

CURRENT PRACTICES AND CHALLENGES OF PHYSICALLY IMPAIRED STUDENTS IN LEARNING PHYSICAL EDUCATION PRACTICAL CLASS: THE CASE OF EGZENE, GAZANCHE AND GUNCHIRE OF ENEMOR WOREDA

BY: ZINASH KIFLE

WOLKITE UNIVERSITY, WOLKITE, ETHIOPIA

AUGUST, 2021

WOLKITE, ETHIOPIA

CURRENT PRACTICES AND CHALLENGES OF PHYSICALLY IMPAIRED STUDENTS IN LEARNING PHYSICAL EDUCATION PRACTICAL CLASS: THE CASE OF EGZENE, GAZANCHE AND GUNCHIRE OF ENEMOR WOREDA

BY: ZINASH KIFLE

ADVISOR: ABDULAZIZ MUSSEMA

A RESEARCH SUBMITTED TO THE WOLIKTE UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF BACHLOR OF SCIENCE IN SPORT SCIENCE

AUGUST, 2021

WOLKITE, ETHIOPIA

Approval sheet

Title: current practices and challenges of physically impaired students in learning physical education practical class: the case of Egzene, Gazanche and Gunchire of Enemor woreda . I, Zinash Kifle , herby certify that this research paper is my original work under the supervision and guidance of Abdulaziz Mussema. Works of others included in this paper properly cited.

Candidate

Name----------

Signature----------

Date ----------

Approval by board of examiners

Examiner1

Name----------

Signature----------

Date ----------

Examiner 2

Name----------

Signature----------

Date----------

AKNOWLEDGMENT

I would like to express my deepest gratitude to Mr., Adulaziz Mussema, my advisor, for his guidance, enthusiastic encouragement and useful critiques of this research work. My heartfelt thanks also goes to all whom I preferred to keep their name anonymously for their valuable and constructive suggestion for their willingness to give their time so generiously share their experience and all information this research bases its analysis on.

I would like to thank the Enemore woreda Sport and Education Offices heads and other employees covered under the study and who share their unreserved responses.

TABLE OF CONTENTS

Table of Contents **Pages**

Approval sheet iii

AKNOWLEDGMENT iv

TABLE OF CONTENTS v

LIST OF TABLES vii

ABSTRACT viii

CHAPTER ONE 1

INTRODUCTION 1

1.1. Background of the study 1

1.2. Statements of the Problem 2

1.3. Objective of the study 3

1.4 Basic research Questions 4

1.5 Significance of the study 4

1.6. Delimitation of the study 5

1.7 Limitation of the study 5

1.8 Definition of Operational terms 5

1.9 Organization of the study 6

CHAPTER TWO 7

REVIEW OF RELATED LITRATURES 7

2.1 Introduction 7

2.2 Definition of physically impaired people. 7

2.4. Origin and evolution of physical education for individuals with impairment 8

2.5. Historical overview of the problems of Physical impairment to students in education 9

2.6. Impairment in worldwide Empirical study 10

CHAPTER THREE 12

3.1 Description of the study area 12

3.2. Data Instrument 12

3.4 Sampling techniques 13

3.5 Sample Size 13

3.6 Methods of data analysis 14

CHAPTER FOUR 15

DATA ANALYSIS AND INTERPRETATION 15

4.1. Demographic Factors of sample respondents 15

CHAPTER FIVE 23

SUMMARY, CONCLUSION AND RECOMMENDATIONS 23

5.2 Conclusion 23

5.3 Recommendation 24

REFERENCES 26

APPENDECIES 27

Appendix 1: Questionnaires for Sample Respondents 27

Appendix 2: Interviews for Key Informants 30

LIST OF TABLES

Table 1. Sample respondents based on their gender 15

Table 2 demograraphic factors based on resppondents marital status……**Error! Bookmark not defined.**

Table 3: Sample respondents based on their educational status 16

Table 4: Characteristics of sample respodents based on their position 17

Table 5: Sample respondents based on their religion 18

Table 6: Respondents responses on quantitative questions 19

ABSTRACT

Students with physical impairment may have difficulties with mobility, speech, perception and reflex movement. However, when they are involved in primary education of selected schools, the material access to had practical learning for physical education subject are limited in Enmore woreda three selected primary schools, including Gazanche, Egzene and Gunchire. Therefore, this study was conducted to examine the current practices and challenges of physically impaired students in learning physical education class in these three selected three primary schools of Enemore woreda, Guraghe zone. A total of 40 man and women respondents were selected from the three purposively selected primary schools as participants for this study. Respondents were selected by employing simple random sampling technique. Methodologically, a cross-sectional design method was employed and data were collected by using primary and secondary sources. Qualitative and quantitative questions were provided to respondents. Lack of awareness about the physically impaired students, socio-cultural connotation regarding to physically impaired people, lack of material support from the schools and government, and non-governmental organizations to these physically impaired students to practical class of physical education were the major challenges and hindrances. To fill these gaps, stake holders like the school themselves; government organizations and NGOs should be held accountable for the implementation of special treatment of physically impaired students effectively.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

According to WHO people with physically impaired are among the most marginalized group in the world People with physical impaired have poor health outcomes, lower education achievements, less economic participation and higher rate of poverty than people without impaired (WHO, 2011). Students particularly with physical impairments are usually perceived by societies as disadvantage groups (Block, 1982). Hence they are in a position of missing some economic, political and social benefits including the right to access equitable and equality of education.

Mcleod, (2014) who point out that, students with physically impairment experience personal limitations in school environments that affect their social, psychological and academic spheres that may likely affect their academic performance. It consisted of a diversified program of developmental activities, games, sports, and rhythms suited to the interests of capacities and limitation of students with impaired who may not safely or successfully engage in unrestricted participation in the vigorous activity of the general education program. Regardless of existing challenges, physically impaired children, particularly, the physically impaired students have the right to primary, secondary and higher level of education. Since the UN Universal declaration on human right was released in 1948, there have been legislations on providing education for all children. Due to these reasons the researcher will try to find what are the main challenges and problems which are the cause to address quality education to physically impaired students in learning physical

education the case of Enemore woreda in practical class in the Gunchire, Egzene and Gazanche primary schools.

1.2. Statements of the Problem

Students with permanent or temporary physically impaired who are restricted to have all their educational needs met in a regular physical education class during the school or be adequately educate the public schools. According to Seaman and Depauru (1989) physical education for individuals with physically impaired can be traced to the curative physical regimens found in China on 2700 BC. Docherty et al. (2004) argue that access to formal education has been conventionally based on the selection of the intellectually able and fitted.

Thus, the educational system has excluded those deemed to be educational is incompetent or not considered elite but not consideration in terms of physically ability or disability. The study done by field (2003) showed that Western educational Structure itself is said to reproduce and disrupt existing social inequalities. In many cases regular physical education teachers are not equipped with the knowledge and skills to effectively include children with physically impaired in to their classes (http:// sped Wikidot.com/pre-for-the-physically disabled). As noted earlier, UNESCO (210) argued that in Africa countries, being disabled at least doubles the chance of having never attended school and those who do start school are at increased risk of dropping out and the problem is worse in primary education. In other words, for the physically impaired students in poor countries, the enrolment rates and completion rates are very low and unlikely good academic performance. In Guraghe zone particularly, in Gazanche, Egzene and Gunchire primary schools of Enemore woreda, physically impaired students are disadvantageous by

different materials for practical classes of physical education subject. To the researcher's knowledge, no similar researches/study have been conducted related to the current practices and challenges of physically impaired students for physical education practical class. .

Therefore, the researcher tried to study to deal with central issues of current practice and challenges impaired students in the learning physical education class and asses the improvement performance its status within the existing inclusive education in both theoretical and practical viewpoints in comprehensive manner in the case of Enemor woreda selected primary schools in SNNP Guraghe Zone.

1.3. Objective of the study

1.3.1 General objective

The overall objective of the study was to assess the current practice and challenges of physically impaired students in the learning physical education practical class in Gazanche, Egzene and Gunchire primary schools of Enemor woreda, Guraghe zone, SNNPR.

1.3.2 Specific objectives

Based on the above general objective of the study the following key points were identified as a specific objective of the study:

- To identify current practice challenges of physically impaired students in the learning physical education practical class in our locality primary school.
- Evaluate the level primary school to ensure equitable and quality education for physically impaired students in the woreda.

- To identify the possible opportunities in current practice to promote equitable and quality education, the students with physically impaired through in the selected area.

1.4 Basic research Questions

Based on the above specific objectives the researcher tried to develop the following research questions.

1. What are the main challenges in current practicing of physically impaired students in the learning physical education practical class?
2. What the cause of inadequate level of education for the students are with physically impaired in the stated area primary school?
3. What the possible opportunities for current practicing physical education to the students are with physically impaired in the primary school?

From the above slated research questions the researcher tried to address the research findings in the case of Enemor woreda primary School in Guraghe Zone SNNP.

1.5 Significance of the study

Physically impaired students in learning Physical education class serve as a tool for promoting education for all of nation at large. For achieving strong peer and community relationships to the protecting children with physically impaired has a chance to aware the societies.

The study is also believed to have advantage for physically impaired students to be treated equally in practical classes of physical education period and to see themselves as equal to others. It is believed to be purposeful for physical education teachers to their practical class easily.

The need for this study is due to the fact that practicing equitable and quality education for all at the local level is the main thing for state to bring most efficient and available means of sustaining economic life and higher education achievements. Generally, this study will have school administrators as input to see their institutional problems and it will help the other researcher as an input to study further and other stake holders observe their weakness.

1.6. Delimitation of the study

This research work is delimited in the current practice and challenges of physically impaired students in the learning physical education in the case of Egzene, Gunchire and Gazance primary schools of enamor woreda. Therefore, the area is delimited in three primary schools.

1.7 Limitation of the study

The limitation of this study were time constraints and lack of resources had resulted in this report addition to these, the study will have include at school in Gazanche, Egzene and Gunchire of Enemor woreda. However, it is limited in four primary schools in the stated woreda because financial and time constraint and absence of sufficient and relevant material relate d to the study in Ethiopia context.

1.8 Definition of Operational terms

Impairment: is any loss or abnormality of physical, psychological or anatomical structure or function.

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.

Handicap: is a disadvantage for a given individual, resulting from impairment or a disability that present the fulfillment of a role that considered normal

Education: the life time process that is important to acquire knowledge.

Primary schools: the schools of Enemore woreda ranged from grade 1-8

1.9 Organization of the study

This research document structured to have five chapters, Chapter one crossties introducing background of the study, statement of the problem, objective of the study, statements of the problem, research question, significance of the study, limitation of the study, organization of the study and description of the Study area.

Chapter two contains reviews of related literature. Chapter three contains research methodology. Chapter four will contain data analysis could interpretation and Chapter five will include conclusion and recommendation of finding and also implication of the study.

CHAPTER TWO

REVIEW OF RELATED LITRATURES

2.1 Introduction

This chapter is discussed to reviews related literature pertaining to the conceptual and theoretical frameworks that are essential for this study. The conceptual framework for the current practice and challenges of physically impaired students in learning physical education practical class at international, National and local level present in this paper define what different scholar have said above this study.

2.2 Definition of physically impaired people.

"The most commonly cited definition is that of the World Health Organization (WHO) in 1976 which drains a threefold distinction between impairment, disability and handicap, defined as follows. Impairment is any loss or abnormality of physical, psychological or anatomical structure or function.

A disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

A handicap is a disadvantage for a given individual, resulting from impairment or a disability that present the fulfillment of a role that considered normal. Therefore, people with physically impaired are those who has limitation of a person's physically, functionally, mobility, dexterity or stamina. In general, an impaired people are limited or restricted of ability to perform an activity in the manner or within the range considered normal for a human being [world report 2011).

2.3. Types of physical impairment

A. Mobility impairment is a category of disability that includes people with varying types of physical disabilities. These types of disability include upper limb disability, manual dexterity and disability in co-ordination with different organ of the body people who have broken Skeletal structure also fall into this category.
B. Visual impairment is another type of impairment. There are hundreds of thousands of people that greatly suffer from minor to various serious vision injuries or impairments. These types of injuries can also result into some several problems or diseases like blindness.
C. Hearing impairment is the category of physical impairment that includes people that are completely or partially deaf.

2.4. Origin and evolution of physical education for individuals with impairment

According to Seaman and Depauru (1989) physical education for individuals with physically impaired can be traced to the curative physical regimens found in China on 2700 BC The ancients relied on activities such as gymnastics, preventive exercises and therapeutic exercise to alleviate physical disorders and illnesses.

The European cultures influenced development of physical education for individuals with impaired primary through medical gymnastics. Because, exercise was considered the best medicine. A large part of medical gymnastics model for physical education continued to be applied preventive and corrective exercise was still emphasized prior to the world wars virtually no formal physical education was provided for those with physical and mental impairments, little changed until after world war I, when the need of returning war veterans caused the structure of program to be altered. The success of physical rehabilitees for war

veterans helped to promote the use of physical activity in the school the development and enjoyment of those with impaired.

2.4.1 Physical education for individual with impairment

According to seaman and Depauru (1989) physical activity has been an integral part of society throughout history physical vitality has long been admired in the days of early Greek, physical activity was considered primary curative since that time, it has also been used in rehabilitation remediation and illness or injury prevent. Current emphasis is on the development of fitness, wellness and the maintenance of an active life style. This emphasis applies to both able bodied individuals and individuals with impairments. As well-designed problem of physical education provides many benefits for individual with impairments, contributing to: the development physical fitness and motor skills necessary for activity of daily living and participation with peers, family and friends. The development of more positive self-image and feeling of self-worth. And the development of skills and abilities that will enable them to participate in enjoyable leisure time activities and recreational pursuits. To this end, physical education and sport for individual with impairment has evolved.

2.5. Historical overview of the problems of Physical impairment to students in education

Education has been through a period of major change since the mid-1980s. A massive expansion in student numbers has been coupled with a reduction in funding and greater accountability. Within this demanding pressure has also been applied to institution to improve accessibility for impaired people, most recently governments have been changing its higher education policies by putting more emphasis to student with impairments.

According to HEFCE/HEFCW (1999) physical impaired Students pose particular challenges to their education not only in terms of gaining physical access to buildings but also in relation to much wider access issues concerning the curriculum, teaching, learning and assessment.

2.6. Impairment in worldwide Empirical study

Barnes, (1991) stated that historically, institutional discrimination against physical impairment people has been

deeply ingrained and a multitude of barriers to their Jun participation in everyday life, including education, has been created and perpetuated Docherty et al. (2004) argue that access to formal education has been conventionally based on the selection of the intellectually able and fitted.

Thus, the educational system has excluded those deemed to be educational is incompetent or not considered elite but not consideration in terms of physically ability or disability. The study done by field (2003) showed that Western educational Structure itself is said to reproduce and disrupt existing social inequalities. The underlying section procedures of this system based on ability and class membership have created and sustained equalities. (Archer, 2003). Therefore, it could be safely argued that conventional learning and teaching has been geared towards serving the need of those student perceived to be normal in a given time and culture but not actually the group known as impaired specifically physical impairment students.

2.6.1 Africa Empirical study

Howell (2000) study on impaired students learning revealed that through the schooling system has the potential to support greater participation be people with impaired in

education, barley still remain traditional attitudes and stereotyping of the abilities of learner still lead to exclusion and reinforcement of the nation that learners with disabilities particularly physical disables do not have a future in education. The study by Mclean et al (2003) stated that whilst facilities and assistive devices play an important role in supporting students with physical impairment and received much attention from educational institutions, limited attention has been paid to the extent to which teaching and learning process marginalize or exclude Students Specifically with impairment. A lack of curricula flexibility and a lack of inclusive teaching and learning methodologies remain important barriers within education that must be further interrogated.

2.6.2 Ethiopian Empirical study

According to federal democratic republic of Ethiopia country profile on impairment (2002). Following the World Health Organization (WHO) and International Labor organization (ILO) definition on impairment nearly 10% of the world population has impairment of which 80% live in developing countries. Most of those developing countries do not have access to rehabilitation Service due to a lack of resources and other various factors. Further strengthening the above factors UNICEF Ethiopia's disability program by the Japan international cooperation agency (2002) it estimated that 7.6% of the population live with a disability (approximately 5 million) source from Chttp://www.right toplay.com) also show people living with an impairment in Ethiopia are very rarely given the opportunity to partake on the workforce, school or sport activities, which often leads them to a life in the street or in seclusion.

CHAPTER THREE

METHODOLOGY AND STUDY DESIGN

3.1 Description of the study area

Enemor Wereda is found in Guraghe zone in the part of SNNP Ethiopia. It is far from 120 kilometer from the capital city of Ethiopia. In this woreda, the researcher chosen three primary schools namely, Gazanche, Gunchire and Egzene primary schools.

3.2. Data Instrument

The researcher used both primary and secondary data sources and use qualitative and quantitative research approach. The primary data were collected through the questioner for sample survey, semi-Structured interview of student with physically impairment and physical education teachers, and direct Observation the school. Secondary data were collected through factual information from various published materials, and internet, reference book and Journals.

3.2.1. **Questionnaire**

The study used questionnaire to find out academic problems that physically impaired students encounter at primary school as well as gathering information from stake holders which are tutors, teachers, students and parents on their view concerning the main to solve problems that are facing students with physically impaired students to learning physical education practical class.

3.2.2 Interview

This technique also used to collect data from physically disabled students who were admitted and registered at the primary schools, the technique collect data concerning the social and financial problems that students with physically impaired encounter in learning

environment in the primary schools. This technique was expected to give physically impaired students chance to give out their experience on problems associated their life at school. The study involved all physically impaired students found at primary schools in Gunchire, Egzene and Gazanche primary schools of Enemor woreda SNNP Gurage zone.

3.3 Population of the study

For the successful accomplishment of the study, the researcher used three schools from 24 primary schools. In these schools there are 44 teachers and 570 students. Due to various constraints specifically, finance and time, focusing only three schools were chosen to find the solution of the study.

3.4 Sampling techniques

The researcher was employed purposive sampling techniques to choose the three primary schools from 24 schools. The reason that the researcher selected these schools was because they had physically impaired students than other primary schools in the defined woreda. The researcher went to primary schools in the stated Woreda. The samples were physically impairment students and Sport teachers from three selected school in the study woreda.

3.5 Sample Size

To assess the current practices and challenges of physically impaired students in learning physical education practical class, the researcher selected three schools in Gazanche, Egzene and Gunchire of Enemore woreda, Guraghe zone, SNNPR. From these three selected schools, the researcher had used simple random sampling technique to select respondents from these primary schools. Therefore, the total sample size of the study was 40. Accordingly, the researcher employed 20 male and 20 female respondents from three selected schools of Enemore woreda.

3.6 Methods of data analysis

For the successful accomplishment of the research, both primary and secondary source of data were collected and, edited and analyzed in relation to the objectives of the study. Qualitative and quantitative data types were analyzed and interpreted by using tables, charts, figures and graphs.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Demographic Factors of sample respondents

This section include demographic factors of sample respondents including gender, religion, educational status, age and position of sample respondents who reside in Enimore woreda primary schools to assess the current practices and challenges of physically impaired students in physical education practical classes.

Table 1. Sample respondents based on their gender

Variable	Alternatives	Frequency	Percentage
Sex	Males	20	50
	Female	20	50
	Total	40	100

Source:(Own survey, 2021)

According to table 1 above, the data described about sex type of sample respondents. Hence, 20 (50%) respondents were males and the rest 20 (50%) were also female respondents. From the data collected above, somebody can understand that the sample respondents were chosen by applying the issue of equality in the study area.

Table 2: Demographic characteristics of sample respondents based on their age

Variable	Alternative	Frequency	Percentage
Age	15-25	10	25
	26-30	20	50
	31-35	6	15
	36-40	4	10
	Total	40	100

Source: (Own survey, 2021)

Table 2 above has been shown the characteristics of sample respondents based on their age. Accordingly, 10 (25%) respondents were ranged from the age between 15-25, and 25(50%) sample respondents were ranged between from the age of 26-30. 6 (15%) and 4(10%) respondents were also found between the age of 31-35 and 36-40 respectively. From the data collected above the researcher understood that most respondents were found between the age of 26-30 years of age in Enimore woreda selected primary schools.

Table 3: Sample respondents based on their educational status

Variable	Alternative	Frequency	Percentage
Educational background	Certificate or diploma holders	28	70
	First degree holders	12	30
	Masters degree holders	0	0
	Total	40	100

Source: (Own survey, 2021)

According to table 3 above, the data collected showed that 28 (70%) sample respondents were diploma holders and the rest 12 (30%) sample respondents were first degree holders and there were no any masters degree holders in the study area. Hence, from the above table, the researcher can concluded that most teachers and other supportive staff members were certificate and diploma holders.

Table 4: Characteristics of sample respondents based on their position

Variable	Frequency	Alternative	Percentage
Position	Management staff	6	15
	Teachers	29	72.5
	Supportive staff	5	12.5
	Total	40	100

Source: (Own survey, 2021)

Table 4 of the above table stated that 6(15%) sample respondents were management staffs including vice-directors and unit leaders, and 29 (72.5%) respondents were teachers. The rest 5 (12.5%) sample respondents were other supportive groups in Enimore woreda selected primary educations. From the table above, the researcher understood that most respondents were teachers.

T**able 5: Sample respondents based on their religion**

Variable	Alternative	Frequency	Percentage
Religion	Orthodox Christianity	23	57.5
	Roman catholic	4	10
	Protestant	8	20
	Islam	5	12.5
	Total	40	100

Source: (Own survey, 2021)

According to table 5 above, 23 (57.5%) sample respondents were Orthodox Christianity followers and 4 (10%) respondents were Roman Catholic followers. In addition to these, 8 (20%) respondents were Protestant followers and the rest 5 (12.5%) sample respondents were Islam followers. From the table above, the researcher understood that most respondents were Orthodox Christianity in the study area.

4.2 Quantitative Questions on the on the current practice and challenges of physically impaired students in physical education practical classes in Enmore woreda selected schools

Table 6: Sample respondents' response on quantitative questions

Variable	Alternative	Frequency	Percentage
1. Do you Know what physically impaired mean?	Yes, I do	40	100
	No, I don't	0	0
	Total	40	100
2. In your school, which one is the most dominant?	Blindness	0	0
	Deafness	10	25
	Physical impairment	30	75
	Total	40	100
3. Does physical education teachers treat these students equally with other healthy students?	Yes	35	87.5
	No	5	12.5
	Total	40	100
4. Does affirmative action given in the school for these physically impaired students?	Yes	30	75
	No	10	25
	Total	40	100
5. Does the woreda Sport office or Education office gave supportive materials for physically impaired students for practical classes of	Yes	0	0
	No	40	100

physical education?	Total	40	100

Source: (Own Survey, 2021)

According to table 6.1 above, the data has been described that 40 (100%) sample respondents had the awareness about physical impairment. Therefore, someone can understood from the above table, people know the issue of physical impairment in Enimore woreda selected primary schools.

"…. As the response of Physical education teachers during interview, physical impairment is the construction of body parts that limit students and other people not to function well something well to other healthier people."

As shown in table 6.2 above, 10 (25%) sample respondents replied that the most dominant impairment in their school is deafness than blindness and physical construction, whereas, 30 (75%) respondents responded that physical construction, including legs, hands or other constructions) is the dominant one that blindness and deafness. From the data stated above, the researcher understood that in most primary schools of Enmore woreda, physical impairment or construction is the dominant impairment.

According to table 6.3 above, the issue focused on the way how to treat physically impaired students by physical education teachers. Accordingly, 35 (87.5%) of sample respondents replied that they could give equal treatment with that of other healthier students without discrimination, and the rest 5 (12.5%) respondents answered about physical education teachers could not provide equal treatment for physically impaired students. From this table, the researcher can understood and concluded that physical education teachers gave equal treatment for physically impaired students in the study area.

Table 6.4 above stated that whether affirmative action has been given for physically impaired students in practical classes of physical education or not. Accordingly, 30 (75%) sample respondents replied that affirmative action has been give to physically impaired students, whereas, 10 (25%) respondents replied that affirmative action has not been given to physically impaired students. From the data collected above, the researcher concluded that affirmative action has been given for physically impaired students in the study area. According to the respondents, affirmative action is given in the form of giving supportive classes separately to score good results.

"…. According to the physical education teachers, they replied that affirmative action is so important and should be given for physically impaired students for primary and secondary schools for practical class or non-practical classes in the schools in the form of special privilege."

As shown in table 6.5 above, 40 (100%) respondents replied that the Enmore woreda Sport office and Education office did not provide supportive materials for primary schools to assist physically impaired students in physical education practical class.

"….according to the key informant interviews (Principals of the selected schools, Physical education teachers in the study areas, the head of Enmore woreda education office and the head of the Enmore woreda Sport office, there is no they do not provide any supportive materials for physically impaired students for physical education practical classes in Enmore woreda selected primary schools. The Physical education teachers also replied separately as there is no any material support from the woreda or zonal government offices. To tackle this impediment, all stake holders should be responsible like

the government, non-governmental organizations and parents, even the school communities. This was interviews as the solutions to be taken."

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Based on demographic Factors of sample respondents,

- 20 (50%) respondents were males and the rest 20 (50%) were also female respondents.
- 28 (70%) sample respondents were diploma holders and the rest 12 (30%) sample respondents were first degree holders and there were no any masters degree holders in the study area
- , 23 (57.5%) sample respondents were Orthodox Christianity followers and 4 (10%) respondents were Roman Catholic followers. In addition to these, 8 (20%) respondents were Protestant followers and the rest 5 (12.5%) sample respondents were Islam followers. 10 (25%) sample respondents replied that the most dominant impairment in their school is deafness than blindness and physical construction, whereas, 30 (75%) respondents responded that physical construction, including legs, hands or other constructions) is the dominant one than blindness and deafness.
- Accordingly, 35 (87.5%) of sample respondents replied that they could give equal treatment with that of other healthier students without discrimination, and the rest 5 (12.5%) respondents answered about physical education teachers could not provide equal treatment for physically impaired students
- 40 (100%) respondents replied that the Enmore woreda Sport office and Education office did not provide supportive materials for primary schools to assist physically impaired students in physical education practical class.

5.2 Conclusion

Students with physically impairment may have difficulties like that of mobility, speech, perception and flex movement. Some would use wheelchair, with all or some of the time. They might need to support with personal care. Physical disability may have impairment

on some or all activities. This study focued on the current practice and challenges for physically impaired students in physical education practical class in Gunchire, Egzene and Gazanche primary schools of Enemore woreda, , Guraghe zone. So, the issue was examined by assessing the current practices and the major challenges that hinder physically impaired students from practicing physical education class. As described in the qualitative and quantitative questions and responses, lack of material support for physically impaired students, lack of sense of belongingness and commitment of the school, students, parents and the government and also socio-cultural stereotypes are the challenges for practical classes of physical education subject for physically impaired students. These lead the physically impaired students to develop sense of inferiority complex, lack of confidence, and low self-esteem for themselves. These impacts also lead to have long lasting psychological trauma

5.3 Recommendation

This research has tried to examine the current practices and challenges for physically impaired students for practical class of physical education in Enemor woreda selected primary schools. This research recommends that:

- ✓ Inclusive education should be given for students with physical impairment. Material support should be arranged either by schools or woreda government offices.
- ✓ The Enemore woreda Sport and Education offices should give materials and creation awareness trainings for these physically impaired students. To minimize negative societal stereotypes.

- ✓ Physical impairment is a cross-cutting issues that need s the attention of stakeholders, including government and non-government organizations.
- ✓ Researchers and policy devising agents should investigate different factors that hinder physically impaired students from engaging practical activities in different educational institutions.

REFERENCES

- HEFCE/HEFCW(1999) Guidance on base level provision for disable students in higher education.
- Mclean, P. et al (2003) Going Global: The implication of for students with physically impairment.
- Barnes, c. (1991) Disabled people in Britain and discrimination.
- UNESCO (2010) reaching the marginalized: EFA Global monitoring report. Paris. oxford University press.
- UNICEF (2012) education equity and quality. Retrieved from http/www.unicef .org/Tanzania/6911-10874.html

APPENDECIES

Appendix 1: Questionnaires for Sample Respondents

Dear Sir/Madam,

I, Zinash Kifle is an under graduate student at Wolkite University pursuing a Bachelor of Science (BSc.) in sport science. As part of the requirements for the awards of this degree, I am conducting a study on the current practice and challenge of physical impaired students in learning physical education practical class in primary schools of Enmore woreda, Guraghe zone, SNNPR. You are chosen for this study. Therefore, I request you to co-operate and assist in fulfilling in the questionnaires. The information you will fill will be strictly used for the purpose of this study and your identity will be kept confidential.

Please indicate your option by putting a tick (√) what you choose and put your chosen opinion in the provided space. No need of writing your name.

I will very grateful for your cooperation. Thank you!

Your faithful,

Zinash Kifle

A.Demographic factors of sample respondents

1. Gender (1) male ( )

(2) female ( )

2. Educational background

(1) Primary school complete ( ) (2) secondary school complete

(3) diploma( ) (4) degree( ) (5) masters ( )

6(non-educated)

3. Marital status (1) Married ( )

(3) Widowed ( )

(2)Single ( )

(4) Divorced ( ) 4. Religion !. Orthodox

Christianity 2) Roman Catholic 3) Protestant 4)Islam

B. Questionnaires on the current practice and challenge of physical impaired students in learning physical education practical class in primary schools of Enmore woreda, Guraghe zone, SNNPR.

1. Do you know physical impairment?

A. yes B. no

2. What do you think about the most causes for physical impairment?

A. Human made factor B. Natural factor

3. For question 2, if your answer is human made factor, please mention them----------

4. Do you think that primary schools have sufficient material accesses for physically impaired students?

A. yes, they have B. no, they have not

5. Do you think that physical education teachers in Enimore woreda primary schools consider the equal treatment of these physically impaired students with the healthy students?

A. yes B. No

6. In question no. 5, if your answer is no, what would be the solutions to be held? Please give your brief

response----------

---

7. Do you think that in primary school of Enimore woreda, teachers promote affirmative actions for these physically impaired students whether in practical class or in the normal non-practical class?

A. yes B. no

8. If your answer for the q.,no.7 is yes, how can they perceive and promote this affirmative action for physically impaired students. Please describe your suggestions----------

9. If your answer is no, for q.no.7, what would be the challenges behind?

10. Do you think that the Enemor woreda Youth and Sport office provide practical or supportive materials for primary school physically impaired students?

A. yes B. no

11. Which impairments is the most prominent in Enimore primary schools?

A. blindness B. deafness C. mental retardation

12. What do you think the challenges for physically impaired students during practical class? Please provide your

response----------

---

13. Who are the responsible agents to solve these challenges?

A. government B. Schools C. teachers D. students E. parents F. NGOs

14. What solutions to hold to solve these impediments of physically impaired students? Please give your appropriate

response----------

Thank You so much!

Appendix 2: Interviews for Key Informants

Dear Sir/Madam,

I, Zinash Kifle is under graduate student at Wolkite University pursuing a Bachelor of Science (BSc.) in Sport science. As part of the requirements for the awards of this degree, I am conducting a study on use and practice of traditional medicinal plants of diversity in Enimore woreda, Guraghe zone, SNNPR. You are chosen for this study. Therefore, I request you to co-operate and assist in fulfilling in the questionnaires. The information you will fill will be strictly used for the purpose of this study and your identity will be kept confidential.

Your sincerely,

Zinash Kifle

Interviews for the primary school physical education teachers

1. Would you explain what physically impaired mean?
2. As a teacher of physical education, do you treat all students equally without discrimination/
3. Do you provide materials for physically impaired students during practical class?
4. Did you ask Woreda offices to get material support for these physically impaired students?

5. Do you promote affirmative action for physically impaired students during practical class?

Thank You so much!

Interviews for Enimore Woreda Education and Sport offices

1. Do you think that affirmative action is important for physically impaired students?
2. Do you think that physically impaired students are equally treated with the healthy one in Enimore primary schools?
3. Did you provide sufficient practical materials for physically impaired students?
4. If no, what are the challenges behind that hindered the woreda to provide these accessibilities?
5. What do think the solutions to be held to solve the challenges in practical classes for these physically impaired students?

Thank You so much!