistently favorable or unfavorable way” (p.775).Bogardus (2001) provided a behaviorally driver definition of attitude: “An attitude is tendency to act towards or against some environmental factor which becomes there by a positive or negative value” (p.52). All port’s definition emphasized the cognition component,

and his conclusion was that “attitudes are individual mental process which determines the actual and potential response of each person in a social world” (p.6). Newcomb, Turner, and Cover (2015) stated that “attitude is a state of readiness for motive arousal” (p.40). Other scholars have defined attitudes with two or more components, such as Krech, Crutchfield, and Ballachey (2002). They defined attitudes with an emphasis on affect and behavior and stated that attitudes are “an enduring system of positive and negative evaluations, emotional feeling, and pro or con action tendency with respect to a social object” (p.177). Organ and Bateman (2001) indicated the sources of attitude, as follows:

### **2.1.1. Direct Experience**

Some attitudes are formed from our experience. Experience with an object or person provides the most straight forward cognitions we can acquire about the object or person, as well as the reinforcing or punishing consequences of behaviors with respect to that object or person.

### **2.1.2. Mere Exposure**

In general, people tend to be more favorably disposed toward those objects and persons with which they are most familiar. In fact, repeated exposure to a specific stimulus may breed positive sentiments toward that stimulus even in the absence of conscious awareness of such exposure. This is why political candidates spend so much money on bumper stickers, posters and media ads; mere repetition of the candidate’s name will lead citizens to vote for a familiar name regardless of whether the voter knows anything more about the candidate.

### **2.1.3. Socialization:**

Only a small portion of our attitudes are based on direct experience or exposure to the objects or ideas in question. Our beliefs, feelings, and general action tendencies evolve in a more roundabout, derivative fashion. First the family, then increasingly other agents of socialization (the school, the peer group) shape attitude through a variety of methods. As indicated above, there are different reasons or sources for the formation of attitude. On the basis of the formation of attitude, one can develop either positive or negative views for a particular object or idea. If teachers are exposed to or become aware of advantage of physical education in contributing for the wellbeing of students with disabilities they may form and develop a positive attitude towards it.

## **2.2. Components of Attitude**

Attitude has three components: cognitive, emotional and behavior components (Breckler cited in Sodorow, 1999; Child, 1999; Wortman and Loftus, 1995; Huffman, Williams, Vernoy and Vernoy, 1999; Organ and Bateman, 1999).

### **2.2.1. Cognitive Component**

Cognitive attitude is what we actually know about an object or event (Child, 1993); cognitions or beliefs about a particular person, idea, situation, or thing (Workman and Loftus, 1995). The cognitive component represents thoughts or beliefs (Huffman, Williams, Vernon and Venom, 1999).

In synthesizing all of these definition one can say that the cognitive component of an attitude refers to the understanding, perception or belief of a person on a given object, idea, situation, institution or program. For instance, what teachers and students actually know about students with disability and physical and their belief regarding the advantages and disadvantages of teaching students with disabilities and their ‘normal’ peers together may indicate the cognitive aspect of their attitude. Based on this component of attitude, the teachers may develop either positive or negative attitude towards inclusion. If their understanding or belief is against the implementation of inclusion, that means their beliefs link inclusion to a negative attribute. If they support or emphasize more on the advantage and necessity of inclusion, that means their beliefs link inclusion to a positive attribute. And as a result they may develop a positive attitude towards it.

### **2.2.2. Affective Component**

Affective attitude is another component of attitude, which is what we feel about an object or event (Child, 1999). The affective attitude reflects feelings or emotional reaction (Huffman, .1 Tibebe (1995).

### **2.2.3. Behavioral Component**

The third component of attitude is the behavioral component. It describes tendencies or predispositions toward certain actions based on a particular attitude (Huffman, Williams, Vernoy and Vernoy, 1991). In addition to this, child (1993) defined behavioral attitude as “it is indicating how we behave towards an object or event”. Furthermore, Rogan, 1997: RajECKI, 2000; Eagly

and Chaiken, 1993 cited in Cherenet (1999), mentioned the behavior component of attitude encompasses the overt action that people exhibit in relation to the attitude object or one's predisposition to act in a particular manner. Connotative/behavioral concerning behavioral intentions or actions, tendencies (Stroebe and Jonas, 1998) cited in Tibebe (1995).

Teachers' attitude toward students with disabilities will also substantially influence the attitude of non-disabled classmates (Schulz Carpenter and Turnbull (1991). Teachers should make a constant safety net of positive encouragement, well-thought out support and friendly relations with all students (Moore and Wade, 1993).

Most theorists agree that the three components are organized in a consistent fashion (Chaiken and Stangor, 1997; Tesser and Shaffer, 1990) cited in Tibebe (1995). Positive feelings about the attitude object go together with assigning positively evaluated traits-positive action tendencies to that attitude object.

### **2.3 Measurement of Attitudes**

Morgan and et al, (1996) point out the many point techniques that range from simple to complex are in current use to measure attitudes. They further explain that the selection the method measurement depend on the purpose of doing measurement. According to the purpose, one can use different techniques to measure an individual's attitude toward an attitudinal object (warren and Johoda 1993). But according to Londgren (1993), measuring an attitude by asking individuals is an easier and a more efficient technique of data collection.

According to Morgan and et al.(1996), the most common method of measuring and by expressing their personal evaluation. Thus, this method includes expression of preference to an interviewer and writing an evaluation of something on a questionnaire. Through this method or technique, attitude is measured by asking individuals such kinds of questions that can show how they respond toward an attitudinal object. Based on this technique, It is also further reported that "attitudes are measured by an attitude item" that is, questions or statements an individual responds and "a format for the response."

Lindgren (1993), defines the phrase "a format for the response" as " the direction of attitude being expressed" or "intensity or strength of an attitude being expressed". However, self-report method

of measuring attitudes seems to have its own drawbacks. One of those drawbacks is the problem of willingness and ability of respondents to express their attitudes (Morgan and et al., 1996). It is also further pointed that in order to solve this problem; scientists have sought indirect behavioral measure of attitude. In general, due to its drawbacks, it is difficult to rely completely on a single self-report technique of measuring attitude. Hence, as papilla (1995) suggests it.

Would be advisable to use different techniques to measure an individual attitude towards the object of attitude, many schools believes that measuring attitude by asking individuals is an easier and a more efficient technique of data collection.

## **2.4. Physical Education**

Physical education is the development of motor skill and patterns through individual and group games, dance, cooperative activities, and lifelong recreational activities, and the individuals with disabilities education Act mandates access to physical education for students with disabilities (1DE,A, 2004). It contributes to students' cognitive, affective and psychomotor development. Adapted physical education is defined as physical education modified to meet the unique needs of children with disabilities (Lieberman & Houston – Wilson, 2009). Adapted physical education instruction can be delivered in a variety of placement, including those found in both public and special school settings. The entire multidisciplinary team makes decisions about the specific needs of students with disabilities, taking into consideration factors such as fitness level, motor skills development, ability to be in large groups, social needs, and safety (Columna, Davis, Liberman,&Lytle, 2010).

There is no separate curriculum for children with disabilities since adaptive physical education teachers make adaptations based on individual characteristics, whether associated with a variety of co- occurring disabilities or with varying levels of vision (Lieberman, 2011). All children should learn the same units, with modifications when necessary, typically receiving an equal amount of instruction per weeks as their peers. Skilled peer tutors and Para educators can be a resource to assist with games, fitness, or other activities when needed (Rusotti&shaw, 2004).



Without physical education, students with disabilities may not develop gross and fine motor skills, including loco motor skills, necessary for fitness, Wellness and independent living (Houwen, Hartman, & Visscher 2009).

## **2.5. Goals of Physical Education**

Physical education program provide a planned sequence of activities to improve students' motor and cognitive skills, physical and motor fitness, and feelings of self-worth (Kirchner & Fishburne, 1995). The affective, psychomotor, and cognitive domains frame the goals of physical education. Affective domain goals are designed to strengthen self-concept and body image, to reduce social isolation, develop social behaviors, and to improve attitudes toward physical activity. Psychomotor domain goals include learning fundamental motor skills and patterns and their application to physical activity environments, developing physical fitness, and becoming acquainted with community resources for recreation. Finally, the cognitive domain goals focus on the learning of play and game behavior, enhanced perceptual motor function and sensory integration, and increased creativity in movement and thought (Sherrill, 1998). The goals of physical education are (a) to develop positive attitudes towards physical activity, (b) to promote life – styles oriented to overall well – being, and (c) to concept-based skills. Ultimately, the overall aim of physical education is to promote the physical wellbeing and health of all students (Saskatchewan Education, 1999).

## **2.6. Positive Aspects of Physical Education**

Scientific evidence has shown that participation in regular physical activities provides people with all ages with significant physical, social and mental health benefits and well-being throughout their lifespan (Biddle, Fox, & Boutcher, 2000). Studies have shown that people who are physically active can live longer than those who are sedentary, besides those who participate in regular physical activity may have advantage in the ability to perform activities of daily living and enjoy aspects of life (Schenker, Coster, & Parush, 2005)

## **2.7. Attitudes of General Physical Education Teachers**

### **2.6.1. Teacher Attitude**

Teacher attitude is the basic ground to act in a positive or negative way towards person ideas or events happening in the environment And most educator are convinced that teaches attitude are very important dimension in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations.

Student with teachers of positive attitude towards teaching and the curriculum are found to be high level achieves in learning (Keynes,1996,cooper,1996 and Alhan,1990)consider the teachers attitude as very important aspects in the teaching process ,asserted that trust is the important ingredient, which the facilitator provides .The more effective teacher were rated higher on every attitude measured by any inventory, they were seen as more real ,as having higher level of regard for their students showed more empathic understanding no matter how good the written curriculum is and the extent of back resource supplied ,no matter how much incentive /through stick or carrot/

Is applied through the account ability of a national assessments scheme, no matter how much politicians exhort, unless teachers are with a good enthusiasm for the subject and methods with their students, teaching will never become better adequate (wool, 1994)

Many prominent writers focus on the importance of teachers' attitude to real achievement of educational results, selection and training provide qualified personnel to do each job. But to get the job done the individual must also want to work, what individual actually accomplish may vary widely as a function of their attitude towards the work, towards the immediate superior or towards their fellow workers, and towards other aspects of the job .low moral can make a brilliant person to well-high incredible feats (Annastisic, 1999; Walberg, 2006; Jackson, 2006) inCalhan (2008).

Educationalists have common agreement on the correspondence between attitude and teachers performance in the classroom. According Cooper (2006,), teachers attitudes are very important and have the direct effect on our behavior; they determine how the view ourselves and interact with the environment. Therefore, possession of a college degree not in any way ensure that

teachers will be effective in their teaching unless and otherwise they have positive attitudes to the subject and approach of teaching. Negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical know-how is the one who can demonstrate his/her ability to bring about the intended learning outcomes.

The majority of contemporary research on attitudes towards inclusive programming for students with disabilities on the understanding how general physical education teachers regard inclusion may offer valuable insight into attitudes concerning inclusionary practices (Jerlinder, Danermark, & Gill, 2010). Literature suggests that general physical education teachers largely possess negative attitudes toward inclusion of students with disability in regular physical education classes. These negative attitudes typically stem from reported inadequate training, paucity of knowledge, limited experience, and emphasis is on competition (Klavina, Block, & Larins, 2007; Morley et al 2005)

Morley et al. (2005) reported mixed results from a qualitative study of 43 general physical education teachers' perception of inclusion over all teachers reportedly viewed inclusion as a progressive path toward a final goal. Many participants reported barriers impeding inclusion at any level, such as the need for additional lesson planning, time, limited knowledge and confidence about making appropriate adaptations. These findings are consistent with other results described in current professional literature.

Klavina, Block, and Larins (2007) found that 94% of general physical education teachers surveyed reported insufficient training to work effectively with students with disabilities, and 84% indicated need for support personal assistance during class.

## **2.8. Cerebral Palsy**

Cerebral palsy is the result of a brain injury or brain malformation individual with cerebral palsy was most likely born with the condition although some acquire later. It was once thought that cerebral palsy was caused by complication during the birthing process (Adde, L., gg, M., 2007).

While this does happen it is now widely agreed that birthing complication account for only a small percentage an estimated 10% of cerebral palsy cases. CP affects body movement, muscle

control, muscle coordination, muscle tone, reflex, posture and balance. It can also impact fine motor skills, gross motor skill and oral motor functioning. An individual with CP will likely show sign of physical impairment. However the type of movement dysfunction, the location and number of limbs involved, as well as the extent of impairment, will vary from one individual to another. It can affect arm, legs and even the face, it can affect one limb, several or all (Adde,L.,gg,M.,2007). The injury and damage to the brain is permanent. The brain does not ‘heal’ as other parts of the body might. Because of this, the cerebral palsy itself will not change for better or worse during a person’s life time. On the other hand, associative conditions improve or worsen over time.

## 2.9. Types of cerebral palsy

- **Spastic Cerebral Palsy;** This type of cerebral palsy is also referred to as hypertonic cerebral palsy since most individuals experience high muscle tone and exaggerated jerky movements. Spastic cerebral palsy is caused by damage to the brain’s motor cortex, which controls voluntary movement. It is also caused by damage to the brain’s motor cortex which controls voluntary movement (Lieberman L, J; &HoustonWilson.L 2000).
- **Athetoid cerebral palsy;** this type of cerebral palsy is also called dyskinesia cerebral palsy. This form is characterized by a mixture of hypotonic and hypertonia, which causes muscle tone to fluctuate. The main trait of athetoid cerebral palsy is involuntary movement in the face, torso and limbs this type of cerebral palsy is caused by damage to the brain’s basal ganglia and cerebellum (Lieberman LJ;&HoustonWilson.L 2000).
- **Ataxic cerebral palsy;** Ataxia is a type of cerebral palsy that causes problems with balance and coordination. Ataxic cerebral palsy makes up a small percentage of cases those with ataxia CP typically have issues surrounding voluntary movement (Luke, MD and Sinclair G, D 1981). Ataxic cerebral palsy differs from other types of cerebral palsy because it is caused by damage to the cerebellum. The cerebellum is the part of the brain that controls balance and coordination. People with ataxic CP often experience tremors and reduction in muscle tone (Lieberman LJ;&HoustonWilson.L 2000).

## **2.10. Student with cerebral palsy in physical education**

Students and many assume they cannot participate in physical activity. Sports for people living with any type of disabilities are possible, CP causes issues with movement, muscle coordination, and balance, but adaptive sports can help children and adults living with these disabilities participate and stay physically active (Adde, L., gg, M., 2007). Prevalence of student with cerebral palsy.

Cerebral palsy is the most common motor disability in childhood. Recent population-based studies from around the world report prevalence estimated of CP ranging from 1 to nearly 4 per 1000 live birth or per 1000 children. About 1 in 345 children 3 per 1000 8-year old children in the United States have been identified with CP according to 2010 estimates from CDC's Autism and Development Disabilities Monitoring Network. The prevalence of CP is higher for children born preterm or at low birth weight (sellierE, Plattms 2015).

In some parts of the world there is evidence that the prevalence of CP has declined particularly for the children born at moderately or very low birth weight (sellierE, Plattms 2015).

## **2.11. Hard of hearing**

Hard of hearing is a term that refers to someone with mild to severe hearing loss. In these individuals, some hearing capability is still present. The difference between being hard of hearing and deaf lies in the degree of hearing loss that's occurred. There are several different degrees of hearing loss including (Judith M.D 2011).

- Mild; softer or subtler sound are hard to hear
- Moderate; it is hard to hear speech or sound that are at normal volume level
- Severe; it may be possible to hear loud sounds or speech but it's very difficult to hear anything at normal volume level.
- Profound ; Only very loud

### **Symptom of hard of hearing**

- Feeling like speech and other sounds are quiet or muffled
- Having trouble hearing other people, particularly in noisy surrounding or when more than one person is speaking
- Frequently needing to ask others to repeat themselves or to speak more loudly or slowly

- Having to turn the volume up on your TV or phones( Judith M.D 2011)

## **2.12. Types of hard of hearing**

**Sensorineural hearing loss;** is the most common type of hearing loss .it occurs when the inner ear nerves and hair cells are damaged –perhaps due to age, noise damage or something else. Sensor neural hearing loss impacts the pathways from your inner ear to your brain. Most times sensor neural hearing cannot be corrected medically or surgically, but can be treated and helped with the use of hearing aids.

**Conductive hearing loss;** conductive hearing loss is typically the results of obstruction in the outer or middle ear –perhaps due to fluids, tumors ,earwax or even ear formation . This obstruction prevents sounds from getting to the inner ear. Conductive hearing loss can often be treated surgically or with medicine

**Mixed hearing loss;** mixed hearing loss is just what it sounds like-combination of sensor neural and conductive hearing loss.

## **2.13. Benefits of Physical activity & Physical education participation for students with cerebral palsy & hard of hearing**

Physical activity is now considered a global health problem and has been linked to many series illness facing everyone in modern society (Lamarree& Pratt, 2006). It contributes to 2-3%of the global burden of disease and cause major economic costs as well as indirect costs such as loss of productivity (World Health Organization (WHO, 2002). In the Us, The costs associated with physical inactivity and obesity accounted for 9.4% of the national health expenditure in 1995 and contributed as much as us 75 billion to us medical costs in 2000. 04Similarly in Canada, 6% of total health care costs were due to physical inactivity (WHO, 2003).The WHO (2006) states that European studies suggested 300 as an estimated cost of physical inactivity per citizen per year.

Regular physical activity has long been regarded as an important part of a healthy lifestyle and vast amounts of research reinforces the physical and mental health benefits of physical activity. Despite this millions of people every year remain inactive (Center of Disease Control and Prevention, 1993) and fail to meet the activity guidelines out lined by the world health organization (WHO), the center for disease control and prevention (COC) (1993) as well as the

American college of sport medicine (ACSM, 2007). They recommend that adults are physically active for a minimum of 30 minutes on preferable every day of the week and that, children from infancy & throughout school, should accumulated at least 60 minutes of activity a day.

Worldwide, more than 60% of an adult do not engage in sufficient level of physical activity (WHO, 2003). Physical inactivity is more prevalent among woman older adults' individuals from lower socio-economic group and the disabled (WHO, 2003). Individuals with cerebral palsy and hard of hearing participate less often in leisure and recreation opportunities and children with disabilities are more at risk of sedentary lifestyle as the presence of a disability can lead to deterioration of physical functioning with in turn results in a reduction in physical activity (Shermill, 1998).

The benefits of physical activity and physical education for the general population and for people with disabilities are supported in research. A benefit of leisure can be defined as a positive & beneficial change in an individual as a result of desired participation. A benefit can include simply maintaining a level of functional independence which would have otherwise declined without leisure interventions (Mannell&Klieber, 1997).

## **2.14. Methods of Modifying Sports and Activities**

Modified sports can take many forms but generally designed to provide an introductory and/or more accessible offering to various potential participatory groups such as children, mature-age participants, and persons. With disability, time poor people, or for those who are simply looking for new physical activity and social engagement opportunities. Modified sports can also provide an opportunity to develop general movement skills and basic techniques. Modified equipment, facilities, and rules are commonly used because of the developmental stage (age, physical size, motor skill proficiency) of participants. One of the most important contributors to successful inclusion in sport activities is adapting things to suit the needs of individual participants. In particular this applies to disability, where, adaptations are applied so that participation in activities or development of sport-based skills can occur effectively (SPARK, 2016).

### **2.14.1 Create Smaller Groups**

Large class sizes make it hard to give each student personal attention, not to mention a student with special needs it's important to break into smaller groups to ensure everyone participates and gets the attention they need. This can involve utilizing the skills of teacher helpers, special needs assistants, and student leaders, assigning them to supervise different groups of activities. Team sports with a low number of players-per-team such as ball hockey can also better ensure all students are involved and active (SPARK, 2016).

#### **2.14.2 Adapt Existing Activities**

Physical education teachers don't need to reinvent the wheel in order to be inclusive. Adapted physical activity involves updating traditional team and individual sports in order to make the game better suited to students with motor and intellectual disabilities. Adapting existing activities is a valuable tool for physical educators since the games can be played by all students as part of inclusion and universal design for teach (SPARK, 2016).

#### **2.14.3 Right Equipment**

This is another element of adapting activities for students with special needs. A variety of specialized equipment can greatly impact a student's ability to be involved in physical education activity. For example, children with coordination issues may have a difficult time with standard issue balls. Bean bags, soft balls, and other options may be good alternatives that promote inclusion and success. Cones and spot markers may also be helpful in providing spatial boundary definition and play space area for students with sensory motor issues. Consider padding play area surfaces for students with dyspraxia, and ensure an area is easy for students in wheelchairs to maneuver (SPARK, 2016)

### **2.15 Assessing Students with cerebral palsy and hard of hearing**

When assessing student learning, it is important to gather multiple sources of information that directly measure or examine the target behavior, focus on quality of performance, utilize criterion-referenced rather than normative-referenced measurement, and to involve students in the development of assessments National Association for Sport and Physical Education (NASPE, 1995). Physical education teachers can incorporate a variety of assessments or one assessment format into their class instruction and program. According to Melograno (1997), these assessment techniques include:



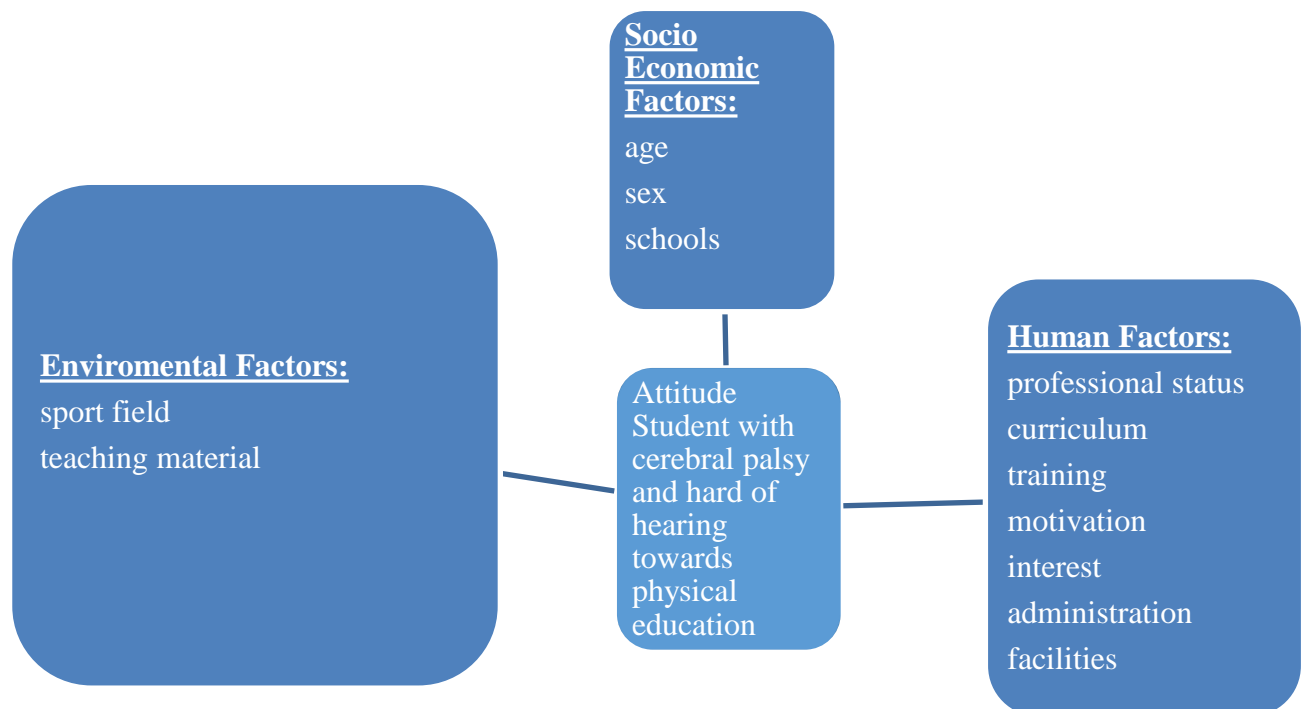
□ **Teacher-directed assessments**, which are achievement tests, observational inventories, and written tests. Teacher-directed assessments directly measure a student's motor skill, cognitive, affective, and psychomotor ability (Melograno, 1997).

□ **Peer assessments**, which involve students acting individually or as a group to assess their peers. Peer assessments are advantageous as they help students to develop and administer an assessment, learn concern for others, a sense of responsibility, and learn how to give constructive feedback (Myelogram, 1997).

□ **Self-assessments**, which involve the students critically and validly assessing their own performance/ability based on personal goals, teacher-derived goals, and/or peer-standards (Myelogram, 1997).

□ **Portfolio assessment** -an ongoing feedback system that serves to document student progress and learning through a variety of work samples and examples of learning (Melograno, 1997).

## 2.16. Conceptual frame work

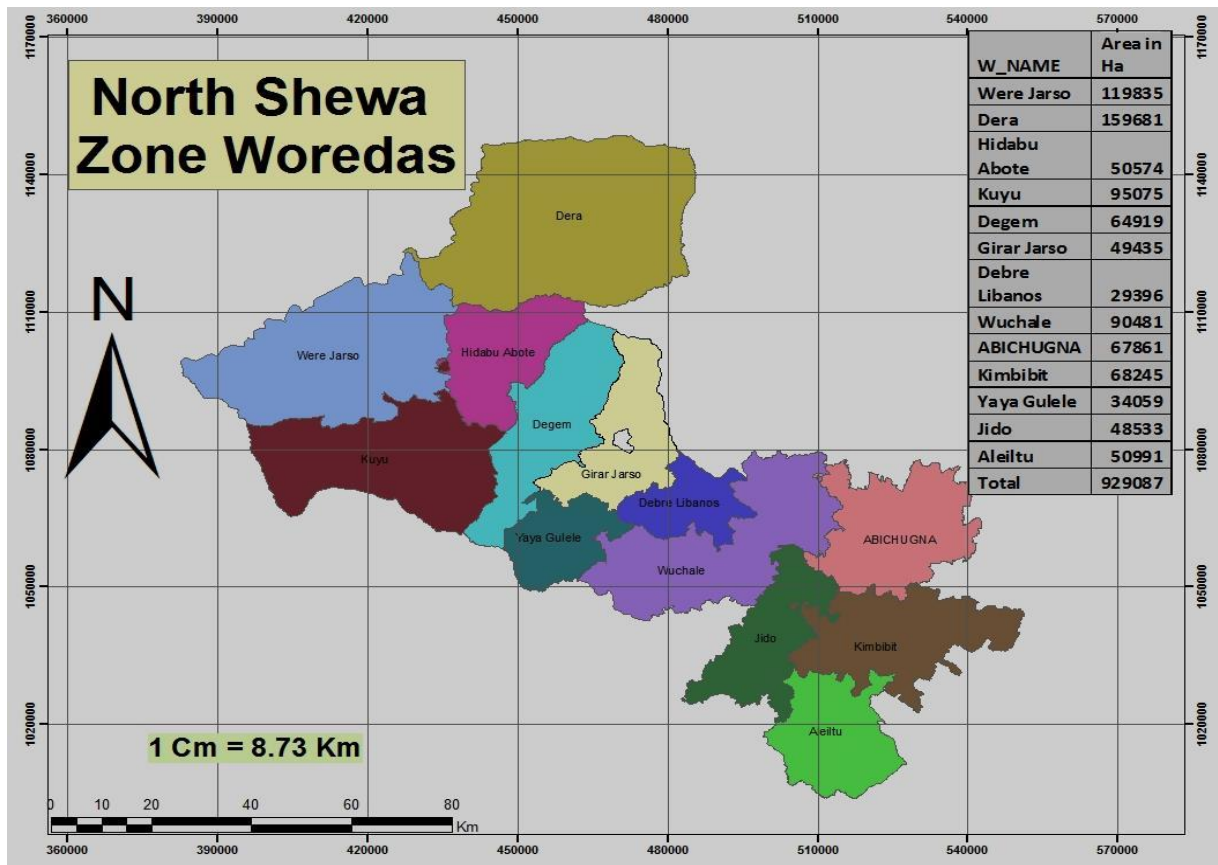


## CHAPTER THREE RESEARCH METHODOLOGY

### 3.1. Study area

The Study was conducted in Jidda and Debre libanos Woreda North Shoa Zone of Oromio Ethiopia. Jidda woreda located at a distance of 65 km from the zone town of fitche 75 km North-East of Addis Ababa. The Woreda bordered with four Woreda in four direction, Namely North-East of Kimbibit, South-East of Aleltu, North-West of Wachale and South-West Sululta. The Jidda Wereda is one of the thirteen Weredas in North Shoa zone. Jidda Woreda has thirteen Kebele and One administration town. Debre libanos a part of North Shoa Zone and it is to be found 89 km North West of Addis Ababa. It is bordered on the east by Wacaleworeda, on the west by YayaGulale, on the North by Amhara region and Girar Jarso woreda, on the south by Wachale, woreda.

**Figure 1.study area map**



### **3.2. Study design**

Descriptive research design was employed which attempts to describe and interpret the condition that exist at present, the attitude of student with cerebral palsy and student with hard of hearing toward physical education in secondary school.

### **3.3. Participant of the study**

The target of this study was student with cerebral palsy, student with hard of hearing physical education Teachers of Jidda and debrelibanos woreda dehana, debrestige, hailamariyam gameda and ayida secondary school students.

### **3.4. Population of the study**

The population of study is the entire group of people to which researcher intends the results of a study to apply (Aron and coups .2008 w). The population of the study as Oromia regional state in north shoa zone in the four (4) secondary schools include; hailamariyam gameda secondary school, ayida secondary school, dehana secondary school and debrestige secondary schools. The total population of this study is two thousand two hundred (2200) students, seven (7) physical education teachers. The target population of this study is thirty (30) students, seven physical teachers (7).

### **3.5. Sample size and sampling techniques**

The target population of the study from Oromia state north shoa zone Jidda and debrelibanos woreda the study involved 15 student with cerebral palsy, 15 student with hard of hearing, 7 physical education teachers. To select the students sample purposely sampling technique and to selected sample of the woreda, school and teacher availability technique was applied from the oromia state north shoa zone Jidda and debrelibanos woreda.

### **3.6. Instrument of data collection**

The Instrument employed to gather the necessary data for this study were questioner, observation, and interview .According to (Cohen and manion 1994) use of combination of

method is suggested as having advantages of correct some of the deficiency of any one source of data.

### **3.6.1. Questionnaire**

A questionnaire is defined as a document containing questions and other types of items designed to split information appropriate for analysis( Cohen and manion 1994).Questionnaire was prepared to collect data from secondary schools student with cerebral palsy and student with hard of hearing. The closed ended questionnaire was chosen for it is easily to fill out, takes little time, keeps the respondents on the subject, is relatively objective and fairly easy to tabulate & analyze. On the other hand, the open ended questionnaire is intended to give a chance for respondents to make their responses in their own words and all what they feel.

Before distributing the questionnaires to the actual participants of this study, permission and willingness of respondents was asked. After getting their consent, they were informed about the objective of the study and its confidentiality. Next to this, distribution of the questionnaire was continuing until the questionnaire complete. Finally, the student researcher collected the questionnaire back and expressed his gratitude to the respective participants the total distributed (30) questionnaires, and 30 were returned.

### **3.6.2. Interviews**

Interviews were appropriated to collect data in depth information and allow opportunity for explanation of question and can be applied to any type of population (Best and kahan 2005).Unstructured interview was prepared with necessary modification. The interview is the main road to multiple realities much of what we cannot observe for ourselves has been or is being observed by others. Thus, we use interview to fill the gap. The major way in which qualitative evaluator seeks to understand the attitude, feeling and knowledge of people in program is through in- depth intensive interview (Best and Kahan 2005) .

### **3.6.3. Field Observation**

The observation method is described as a method to observe and describe the behavior of a subject. (Best and Kahan 2005) The observation was conducted during physical education practical classes. The semi- structured interview and field observation check list were employed for physical education teachers and for students with cerebral palsy and hard of hearing. In the questionnaire the same questions were set for students with cerebral palsy and hard of hearing.

Most of the items were closed ended supplemented with few open – ended items. The items are expressed by strongly agree, Agree, Undecided, Disagree, and strongly disagree. For field observation check list was prepared, and was that the data collection process was develop and raised interview questions based on the situation that was happen.

### **3.7. Procedure of data collection**

#### **3.7 .1Source of data**

##### **3.7.2. Primary data**

Primary data was obtained from student with cerebral palsy and student with hard of hearing and physical education teacher through questionnaire, interview and observation from selected secondary schools. And these sources were chosen to provide relevant and valid data.

### **3.8 Method of data analysis**

This research was intended to assess attitude of student with cerebral palsy and student with hard of hearing to word physical education. In order to achieve the objectives of the study data obtained from the different sources through different data gathering instrument were analyzed in percentage and frequency based on the nature of the data .Therefore both quantitative and qualitative techniques were used to analyze and interoperate the obtained data.

#### **3.8.1 Quantitative Analysis**

Data that was collected through questionnaire were tabulated and organized in Tables in order to show what is identified by the respondents and described in text to explain what is listed in the table and make it to give structured meaning. This process of condensation is hoped to reduce their bulk and give prominence to the underlying structure of the data. Frequencies and percentages, moreover, are helpful to compare responses to items.

#### **3.8.2Qualitative Analysis**

Qualitative analysis has been carried out to analyze the data gathered via the interviews, field observation. The responses obtained from the interviews have been transcribed. Qualitative analysis of them has been made. The field observation responses have been analyzed

qualitatively in line with the attitude of teacher and participation of students with cerebral palsy and student with hard of hearing during practical period of physical education.

### **3.9. Ethical Issues**

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it was not is exploited for undertaking other than the purpose of the research study. Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed were very much minimized.

## CHAPTER FOUR

### 4.1. RESULTS, DISCUSSION AND INTERPRETATION

#### 4.2. Socio-Demographic profile of the students with CP and student with hard of hearing

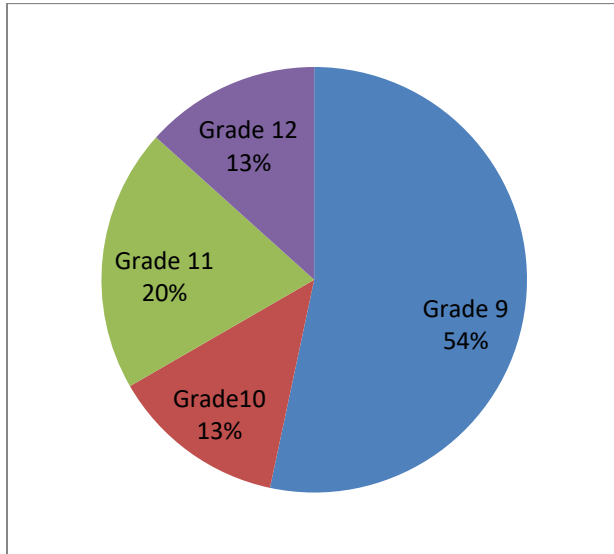
Given the fact that this study was carried out in four schools, It could be difficult to generalize the results of the study for others schools unless for school with similar characteristics through description of the samples students with Cerebral Palsy and with hard of hearing were offered. Descriptive statistics were used to illustrate the results including the variables of gender.

**Table.1 back ground of students with cerebral palsy and hard of hearing**

Gender	School	Types of disability	No	Percentage
Male	H/Mariyam gemeda secondary School	CP	1	33.3%
		HH	-	-
Female	H/Mariyam gemeda secondary School	CP	2	66.67%
		HH	2	100%
		Total	5	100%
Male	Ayida Secondary school	CP	-	-
		HH	3	60%
Female	Ayida secondary school	CP	2	100%
		HH	2	40%
		Total	7	100%
Male	D/stige secondary school	CP	3	60%
		HH	1	50%
Female	D/stige secondary school	CP	2	40%
		HH	1	50%
		Total	7	100%
Male	Dehana secondary school	CP	5	50%
		HH	4	66.67%
Female	Dehana secondary school	CP	5	50%
		HH	2	33.33%

As observed in the Table, out of 15 students with CP from four Schools, 6(40%) were males and 9(60%) of them were females. As observed in the Table 1, out of 15 students with hard of hearing from four Schools, 8(53.33%) were males and 7(46.67%) of them were females.

**Figure 2. Graphical representation of student’s grade profile**



As it was shown above the sample respondents grade level were analyzed in the above pie chart 2 in that 16 (54%) of the sample respondent were selected from grade 9<sup>th</sup> students and 4(13%) of the sample respondent were selected from grade 10<sup>th</sup> students and 6(20%) of sample were selected from grade 11<sup>th</sup> students the other 4(13%) of the sample were selected from grade 12<sup>th</sup> students.

**4.3. Quantitative Data results of students**

Questionnaire survey was analyzed using statistics frequencies &percentages. Rating Scale of the following was used.

5= Agree, 4=Strongly Agree, 3=Uncertain, 2=Disagree, 1= strongly disagree

**Table 2. Items feelings of students with CP and HH towards physical education**

NO	Items of feeling of students with CP &HH towards physical Education		5=A		4=SA		3=UD		2=DA		1=SDA		Total	
			N0	%	N0	%	N	%	N	%	N0	%	N0	%
1	Physical education is my favorite subject	CP	1	6.66	1	6.66	-	-	8	53.33	5	33.33	15	100
		HH	2	13.33	-	-	3	20	6	40	4	26.67	15	100



2	I am interested to learn Physical education lesson	CP	4	26.67	2	13.33	-	-	7	46.67	2	13.33	15	100
		HH	3	20	2	13.33	1	6.67	4	26.67	5	33.33	15	100
3	Physical education class pleasant for me	CP	1	6.67	1	6.67	-	-	8	53.33	5	33.33	15	100
		HH	3	20	-	-	1	6.67	9	60	2	13.33	15	100
4	The activities I learn in Physical education class fun for me	CP	1	6.67	3	20	2	13.33	1	6.67	10	66.66	15	100
		HH	-	-	2	13.33	-	-	9	60	2	13.33	15	100
5	I prefer physical activities for recreation	CP	3	20	2	13.33	-	-	9	60	1	6.67	15	100
		HH	1	6.67	4	26.67	-	-	7	46.67	3	20	15	100
6	Physical education practical class does not comfort to me	CP	11	73.33	1	6.67	-	-	2	13.33	1	6.67	15	100
		HH	10	66.67	4	26.67	-	-	0	0	1	6.67	15	100

As could be seen from the table, 2 items one and two about PE is favorite subject and interest for PE were responded by student with hard of hearing 1(6.67%),1(6.67%)and 4(26.67%),2(13.33%)of them responded agree and strongly agree respectively of the respondent 8(53.33),3(33.33%)and 7(46,67%),2(13.33%) responded disagree and strongly disagree respectively.

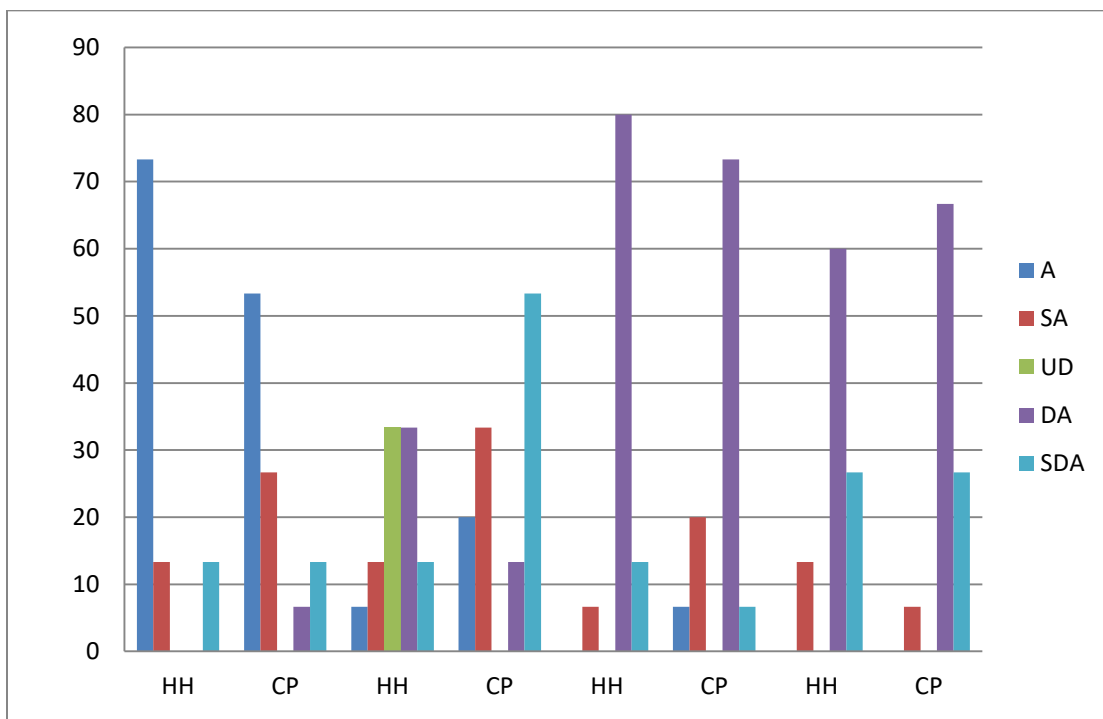
In table 2 Item three and four about PE pleasant and funny subject majority of students with CP 3(20%) 0(0%) and 0(0%), 2(13.33%) have responded that agree and strongly agree respectively. And 9(60%), 2(13.33%) and 9(60%) 4(26.67%) responded that disagree and strongly disagree respectively.

In table 2 Item three and four about PE pleasant and funny subject majority of students with HH 3(20%) 0(0%) and 0(0%), 2(13.33%) have responded that agree and strongly agree respectively. And 9(60%), 2(13.33%) and 9(60%) 4(26.67%) responded that disagree and strongly disagree respectively.

Item for recreation and comfort of physical education were responded by 3(20%), 2(13.33%) and 11(73.33%), 1 (6.67%) agree and strongly agree respectively of the respondents 9 (60%), 1(6.67%) and 2(13.33%),1(6.67%) of them disagree and strongly disagree respectively. This indicates that majority students with CP focus on other subjects rather than physical education.

In table 2 five and six Item for recreation and comfort of physical education were responded by 1(6.67%), 4(26.67%) and 10(66.67%),4(26.67%) agree and strongly agree respectively of the respondents 7(46.67%), 3(20%) and 0(0%),1(6.67%) of them disagree and strongly disagree respectively. Finally this indicates that majority students with Hard of hearing and cerebral palsy are not interested to learn physical education. We conclude student with hard of hearing and cerebral palsy have negative attitude towards physical education.

**Figure 3. Benefits of physical education for students with HH and CP**



In the graph 1,item one and two display about no use of physical education and physical education for academic achievement were responded by student with hard of hearing 11(73.33%), 2(13.33%)and 1(6.67%),2(13.33%) of them that they responded strongly agree and agree respectively. In the chart 3 ,Item three and four about no use of PE and PE for academic achievement were responded by, student with hard of hearing0(0%) ,2(13.33%), and 5(33.33)and response undecided 5(33.33%),2(13.33)of them responded is disagree and strongly disagree respectively.

In the graph 3, item one and two about no use of physical education and physical education for academic achievement were responded by student with cerebral palsy 8(53.33%), 4(26.67%) and 3(20%), 2(13.33%) of them that they responded strongly agree and agree respectively. Item about no use of PE and PE for academic achievement were responded by, 1(6.67%), 2(13.33%), and 2(13.33%), 8(53.33%) of them responded is disagree and strongly disagree respectively.

Item about physical education for self-confidence and for social life were responded by student with hard of hearing 0(0%), 1(6.67%) and 0(0%), 2(13.33%) of them that responded agree and strongly agree respectively. Item about physical education for self-confidence and for social life were responded by 12(80%), 2(13.33%) and 9(60%), 4(26.67%) of them that responded disagree and strongly disagree respectively.

Item about physical education for self-confidence and for social life were responded by student with cerebral palsy (6.67%), 3(20%) and 0(0%), 1(6.67%) of them that responded agree and strongly agree respectively.

Item about physical education for self-confidence and for social life were responded by student with cerebral palsy 11(73.33%), 1(6.67%) and 10 (66, 67%), 4(26.67%) of them that responded disagree and strongly disagree respectively.

From the result we can conclude that the benefits of physical education do not aware of by most students. Because of this student with hard of hearing and cerebral palsy have no awareness about the benefit of physical.

**Table 3, Attention of students with HH and CP for PE class**

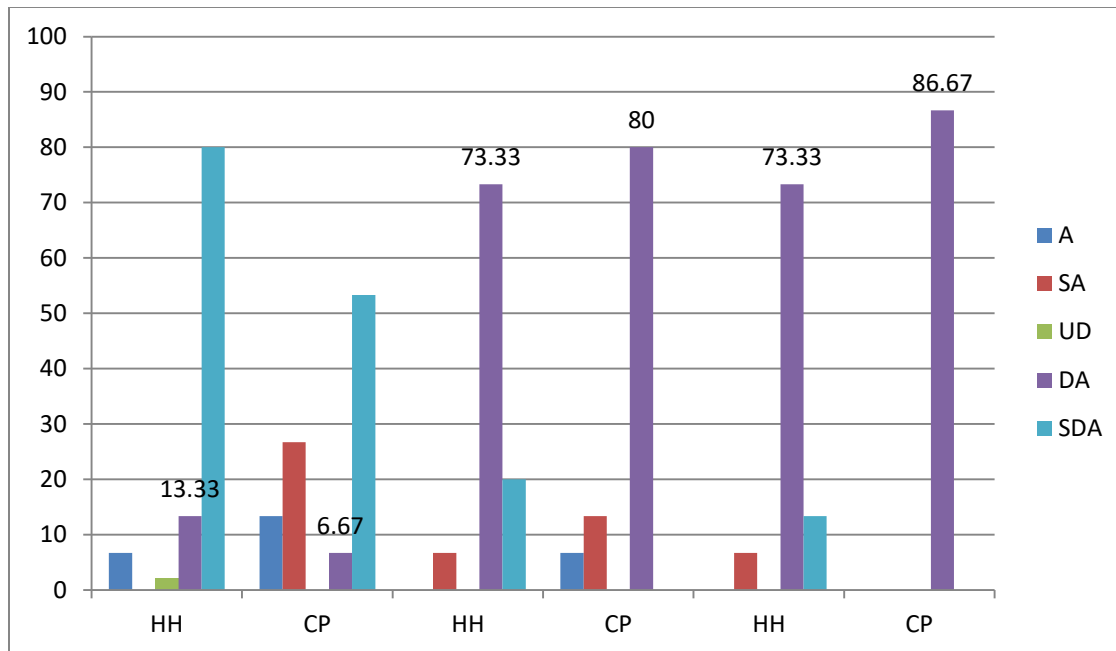
N O	Items of attention of students with HH & CP for PE class		5=A		4=SA		3=UD		2=DA		1=SDA		Total	
			N o	%	N o	%	N o	%	N o	%	N o	%	N o	%
1	I give attention for PE subject like other subject	HH	3	20	1	6.67	-	-	11	73.33	-	-	15	100
		CP	-	-	2	13.33	-	-	13	86.67	-	-	15	100
2	I give attention for physical education results	HH	1	6.67	1	6.67	-	-	10	66.66	3	20	15	100
		CP	2	13.33	1	6.67	-	-	11	73.33	1	6.67	15	100
3	I work my assignments and home work by physical education class	HH	8	53.33	4	26.67	-	-	1	6.67	2	13.33	15	100
		CP	9	60	2	13.33	-	-	-	-	4	26.67	15	100

In the table 5,item one and two As can see from the attention for physical education subject and results are 3(20%), 1(6.67%) and 1(6.67%),1(6.67%) were responded by agree and strongly agree respectively and 11(73.33%),0(0%) and 10(66.66%),3(20%)of them that they responded disagree and strongly disagree respectively.

As can see from the above Table attention for physical education subject and results are 0(0%), 2(13.33%) and 2(13.33%),1(6.67%) were responded by agree and strongly agree respectively and 13(86.67%),0(0%) and 11(73.33%),1(6.67%)of them that they responded disagree and strongly disagree respectively.

This indicates most students with CP and hard of hearing give priority for other subjects than physical education. Physical education was simply their free period or for do other works in this period. Its implies for negative attitude towards the physical education subject.

**Figure 4, Participation of students with HH &CP during PE class**



From the above graph 2,time allotment for physical education and attending physical education classes were responded by student with hard of hearing 1(6.67%),0(0%)and 0(0%),1(6.67%) of them that responded agree and strongly agree respectively of the respondent 2(13.33%),12(80%) and 11(73.33%),20%) responded disagree and strongly disagree respectively. And about participation in physical activities were responded by 0(0%),1(6.67)agree and strongly agree of them 11(73.33%),3(20%) responded disagree and strongly disagree respectively.

From the above graph time allotment for physical education and attending physical education classes were responded by student cerebral palsy8(53.33%),4(26.67%)and1(6.67%),2(13.33%) of them that responded agree and strongly agree respectively of the respondent 1(6.67%),2(13.33%) and 12(80%),0(0%) responded disagree and strongly disagree respectively.

And about participation in physical activities were responded by 0(0%) agree and strongly agree 0(0%) of them 13(86.67%), 2(13.33%) responded disagree and strongly disagree respectively. From the result of chart we can conclude that students with Cerebral palsy and hard of hearing have negative attitude towards physical education.

#### 4.4. Result of interview and observation

This section presents and discuss data gathering through field observation and interview. Data gathered through each tool were analyzed separately.

##### 4.4.1. Field Observation

Field observation is one of the qualitative data gathering tools for the purpose of the study as it helped the researcher to get first-hand information. The researcher used observation checklist to capture relevant information for the purpose of the study.

**Table 4. field observation of student with cerebral palsy and hard of hearing**

The behavior to be observed	H/Gemeda secondary school		Ayida secondary school		D/stige secondary school		Dehana secondary school	
	Yes	No	Yes	No	Yes	No	Yes	No
Students with cerebral palsy participate in practical activity		✓		✓		✓		✓
Student with hard of hearing participate in practical activity		✓		✓		✓		✓
Is teacher motivate all students to participate in physical activity		✓		✓		✓		✓
Are there difference between the social interaction state of students with cerebral palsy and student with hard of hearing		✓		✓		✓		✓
Teachers can help students with CP and HH during physical activity		✓		✓		✓		✓
Students with CP and HH play co-operatively with others		✓		✓		✓		✓

As the researcher observed that student with CP &HH not participated in physical activities during this time those students sit under the shadow.

The social interaction with others was low. One of the biggest arguments for inclusive practice is to increased opportunities for social interaction between students with HH, CP and non-disable students Lack of appropriate social skills in physical education can lead to limited interactions and ultimately rejection by non-disabled peers and also physical education teacher not motivated and to help students to participate in physical activities. Kocherspeger (2005) found that teachers working with students with this type of disabilities spent more time simply observing the students rather than prompting or modeling appropriating participation. Further, most of the lessons consisted of game play that required a full complement of motor, social and cognitive skill that are often less developed in students with CP&HH In combination, these factors were identified as contributing to the significantly lower rate of participation in physical education activities of students with CP&HH.

#### **4.4.2. Students Interview result**

Analysis on student with cerebral palsy and student with hard of hearing Responses fifteen (15)STWCPC and fifteen (15)STWHH were selected the Five(5) interview questions were prepared.

The first interview question Do you believe on physical education benefits for you? Ten students with CP reported No, We don't believe because mostly students with CP do not participate in Physical education. The habit of students with CP sits or moves place to place in the school during Physical education period and five student with cerebral palsy reported we have no any knowledge about physical education because most of the time we are not present in physical education class and 13 student with hard of hearing reported we do not know about its benefit we are not participate in physical education because of our individual problem when we participate we are not feel comfort.

Two student with hard of hearing reported yes it has benefit for all human being but to participate in physical education in our school the activity not modify according to our individual problem in this case we are ignored from physical education class.

Several studies have revealed that students with CP often have difficulties with participation in school activities. (Hemming son, and Burrell, 2000; Stinker, Custer, and Parush, 2005). It is often difficult, however, the extent to which the challenges that learners 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 right of this, participation in Physical education for learners with CP calls for the teachers' individual learners attention because Physical education entails body movement; yet, mobility of these learners is often affected by their conditions. The assistance can be inform of environmental adaptations, teaching strategies and provision of individual learners attention by the teacher or more capable peers in helping them to achieve participation in the Physical education activities.

The second interview question How your participation in physical education class? fourteen students with cerebral palsy reported very low, We are not participate in physical education class and one student with cerebral palsy I try to participate but it is very difficult to perform the activity and nine student with hard of hearing our participation is very limited because of our individual problem we fear to participate in physical education class and six student we are not participate in physical education class.

The third interview question what are factors that limit you in the participation of Physical education class? Thirteen (13) student with cerebral palsy reported, in our understanding there are some factors that limit our participation in physical activities. These are our Physical education teacher not encourage them to include in Physical education class, lack of knowledge, self-perception and attitudes of physical education teachers and two (2) Student with cerebral palsy reported we are not interested to participate in physical education class. 15(fifteen) students with hard of hearing reported there is no any facility for student with hard of hearing to participate in physical education.

According to health education authority the teachers could play several different role key among them are being facilitator, helper, and mentor and resource provider. The teacher role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning (Barrows, and Tamblyn, 1980).In view of this to successfully



cater for the diversity of learner with HH&CP within including Physical education lesson, the teacher has play difference roles in the leaning process. Other attitudes there may be strong negative attitudes toward Physical activity and exercise amongst people with HH&CP. This may be partly due to: the perception that health promoting activity must be intensive and therefore; beyond their capability, the fear that Physical activity and exercise may be harmful, Feelings of frustration about loss abilities together with embarrassment and loss of dignity in front of others.

Fourth interview question How do you see the general attitude of physical education teachers towards student with cerebral palsy and student with hard of hearing? 15 (fifteen ) student with cerebral palsy reported physical education teachers are very carless about student with hard of hearing and student with cerebral palsy.10(Ten)student with hard of hearing reported attitude of physical education teachers are negative, most of teachers are not interested to encourage those student towards physical education. And 5 (five) students with hard of hearing reported we can't understand the attitude of physical education teachers.

#### **4.4.3. Physical education teacher's interview result**

It is mentioned in chapter three, unstructured interview with the teachers of physical education after the field observation had been completed. At the interview, the teachers responded to three open ended questions regarding awareness of student with HH, CP and physical education. Results are given in the order of the questions being ask

#### **In your physical education practical class students with HH and CP participate in physical activity?**

All of the four P.E teachers reported most of the time students with cerebral palsy and hard of hearing do not participate in physical activity. These students simply observe students that participate in physical activity out of field. Sometimes some students with those do not come in to the field and make their own work in class room or other places. Individuals with cerebral palsy and hard of hearing participate less often in leisure and recreation opportunities and children are more at risk of sedentary lifestyle as the presence of disability can lead deterioration of physical functioning with in turn results in a reduction in physical activity (Shermill, 1998). Worldwide, more than 60% of adults do not engage in sufficient level of physical activity according to (WHO, 2003). This condition has its direct effect on the attitude of students with

disabilities towards physical education. Physical Education Teachers do not support and encourage students with cerebral palsy and hard of hearing to include physical education classes. So, most of students with this type of disability do not have enough knowledge and interest to participate during physical education practical classes. However, physical education teachers are one factor for low level of awareness of students with cerebral palsy and hard of hearing about physical education.

### **How your relationship with students with cerebral palsy and hard of hearing?**

All seven P.E teachers said that mostly students with cerebral palsy and hard of hearing do not participate in physical education practical class. Practical class of physical education creates close relationship with students. So, our contact to those students limited because those students not participate in physical activity. So, our interactions with students with cerebral palsy and hard of hearing are low. The way a teachers and student interact is a critical factor.

In determining student educational out comes. Research by Wangetal. (1990) identified student teacher social interaction as a key factor in influencing students learning. Students identify relationship with teachers as being among the most important parts of their school experience (Alerby, 2003). This could probably explain why interaction between the teacher and learner with physical disabilities in physical education is fundamental. This is because in physical education activities, learners with physical disabilities may require teachers close proximity and help in performing the activities more than is any other academic subject, without which cannot achieved. Besides this, how a teacher interacts with learner with physical disabilities translate in to products important inclusive education.

### **How to help students with Cerebral palsy and hard of hearing in your physical education class?**

Three of four P.E Teachers reported students with disabilities not participate in physical activity. But rarely some students some disabilities participate in some activities. These students participate in passive way with their peers (students without disabilities). However, no unique support for students with cerebral palsy and hard of hearing.

Physical education teacher has been shown to be a factor in student's attitudes toward physical education (Subramanian and Silver Man, 2007).

Several teacher characteristics may influence student's attitude towards Physical education, such as personality, interact with students. Literature search of recent research investigating the influence of the classroom Teacher on Physical education revealed three- related contemporary studies (Hicks, 2004; Dean, Adams and Co meau, 2005). The finding indicated that the teacher was a determinant of negative attitude than positive attitude toward Physical education. Influence of the Physical education teacher on students attitudes toward Physical education appear largely related to direct contact and interaction with students.

The majority of contemporary research on attitudes toward inclusive programming for a student with cerebral palsy and hard of hearing has been focused on the attitude of general Physical education teachers. Understanding how general physical education teacher regard inclusion may offer valuable in spit in to attitude concerning inclusionary practices (Jerlinder, Danermark, and Gill, 2010). Literature suggests that general Physical education teachers largely possess negative attitude towards inclusion of students with cerebral palsy in regular Physical education classes. These negative attitude typically stern from reported in adequate training, Paucity of knowledge, limited experience and emphasis on competition (Morley et.al; 2005).

## 4.5. Discussion

Under this part of the study the results that had been obtained through quantitative data collecting approach and analyzed into percentage and frequency analysis given the meaningful conclusion through particularly had helped to identify the results and the data that had been collected through qualitative data collecting approach were helped the researcher to identify the results. The results that had obtained through quantitative and qualitative data collecting approaches were compared to triangulate the results. The results that had been obtained from the quantitative data collecting approach from the secondary school students were similar with the results that had been gained through responses that had been collected from the secondary school physical education teachers through interview questions. The data were collected for the study that had been done on comparative study on the attitude of student with cerebral palsy and hard of hearing towards physical education in north shoa zone some selected secondary schools from students, physical education teachers and secondary school through questionnaires and interviews.

Discussions were done on the basis of results that which were Obtained through the previous studies that had been conducted by different researchers with the results that had been Obtained through the study that been conducted currently side by side. Previous studies had indicted by different researchers have established that on the attitude of student with hard of hearing and cerebral palsy towards physical education in the secondary schools.

The result of the current study was similar with this previous study, in that it had indicated on the comparative study on the attitude of student with cerebral palsy and hard of hearing towards physical education. (regular Mary This sen-Milder, 2006) also suggested.

The Other previous study that had conducted by Maduabunmi (2003) reported that lack of adequate professional in inclusive as a major factors for students negative attitude towards physical education,(Oyediran, Isola, 2010) then stressed the need for a definite teachers. He suggested regular work for teachers to encourage student with hard of hearing and cerebral palsy towards physical education.

Previous research has shown that attitudes towards person with cerebral palsy and student with hard of hearing are mostly negative and that they are manifested in the form of rejection, intolerance and distancing (Hanak and Dragojevic, 2002). Attitudes towards physical education and activity are of particular importance for students with cerebral palsy and hard hearing. As a subgroup, students with disabilities participate in school based physical activities at a rate that is significantly and consistently lower than that of their non-disabled peers (Hodge & Operetta, 2004; Rammer, 2008; U.S Government Accountability Office 2010).

The next part of this discussion had presented to confirm the similarity and the dissimilarity of the current findings that had been gained through this study with the previous studies that had been done by the previous researchers. The findings of current study were similar with (Wilson, 2002), (UNESCO, 2000), Hagger Et al (2002), Awosika (2005), Garcia (1999), Baumeister & Boone (2004), Santini and Neto (2005) and (2013), Dyson (2014).

Students with cerebral palsy and hard of hearing exclude from physical education practical class. This implies that the attitude of students with cerebral palsy and hard of hearing about physical education is negative and also there is no attitudinal difference between student with hard of hearing and cerebral palsy. The major perceived factors for negative attitude of students with cerebral palsy and hard of hearing about physical education were mainly related to lack of knowledge, self-perception and the attitude of physical education teachers.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1. Summary

The purpose of this study was to assess the attitude of students with cerebral palsy and hard of hearing towards Physical education at Oromia region north shoa zone in some selected high schools. Specifically, it thought to attain the following research questions.

1. What is the attitude of students with cerebral palsy about physical education?
2. What is the attitude of student with hard of hearing and cerebral palsy toward physical education?
3. Is there attitudinal difference between student with cerebral palsy and students with hard of hearing toward physical education?
4. What are factors that affect the attitude of student with cerebral palsy and hard hearing about physical education?

To answer these questions, 37 respondents were selected, 15 students with cerebral palsy and 15 students with hard of hearing were selected and questionnaires were administered to them. And interview was conducted to 30 students with CP & HH and 7 physical education teachers. And field observation was conducted. In order to carry out the study descriptive research design with quantitative and qualitative approach was adopted.

The first objective focused on the Attitude of students with cerebral palsy and hard of hearing towards Physical education. From the result of quantitative and qualitative data the findings are students with CP and HH have low perception about benefits of Physical activity. Student with cerebral palsy and hard hearing have no interest towards physical education .Because students with CP & HH do not participate in Physical activities during Physical education class mostly this student's exclude from Physical education class and sit under the shadow.

The second objective to identify attitudinal difference between of students with hard of hearing and cerebral palsy towards physical education. Quantitative results from this study revealed that students with CP and HH largely exhibit negative attitudes toward Physical education. Both

students with cerebral palsy and hard of hearing revealed that there is no attitudinal difference between them.

Third objective to assess the factor that affect students attitude towards physical education insight in to the factor that may play a role for students with cerebral palsy and hard of hearing participation in Physical education. These are lack teacher encouragement, self-perception, and lack of knowledge and attitudes of physical education teacher and society pressure.

From the results of qualitative and quantitative data from students with cerebral palsy and hard of hearing provided insight in to the factor that may play a role not students participation in Physical education and have negative attitude. These are teacher encouragement, self-perception, and lack of knowledge and attitudes of physical education teacher.

## 5.2. Conclusion

Under this part of the study the results that had been obtained through quantitative data collecting approach and analyzed into percentage and frequency. Analysis given the meaningful conclusion through particularly had helped to identify the results and the data that had been collected through qualitative data collecting approach were helped the researcher to identify the results.

The results that had obtained through quantitative and qualitative data collecting approaches were compared to triangulate the results. The results that had been obtained from the quantitative data collecting approach from the secondary school students were similar with the results that had been gained through responses that had been collected from the secondary school physical education teachers.

The data were collected for the study that had been done on the comparative study on the attitude of student with cerebral palsy and hard of hearing to wards physical education in case Oromia selected secondary schools from students, physical education teachers through questionnaires and interviews.

Results indicated that both students do not know about benefits of physical education, feelings towards physical education is low, their participation during practical class low also physical education teachers' encouragement, support students with Cerebral palsy & Hard of hearing during practical class almost none. Because most physical education teachers do not know how to support and teach them. Generally students with cerebral palsy and hard of hearing exclude from physical education practical class. This implies that the attitude of students with cerebral palsy and hard of hearing about physical education is negative and also there is no attitudinal difference between student with hard of hearing and cerebral palsy The major perceived factors for negative attitude of students with cerebral palsy and hard of hearing about physical education were mainly related to lack of knowledge, self-perception and the attitude of physical education teachers.



### 5.3. Recommendation

Based on the reviewed literatures and study findings discussed, the following recommendations were forwarded.

- ✚ There is a need to give up grading courses for physical education teacher and material assistance for schools which is exercising students with cerebral palsy and hard of hearing.
- ✚ Guidelines for physical education teachers of students with cerebral palsy and hard of hearing would be useful.
- ✚ The curriculum advised to be inclusive. The subject specialists and officials at higher level should work collaboratively with special need professionals for PE learning of students with cerebral palsy and hard of hearing.
- ✚ Secondary school Physical education teachers in Oromia Region north Shoa advised to plan with fully engagement of students with cerebral palsy and hard of hearing in physical activities by addressing the benefits of Physical education to all students and physical education teachers must be consider encouragement and support students' during physical activity. They better consider ways to allow socialization among students during Physical education while maintaining and meeting course objectives.
- ✚ Students with cerebral palsy and hard of hearing must be oriented about the benefit of physical education before conducting the lesson. So they have better understanding to participate in physical activities. Because lack of knowledge can lead to uncertain students with cerebral palsy and hard of hearing as to whether activity is beneficial or harmful to them.
- ✚ Since this study was focused on attitude of students with cerebral palsy and hard of hearing towards Physical education and activity, research in this area needs to continue.

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The behavior component of attitude encompasses the overt action that people

(Wilson, 2002), (UNESCO, 2000), Hagger Et al (2002),Awosika

(2005), Garcia (1999).Baumeister& Boone(2004),Santini and Neto( 2005).





	education class are useless to me											
8	Physical education help to improve academic achievement											
9	Physical activity I learn in Physical education class develop self confidence											
10	Physical education creates opportunities for your social life.											
11	I give attention for PE subject like other subject											
12	I give attention for physical education results											
13	I work my assignments and home work by physical education class											
14	I think time allotment for physical education class is not enough											
15	I always present in physical education class											
16	I can participate in all Physical activity effectively											
17	Physical education teachers makes Physical education class boring for me											
18	My Physical education teacher encourage me during practical activity											

19. If any other suggestion please state. \_\_\_\_\_



Appendix B  
 Jimma University  
 Sport Academy  
 Department of sport science  
 Observation Check List

1General information

- Date of visit \_\_\_\_\_
- Grade and section observed \_\_\_\_\_
- Topic of the lesson \_\_\_\_\_
- Length of the observation \_\_\_\_\_
- Number of periods allotted per week \_\_\_\_\_
- Number of students with Cerebral palsy in the class \_\_\_\_\_
- Number of student with hard of hearing in the class \_\_\_\_\_

Instruction1. Put check mark “X” in the column which tells “yes” or “no”

Date of observation	Yes	No	The behavior to be observed
			Students with cerebral palsy participate in practical activity
			Student with hard of hearing participate in practical activity

			Is teacher motivate all students to participate in physical activity
			Are there difference between the social interaction state of students with cerebral palsy and student with hard of hearing
			Teachers can help students with CP and HH during physical activity
			Students with CP and HH play co-operatively with others

Appendix C  
Jimma University

Sport Academy

Department of Sport Science

Guide interviews questions for physical education Teachers

The purpose of this interview is to collect data on attitudes of physical education Teachers to word student with cerebral palsy and student with hard of hearing physical education in selected high schools of oromia region north shoa zone. The information /data will be used for academic purpose (thesis) only and it will be kept confidential. Thus, you are kindly requested to respond to the questions honestly and responsible.

- In your physical education class student with cerebral palsy and student with hard of hearing participate in physical activity
- How your relationship with student with cerebral palsy and student with hard of hearing.
- How to help students with cerebral palsy and hard of hearing in your physical education class.

## Appendix D

Jimma University

Sport academy

Department of sport science

Guide interview questions for students

The purpose of this interview is to collect data in awareness of student with cerebral palsy and student with hard of hearing to word physical education in oromia region north shoa zone selected high schools. The information /data will be used for academic purpose only and it will be kept confidential. Thus, you are kindly requested to the questions honestly.

- Do you believe on physical education benefits for student with cerebral palsy and student with hard of hearing?
- How your participation in physical education class?
- What is the factor to limit the participation of physical activity?
- How do you see the general attitude of physical education teachers towards student with cerebral palsy and student with hard of hearing?