



WOLKITE UNIVERSTY

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

**ASSESSING THE PARTICIPATION OF STUDENTS WITH
DISABILITY IN PRACTICAL SESSION IN CASE OF WOLKITE
UNIVERSITY**

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JANUARY, 2021

WOLKITE, ETHIOPIA

ACKNOWLEDGEMENTS

First and for most, we would like to thanks the Almighty God for his unreserved and endless shepherd and provision and for his endowment of a fruit full event as well as keeping we breathing and helped we to complete this senior essay work.

Secondly, we greatly indebted and beholden to our Advisor Mr. **Abay Yismaw** for his constructive comment, and advice as well as guidance in writing this senior essay work.

Finally, my deep heartfelt sincerely and gratitude goes to all my family and all my friends for their every day support, motivation encouragement as well as inspiration which greatly helped our to sustain throughout we career.

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ABSTRACT

The main purpose of this study was to investigate the existing challenges and opportunities of students with physical disabilities in regular practical session in Wolkite University. It is also aimed at suggesting possible recommendations that help to improve the level of involvement of these students in the practical session. Qualitative and quantitative approach of research was used in this study. Data were collected from the subjects through interview guides, focused group discussion guides data's were organized and analyzed from in-depth interviews, practical field observations were analyzed qualitatively. Results of the study showed that, the exclusion of students with physical disabilities from PE practical classes, support made by students to crate effective inclusive was found very low, low level of awareness of stakeholders like Wolkite University principals, educational officials, 'normal' peer groups, parents and others about the participation of the physically disabled students in practical session so that their support and encouragement to the issue raised was found discouraging. Students training, curriculum materials and the required facilities and equipments were also found inadequate. Finally, based on the findings and conclusion of the study, it was recommended that, awareness creation strategy should be designed to the school principals , students, families and other stakeholders so that they could support and encourage inclusiveness in the regular. Curriculum materials for should be improved in order to address the special needs of students with physical disabilities. Students should be provided relevant training and they need to be innovative, flexible, creative, willing and capable of initiating participatory inclusive.

Key words: challenges, inclusiveness, physical disabilities, physical education.

CHAPTER ONE

1. Introduction

1.1 Background of the study

As long as musing kind existed there has in enviably been impairment and disability. The life giving process of gestation and birth they can result in physical and mantel in capability that affected individuals' activity dial living. Natural disaster such as earth quakes, tsunami, food and hurricanes accidents of a kind's violent aggression and wars also create disabling, the proportion and number significantly higher and on rise in developing countries (<http://www.disabeled-worled.com/> disability).

The relationship of physical activity to functional development and well-being has long been valued. In primitive society effective children generally perished at an early age as a consequence of their inability to with stand the rigors of primitive man's strenuous existence. Although some handicapped individual's pound social consequence as court during middle age, the pre veiling altitude was one of superstition and rear mental and physical disabilities were belied to have been by stat an at afflicted were help to the sinful and evil.

In modern age/time/around 1960 special note is emphasis of the time on support for measures to improve education for desalted. An agency existed at federal level with the sole purpose of administering programs and projects related to the education of the hand capped.

Generally in modern time major improvement have seen these are.

- ❖ All children's are secure in their right to quality education individualized education program.
- ❖ Change of attitude toward employment of the handicapped over they cons have haled to improve their stouts.

In the 1989 and 1990 a number of individuals with disabilities demonstrated their students ability in the sport area. Same achieved in the ability bodied sport world, while others achieved in

disability. Follow and comers are featured throughout the book in the form of a sport biography or sport bio. (Depauw, barenp, Disability sport, 1995)

Participation in sport management has a great factor which nicer the developments of students with disabilities because the management have less regard to these students with disabilities and the management is not completely permit those students disability to participate in different sport completions for instance foot bout is not applicable in the region and the region and the region didn't have cases for regales with disability.

The organization also has many problem such as, it has not planned program of computation the Streator of the federation is not strong so also develop the sport and there in on trained and experienced coaches for disabled students since disable students each muse full fill special criteria from other sport coaches.

In addition to the above manage mental problems there is also another problems that emerged from students with disability. Even societies are the factor which hinder the development of students others with disabilities sport. The attitude of the societies towards the students with disabilities negative and completely evil.

The societies didn't attend the competition of students' disabilities because they think the sport that takes place between disable students is not at reactive and certain. Materials also another problem that hinders the sport of students with disabilities. Such as training files, competition materials and others physical fitness material.

When say training filed student with disability these is no appropriate fields that planned for disability students rather than for not disables. They want to have their own training and competition field. Competition materials also another issue that hinders since without materials computation is too difficult.

The media also give less attenuation because less nous and nippers about the complication lassie reporting and less time to two about players and the competitions.

1.2 Statement of the problem

Students with permanent or temporary mental, physical and emotional disabilities who are unable to have all these educational needs met in a regular physical activities.

the university or to be adequately educated the public of Wolkite university are identify as students with disability these students need special consideration in the planning and implementations of the physical education programming provided to them.

If not they will not be able to participate safety and successfully, thus not gain the physical social and psychological benefits that quality physical activity program can offer.

1.3 Research question

- ❖ What are the factors major that hinder the participation of Students with disability in a practical session?
- ❖ What are the opportunities to develop the participation of students with disability in practical session?
- ❖ What are possible develop the participation of students with disability?

1.4 OBJECTIVE OF THE STUDY

1.4.1 GENERAL OBJECTIVE

The general objective of this study is to assess the participation of students with disability during practical sessions.

1.4.2 SPECIFIC OBJECTIVE

- ❖ To identify the major factors that hinders the participation of students with disability in practical session.
- ❖ To assess the opportunities to develop the participation of students with disability in practical session.
- ❖ To recommend remedial solution to develop the participation of students with disability.

1.5 Significance of the Study

This study has the following important point.

- ❖ It can initiate new student with disability to join the sport.
- ❖ Indicate the extent to which physical education practical classes are open and conducive for students with disabilities in wolkite university.
- ❖ It helps have significances in the training filed and competition of field based on students with disability.
- ❖ To manage their lively hood.
- ❖ To become mobiles for normal and abnormal persons.

1.6 DELIMITATION OF THE STUDY

The study was focused only in Wolkite University, participation students with disability in practical session. The main purpose of the study was only to investigate that factors that hinder the participation of students disable.

1.7 LIMITATION OF THE STUDY

The study would have included all Wolkite University in addition, due to absence of sufficient and relevant materials related to the study in Wolkite University. The researcher has been forced to rely mainly on foreign sources. In spite of these however the researcher has attempted to make the study complete as possible.

1.8 Definition of Key Terms

- ❖ **Physical disability**:-means a type of disability which affect the use of body.
- ❖ **Mental disability**:- a type of disability which effect a cognitive part of the body.
- ❖ **Multiple**:-means the disable my physical mental or more than to disable.
- ❖ **Social**:- is natural word world that element is a person or thing as being concerned in way with the society or it is organization.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 DEFINITION OF DISABILITY

Disability is condition that of treats person ability to perform that activity of everyday life. Disability was 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.

Some people are born with disability while others develop them later in life. Common disabilities include blindness deafness, deformity loose of limbs, mental illness mental retardation and muscular nervous and sensory disorder.

Disability has traditionally been described in medical terms. Many common disabilities are related to diseases or chronic conditions associated with aging for example heart disease may produce paralysis or loose of speed arthritis and many bone disease can lead to deforming and problems with mobility certain nerve does may result in blindness deafens and lack of coordination.

Throughout history people have characterized those with disabilities in variety of ways. Many people who were disabled tried to hide their condition fearing that their disability. But since the mid1905, attitude toward the disabilities have change significantly, largely as result of disabilities rights movements throughout the word such movements prompt increased occupancy rights and visibility for people with disabilities.

Today many people view a person's disabilities as just one of many traits that define the persons unique identify. Mast people are not ashamed of their disabilities.

Instead they do what activity call "claiming their disabilities "that is they actively accept their condition and integrate it in to their identify many countries have passed laws to provide assistance & to protect the rights of people with disability. In addition the development of assistive technologies horsed to devices and products that help people with disabilities carry also a wide range of activities.

Disability is not a condition to fear or shame instead it is natural part the human experience and should be respected and supported. Today millions of people with disabilities contribute to their communities go to school or hold jobs marry and children. They live productive lives just as people without disabilities do.

2.2 DISABILITY IN THE PAST TIME

In the primitive societies defective children generally perished at an early age as a consequence monstuous existence.

Even in the civilized societies early Greek the Spartan father of a crippled child was expected to carry the babe to the hills to be left to parish.

While the Athenians whom we generally consider more humanity cairn than their Spartan neighbors, permitted such as babies to die of neglect. During the day of the Roman Empire crippled babies suffered a like fate.

Although some handicapped individuals found social acceptance a court jester during the middle ages prevailing and mental disabilities were believed to have been abused by stat an and the affiliated were held to be sinpuleeil. Hence, the handicapped were either harshly treated or carefully avoided.

The humanistic philosophy which flowered in the period of the renaissance undoubtedly softened the general attitude toward the physically hand yapped, but the gain in understanding of their problems did not extend to include treatment were and education. Some legislation to prevent condition of the handicapped were lost sight of in the tremendous technical advancement of the age.

2.3 DISABILITY IN THE RECENT TIME

Special not is the emphasis during the 1960s on poor measures to improve education for the handicapped. The aviation of burials of education for the handicapped during this is of singular importance. For the first time there existed at the federal level an agency with the sole purpose of administering programs and projects related to the education of handicapped.

Another milestone of the period was the passage of an amendment to the elementary and secondary education act that provided funds to support research and demonstration projects in physical education and recreation for the handicapped.

The decade of 1990s has seen the development of a different emphasis from that of the past this one focusing on the extent by the courts of the scope of the rights of all handicapped individuals various civil and human rights, long denied them were thought for handicapped individuals in state and district courts across the country. An example is the “right treatment” desperately needed on behalf of students in institutions for the mentally ill and mentally retarded, where a human physical and physiological environment for habilitation is often lacking. By and large, the courts have upheld the plain justice quest to ensure a quality under the law for the handicapped in all areas of human endeavor. When, we see the participation of persons with disability was better in this recent time as disability was better in this recent time as. I compare with past time. (Sherrill 1993)

2.4 DISABILITY AND PHYSICAL ACTIVITY IN ETHIOPIA

There are 4.5 million people living with disability in Ethiopia. Polio, water-borne, parasites and land mines are among the many causes for disability people living with disability in Ethiopia majority of the disabled people are not given the opportunity for part-take in the work force, school or sports activities, which often leads them to a life in the street or in the slum/Saith 1998/.

People living with disability in Ethiopia are very rarely given the opportunity to take part in the work force school or sport activities . Right to play ensures all students regardless of gender ability, race, religion and ethnicity benefit from their participation in sport and play activates working in partnership with local international non-governmental organization to provide important messages on health and including increasing number of the physical and mental or emotional well-being of leadership and decision making a kills among children through sport and play activates and creating safe environment for men and women vulnerable and youth and people living with disability to participate in sport play activates (saith 1978)

2.5 SPORTS FOR PERSONS WITH DISABILITIES

In cooperation with repos international, the dir foundation and windesheim university, based in zwollw, the Nether lands, the governments of Ethiopia runs a program to integrate young persons with disabilities in their schools through increased participation in sports, physical education teachers receive training in how to involve people with physical mental, and sensory disabilities in sporting activity. Training courses are offered every three months across the country and teachers manuals videos and CDS, this program is carried out. Within the frame work of the Nether lands program for institutional strengthening of post-secondary education and training capacity (NPT). Funded by the Dutch ministry for development cooperation. Dutch graduate students in this program are assigned to work on international projects including this capacity-building project in Ethiopia. Windesheim University reports a high degree of success with the project in Ethiopia and is plan to expand the program to include a wider range of capacity-building services/WWW.right to play .com/.

2.6 DISABILITY SPORT

Disability sport as a refers to sport designed for or specifically by students with disability. The students with a disability that will be discussed are those that are eligible to enter the deaflympics, Paralympics' or special Olympic games which includes the following disability grouped.

- ✓ **Deaflympics:** deaf or hearing impairment
- ✓ **Paralympics:** amputee, visual impairment, cerebral palsy, intellectual disability, les outré and spinal cord injury.
- ✓ **Special Olympic:** intellectual disability.

Paralympics eater for elite students with disability intellectual disables while special Olympic offer sport to all people with intellectual disabilities from elite to those with sever and profound challenges. Official Paralympics sport conclude four disability competed in the study 2000 Paralympics but have since been withdrawn from Paralympics competition whilst eligibility criteria for intellectual disability is refined as developed.

Athletics must be meet specific minimum eligibility criteria to participate games official sports. These criteria differ between sports and disability groups. Once eligible for a sport or event, students with disability is than classified according to their level of functional ability.

The classified system varies far apart but is simply a system of grouping athletes of similar abilities for sport competition.

Additionally athletes must meet qualification standards that are in place for individual and team sports while there is a quota limit for counteracting the total number of athletes at each Paralympics. The governing committee (IPC) which was created in 1989. As the Paralympics games grew from its early roots from the Stoke Mandeville Games Federation (ISMGF) was responsible for the early development of the games. In 1994 the international sport organization for the disabled was established after which time each disability group started to form a governing body. To bring all of disability organizations to gather under the one body the international coordinating committee (ICC) was established in 1982 and this became the IPC in 1989. The IPC located in Bonn, Germany is now an umbrella organization that is also the representative body for international sport organization /WWW.disability-world.com/sport.

2.7 ATTITUDES TOWARDS DISABLED PEOPLE

An ancient time hardly any one helped people with disability, the welfare of a group depends on the ability of each member to right and to work. Disabled people who could not fulfill their responsibilities threatened the safety of all and many were driven away and left to die. Most ancient people believed that evil awaited for disabled.

The Spartans let deformed newborn children die of exposure in Rome a disfigured infant could be legally drowned by the planets during the middle ages. From about the AD 400 to the late 1400s people ridiculed disabled people and regarded them with suspicion some nobles used physically disabled people as courtiers as choirmasters manage disabled people with disabled people were burned as witches. Attitudes toward people with disabilities students people as courtiers as call jesters. Many disabled people were burned as witches as attitudes toward people with disabled people were burned as students with disability.

Attitudes toward people with disabilities began to change in the 1800s many people began to pity disabled people and treated them with special care while people with disabilities were thought to bring shame on themselves and their families. As a result many disabled people were kept hidden away at home or in institutions. In the mid-1900s important advances were made in the

treatment of disabled people until that time many who become paralyzed believe the west deduce to urinary problems but in the 1940 the discovery of certain antibiotics enabled physical to keep developed to help such people lead full productive lives

.During world war 11 (1939 1945) end after the war ended /WWW.disability-world.com/sport.

2.8 DISABILITIES AND STUDENTS

All area disability students has a right to participate as students with disability coached. Official's managers, sport scientists, administrators and leaders. More than two thirds of the world students live in developing countries but the overall participation rates for sport are minimal. students of the developing courtiers experience additional barriers to sport participation and these have been linked to issues such as the move dominated world of sport class culture body image and dress in addition to rigorous, traditional and cultural benefits regarding to role Students with disability face double discrimination in disabilities sport-being disabled and being students. There are statistically less students with disable across the spectrum than men and women are less prone to taking up sport in 2005.

2.9. EQUIPMENT AND TECHNOLOGY

Students with disabilities sport equipment and technology is an issue for developing countries and was continue to restrict participation and performance in sport.

2.9.1 EQUIPMENT

Some adaptive equipment is required for some students with disability to participate in sport and include things lire throwing prams for athletes, churches sport specific wheel chairs (such as those used in basket ball, tennis and rugby). In developing countries often access to things such as crutches every day wheel chaise in additional limited basic sporting equipment a latch of facilities or limited means to host large sporting equipment the onus is on local and national governments to maintain and developing facilities. Some organizations focus on providing much needed equipment to people with disabilities in developing countries and prosthetic climbs wheels chairs and crouches.

2.9.2 TECHNOLOGY

The introduction of new make far prosthetic devices such as carbon flex-fiber along with new development in wheel chair technology is imparting on the performance of many people.

Recent example is the case of South African Paralympics sprinter Oscar Pistorius who had ambition to compete in the Olympic Games. On January 2008, as technology and assistive devices continue the gap between participation and performance of developed and developing of continue. One innovative project is pioneering and resting a new design that is hoped to fill a much needed gap in the provision of affordable sports wheel chairs in developing countries. At the grass roots level expensive equipment and technology is not required in order for people students with a disability is participant and through incisive coaching everyone can be encouraged to actively participant in sport. Many games and activities can be designed or adapted to require minimal or no equipment if individuals require assistive devices (prosthetics orthotics, wheelchair) the idea situation to have those items made and maintained locally.

There have been many innovative solutions, such as crutches made from bamboo in remote village communities. /www. Sport and deve/

CHAPTER THREE

3 METHODOLOGY

The study was used descriptive type of research in order to simplify the problem easy and clearly based on the case which are blocked for the development of students with disability in sport activity because as was have seen the disability which are live in Wolkite university have not good participation in any sport activities mean that their participation Will be less.

3.1 Study Area

This research was conducted in Wolkite University, Natural Science College. Wolkite University is one of the higher institutions in Ethiopia. Which is found in Southern nations, nationalities and peoples region. Wolkite University is located 162km from Addis Ababa, the capital city of Ethiopia.

3.2 Study design

Design of the study was descriptive survey. This design allows to describe the current state of the problem adequately. In this study research design was employed in order to access and describe the relationship between motivation and practical session in the case of Wolkite University. The method of this research is descriptive method and the data collecting instrument is questionnaire.

3.3 Source of Data

There are two types of source of data secondary source and primary sources to collect information from different source. But the use only primary source of data.

3.3.1 Primary Sources

In Primary source the researcher was used to gather information from players conducted through in prepared questioner and distributed 7 close ended questions for disable students and also 3 close ended questions for disable of sport management

3.3.2 SECONDARY SOURCES

Secondary sources present an argument, interpretation, conclusion. Or summary based upon information found in primary sources. In other words, the authors gained their information second hand.

3.5 Sampling Size and Sampling Techniques

The sample size was total population 13 students with disability in Wolkite University practical session. We was determined the simple size was determine using senses method. The total number of (13) students, men students number is (9), and women students number (4).Sampling techniques for the Wolkite University students with disability. This sample is used to the necessary information.

3.6 Data gathering and instrument

The primary data are collected through observation, interview and focused group discussion. In the interview, the take face- to face administration of an in-depth interview with physically disabled students. It would be easy to communicate with concerned and more willing informants to obtain relevant data from respondents.

3.7 Procedures of data collection

To collect or gather the information they was used different sources and instruments After collect the information the writer was began to analyzed based on the response of the respondents by using tables and percentages.

3.8 Data analysis method

The study used both quantitative and qualitative data analysis method. In which the data numerical that found questioner and interpretation in simple ways. Finally the drawn conclusion and recommendation based on the finding.

CHAPTER 4

4. ANALYSIS AND INTERPRETATION OF DATA

This part of the study dealt with interpretation and analysis of data which may be obtained from collected and analyzed based on the response of the respondents answer through questioners.

Table 4.1 students with disability age and sex category

Item	Respondent	Percentage %
10-15	-	-
18-25 year	13	100%
Above	-	-
Total	13	100%

As a table 4.1 indicates all respondents are 100% of students respondents were found below 18-25 years.

Table 4.2 Do you have training filed (place)

Item	Respondent	Percentage %
Yes	13	100%
No	-	-
Total	13	100%

As the table 4.2 indicates the respondent 100% of them respondent that No. this table shows the majority of disable students had done their training with out the filed b/c they haven't a filed of training.

Table 4.3. Do you have supporter or sponsor?

Item	Respondent	Percentage %
Yes	-	-
No	13	100%
Total	13	100%

As the table 4.3, indicates the respondent 100% of them answered that they have not supporter or sponsor. So students with disability need special supporter of their development because it open the way of the race who want dawn it students with disability youth.

Table 4.4. Students with disability have different affirmative action?

Item	Respondent	Percentage %
Yes	7	53.84%
No	6	38.46%
Total	13	100%

According to the above table 4.4 indicates of the respondents 53.84% of the students with disability respondent that yes they had different affirmative action and 38.46% of the students with disability replied that have not any different affirmative action. To conclude the above table the researcher understands that more students with disability has not different affirmative.

Table 4.5. Students with disability have good relationship with Wolkite University disability sport office?

Item	Respondent	Percentage%
Yes	6	46.15%
No	7	53.84%
Total	13	100%

As a table 4.5 indicates 46.15% of the sample of respondents yes, they had good relationship between Wolkite University disability sport office after hand and 53.84% of the respondents replied they have not a good relation between the disability of sport office, disability sport office you must have a smooth relationship.

Table 4.6 Do you have a coach?

Item	Respondent	Percentage%
Yes	-	-
No	13	100%
Total	13	100%

As the table 4.6, indicates 100% of the respondents responded yes that if the one of the basic to develop the students with disability the coach is essential to develop the skill the students with disability at held and to be completion in national and international.

Table 4.7. Do you have club?

Item	Respondent	Percentage%
Yes	-	-
No	13	100%
Total	13	100%

As the table 4.7, indicates 100% of the simple respondents replied that they have not a sport club.

Table 4.8 Do you participate in your worked and above level competition?

Item	Respondent	Percentage%
Yes	12	92.3%
No	1	7.7%
Total	13	100%

Based on the information from the above table 4.8, indicates 92.3% of the respondent of students with disability participated in their worded and above level of competitions and 7.7% of them replied that they did not participated either in their Wolkite University or above level competition from the above table the researcher understand that more students with disability participated in their worded and above level completion.

This part of analysis the questioner prepared to the coach and the disability.

Table 10 What gives the disability sport office for students with disability to support?

Item	Respondent	Percentage
Many	-	-
Opportunity of education	-	-

Moral	13	100%
Material	-	-
Total	13	100%

Based on the above table 4.10 indicated that 100% of the respondents replied that the disability sport office given moral support for disability students.

Table 4.11 Does have students with disability has a good relation with Wolkite University disability sport office?

Item	Respondent	Percentage%
Yes	10	76.92%
No	3	23.1%
Total	13	100%

As the table 4.11 indicates 76.92% of the respondents responded that yes and 23.1% of respondent responded that No .which mince the students with disabilities had a good r/ship and this inessential to develop the moral.

Table 4.12 Does students with disability in Wolkite University sport office fulfill all equipment or material which need by disability?

Item	Respondent	Percentage%
Low	13	100%
Medium	-	-
High	-	-
Total	13	100%

As the table 4.12 indicates 100% of the respondents had low support to students with disability student, so this support is good to develop the students with disability

4.1. Semi structured interview report from students with physical disability

1. Do you think physical activity is important for you?

Primarily they were asked their previous experience and existing practices in practical activities and they responded that throughout their University life they have no participation in practical session. They claimed that they were totally rejected

2. Do you teachers motivate you to participate physical exercise practice session?

They were asked again about the teachers attitude and commitment to motivation and help them to be take part in inclusive physical exercise. They answered as there is no help and encouragement to involve them, they are totally forgotten.

3. What kind of exercise do you like to do in practical session?

When describing their duty during Physical exercise regular practical session they replied that, sometimes they never go to, they stay in their class and do own work or sit idly anywhere in the school

4. Does your disability restrict you from participating in physical exercise practical session?

According to these respondents, physical exercise practical time is the time when they feel a great depression and inferiority and when their mind goes to back to ask nature why they are disability.

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATION

5.1 Summary

The main objective of this study was to assess the participation of students with disability in practical session in the case of Wolkite University. This study used descriptive survey design. The data were collected through questionnaire, interview and focus group discussion. Primary sources of data used and the data obtained through multi tools were analyzed qualitatively and quantitatively. The major findings of the study are:

- ✓ The societies didn't attend the competition of students with disabilities because they think the sport that takes place between disable students is not at reactive and entrain.
- ✓ Materials also another problem that hinders the students with disabilities. Such as training files, competition materials and others physical fitness material.
- ✓ The other problem that we observe and find out the media. In Wolkite University media. Didn't announce and promote the sport of disable students.
- ✓ The media also give less attenuation because less nouns and nippers about the implication elusive reporting and less time to two about players and the competitions.
- ✓ Many people is disability contribute their own activities as non disability to do such as go to school participation in any wcol activities.
- ✓ Among the causes for disability are polio, water borne parasites and land mines.

- ✓ Disability must be meet eligibility to participate in Paralympics optical games.
- ✓ All areas of disability students have a right to participate as an students with disability ch--- officials managers and other sport scientists.

5.2. CONCLUSION

This part of entirely emphasizes on the findings obtained by the researches in the course of the research process so the focus is to give the conclusion of the main pouncing said based on them to forward provide suggestions per recommendation conclusion of fin dings obtained.

The major findings obtained could be concluded as follows.

1. Majority of the students with disability having a good relationship with the managers.
2. It was also fund that students with disability should be encouraged to participate in what they could
3. Students with disability were found to have good motivation
4. Students with disability, should not be discriminated.
5. The community should have an understanding of problems that students with physical disability.

5.3. RECOMMENDATION

This part would be underscoring the point or recommendation that be made in weight of the above finding obtained and put as a remark of conclusion finding, therefore the following are the recommendation of the students with disability.

- The disability of sport management office most in courage the Students with disability to game the sport.
- The sport community and students with disability should be in considered a problem.
- The sport managements should be create a good r/ship b/n with their team of students with disability.
- The top sport management must be prepared d/t sport materials and equipments to the students with disability.
- The sport commission should be discover d/t sponsors and they should be also created d/t networks with d/t associable.

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APPENDIX 1

WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaires filled by disability students

The aim of this questionnaires in order to collect brief information about the assessing the participation of students with disability in practical session in case of Wolkite university.

You honest and positive response for each question has a great value for the success of this study.

Instruction

1. General information of the respondent

- ❖ *Do not write your name*
- ❖ *Indicate your response*

1 sex A. male B. female

2 Age A.10-15 B. 18-25 C. above 25

Question

1. Do you have training field?

A. Yes B. No

2. Do you have supporters or sponsors?

A. Yes B .No

3. Students with disability have different affirmative action?

A. Yes B. No

4. Students with disability have good relationship with Wolkite university disability sport office?

A. Yes B.No

5. Do you have a coach?

A. Yes B. No

6 Do you have club?

A. Yes B. No

7. Do you participate in your worked and above level competition?

A. Yes B .Yes

8. What gives the disability sport office for disabled students to support?

A. Many B. Opportunity education C. Moral D. Material

9. Does have students with disability has a good relation with Wolkite university disability sport office?

A. Yes B. No

10 Does Wolkite university disability sport office full fill all equipment or material which need by disability in students?

A. Low B. Medium C. High

11. Does Wolkite university administration help you to participate in any sport activities?

A. Yes B. No

APPENDIX 2

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

➤ Interview guide administration to students with disability personal information

1. Do you think physical activity is important for you?
2. Do you teachers motivate you to participate physical exercise practice session?
3. What kind of exercise do you like to do in practical session?
4. Does your disability restrict you from participating in physical exercise practical session?