

WOLKITE UNIVERSITY



**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

**CHALLENGES AND PRACTICES OF PHYSICALLY IMPAIRED
STUDENTS PARTICIPATION DURING PHYSICAL EDUCATION
PRACTICAL CLASSES: THE CASE OF YABERUS WOLKITE
PERPARATORY SCHOOL**

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WOLKITE UNIVERSITY

DECLARATION

I, declare that this research entitled : “ **Challenges and Practices of physical impaired students participation during physical education practical classes :The case of Yaberus Wolkite Preparatory school.**To the best of my knowledge, this study has not been submitted for any degree in this University.

It is offered for the partial fulfillment of the Bachelor degree in sport science.

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APPROVAL SHEET

This is to certify that the research entitled: **Challenges and practices of physically Impaired Student Participation during physical Education Practical Classes :The case of Yaberus Wolkite Preparatory School**, submitted in partial fulfillment of the requirements for the Bachelor degree in Department of sport science and has been carried out **1:Seifadin Amana and 2:Sadik Alemayhu**. Under my /our supervision.

Therefore recommend that the student has fulfilled the requirements and hence here by can submit the thesis to the department.

ADVISOR:- Mr .FASIL MULUGETA

Signature_____

EXAMINER NAME _____

Signature_____

Date_____

ACRONYMS AND ABBREVIATIONS

ADA.....	Americans with Disabilities Act
AHEAD.....	Association for Higher Education Access and Disability
CRPD.....	Convention on the Rights of Person with Disability
DAPE.....	Developmental Adapted Physical Education
IDEA.....	Individuals with Disabilities Education Act
IEP.....	Individualized Education Program
NCLB.....	No Child Left Behind Act
WHO.....	World Health Organization

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ABSTRACT

This study attempted to assess challenges and practices of physically impaired students' participation during PE practical classes: the case of Yaberus Wolkite Preparatory School. Drawing on the findings, the study presents students' major challenges that affect their participation in PE practical classes, students response about their participation in PE practical classes, students response about possible solutions to increase participation of physically impaired students in PE practical classes were assess. This descriptive research design will be used both qualitative and quantitative research analysis methods. Population of this study will be teachers and students who were currently teaching and learning in Yaberus Wolkite preparatory school respectively. 11th and 12th grades, there will 1637 students (809females and 826 males). From these 18 physically impaired students will be selected by using simple random sampling technique . and 2 PE teachers will be selected by using purposive sampling techniques. Major challenges In this aspect, most respondents proved that physically impaired students didn't participate in physical education practical classes because of the listed challenges.

The physically impaired students should think that we have the ability to do things equally with others so the need to be strong and make our mind believed on this regard even if other things come later.

In this regard, the solutions forwarded -physically impaired students with the response given Some of the solutions are fulfilling necessary resources in the school, creating conducive environment around class room buildings and sport fields, joining students with the community in every aspect, providing training for subject teachers about inclusive education, creating awareness about physical impairment among teachers and students.

The findings of this research revealed that the participation of physically impaired students in physical education practical classes are full of constraints as it is clearly observed from responses

Key words: Disability, Physical Impairment , Physical Education and physical Activity.

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CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

- ✓ Physical impairment is one of them and defined as a disability that limits a person's physical capacity to move, coordinate actions, or perform physical activities. It is also a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action (Dohrmann, 2011). Physically impaired person experiences may be either congenital, or a result of injury, muscular dystrophy, cerebral palsy, amputation, multiple sclerosis, pulmonary disease, heart disease or other reasons. Some persons may experience non-visible disabilities that may include respiratory disorders, epilepsy, or other conditions (<http://www.disabled-world.com/info/>).
- ✓ .Disability is the umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors).
- ✓ Disability in Ethiopia Ensuring the equal rights of persons with disability and their full participation in society. However, the Program does not provide for a timetable for the implementation of these activities making it difficult to monitor progress. Thus, the implementation of the Developmental Social Welfare Policy and the National Program of Action for the Rehabilitation of Persons with Disabilities remains a challenge. Physical impaired should not exclude students from participating in physical activities. Depending on a student's disability, a separate, adaptive class or modifications within a typical gym class both offer physical educations. Those physical activities are benefits to students as physical impairments to maintain inclusive classrooms; teachers should have knowledge of physical impairments, assistive technology, teaching strategies, and necessary accommodations and modifications (MoE,2006) Disability is condition that of treats person ability to perform that activity of everyday life. Disability will once considered a biological impairment with a specific medical cause today the term more broadly defined of any physical or mental condition that condition that substantial limits one or more major life activity.

- ✓ Adapted physical education is an individualized program of developmental activities, exercises, games, rhythms, capabilities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education programs and sport designed to meet the unique physical education needs of individuals with disabilities (Joseph, 2000). Inclusion has changed how these students are educated, with the continuing development of the Individuals with Disabilities Education Act (IDEA) ensuring rights to a quality education. As types of physical disabilities vary in degree of impairment, teachers will find a general knowledge of various conditions and how SSSSthey affect children helpful. Specific classroom and instructional strategies, as well as accommodations and modifications, also assist students in achieving their best individual educational outcomes (IDEA, 2004).
- ✓ Adapted physical education (APE) is vitally important to the quality of life for students with disabilities. Providing safe and successful experiences and meeting the unique needs of students with disabilities through physical education will enhance self-actualization, including the development of abilities in the psychomotor, cognitive, and affective domains. The safety of students must be considered when planning and implementing APE programs.
- ✓ The Individuals with Disabilities Education Act requires that special education, including instruction in physical education, be provided at no cost to parents. Adapted physical education may be supplemented by related services, intramural sports, athletics, or other experiences that are not primarily instructional.
- ✓ Disability is a normal part of the human experience, and people with disabilities are part of all sectors of the community: men, women, and children; indigenous and no indigenous; employers and employees; students and teachers; consumers and citizens.

There are numerous definitions of disability and the debate surrounding appropriate definitions of disability have evolved over time. The World Health Organization states that “disability (resulting from an impairment) is a restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.” The United Nations defines persons with disabilities (PWD) as persons who have long-term physical, mental, intellectual or sensory impairments, which, in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Some types of impairment are: visual impairment, hearing impairment, movement impairment, cognitive/language impairment and seizure disorders. Within each of these major types, there are many variations and degrees of impairment. Each of these may present different barriers and need to be addressed with different strategies.

1.2 Statement of the Problem

In Ethiopia, it is government policy to ensure that all children have the right to access equal opportunities in education. In the regular schools where Physical Education is timetabled and is supposed to be taught to both disabled and non-disabled children, it is not clear whether the needs of children with disabilities in Physical Education and Sport activities, are being met (Mitku et al., 2014).

Physical exercise has a great variety of benefits for the mind of a disabled individual. By taking part in regular spells of exercise, symptoms of depression or anxiety can be markedly lessened, which brings about an adverse positive effect in mood and general well being.

Regular physical activity prevents a range of illnesses and reduces the effects of age and the incidence of chronic illness and disease such as coronary heart disease, stroke, diabetes mellitus and colon cancer (Vander et al., 2004).

For anyone with a disability or mobility issue, it is vital to be as physically active as possible. Equally, it is important to find ways to overcome any barriers one may face as he/she try to become physically active. These barriers may include affordability and/or a lack of access, transportation and information. But in the observed setting, it is seen that physically impaired students lack the above health benefits since they face many problems to take part in physical education practical classes and it is a great challenge for those students to participate in physical education practical classes as equal with non-physically impaired students (WHO, 2003). It is, therefore, the current researcher was interested to find out challenges and practices of physically impaired students participation during Physical education practical classes.

1.3 Objective of the study

1.3.1. General objective

The general objective of this study was to investigate the major challenges and Practices of physical impaired student's participation in physical education practical classes.

1.3.2. Specific Objectives

- To assess the challenges of physically impaired student's participation in physical education practical classes.
- To identify the factors that affect physically impaired students' participation in physical education practical classes.
- To find out the alternative ways to improve physically impaired students' participation during physical activities.

1.4 Basic research Question

This research was focused on investigating and digging out the problem by raising the following research questions.

- To what extent are physically impaired students involved in physical education practical classes?
- .What are the major challenges that affect physically impaired students' participation during physical education practical classes?
- What alternative ways do teachers use to minimize the challenges of physically impaired students participation in physical education practical classes?

1.5. Significance of the Study

The findings of this study were expected to have the following important contributions :-

- ❖ Provide awareness for physically impaired students by bringing the value of participating in physical education practical classes and sport activities.
- ❖ It may help teachers, facility designers, curriculum experts and concerned bodies to design a strategy that promotes participation of physically impaired children in physical education and extracurricular activities.
- ❖ Provide input for further study on the issue.

1.6. Limitation of the study

The researcher may face the following limitation are:-

- Shortage of time
- Financial problem to over some expenses
- In adequate reference materials
- Psychological influences of the sample population.

1.7. Delimitation of the study

The main focus of this study was investigating the challenges and practices of physically impaired students' participation during physical education practical classes at Yaberus Wolkite Preparatory School. So as to reach this, the study was delimited to all physically impaired students taken from 11th and 12th grades in Yaberus Wolkite Preparatory School.

1.8. Operational Definition

Disability: is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being (Bourk and Worthington, 2000).

Impairment: is a problem in body function/structure and this may lead to activity limitation when encountered by an individual in executing a task or action (Whitehead, 1993).

Physical activity: is movement of the human body that results in the expenditure of energy at a level above the resting metabolic rate (Surgeon, 1996).

Physical Education: Education concerns with body and its movements which contribute to the human well being and public health (Bezuneh and Dechasa, 2005).

Physical Exercise: is physical activity that is planned, structures, repetitive and purposive in sense that improvement or maintenance of one or more components of physical fitness (Bezuneh and Dechasa, 2005).

CHAPTER TWO

2. LITRATURE REVIEW

2.1. Definition of Disability

- ◆ Disability is viewed as any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being (Bourk and Worthington, 2000; Save Children UK, 2002; WHO, 2004; Manilla, 2009). A disability may be physical, cognitive, sensory, emotional, developmental, or some combination of these (Schechter and Feldman, 2010). This means that disability refers to problems or activity limitations that result from interactions between personal and contextual factors, and no longer determined by how a person looks or acts, but can be determined only by assessment of individual performance and context (WHO, 2004).
- ◆ Physical disability is not specifically defined for physical impairments since the concept of disability is the concept of inclusive education. Inclusive education is a process of increasing the participation of all students in schools, including those with disabilities (WHO, 2004). It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality (Save the Children UK, 2002). This means, it is about disabled children learning effectively once they are in mainstream schools, that is, the focus is on quality of learning, not attendance (WHO, 2004). Impairment' is defined by the Americans with Disabilities Act (1990) as: 'any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine.

According to Whitehead (1993) Impairment is a problem in body function/structure and this may lead to activity limitation when encountered by an individual in executing a task or action. While participation is a problem experienced by an individual in life situation; those with physical impairment face problems of lack of balance in some activities. Thus, disability is a complex phenomenon reflecting an interaction between features of a person's body and features of the society in which he/she lives. So an individual is disabled if he/she has impairment and these may include physically disabled based on a personal or group standard norm

2.2. Benefits of Physical Activity

Physical activity is defined as "movement of the human body that results in the expenditure of energy at a level above the resting metabolic rate" Benefits associated with involvement in physical activity include reduced risk of heart disease ,diabetes, high blood pressure, high cholesterol levels, and decreased stress levels (Anshel et al., 1991).

Students attain physical activity in many ways. One that is available to all of them is physical education, which is designed to enhance the development of the psychomotor, affective, and cognitive domains of learning. Activities in the psychomotor domain develop and improve physical and motor skills, sport-specific skills, and lifetime activities.

2.3. Major Barriers that Limit Participation in Physical Education Practical Classes:-

People with a disability in developing countries face major barriers that limit their access to participate in sport and physical activity. Fittipaldi and Brock (2007) proposed that by simulating students' disabilities in integrated PE classes, that other students would be supported to understand and appreciate the challenges faced by students with a disability. They proposed a number of simulated activities for use in PE according to disability type
Disabilities affecting arm motion – immobilize elbow and finger joints by strapping and ask students to tie their shoes, button their shirts, complete a jigsaw puzzle, throw various size and textured balls or engage in racket or ball sports.

Disabilities affecting leg motion – immobilize each knee by strapping and ask students to tie their shoes, sit down and stand up, run and skip, kick various size balls at various targets .

2.3.1. Teachers' Barriers

2.3.1.1. Lack of Professional Preparation

Lack of professional preparation hindered them from appropriately including students with physical impairments in physical education. Pre service physical education teachers receive only limited information about blindness and impairments. Typical content on blindness in their course of study includes a simulation, a video, a short lecture, and participation in a game of goal ball. The solution to removing this barrier is to improve professional preparation and in-service training for practicing teachers by providing information about strategies for including students with physical impairments into the main content of the curriculum. Information should include ways to modify physical and fitness activities, instructional strategies, and sports and recreational activity resources (Block, 2007).

2.3.1.2. Curriculum and Activities

A second barrier is the curriculum and activities provided in general physical education classes. Activities like basketball, soccer, football, hockey, lacrosse, volleyball, tennis, and badminton in the traditional format are not conducive to independent participation by students who are visually and physically impaired. These activities require visual-motor coordination (i.e., tracking the ball and the opponent) to be successful.

2.4 . Students' Barriers

The attitudes of students with physically impairments can also be a major barrier to their successful inclusion in general physical education. Students may or may not control these barriers. Many of them arise solely from lack of knowledge and opportunities and from the attitudes of peers, teachers, and parents (Thompson et al., 2000).

2.4.1. Parental Over protection

Parental over protection is the first factor that contributes to lack of involvement in physical activities and physical education by students with physically impairments. It is understandable that parents want to ensure their child's safety at all costs, but they may thereby limit their child's ability to interact freely with the environment or their peers. Parents may also assume that their child is unable to perform various motor tasks because of a physical impairment and may-request that their child not participates in physical education (Sherrill, 1998).

2.4.2. Lack of Opportunities

Opportunities and resources in physical activity programs for these children may be limited. For example, in the early years children who are physically impaired may not have the opportunity to interact with their environment and learn basic fundamental motor skills like climbing, jumping, and skipping or basic object control skills such as bouncing, throwing, or batting .

2.4.3. Lack of Confidence

The lack of opportunities may cause these students to lack confidence and be fearful of participating in typical physical activities. Low skill levels and fear of ridicule, of losing the game for their team, or of hurting themselves or others. A solution to those problems includes providing developmental activities at an early age so that children who are physically impaired maintain the developmental skill level of their typical peers (Stuart, 1998).

These activities include crawling, rolling, pulling to a stand, walking, and running and should be attained in natural environments such as parks and daycare settings (Drouillard and Raynor, 1977; Ferrell, 1984).

2.5. Administrative Barriers

Administrative support has also been cited as a significant factor in determining teacher attitudes toward inclusion, as the teacher feels reaffirmed if the school principal fosters a positive learning environment for both teachers and students. Administrative barriers involve variables that affect the successful inclusion of physically impaired students in physical education. These include time, equipment, lack of physical education on the IEP, and blanket medical excuses by doctors (Idol, 1994).

2.5.1. Time

Finding time in the child's schedule for physical education may be a problem. Many children with physical impairments have Braille class, orientation and mobility training and occupational or physical therapy. Their full schedules may unintentionally deny these students the opportunity to participate in physical education. That practice is unacceptable. Physical education is a direct service required by law under special education (IDEA Amendments, 1997). Activities such as orientation and mobility and physical and occupational therapy may supplement the student's daily motor program, but they may not supplant physical education. Students with a physical impairment must have physical education in an amount of time equivalent to that of their same-age peers.

2.5.2. Lack of Appropriate Equipment

Some students with physical impairments may benefit from beeper balls and goals, bell balls, larger and brighter equipment, equipment that may be costly and prohibitive within the current school budget. However, when this equipment is requested and agreed on during IEP meetings, the school district must provide it.

2.5.3. School Supports

Some of the research reports that some schools made special arrangements for young people with disabilities to facilitate them. For example, the AHEAD report (2003) found that special provision for sitting in-house examinations was the type of learning support most frequently made available by second level schools to students with disabilities. Schools with special education units provided access to a greater number of facilities for sitting examinations than did other schools.

2.6. Socio-Economic Status

Similar to young people in general, socio-economic status is a factor in relation to the education of young people with disabilities, as stated earlier in the statistical overview. Young people with disabilities are more likely to leave school early if their parents are unskilled workers and more likely to stay on if their parents work in professional or managerial jobs (Fitzgerald, 2005). Children often depend on their parents to facilitate their PA involvement (e.g. transportation, equipment, functional assistance, etc). Children's dependence on adults is amplified when they have disabilities. Parent's may also be restricted in the degree to which they provide PA opportunities because of financial difficulties or fear for their child's physical and emotional safety (Scholl et al.,2003).

2.7. Parental Support

Parental support has been shown to be of great importance in helping young people with disabilities to make educational progress. For example, Noble (2003) who was diagnosed with athetoid cerebral palsy at the age of three, talks about the difficulty of getting her coursework completed for her GCSE exams. Noble (2003)states that it took a long time for her to get work down on paper because of her physical disabilities but the support she got from her mother was 'critical' to her success.

2.8. Expectations of Teachers and School Personnel

Teachers have an important impact on young people, which can be either positive or negative (Kenny et al., 2000). In some cases, teacher expectations of what a young person could achieve were deemed to be too low. Various studies have found evidence of this and it can happen in both mainstream and special schools.

For example, Reynolds (2006) found that some of the young people who participated in the RITE project in the UK, and who had attended special schools, reported that they felt staff had low expectations of their potential. Low expectations can have a negative effect on young people's own perception of their abilities. Young people have described their feelings of being subject to low expectations at school as a way of being dismissed and written off (Kenny et al., 2000). Low expectations can also have a negative impact on a young person's actual academic progress, for example, a young person may be placed in a stream which is lower than their actual ability. Another potential danger of expectations that are too low is that it can result in a self-fulfilling prophecy, especially where teachers may not expect students with disabilities to perform well at exams (Educable, 2000).

2.9. Views of the Non-Disabled Peers of Young People with Disabilities

A study carried out by Ainscow et al. (1999) sheds some light on the views of non-disabled students about being in school with students who had disabilities. Most students were found to be positive about having students with disabilities in their classes. One student commented that they were 'normal', just like the rest of them, a view voiced by other students also. Another student said it was good that they were in mainstream education. While accepting the right of students with disabilities to be in the school, some students were quick to point out that certain responsibilities go along with this.

2.10. Peer Relationships

The views expressed by young people in the research carried out in this area clearly show that peer relationships can be complicated by a young person's disability. Young people desire to fit in with their non-disabled peers and to be involved in class and extracurricular activities without having to continually ask for help (Kenny et al., 2000).

Where young people with disabilities had to ask for help, this changed the nature of the relationship with their peers.

One common theme that arose was that where peer relationships with non-disabled young people developed, they were sometimes dominated by an assumption of need and care. Therefore, the non-disabled young people did not act as equals but rather as guides or helpers (Watson et al., 1999). Young people reported that it was difficult to establish peer relationships that were not constrained by dependency considerations (Shevlin, 2000).

2.11. Modifications for Physically Impaired Students

Just as the environment must be accessible to students with disabilities, the curriculum must facilitate inclusive education, too. General educators must be willing to work with inclusion specialists to make modifications and accommodations in both teaching methods and classroom and homework assignments. For students with disabilities having a conversation with friends about what to do in their free time might leave room for pause, if the student is in a wheelchair, on crutches or limited in movement abilities. However, physical activities can be modified for mutual engagement given the right activity and modification. Here are a few sample activities for students with physical disabilities and their non-disabled peers: Martins (2010) describe Adaptive Physical Education as teaching that adapts or modifies the curriculum task or environment so that all children can fully participate in Physical Education and Sport.

Have well defined boundaries □ Reduce playing area. Play six-a-side soccer if the child uses a wheelchair, allow him/her to hold ball on his/her lap while pushing the Wheel chair. Use a deflated ball, beeper ball or brightly colored ball.

2.12. Practical Aspects of Inclusive Classrooms

Just as inclusion has its benefits, it also has its disadvantages. Students with disabilities tend to disrupt the classroom with behaviour issues. Because they are not as cognitively developed as their peers, the teaching-learning process is not as effective as it could be. It is difficult to serve the needs of every student who is normally in the regular education class, and with the special needs students the job becomes even more of a struggle for the teacher and someone draws the short end of the stick, usually the special needs students. Teachers have to treat special needs students differently based on standards are on their learning level. Special needs students are deprived of a suitable education when they are taught at a mismatched level with students who are significantly above their level.

CHAPTER THREE

3. METHODOLOGY OF STUDY

In this section, study area, study design, population of the study, sample size and sampling techniques, data collection method, data gathering instruments, data collecting procedure, data analysis and ethical issues were briefly discussed.

3.1. Description of the Study Area

Gurage zone is found in the Ethiopian Southern, Nation, Nationalities and peoples Region (SNNPR). This zone is named for the gurage people whose homeland lies in this zone. Gurage is bordered on the southeast by Hadiya and Yem special woreda, on the west, north and peoples east by the oromia region and on the southeast by silt. Its highest point is mount Gurage. Wolkite is administrative Butajira is the largest city in this zone and the former administratively center. Other towns in Gurage include Endibir, Enseno and etc :(Accessed, 5July 2009). center of the zone, which located 165 km south-east of Addis Ababa and 178km far from Awasa. Wolkite is a town and separate woreda in southwestern Ethiopia. The administrative center of the zone of(SNNPR). It is surrounded by kabana woreda and it was part of former Goro woreda. Wolkite is one of 12 towns with electrical power, one of 11 with telephone service and one of nine that have postal service: website (accessed 4 September 2009). This study would be conducted in wolkite Universities main Campus in the sport department under college of natural and computational science, campus was established or started teaching and learning activities in 2004E.C academic year as a University.

3.2. Study Design

This research study design was descriptive design and intended to the challenges and practices of physically impaired students' participation during physical education practical classes in the case of Yaberus wolkite preparatory school students and physical education teachers. In order to answer the questions posed in research question section, it was believed that both qualitative and quantitative methods of research were preferable. According to Onwuegbuzie and Leech (2004) Qualitative research design was employed in order to collect valid data for the study or to gain a better picture of the reality of the issue on the research questions and its objectives in a natural way (Denzin and Lincoln, 2000). The method used to collect qualitative data was interviews and quantitative data were questionnaires. After collecting data using questionnaire, the semi-structured interview was used to get valuable responses from teacher respondents.

3.3 Population of the Study

Population of this study was teachers and students who were currently teaching and learning in Yaberus Wolkite preparatory school respectively. In grade 11 and 12, there were 1637 students (809 females and 826 males) and (2) PE Teachers.

3.4. Sample Size and Sampling Techniques

The sample size of this study was 25 in numbers, from grade (11 and 12) physically impaired students 18 physically impaired students of some types physically impairments are. Forearms, Wrist, shoulder, Ankle, Knee, Waist impaired of Yaberus Wolkite preparatory school. To select the sample respondents, researcher was used simple random sampling and purposive sampling techniques. The simple random sampling technique with used to select 18 physically impaired students from the total of (25) and (2) available physical education teachers of Yaberus Wolkite preparatory school were included in the sample study by using purposive sampling techniques.

3.5. Data Gathering Instruments

In order to get enough information about challenges and practices of physically impaired student participation during physical education practical classes: the case of Yaberus wolkite preparatory school. collect data from the samples of the target population, questionnaires, interviews and observation were employed as instruments respectively. The data obtained from these are triangulated to ascertain the validity of data findings.

3.6. Data Collection Procedures

The questionnaires were prepared for sample physically impaired students and PE Teachers. First, the researcher was informed for the students about the objective of the study and the questionnaire was distributed to sample students. Then after, the distributed questionnaire was collected and then looking for feedback of their own independently and these responses were tabulated and the number percentile relation was also be used for analysis and interpretation. Responses go to from observation checklist will again analyzed and interpreted. Finally interview responses from teachers was interpreted and analyzed.

3.7. Method of Data Analysis

After the researcher gathered the data (information) using descriptive statistical method such as percentage, frequency table was used to analyze the data obtaining through questionnaire observation and interview methods. Finally, possible definitions, conclusion and recommendations were forwarded and drawn.

3.8. Ethical Issues and Ethical Considerations

The main concern of this study was to investigate challenges and practices of physically impaired students' participation during physical education practical classes and come up with possible solutions.

For conducting this research, the research was developed questionnaires and interviews. These questionnaires will filled by physically impaired student and PE Teachers. So as to performing this, the research was asked the respondents permission to give valid and correct information for the interview and questionnaire questions.

3.8.1. Questionnaire

In order to get sufficient data from large number of population, it was important to use questionnaire which was used to collect quantitative data. In this research, therefore, a questionnaire was designed for students only. The reason behind not using questionnaire for teachers was because they were few in number. The questionnaire was distributed to (25) students of grades 11 and 12. of them (18) physically impaired students.

The student questionnaire was aimed to find out their experience of learning physical education practical classes and dig out the major challenges that physically impaired students faced in All(18) selected students were required to answer the questionnaires. The questionnaires were both close and open ended type. The research question regarding problems of both the teacher and the students during learning-teaching process of practical classes in physical education was addressed using this tool.

3.8.2. Semi Structured Interview

Interviews were used to enrich the data collected by questionnaires. The researcher was design semi-structured interview questions for the teachers to know how teachers accommodate physically impaired students during practical classes, to assess how they experience teaching in the presence of physical impaired students. to find out problems encountered by teachers within the area of teaching practical classes and their method of delivery in accommodating these students. All physical education teachers of grades 11 and 12 were interviewed.

Tape recorder was used to record the responses given by the respondents in addition to taking short notes.

3.8. 3. Observation

The inclusion of class observation emerged from the fact that it might lead to new issues (Edwards and Talbot, 1999), when teacher and students engage in practical classes on the field. The researcher was communicating with the class teacher to meet each other on the time of practical classes and observe the practical situation of physically impaired students by using checklists. All the lessons used for observation was only lessons which contain practical classes held on the field. The check lists and notes from the observations were compiled for analysis. physically impaired students. So as to performing this, the researcher was asked the respondents permission to give valid and correct

CHAPTER FOUR

4 . RESULTS AND DISCUSSION

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

4.1 Demographic characteristics of the respondents

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

Table 1: Summary of physically impaired Student's Background Information

No.	Items		Frequency	Percentage
1.	Sex	Male	10	55%
		Female	8	45%
		Total	18	100%
2.	Age	15-17 years	3	17%
		18-20 years	12	66%
		□ 21 years	3	17%
		Total	18	100%
3.	Grade	Grade 11	9	50%
		Grade 12	9	50%
		Total	18	100%
4.	Types of physically impairments	Wrist	2	12%
		Forearms	6	34%
		Shoulder	3	17%
		Ankle	1	6%
		Knee	2	12%
		Waist	4	22%
		Total	18	100%

As table 1 indicates, out of 18 physically impaired students, 10(55%) and 8(45%) of the respondents were male and female students respectively. As it is clearly seen in the above table, students who were aged 15-17 years were 3(17%), 18-20 years 12(66%) and \square 21 years were 3(17%). They were from grade 11(50%) and grade 12 (50%). Regarding to the problems that the respondents face, Forearm problem contained a large amount which was 6(34%). Waist related impairments came to the second place with 4(22%) respondents. Student From Shoulder impairment were 3(17 %) respondents. Students with knee and wrist impairments were 4.i.e 2(12%) students for each problem. The least impairment problems were registered at ankle 1(6%) of the respondents. From this it can be inferred that in Yaberus Wolkite preparatory school most students with physical impairments were males and were found in the age range of 18-20 years. In related to Grade 11 and Grade12 equal physical impairment were respondents. In relation to the types of impairments, most students have Forearm problem and the least was ankle problem.

4.2. Students' major challenges physical impaired that affect their participation in PE

Practical classes.

Table 2: Summary of students' response physical impaired about Major challenges that affect their Participation in PE Practical classes.

No	Item	V		L		M		H		VH	
		N	%	N	%	N	%	N	%	N	%
1.	Barriers to participation of students with physically impaired in PE and activity generally	2	12%	8	45%	7	38%	1	6%	0	
2.	The low rate of participation of students in physical education practical classes	3	17%	7	38%	4	24%	2	12%	2	12%

3.	Lack of modification available at your school to participate in PE practical classes	1	6%	4	24%	6	33%	7	38%	0	
4.	Lack of Teachers professional preparation	1	6%	6	33%	8	45%	0		3	17%
5.	Lack of confidence to participate in practical classes	2	12%	7	38%	5	27%	4	24%	0	
6.	Absence of suitable facilities in school	0		7	38%	4	24%	3	17%	4	24%
7.	Absence of coordinated work between the school and the community.	4	24%	4	24%	6	33%	3	17%	1	6%
8.	Lack of Physical environment of learning	2	12%	6		6	33%	3	17%	1	6%
9.	Limited Practical teaching strategies	4	24%	6	33%	4	24%	2	12%	2	12%
10.	Lack of school support	2	22%	2	22%	8	45%	5	27%	1	6%
11.	Lack of opportunities to participate in practical classes	2	12%	4	24%	5	27%	5	27%	2	12%
12.	Lack of students and teachers' awareness about physically impaired students' participation in practical classes	1	6%	4	24%	8	45%	4	24%	1	6%

Questionnaire questions about the challenges that affect the participation of physically impaired students in PE practical classes were constructed. Hence, physically impaired students rated their challenges as it is clearly seen from table 2. So, the analysis of the data is presented as below

The rating scales comprise very low, low, medium, high and very high. From these, almost all respondents rated the challenges moderate.

To view this, 10(55%) of the respondents put the challenge of getting opportunities to participate in practical classes at first place. The above findings supported by Ferrell (1984) stressed that, opportunities and resources in physical activity programs for physically impaired students may be limited. For example, in the early years children who are physically impaired may not have the opportunity to interact with their environment and learn basic fundamental motor skills.

Both the challenges of absence of coordinated work between the school and the community and lack of necessary awareness about physical impairments rated in the second place with 6(33%) of the respondents. The above findings was supported by literature (Educable,2000) stressed that, low expectations can have a negative impact on a young person's actual academic progress, for example, a young person may be placed in a stream which is lower than their actual ability. Another potential danger of expectations that are too low is that it can result in a self-fulfilling prophecy, especially where teachers may not expect students with physically impaired to perform well at practical exercise.

The third major challenges for physically impaired students PE practical class participation are lack of modification of physical activities in the school and the absence of confidence of physically impaired students to participate in practical classes. These two comprise 6(33%) of the respondents each. The above findings supported by Martins (2010) adapting, or modifying, and/or changing a physical activity so it is appropriate for the person with a disability as it is for a person without a disability. (Stuart, 1998) stressed that, lack of opportunities may cause these students to be lack confidence and be fearful of participating in typical physical activities

Absence of suitable facilities in the school contains 4(24%) respondents, the presence of limited practical teaching strategies with 4(24%) respondents and lack of physical environment of learning with 6(33%) of the respondents can be considered as the major challenges that also included the rate of participation in practical classes when it is compared with non-physically impaired students. A single respondent, on the other hand, lack of teachers' preparation before hand for practical classes is not the major challenges for the low participation of physically impaired students during PE practical classes.

There were another problems (challenges) which had a major role, next to the above listed problems, for the limited participation of physically impaired students in PE practical classes as it is seen from the above table. Respondents did not considered the preparation of teachers for PE practical classes as the major challenge for physically impaired students' participation.

Majority of the students forwarded their thought regarding the possible solution for their problems as follows:

'The school should give as support by providing facilities and resources. Even if they presumed that fulfilling these things is expensive, they can identify inexpensive, convenient resources available in their surroundings.' 'From this one can deduce that physically impaired students have the interest to take part in physical education practical classes even though they faced many constraints to tackle their participation. But they also suggested some solutions for these problems too.

The school really concerned this issue in fulfilling resources and facilitates and create conducive school environment. Another student also forwarded possible suggestions for the improvement of the participation of physically impaired students in physical education practical classes as below: ‘Students and teachers or the school staff as a whole should have awareness about physical impairment and should help as in every aspect. Then the school provides training for Students and teachers should teach as inclusively.’

The above mentioned suggestions were also given by many other respondents but another student suggested relatively different solution for their problem as follows:

The physically impaired students should think that we have the ability to do things equally with others so the need to be strong and make our mind believed on this regard even if other things come later. It can easily be deduced that major challenges are related with the school staffs not only the resources so every school staff member should strive to make physically impaired students participate in PE practical classes

4.3. Interview Questions and PE Teachers Answers.

Consent to participate in semi- structured interview

Table 3: semi-structured interview for PE teachers

No	Interview questions
1.	To what extent are students with physically impaired able to engage PE practical classes?
2.	What are the barriers and incentives to participation?
3.	How much school and the community work in collaboration?
4.	What do you feel is most challenging about teaching students with physically impaired in physical education practical classes?
5.	Do you regularly participate in professional development trainings concerning students with physically impaired and physical education practical classes?
6.	What possibilities do you recommend to increase the participation of physically impaired students in physical education practical classes?

.7 .What are the major challenges that affect physically impaired students’ participation during physical education practical classes?

Q1: To what extent are students with physically impaired able to engage PE practical Classes?

Q1: All (2) physical education teachers who participated in the interview agreed that physically impaired students have low participation in physical education practical classes. They or physically impaired students stayed outside the sport fields and look at the students who are not physically impaired in fear of that they can't equally do tasks with them and the lack of support from their teachers.”

To witness this one respondent suggested as follow:

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

Q2: What are the barriers and incentives to participation?

Q2: In response to this interview question, all of the respondents (2) common thing regarding the barriers of these students participation. They said lack of collaborative work among school staffs and limited attitude towards impairment as well as lack of teachers training towards the inclusive education are some barriers that all respondents agreed with.

One respondent also highlighted this fact:

we can't manage the number of students since it is large so it hinders us not to give much and special attention to physically impaired students. I have never taken any training regarding inclusive education. So these barriers make us not to participate physically impaired students equally with the non-physically impaired students.”

This indicates the school support for both teachers and physically impaired students is very low.

Q3: How much school and the community work in collaboration for the participation of physically impaired students in PE practical classes?

Q3: For this interview question, almost all 2 of the respondents sated that there is no collaboration work between the school and the community.

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

Q4: What do you feel is the most challenging thing to teach physically impaired Students in PE practical classes?

Q4: Regarding this question, the respondents got lack of confidence of physically impaired students as the most challenging practice they have faced during their classes. They continued in saying that physically impaired students are not willing to participate and even prefer to stay out the field and look at those who engaged in practical classes. Absences of appropriate teaching material are their major challenges to teach physically impaired students

Q5: Do you regularly participate in professional development training concerning students with physical impaired in particular PE practical classes in general?

Q5: All (2) of teacher respondents stated that they didn't get any training about inclusive education and its methods of training. They also said that no one is responsible for our request even if we have asked the school many times to facilitate training and give as support.

Q6: What possibilities do you recommend to increase the participation of physically impaired students in PE practical classes?

Q6: The teachers forwarded as many solutions as possible for the above listed challenges and to overcome physical activity barriers of physically impaired students. The listed based on their order of importance as social influence (creating positive awareness among students, teachers and the community as large about physical impairment, creating motivation on physically impaired students by telling them that they can do every physical activity equally with non-physically impaired students, avoiding their believe towards lack of skill, since they always thought they can't, working in collaboration with the community, education bureau and the youth and sport office to get accessed resources appropriate for PE practical class activities and creating conducive environment in the school, sport fields and around the room buildings are the major recommendations that physical education teachers suggested for the betterment of participation of physically impaired students in PE practical classes.

- Question number (7) the major challenges that physically impaired students faced during their physical education practical classes?
- ✓ The second sources of the challenges are the school community especially the principals and the subject teachers since they didn't provide available resources and training for subject teachers in addition to not creating conducive environment both the school buildings and sport fields. We didn't provide necessary support and have limited awareness about physical impairment.

Observation

Table 4: Observation check list

No	Items	Alternative	
		Yes	No
1.	Physically impaired students participate in PE practical classes		X
2.	Is the sport field of school comfortable for special need students?		X
3.	Teaching methodology of teachers' comfortable for physically impaired students?		X
4.	Assessment methodology of teachers in PE practical test is comfortable	x	
5.	Strategies have you used (intend to use) in teaching students with a mild to severe impairments?		X
6.	Students follow appropriate physical activity procedure	x	
7.	Are they motivated for each activity	x	

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter consists of summary, conclusions and recommendations of the research results. The study was intended to investigate the challenges and practices of physically impaired students' participation in Yaberus Wolkite preparatory school. Therefore, to reach at the purpose of the study, three types of data gathering instruments (questionnaire, interview and observation) were used. The data which was gathered through the above mentioned gathering tools was tabulated analyzed and discussed in chapter four. Based on the analysis and discussion, the following summary, conclusions and recommendations were made.

5.1 Summary

- ◆ The main purpose of the current study was to investigate challenges and practices of physically impaired students' participation in physical education practical classes in Yaberus Wolkite preparatory school. The data sources of the study were totally 25 selected from Yaberus Wolkite preparatory school students and PE teachers by using purposive and simple random sampling techniques. PE teachers were selected by using purposive sampling technique while physically impaired students were selected by simple random sampling techniques. The data was collected from these data sources by using three tools, such as questionnaire, observation for physically impaired students and interview was conducted with physical education teachers. Finally document analysis from minutes was assessed.
- ◆ After collecting the data by using the above mentioned tools, both qualitative and quantitative data analysis method were employed in order to arrive at the results. The data that was collected through interview, open-ended questionnaire and observation data were analyzed using qualitative description of responses and events. Whereas, the data that was collected through close ended questionnaires were analyzed quantitatively using frequency, percentage and mean value. The major challenges for physically impaired students PE practical class participation are lack of modification of physical activities in the school and the absence of confidence of physically impaired students to participate in practical classes.

These two comprise 6(33%) of the respondents each. The above findings supported by Martins (2010) adapting, or modifying, and/or changing a physical activity so it is appropriate for the person with a disability as it is for a person without a disability. (Stuart, 1998) stressed that, lack of opportunities may cause these students to lack confidence and be fearful of participating in typical physical activities.

- ◆ Absence of suitable facilities in the school contains 4(24%) respondents, the presence of limited practical teaching strategies with 4(24%) respondents and lack of physical environment of learning with 6(33%) of the respondents can be considered as the major challenges that also included the rate of participation in practical classes -physically impaired students. A single respondent, on the other hand, lack of teachers' preparation before hand for practical classes is not the major challenges for the low participation of physically impaired students during PE practical classes.

There were another problems (challenges) which had a major role, next to the above listed problems, for the limited participation of physically impaired students in PE practical classes as it is seen from the above table. Respondents did not consider the preparation of teachers for PE practical classes as the major challenge for physically impaired students' participation. The above mentioned suggestions were also given by many other respondents but another student suggested relatively different solution for their problem as follows:

The physically impaired students should think that we have the ability to do things equally with others so the need to be strong and make our mind believed on this regard even if other things come later.

- ◆ In this regard, the solutions forwarded by physically impaired students are with the response . Some of the solutions are fulfilling necessary resources in the school, creating conducive environment around class room buildings and sport fields, joining students with the community in every aspect, providing training for subject teachers about inclusive education, creating awareness about physical impairment among teachers and students.

5.2 Conclusions

The conclusions that the researcher reached in the light of the results of this study is presented as follows.

- ❖ The major challenges are not only related with the school staffs lack of support and having negative attitude towards physically impaired students but also there were constraints in resources to fulfill the needs of physically impaired students.
- ❖ Absence of opportunities in the school which make physically impaired students delayed to fully participate in PE practical classes were other problems for physically impaired students.
- ❖ The school support for both teachers and physically impaired students is very low since room buildings are not suitable for physically impaired students; the sport fields were not also suitable for their practical classes' participation.
- ❖ Teachers are aware about inclusive teaching methodology and the teaching of physically impaired students . but it is all on theory not seen in the practice since no training was given for teachers. As a result there is discrepancy between the theory and the practice.
- ❖ Lack of confidence to participate in practical classes and lack of opportunities to participate in practical classes.

5.3 Recommendations

The researcher suggested the following list of pedagogical implications under the light of the conclusions of this study:

- ❖ As long as attitude or having positive awareness about something is the precondition for everything, the community, the school, the teachers should have positive attitude towards the participation of physically impaired students in physical education practical classes. If it is done, the school should provide resources and fulfill the necessary equipment's especially used for physically impaired students.
- ❖ The school did not create any opportunity which let physically impaired students participated in physical education practical classes. They were not appropriate apparatus in the school, teachers had not taken any training courses about inclusive education which permits physically impaired students learn and the school did not create opportunities in working with the surrounding communities. But the school should create these opportunities to improve the participation of physically impaired students' participation in physical education practical classes.
- ❖ School buildings and the overall physical condition of the school compound was not built by taking physically impaired students into consideration. This restrained these students not to fully move from one place to other and not invite them to go to sport fields. So, the school should take this issue into consideration and create positive physical environment in the compound.
- ❖ There was a gap between theory and practice. Teachers seemed know that it is possible to teach physically impaired students the same time and equally, they also knew that the curriculum supports this fact.
- ❖ The education bureau of the school did not have good concern about sport activities in the town in general and the physical activity of physically impaired students in particular. They sometimes come to school for their own sake, report, rather ask the school about the way it gets help. This made the sport activities in the town neglected. So, in order to fulfil the interest of youth in general and students in particular, education bureau should work together and strengthen the coordination with the school, it should also give special attention to physically impaired students so as to improve the development of sport activities and the participation of physically impaired students in physical education practical classes.

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APPENDICES

Appendix-A: Letter of Information for Consent to Participate in Research

Title of Study: Challenges and practices of physically impaired Student's participation during physical education practical classes: The case of Yaberus Wolkite preparatory school,

PURPOSE OF THE STUDY

The purpose of this study is to investigate the major challenges and practices of physically impaired students during physical education practical classes: the case of Wolkite preparatory school. The information obtained will help to identify the factors that affect physically impaired students' participation in physical education practical classes and to find out the alternative ways to improve participation during physical activities.

Appendix-B: Participant Information Sheet

GENERAL DIRECTIONS

The main purpose of this questionnaire is to investigate major challenges and practices of physically impaired students' participation during physical education practical classes, The case of Yaberus Wolkite Preparatory school. The information obtained will help to investigating challenges and practices of physically impaired student's participation in physical education practical classes. To obtain reliable and valid information for the research, your open and genuine response is highly appreciated.

Do not write your name on the questionnaire.

The questionnaire has two parts: section -A is about your Demographic or Personal information, section -B major challenges of physically impaired students' participation during physical education practical classes: Yaberus Wolkite preparatory school. Each part has its own instruction. Please read each item carefully and give your honest responses to each item. If you overlook any item without giving respond, it will be invalidate the study. So, please check that you have given your response to all items.

SECTION: A

The responses to the following questions meant only for analysis purpose. Please provide your responses by making a tick (x) in the relevant boxes.

Please Fill the Following Information

Table1: background information of the student participants of the study (No. =18)

No	Items		
1	Sex	<input type="checkbox"/> Male	
		<input type="checkbox"/> Female	
2	Age	<input type="checkbox"/> 15-17years	
		<input type="checkbox"/> 18-20 years	
		<input type="checkbox"/> >21 years	
3	Grade	<input type="checkbox"/> Grade 11	
		<input type="checkbox"/> Grade 12	
4	Types of physically impairment	Hands(upper limbs)	<input type="checkbox"/> wrist
			<input type="checkbox"/> forearms
			<input type="checkbox"/> shoulder
		Legs (lower limbs)	<input type="checkbox"/> Ankle
			<input type="checkbox"/> Knee
			<input type="checkbox"/> waist

SECTION: B Questionnaire for physically impaired students

There are some statements identify challenges affecting physically impaired students participation during physical education practical classes: The case of Yaberus Wolkite preparatory school. The following five alternatives are represented by scales from 5 up to 1.

Read each item carefully and put this mark "X" under the alternatives that best express you are feeling about the statements.

1. Very Low (VL) = 1

4. High (M) = 4

2. Low (L) = 2

5. Vey High (VH) = 5

3. Moderate (M) = 3

Table 2: Major challenges of physically impaired students’ participation in PE practical classes

No	Item	VL	L	M	H	VH
1.	Barriers to participation of students with physically impaired in PE and activity generally					
2.	The low rate of participation of students in physical education practical classes					
3.	Lack of modification available at your school to participate in PE practical classes					
4.	Lack of Teachers professional preparation					
5.	Lack of confidence to participate in practical classes					
6.	Absence of suitable facilities in school					
7.	Absence of coordinated work between the school and the community.					
8.	Lack of Physical environment of learning					
9.	Limited Practical teaching strategies					
10.	Lack of school support					
11.	Lack of opportunities to participate in practical classes					
12.	Lack of students and teachers’ awareness about physically impaired students’ participation in practical classes					

13. If there are any other challenges that affect proper practice of physically impaired students’ participation during physical education practical classes in your schools, please write them briefly?

14. What possibilities do you recommend to develop participation of physically impaired students in physical education practical classes?

Appendix- C: Consent to participate in semi- structured interview

Table 3: semi-structured interview for PE teachers

No	Interview questions
1.	To what extent are students with physically impaired able to engage PE practical classes?
2.	What are the barriers and incentives to participation?
3.	How much school and the community work in collaboration?
4.	What do you feel is most challenging about teaching students with physically impaired in physical education practical classes?
5.	Do you regularly participate in professional development trainings concerning students with physically impaired and physical education practical classes?
6.	What possibilities do you recommend to increase the participation of physically impaired students in physical education practical classes?

7. What are the major challenges that affect physically impaired students' participation during physical education practical classes?

Appendix –D: Observation
Table 4: Observation check list

No	Items	Alternative	
		Yes	No
1.	Physically impaired students participate in PE practical classes?		
2.	Is the sport field of school comfortable for special need students?.		
3.	Teaching methodology of teachers' comfortable for physically impaired students?		
4.	Assessment methodology of teachers in PE practical test is comfortable?		
5.	Strategies have you used (intend to use) in teaching students with a mild to severe impairments?		
6.	Students follow appropriate physical activity procedure?		
7.	Are they motivated for each activity?		

