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**FACTORS AFFECTING  
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DISABLED STUDENTS IN PHYSICAL  
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SPORT IN THE CASE OF SOME  
SELECTED SECONDARY SCHOOLS  
OF SOUTH BENCH WOREDA, BENCH  
SHEKO ZONE, SNNPR . MEd. THESIS  
BY WONDYE**

WONDYE, TSEHAYOU

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**BAHIR DAR UNIVERSITY**  
**SPORT ACADEMY**  
**DEPARTMENT OF SPORT SCIENCE**

**FACTORS AFFECTING PARTICIPATION OF PHYSICALLY  
DISABLED STUDENTS IN PHYSICAL ACTIVITY AND INTERSCHO  
LASTIC SPORT IN THE CASE OF SOME SELECTED SECONDARY  
SCHOOLS OF SOUTH BENCH WOREDA, BENCH SHEKO  
ZONE, SNNPR**

**MEd. THESIS**

**BY WONDYE TSEHAYOU**

**JANUARY, 2021**

**BAHIR DAR, ETHIOPIA**

**Major Factors Affecting Participation of Physically Disabled  
Students in Physical Activity and Interscholastic Sport In The Case of  
Some Selected Secondary Schools of South Bench woreda,SNNPR.**

**A Thesis Submitted to the Department of Sport science,  
Postgraduate Program Directorate,  
Bahir Dar University**

**Partial Fulfilment of the Requirement for the Degree of  
Master of Education in Teaching Physical Education**

**By: Wondye Tsehayou**

**January 2021**

**Bahir Dar, Ethiopia**

## POSTGRADUATE PROGRAM DIRECTORATE

As thesis research advisors, I hereby certify that I have read and evaluated this thesis entitled: **"major factors affecting the participation of physically disabled students in physical activity and interscholastic sport in the case of some selected schools of south bench woreda "** prepared under our guidance, by **Wondye tsehayou**, I recommend that it be submitted as fulfilling the thesis requirement.

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As member of the board of Examiners of the MEd thesis open defence Examination, we certify that we have read and evaluated the thesis work prepared by Wondye Tsehayou and examine the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Education in physical education.

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## **DEDICATION**

**I dedicate this work to my friends and all my families for helping me with affection and for their immense contribution in the success of my life**

## **STATEMENT OF THE AUTHOR**

First, I declared that this thesis is my genuine work and that all sources of materials used for the thesis have been dully acknowledged. This thesis has been submitted in partial fulfilment of the requirement for the MEd. degree in ""teaching physical education"" at Bahirdar University. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of my academic degree, diploma, or certificate.

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## **BIOGRAPHICAL SKETCH**

The author Wondye Tsehayou was born on March 1990 G.C in South Gondar Zone, Amhara Regional State. He attended his elementary education and secondary school education from Zefafit Primary School and Tagel Secondary and preparatory School respectively. After completing high school education, he joined Gondar University Faculty of Natural and Computational science and graduated with Sport Science Department in 2014 G.C. Soon after, he joined Haromaya University for Post Graduate Diploma in Teaching (PGDT) in 2015 G.C.

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## **ABBREVIATIONS**

<b>IS</b>	Interscholastic Sport
<b>PA</b>	Physical Activity
<b>PD</b>	Physical Disability
<b>PI</b>	Physical Impairment
<b>PWD</b>	Person with Disabilities
<b>MEd</b>	Master of Education
<b>SPSS</b>	Statistical Package for Social Science
<b>WHO</b>	World Health Organization
<b>SNNPR</b>	Southern nations, nationality people region

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## ABSTRACT

*This study attempted to assess major factors affecting the participation of physically disabled students in physical activity and interscholastic sport: in the case of some selected secondary schools of south bench woreda. Drawing on the findings, the study presents students' major factors affecting their participation in physical activity and interscholastic sport, students' response about their participation in physical activity and interscholastic sport, students' response about possible solutions to increase participation of physically disabled students in physical activity and interscholastic sport were assessed. This descriptive research design was used both qualitative and quantitative research analysis methods. Population of this study was principals, teachers and students who were currently teaching and learning in selected schools of South Bench woreda . In 10th, 11th and 12th grades, there were 54 physically disabled students (13 females and 41 males). And also 6 PE teachers and 3 principals were selected by using available sampling techniques. The findings of this research revealed that the participation of physically disabled students in physical activity and interscholastic sport are full of constraints as it is clearly observed from responses obtained from students, teachers and principals in the questionnaire, interview and observation respectively. In this regard, less frequency of participation of physically disabled students, the type of the program given for them was not totally modified, rate of their participation was poor, absence of opportunities from school community for physically disabled students, lack of school support and lack of facilities and equipment were the major factors/problems raised from respondents. In this aspect, most respondents proved that physically disabled students didn't participate in physical activity because of the listed challenges.*

**Key words:** physical activity, disability, Physical disability, interscholastic sport

# 1. INTRODUCTION

In this section investigator were discuss about the background of the study, statement of the problem, scope, significance, general and specific objective of the study.

## 1.1. Background of the Study

Interscholastic sports provide practical situations for teamwork, sportsmanship, winning and losing, and hard work and so on. Through participation in interscholastic sports students learn self discipline, build self-confidence, and develop skills to handle competitive situations. The aim of interscholastic sports is to create a substructure of performance sports (Açıkada & Ergen, 1990).

Moreover students who participate in interscholastic sports tend to have higher grade-point averages, better attendance records, lower dropout rates, and fewer discipline problems and enhanced self esteem than students in general (NFHSA, 2002).

Interscholastic sports programme has a lot of benefit to offer to students. Participation in interscholastic sports has many beneficial consequences such as enhancing upward social mobility, providing a healthy outlet for aggression and development of specialist skills and performances. Others are promotion of happiness and self-actualization, tolerance, concern for others, respect for authority and co-operation among others. Sports especially interscholastic sports have assumed a significant position in secondary student's life in terms of fitness, recreation and relaxation (kubilaya, 2006).

A study on people with disabilities showed that, globally, the number of people with disabilities has increased alongside the general population growth. This large increase in the number of people with disabilities entails an increase in the obstacles and problems faced by them, particularly in their participation in physical activity and recreational sports (WHO, 2011).

People with disabilities can establish healthier life styles if they include physical activity in their daily routines. Participation in physical activity includes numerous health benefits such as reducing or preventing cardio vascular diseases, diabetics, reducing stress and physical and emotional wellbeing (centre for disease control and prevention, USA 1996).



Physical activity is part of the antidote to the global burden of obesity and to chronic diseases such as cardio-vascular disease and diabetes. As the economic and social impact of a sedentary life style and obesity become more apparent, efforts are being made around the globe to increase participation in physical exercise and interscholastic sport activities. It is important that these initiatives become catch-up ones for people with disabilities rather than a time when the gap widens between them and their non- disabled peers in terms of participation in physical exercise (Surgeon, 1996).

However, as it is observed, the environment creates many problems for students with physical disability in the selected secondary schools of south bench woreda and makes them not to participate in physical activity and interscholastic sport activities then these students are losing out on opportunities to participate. As a result, the researcher aimed to find out the major factors affecting participation of physically disabled students' in physical activity and interscholastic sport at the selected secondary schools.

## **1.2. Statement of the Problem**

Studies showed that the negative attitude and lack of both interest and self confidence of people with physical disability are the main factors that lead to their low participation rate in sports and physical activities (Rimmer and Rowland, 2008).

Because of unfavourable situations at different levels, the majority of these people are unable to realize their potentials and in most cases remain inactive. People with disabilities face substantial health risks associated with a physically inactive life style, unfortunately even when individual with disabilities want to increase their physical activity levels, they are often confronted with many more challengers than the general populations (Research digest, 2008).

Regular physical activity, fitness and exercise are critically important for the health and well being of people of all ages, gender, and more importantly persons with disabilities. Research has demonstrated that virtually all individuals can benefit from regular physical activity, whether by participating in vigorous exercises or some type of moderate health-enhancing physical activities (Bauman, 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 or 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 activity and interscholastic sport and it is a great challenge for those students to participate in physical activity and interscholastic sport as equal with non-physically impaired students.

From this standing point of views and due to lack of investigation related with participation of physically disabled students in physical activity and interscholastic sport, the researcher was try to find out major factors affecting participation of physically disabled students in physical activity and interscholastic sport, by raising the following research questions.

1. What are the factors that affect physically disabled students participation in physical activity and interscholastic sport?
2. What strategies does the school community make to improve the participation of physically disabled students in physical activity and interscholastic sport?
3. What alternative ways do teachers use to minimize the challenges of physically disabled students' participation in physical activity and interscholastic sport?
4. What is the level of awareness of physically disabled student's involved in physical activity and interscholastic sport?

### **1.3. Scope of the Study**

The study was delimited in its scope and coverage on studying students with disabilities in the case of some selected secondary schools at south bench woreda. In addition it was delimited to studying only students with physically disabled students. Furthermore it was also delimited in studying physical activity and interscholastic sport participation factors and problems only and doesn't include other academic barrier students with disabilities face.

## 1.4. Significance of the Study

The findings of this study were expected to have the following important contributions: Provide awareness for physically disabled students by bringing the value of participating in physical activity and interscholastic sport activities. It will also help teachers, school principals, curriculum experts and concerned bodies to design a strategy that promotes participation of physically disabled students in physical activity and interscholastic sport. Besides it may help to better understanding and awareness on the major factors affecting participation of physically disabled students encounter and the possible solutions for the problems will be pointed out. The findings might also serve as a base for future related research.

## 1.5. Objectives of the study

### 1.5.1. General objective

The general objective of this study was to investigate the major factors affecting participation of physically disabled students in physical activity and interscholastic sport.

### 1.5.2. Specific Objectives

1. To sort out how school community contribute to the participation of physically disabled students.
2. To find out the alternative ways to improve physically disabled students' participation during physical activities and interscholastic sport.
3. To examine the awareness of physically disabled students regarding the benefits of Participating in physical activity and interscholastic sport.

## **2. REVIEW OF RELATED LITRATURE**

In this chapter reviews of related literature were presented in more detail. There are sub topics which are designed based on clarifying the study area and research questions. These issues discussed under the following topics.

### **2.1. Physical Activity**

Physical activity promotes good health and disease prevention, but has also been identified as the fourth leading risk factor for global mortality and causes an estimated 3.2 million deaths globally. Physical activity is defined as any bodily movement produced by skeletal muscles that require energy expenditure. Physical activity for children include play, transportation, chores, recreation, sports, exercises or physical education, performed in the context of family, school and community activities (WHO, 2010).

The global daily recommendations for children aged 5 to 17 years consist of at least 60 minutes of physical activity at a moderate to vigorous intensity in order to improve cardio respiratory, muscular fitness and bone health, and to reduce cardiovascular disease risk. Vigorous-intensity activities should be incorporated, including those that strengthen muscle and bone such as running or jumping, at least 3 times per week. The intensity of physical activity varies between people, depending on each individual's previous exercise experience and their relative level of fitness. Low-intensity PA requires a low amount of effort and barely accelerates the heart rate. Moderate-intensity PA requires a moderate amount of effort and noticeably accelerates the heart rate, whereas vigorous-intensity PA requires a large amount of effort and causes rapid breathing and a substantial increase in heart rate (WHO, 2010).

The recommendations of PA apply to all children, including those with disabilities. However, as 'bodily movement produced by skeletal muscles resulting in increased energy expenditure' also happens in dyskinesia and spasticity, the PA definition may sometimes be difficult to applicate. Those movements are not voluntarily and may lead to high PA levels, which should be considered in interventions. The National Guidelines for Methods of Preventing Disease have been developed by the (Swedish National Board of Health and Welfare, 2011).

They provide recommendations for methods of disease prevention by supporting individuals in their efforts to change unhealthy lifestyle habits. Unhealthy lifestyle habits such as tobacco use, excessive alcohol consumption, low levels of PA and unhealthy eating habits were identified, which are similar to the factors identified by WHO (2010).

The Public Health Agency of Sweden (2014) has identified 11 target areas to create social conditions for good health on equal terms for the entire population, where PA is one of them. Biological and social factors, as well as habits and relationships, affect PA according to the description of the Public Health Agency. Overall structural factors, such as an individual's living conditions and lifestyle, social networks and relationships are described as having an effect on each other.

## **2.2. The Benefits of Physical Activity to Person with Disabilities**

Living with a disability not only disadvantages these individuals and their families, but can also have an impact on the larger community and the national health and economic development of a country (Saka, Kuranga and Abengunde, 2005).

Although research focusing on physical activity in the general population is plentiful, research addressing these areas for people with physical disabilities is a recent phenomenon. People with disabilities are at risk for the same chronic health conditions as the general population. Individual with disabilities can gain very similar benefits from physical activity and the accrued physical fitness as people without disabilities. The benefits of being active are enormous for individuals with a disability, and society as a whole, while prolonged physical inactivity is associated with long term risks of disease in people with or without a disability (Netsanet, 2012).

The benefits of physical activity are universal for all children, including those with disabilities. As Nancy A et al, (2008) indicated the participation of children with disabilities in sports and recreational activities promotes inclusion, minimizes reconditioning, optimizes physical functioning, and enhances overall well-being.

Despite these benefits, children with disabilities are more restricted in their participation, have lower levels of fitness, and have higher levels of obesity than their peers without disabilities. The long-term health benefits of physical activity, including recreation, have long been established for all individuals with or without disability. However, as with other marginalized members of society, Persons with disabilities have also been generally excluded from activities found in mainstream society, including sports and leisure activities. PDS have traditionally been considered to be frail and not physical capable and, as a result of their perceived inferior physical and mental status, excluded from physical activity beyond rehabilitation or therapeutic applications (DePauw and Gavoron, 2005).

The benefits of participation in physical and leisure activities are not limited to rehabilitation for PDS. As with the general population, physical activity may reduce the risk for chronic illnesses and secondary conditions for Physical disability (Durstine et al., 2000).

However, even though they would derive considerable benefit from physical exercise, children and adults living with disabilities are more likely to be sedentary compared to their able-bodied counterparts (Burchell, 2006). Physical activity amongst physical disability may also bring numerous benefits to a community both at a social and an individual level. Participation in such activities may improve functioning in daily activities, resulting in increased independence and empowerment of physical disability, increased social integration and inclusion, as well as help to change attitudes among members of the society in general (Sherrill, 2004).

Although there have been numerous studies considering participation trends, factors affecting participation, and more recently the benefits of physical activity in increasing the strength, endurance and social inclusion of physical disability. According to Fentem (1997) have pointed out that there are no empirical studies considering the long-term benefits of physical activities in lowering the risks of or preventing chronic conditions for Physical disability. The disabling effects of inactivity, and particular reference to achievement and maintenance of functional independence and quality of life. The review provides support that physical activity participation result in improved functional status and quality of life among persons with disabilities.

Literature review by Sawler (2005) indicates that people with disabilities experience social and psychological benefits from an active lifestyle, such as experiencing their bodies and personal abilities in new ways; gaining valuable social experiences, increasing personal confidence in pursuing new physical activities; using experiences that have supported their participation to challenge negative stereotypes about their disabilities. Physical activity increase empowerment and ability to develop group identity through participation in physical activities. However, additional benefits include: Socialization through physical activity is particularly valuable for people with disabilities as they often remain in the home environment, protected and guarded by their families. Participation in physical activity creates peer interaction, co- operative relationships and teamwork; physical activity can also play a significant role in reducing the focus on the impairment or disability of the person and places the focus on their abilities. This leads to empowerment and greater self- confidence that can be applied to other realms of life, for example employment; disability sport programmes serve to strengthen participants both by involving participants with and without a disability in the same programmes there is increased understanding and sensitivity about one another and it can assist with preventing social exclusion.

Person with disabilities can enhance the functioning and health of their heart, lungs, muscles and bones in most cases through regular physical activity. Flexibility, mobility and coordination can be improved, lessening the negative effects of some conditions or slowing the progression of others. Besides, participation to physical activity can be fun and provide a chance to meet people and make new friends. Since physical activity contributes to the maintenance of health, by exercising, people actually build stamina that makes the demands of daily living easier thus leaving extra energy at the end of the day for additional social activities (research digest, 1999).

Persons with a disability participating in physical activity also overcomes social isolation and become more self- relevant according to Fentem (1994) showed that physically active wheelchair users have a lower rate of absence from work and fewer hospital admissions than inactive colleagues. Wheelchair athletes have fewer pressure sores and kidney complications than sedentary wheelchair users. Joint contractures can be prevented in children who walk rather than use a wheelchair.

Exercise in the upright position reduces calcium loss after a spinal cord injury and exercise that improves muscle strength brings confidence in negotiating steps and other barriers. Both motor skills and the speed at which manual work is performed improve in people with intellectual impairment who exercise

### **2.3. The Opportunity of Physically Disabled Students to Participate in Physical Activity and Sport**

According to Auxter D.et al. (2001) indicated that person with disabilities need opportunities to express attained sport skills in competition. Opportunities for participation at all levels are important for sport development. Persons with disability should be provided with enough opportunities and support to perform sport and physical activities adapted to their physical conditions.

Although, all able-bodied and persons with disabilities focus on their quality of life and wellbeing, persons with disabilities generally are less likely to have opportunities to be active, making their health concerns due to inactivity greater than the able-bodied (Block ME, 1995).

Sport and disability thematic Profile (2009) shows that in many countries, opportunities exist at the grassroots level through to elite completion for people with a disability to display their abilities in the domain of sport and physical activity. However, this is not uniform around the world and whilst there has been progressive and positive change in quality of life for people with disabilities in many developed countries, often this progress is not reflected in developing countries. Integration and inclusion of people with disabilities in sport has been a key focus in recent decades and has created new opportunities for participation and competition. Giving people with disabilities through different sporting areas is crucial given the additional benefits, among others, for social inclusion and self-esteem they receive from sport and physical activity. The human right of persons with disabilities to enjoy and participate in sport is enshrined in various international and national legal instruments. These instruments have ensured that persons with disabilities enjoy their rights to sport and physical activity. The right to sport has become more pronounced with each instrument. The 1982 World Programme of Action Concerning Disabled Persons stressed that member states should encourage sport activities for persons with disabilities by providing facilities and organizations.



The 1993 Standard Rules on the Equalization of Opportunities for Persons with disabilities emphasized that states should undertake, among other things, measures to make recreational and sport facilities accessible, and develop opportunities for the participation of person's disabilities in sport activities

As sport and disability thematic profile (2009) indicated opportunities for person with a disability range from sport and disability specific world championships, regional multi sport tournaments, selected events for athletes with a disability in Olympic and some athletes with a disability also play and compete in mainstream competitions against able bodied person. There are now more than 17 international games for person with disabilities. The three largest international disability sport competitions are the Special Olympics, Paralympics Games and Deaf Olympics. Individuals with disabilities, families, and professionals will be to look beyond "special: recreation opportunities for persons with disabilities to the vast recreation resources that exist in local communities.

According to Grystal et al.(2005) we have to explore a variety of resources and programs in the community. We don't need to limit options to specialized or segregated programs just for individuals with disabilities. While participation in special programs is at times beneficial, regular programs offer a wider range of opportunities and are offered at more locations. Providing opportunities for people with a disability often means making adjustments to programs and services. Disability sport organizations also provide opportunities for people with specific disabilities. These allow opportunities for specializations in specific events; tailored coaching for specific needs and pathways for elite sporting experiences. Recent International and national laws have affirmed the right of individuals with disabilities to be given the same options as other members of the community. This includes the opportunity to choose from all recreation activities in a community. An individual or family should not be limited to segregated or specialized activities unless that is their choice.

## **2.4. Concepts of Disability**

According to Auxter (2010) explanations regarding disability, there is a perception by persons in the public that disability refers to persons who are in wheelchair; however, in reality the number of persons in wheelchair is small. Most disabilities are invisible from the public because they are neuromuscular, cardiovascular, chronic respiratory and/or mental

disorders. The term disability is any physical or mental condition that limits a person's movements, senses or activities. It is conventionally used to refer to attributes that are severe enough to interfere with, or prevent, normal day-to-day activities. According to the UN Convention on the Rights of Persons with Disabilities, "persons with disabilities include those 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." Disabilities can be permanent, temporary, or episodic/periodic. They can affect people from birth, or be acquired later in life through injury or illness. Everyone in the society may experience disability at some point in their existence. 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 non indigenous; employers and employees; students and teachers; consumers and citizens.

Disability begins with impairment, which leads to disability that leads to handicap. As WHO (1980) defined the terms, "Impairment: is any loss or abnormality of psychological, physiological, or anatomical, or other genetic or environmental agents; Disability: refers to any restriction or lack of ability to perform an activity in the manner or within the range considered normal for human being; and finally Handicap: mean a disadvantage for a given individual that limits or prevents the fulfilment of a role that is normal depending on age, sex, and social and cultural factors for that individual". Disability is both social and individual problem. Primarily it is a social problem, because what stops the individual disabled person from contributing is the attitude of non-disabled persons towards him or her. According to World Bank report approximately 600 million people, or 10% of the world's population, have a disability and that 80% of these people live in developing nations. If families of persons with disabilities are included, at least 25% of the world is directly affected.

## **2.5. Physical Disability**

The term physical disability is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities (Mifflin, 2003). People with physical disabilities, also known as disabled people or physically disabled people, have a physical impairment which has a substantial and long term effect on their ability to carry our day-to-day activities.

Someone with a moderate physical disability would have mobility problems, for example, unable to manage stairs, and need aids or assistance to walk. Someone with a severe physical disability would be unable to walk and dependent on a care for mobility.

According to Siebers (2008) argued that many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss.

People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance (Johnstone, 2001).

## **2.6. Causes of Physical Disabilities**

According to (Elias, 2012) identify that Physical impairments adversely affect the movement of the body, especially the skeletal system, including the spine, muscles, bones, and joints. Although many factors contribute to this impairment, the three main causes are:

1. Neurological impairment
2. musculoskeletal conditions
3. Trauma caused physical impairments

1. Neurological impairment: implies damage or deterioration to the central nervous system the brain and spinal cord. Be aware that whenever the central nervous system suffers damage, muscular wellness or paralyses are almost always present.

2. Musculoskeletal conditions: some individuals are physically disabled because of defect or diseases of the muscles or bones. The condition of the musculature or skeletal system or both affects the ability to move problems arising from musculoskeletal conditions, without neurological impairment, may be congenital or acquires after birth.

The causes of these conditions may include genetic defects, infections disease, accidents, or dovetail disbars. In the majority of individuals, Intellectual functioning is not affected.

3. Trauma-caused physical impairments Trauma refers to those accidents or mishaps that occur after birth to an otherwise normal individual. Accident fractures, dislocations Sprains, bruises, contusions, poisoning, and various wounds are some of them.

### **2.7. 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 training (Educable, 2000).

In some cases, students expressed anger and feelings of frustration at how some teachers assumed that because they had a disability, they were not able to study certain subjects and exams, as reflected in the following: "I find it very patronizing to be told 'you shouldn't do that because it's not for you and wouldn't suit you.' And 'we're really thinking about you, you know.' And actually it's not us that have to change. It's the environment that has to change; it's the exam system that has to change; it's the schools and the teachers that will have to reorganize themselves to allow young people with disabilities get a decent education."(Educable, 2000).

Low expectations by teachers were deemed to be the most serious challenge facing young people with physical impairments in relation to their schooling. The implementation of the EPSEN Act, in particular the formulation of individual educational plans for children and young people with special educational needs, will represent an important step in helping to combat low expectations where they may occur.

Despite the potential difficulties that may be involved in putting the formulation of individual education plans into practice, this policy is deemed to be largely beneficial for young people with physical impairments. The key to addressing low expectations of students with impairments appears to lie in changing attitudes towards impairments amongst teachers but also those held by society as a whole (Horgan, 2003)..

Noble says "For the first time since I began education, and in my life in general, someone challenged me to learn." (Noble, 2003). Therefore, being challenged to learn was the key to establishing the capabilities of a young person with physical impairments. According to Noble (2003) describes testing the teacher by handing in sub-standard work, which the teacher rejected saying that she could do better. Noble identifies two characteristics that the teacher had which made all the difference in relation to her academic progress. Firstly, Noble felt that the teacher believed in her and her potential. Secondly, that the teacher saw her not just in terms of her impairments but also for the person who she was.

While there is much evidence to suggest that teachers can have expectations that are too low for students with physical impairments, expectations that are too high can also be evident where teachers do not understand their needs. For example, some young people spoke of teachers going too fast and not being able to keep up. They were afraid to ask the teacher to slow down, but even when they did make such a request, they felt that the teacher viewed them as just causing trouble. It can be argued that overall teachers were well meaning but they were either forgetful or unthinking and did not understand the full extent of difficulties faced by young people in their day to day schooling (Kenny et al., 2000).

All of this research evidence points to the difficult balance that teachers and school personnel have to achieve in relation to participating in sport students with impairments. They have been criticized for pitying young people and for underestimating their potential through having too low expectations but at the same time they have been portrayed as lacking an understanding of the needs of young people by not making an allowance for their disability. It is crucial that teachers have adequate information on the circumstances of each individual young person in order to help them to understand their needs and have academic expectations of them which are realistic as well as encouraging them to perform well given their potential (Kenny et al., 2000).

## **2.8. Challenges and Problems Affecting the Participation of Physically Disable students in Physical Activity and Interscholastic Sport.**

More recently, research has been conducted exploring the barriers faced by persons with disabilities in participating in physical activity. Stuijbergen, et al (1990) identified several potential perceived barriers to health promotion activities for persons with disabilities. They categorized barriers as internal, such as lack of time, energy, or fatigue/ weakness. Barriers may also be social or environmental factors (example facilities), which may affect one's ability to engage in health- promoting activities.

There are many barriers intrinsic and environmental, faced by people with disabilities when participating in physical activity. Rimmer et al. (2004) indicated several different categories of barriers intrinsic and environmental, faced by people with disabilities when participating in physical activity. These Peoples experience barriers to regular physical activity that differ from those experienced by the general population, including lack of transportation to fitness centres, lack of information available and accessible facilities and programs lack of accessible exercise equipment and adequate space to move about, and the perception that fitness facilities are unfriendly environments for those with a disability.

According to Smith, Austin et al. (2005) identified two broad categories of barriers to physical activity for people with disabilities. Intrinsic barriers resulting from an individual's physical, emotional, and cognitive limitations; residing within the individual; temporal or permanent; may arise or be related to causes such as parental overprotection, inadequate educational opportunities, and segregation from peers such as: Lack of knowledge, social ineffectiveness, health problems, physical and psychological dependency, skill/challenge gaps, environmental barriers- often physical e.g. architectural, trees, mountains; or can be imposed by society or economic conditions e.g. attitudinal barriers, ecological barriers and transportation barriers.

The Kaplan (2000) noted that the significantly lower rate of participation among people with disabilities may be related to variety of environmental and personal barriers, including architectural barriers, organizational policies and practices, discrimination, and social attitudes. These barriers effectively reduce personal choice options, inhibit participation in healthy and active life styles, and prevent people with stroke and other disabilities from fully participating in their communities.

### **2.8.1. Internal barriers**

Intrinsic barriers include not having knowledge about the benefits of physical activity. There is very little information available to people with disabilities about the benefits of activity for their main condition or its potential in preventing secondary complications occurring. This lack of knowledge can lead to uncertainty occurring for people with disabilities as to whether physical activity is beneficial or harmful to the person's condition (Health Education Authority 1998).

One of the most influential internal barriers addressed in the literature is the attitudes and motivations of people with a disability, particularly self-consciousness and low levels of confidence. This lack of confidence and self-esteem has been reported to manifest itself in the following ways; Feeling different from the majority of the population, feeling unable to fit in at a sporting facility, self-consciousness or lack of confidence in asking for help and assistance in a sporting environment, a fear of failure on the part of the person with the disability can present another type of internal barrier particularly in the case of people who have newly acquired their disability and with low self-esteem. The medical profession has been identified as contributing to this lack of self-confidence in their ability to participate in physical activities by people with a disability (Arthur and Finch, 1999).

The Arthur and Finch (1999) highlight certain key life stages or events that have the potential to contribute to lower participation levels of physical activity amongst people with a disability, including leaving school or training (in terms of getting out of the habit of doing sport and slowing down the frequency of participation due to age), and periods following major personal trauma such as the breakdown of a marriage or relationship or the death of a partner.

People with disabilities also face the barrier of their own attitude where they may feel frustrated about lost abilities together with embarrassment and loss of dignity in front of others participating in the activity. Also several different categories of environmental facility barriers related to participation in physical activity among people with physical disabilities; these barriers included the built environment, cost of services or programs, equipment, policies, information, and education and training of fitness facility staff (Health Education Authority 1998).

Officially unemployed as opposed to non-disabled people, thus finance is a limiting factor in what individual can spend on physical activities and leisure pursuits. Other financial barriers include that of sports equipment. Arthur and Finch(1999) found that; whilst the financial cost was not a major deterrent to taking part in physical activity, choice of activity and frequency of participation were restricted because of cost.

#### **2.8.4. 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. Therefore, it is imperative that either the physical education teacher or a knowledgeable representative speak to the physical activity and interscholastic sport needs of the student at IEP meetings (Sherrill, 1998).

The services viewed most positively by disabled children are those which promote friendships, and offer opportunities to go out into the community, join in with leisure activities, and develop skills in an entertaining setting (Mitchell et al., 2001) highlight how participation in inclusive play and leisure services requires a multi-agency approach, involving leisure, education, social services, transport and housing. Inclusion is something that has to be actively supported. A number of factors appear to be important in promoting inclusion and including staff knowledge and training, adequate resources and staffing to assist children during activities, suitable environments, such as soft play facilities, which are barrier free and minimize the effects of differences in children's abilities (Petrie et al., 2000).

#### **2.8.5. Lack of trainers and family problem**

Additional barriers included the lack of trainers and family. In relation to participation in exercise and physical activity, the attitudes of service providers was also identified as a problem, in that it was perceived that they were often ignorant of the requirements of people with physical and sensory disabilities (Health Education Authority 1998).

The Keith J. et al (2009) were indicates that when persons with disabilities look to access community fitness or recreation facilities they are looking for staff that are aware and



knowledgeable about their disability and the special considerations or contraindications related to exercise and the disability. Families can also act as a barrier to participation, as they may not understand the benefits that physical activity can bring to people with disabilities, while also fearing that injury or accidents may occur while participating in physical activity. Other barriers identified include lack of qualified coaches and trainers who can train individuals or teams, due to the lack of training and experience with people with disabilities. This problem is being slowly rectified through the introduction of modules in relation to people with disabilities in coaching courses.

Moreover, the influence of family and friends in terms of providing practical assistance and moral support has been shown to affect the confidence and self-esteem of people with disability. Interestingly, Arthur and Finch (1999) reported that even the presence of a family dog could increase confidence levels. Disability sports groups have been highlighted as an influence on confidence, in terms of their ability to offer accessible facilities and to instil a sense of identity.

#### **2.8.6. Policy makers**

Lack of knowledge and understanding on the part of policy makers regarding the issue of disability sport, this at the time was felt to be leading to misconceptions and lack of a cohesive strategy. More recently, Arthur and Finch (1999) referred to this lack of understanding on the part of policy makers “regarding the inclusion or exclusion of people with particular impairments, or the restriction, either directly and indirectly, on when they could take part”. Persons with disabilities noted that facilities often lack policies relevant to them.

#### **2.8.7. Lack of physical and emotional support**

Not having someone to go with to the gym or sporting facility is another barrier (DePauw and Gavron, 1995). According to Arthur and Finch (1999) this poses a greater problem for those people with a disability who need some kind of physical, oral (help with communicating) or visual assistance or moral support.

### **2.7.8. Socio- cultural barriers**

Socio- cultural barriers refer to the specific social and cultural practices, beliefs and traditions within a community or society which might encourage or discourage physical activity. Activity amongst people with disabilities might be limited by socio- cultural stereotypes. Research suggests, for example, that the result of segregating disability sports from the mainstream has been two- fold. On the one hand the narrow range of disability sports visible in the media has served to marginalize it.

At the same time, restricting coverage to ‘serious or more competitive’ sport tends to give the impression that disability sport ‘is a realm accessible only to the gifted’ or elite (Nixon, 2007).

As indicated by Keith Johnston, Garry Wheeler, and Scott Rattray (2009) the fitness and recreation can be a complex environment filled with many challenges for a person with disabilities. These challenges or barriers can be physical, social, psychological, or economic in nature. some of the most common barriers experienced by persons with disabilities are: lack of accessible design in the facility (i.e., accessible routes, ramps, washrooms, changing areas, etc) Lack of accessible design in equipment, lack of transportation to and from facilities, attitudes of other community members or users of the facility (i.e., discomfort, negative attitudes), attitudes of staff towards persons with disabilities, facility staff lacking knowledge about disability and the special considerations around exercise, lack of confidence in abilities, lack of knowledge about community resources, lack of skill with mobility aids (e.g. wheelchair, walker, cane, etc).

Actual or perceived lack of social support or sense of belonging, and lack of knowledge about exercise techniques. 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. For example, upon arriving at a beach, a child in a

wheelchair cannot spontaneously charge into the surf like a child without a disability. 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).

## **2.9. Disability Sports in Ethiopia**

The Ethiopia government has implemented and clarified various policy measure and laws regarding the disability issue. According to the government, the quality of life of persons with disabilities should be improved, and society should be integrated according to the principle of normalization. Persons with disabilities have the right to learn the historical background of their country, the right to participate in sports and recreations for their health and mental well-being and to interact socially with others (JICA, 2002).

According to JICA (2002) accessibility to roads, buildings, transport facilities and other public recreational areas have limited participation and integration of persons with disabilities in society. Zeegers (2004) summarizes that despite 32 years of existence of the disability sport in Ethiopia the researcher assume its development is in an undeveloped stage. Some disability organizations in Addis Ababa have local groups that can serve as a very important resource that helps with the support or advocacy that may be needed to participate in recreation opportunities.

However, it seems that only competitive segregated sports activities have been held in the country. To develop a successfully socially integrated society, a specific plan with numerical targets adopting the principle of normalization is crucial. Zeegers (2004) said that disability organizations are not aware of the importance of disability sports and as a consequence have failed to include disability sports in their agenda. NGOs working in the field of disability don't recognize the merits of disability sports either, or if there is interest, they are not yet prepared to implement such a program. There are some both inclusive and specialized recreation opportunities for person with disabilities in Addis Ababa. These places are: Community centres, churches, private health and fitness clubs, dance studios, museums and zoos and etc. Most of the times as there are no suitable roads and transportation these places are not suitable for person with disabilities.

## **2.10. International Charters, Policies and Human Rights on Participation in Sports and Physical Activities for physical disability**

As sport and disabilities thematic profile (2009) a number of international charters and policies have had an impact on the area of disability sport and development.

Early international policies related sport and development began with the Council of Europe formulating a policy on Sport for all that was passed in 1966 declaring that every individual shall have the right to participate in sport.

In 1978, the United Nations Education Science and Cultural Organization adopted International Charter of Physical Education and Sport which stated that every person is entitled to participate in sport, including specifically women, young people, the elderly and those with a disability. The United Nations declared 1981 the International Year of Disabled People and although there was much debate over the term ‘disabled people’ this was the first step in raising global awareness about people with disabilities and some of the issues they were facing on sport and disabilities thematic profile (2009).

Sport in the United Nations (2006) convention on the Rights of Person with Disabilities states that the practice of sport teachers onlookers that persons with disabilities are able to compete and enjoy physical activity. In particular, sport. Provides equal opportunities for persons with disabilities to be active and interact in a positive social circle enabling the mitigation of negative factors which may be associated with the disability. By promoting “ability” rather than “disability”, the individual is empowered and gains greater self-confidence that can be applied to other realms of life, for example, employment, socialization through sport is particularly valuable for persons with disabilities as they often remain in the home environment protected and guarded by their families consumption in sport promotes peer interaction co operative relationship and teamwork, disability sport programmes serve to strengthen participants both mentally and physically, promote rehabilitation and facilitate capacity for self- help, sport can promote the inclusion of girls and women which experience double stigmatization, involving participants with and without disabilities in the same programmes increase understanding and sensitivity about one another and can assist with preventing social exclusion.

The convention on the rights of persons with disabilities is a legally binding standard and framework that aims to improve the lives of persons with disabilities. The document contains articles, with article 30 specifically addressing the rights of PD in the context of recreation, leisure and sporting activities (Wolff et al., 2007). This article signifies the importance of treating PD equally and the need for states to improve access to encourage inclusion of PD in recreational, leisure and sporting activities (Ogi, 2007) .

The UN convention providing the expectation that PWDS will not only participate in disability- specific sporting activities, but also in mainstream sports. While the focus on disability specific sports is important in improving the quality and availability of such sports for PWDS, the inclusion of PWDS in mainstream sports will allow for greater social inclusion accessibility and sensitization of the public regarding PDS (Cvra, 2007).

To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels; to ensure that persons with disabilities have an opportunity to organize, develop and participate in disability- specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others of appropriate instruction training and resources: to ensure that persons with disabilities have access to sporting recreational and tourism events and to ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system (Cevra, 2007).

### **2.11. Sports in Which Physically Disabled Students Can Take Part**

Today, the idea of people with a disability being able to participate in sport and physical activity is not so uncommon. In many countries, opportunities exist from the grassroots to elite levels for people with a disability to showcase their abilities in sport and physical activity. But this is not the case in all parts of the world. Whilst there has been progressive and positive change in quality of life for people with disabilities in many developed countries, often this progress is not reflected in developing countries (<http://www.sportanddev.org>).

Through the works of modification and creative minds, the world now has plenty of sports which can help a person with a disability develop a healthy lifestyle. Some of them are:

**Archery:** A test of accuracy, strength and concentration. Archers shoot at a target marked with ten scoring zones, from a set distance. Single, doubles and team events are held in the Paralympics. Archery is open to all persons with a physical disability including spinal cord injury, cerebral palsy, and amputee. Special guidance is available for the visually impaired as well (Abbey Belayhun 2009).

**Wheel chair basket ball:** Sherrill, (1993) Wheel chair basket ball is the world's most popular team sport for persons with disabilities. Rules modifications are made:

- 1) Five, rather than 3 sec, are allowed.
- 2) When dribbling or holding the ball in the lap, the player can only make two thrusts of the wheels, after which he or she must dribble, pass, or shoot.
- 3) There is no double-dribble rule in wheel chair basket ball.
- 4) Player raising his or her buttocks off the chair is a physical advantage foul.

**Wheel chair Tennis:** Wheelchair tennis officially began in 1976, this sport has few modifications. The main rule changed is two bounces instead of one. Persons with limited grip strength can use elastic, tape, or special devices to bind the racquet to the hand. If an over arm serve is not possible, the player uses a bounce-drop service (Sherrill, 1993).

**Athletics (Track and field, wheel chair racing):** Being disabled does not mean one will never feel speed, strength, power and endurance again. There are many athletics activities which can bring a person with disability a rush of adrenaline, such as javelin, discus, shot put, marathons and wheel chair racing. This is also the sport which draws the largest number of participants and a spectator at the Paralympics. Athletics is open to all disability groups (Abbey Belayhun, 2009).

**Bowling:** Disabled people can have access to bowling lanes. The law requires a minimum of 5 percent, or at least one of each category of bowling lane, to be accessible to disabled individuals. The areas where the lanes are located must have an accessible route leading to and serving the accessible lanes. The bowling lanes must also comply with seating requirements.

Any spectator seating must also follow the rules for Wheelchair spaces, companion seats and a specific number of aisle seats based on the overall seats ([http://www.ehow.com/info\\_8544105\\_typesports-facilities-disabilities.html](http://www.ehow.com/info_8544105_typesports-facilities-disabilities.html)).

**Table tennis:** Table tennis is a sport enjoyed by millions of people around the world. It is an inclusive sport that can be played by people of all ages and abilities. If a player can serve and return a ball, they can play. This is one sport that does not exclude people because of a physical disability.

Nor does it require significant modifications to remain open to everyone. Table tennis has been part of the Paralympics Games since 1960. The program consists of five wheelchair divisions and five standing disabled divisions (Lauren Traveau, 2012).

Athletes who are not able to grip a racket due to their disability use specially crafted instruments that attach the racket to the hand. Some athletes choose to simply use a bandage to affix their racket to their hand. These modifications do not give them an advantage over another player, but rather they even the playing field so that players can compete regardless of their disability (Lauren Traveau, 2012).

This sport can be mentally and physically challenging, but with that challenge a sense of satisfaction when a player experiences success. Players who are dedicated and practice will not only build the skills necessary to be a competitive athlete, they will also gain the confidence that comes with working towards and achieving a goal (Lauren Traveau, 2012)

### 3. MATERIALS AND METHODS

In this section, study area, study design, data sources, description of population, sampling size and sampling method, data gathering instrument, data collecting procedure, data analysis and ethical issues are briefly discussed.

#### 3.1. Description of Study Area

This research was conducted in some selected secondary schools south bench woreda , bench sheko zone,SNNPR. SNNPR is one of the 10 regions found in the southern part of the country. Bench sheko is one of the 12 zones in SNNPR; south bench woreda is found in bench sheko zone which is located at latitude of 12°36' south, longitude of 37°28' west with 2133 meters above sea level.

And it's located on SNNPR 609 km far from the capital city of Ethiopia,Addis Ababa . And its zone is bordered by kafa at the north, North West with sheka, Gambella at the west and west omo at the east . According to the 2007 national census conducted by the central statistical agency of Ethiopia (CSA), south bench has a total population of 55,250 of whom 33780 are men and 21,470 women. Bench non is spoken as first language by 75% and shokogna spoken by 7%, where as the rest 18% spoken language is Amharic. The average annual temperature is 27.3 °C and annual rainfall is 2100mm.The researcher focused on some selected secondary schools south bench woreda.

#### 3.2. Study Design

According to Kumar, 1999, research design refers to the plan of action that links the philosophical assumptions to specific methods. Thus, descriptive survey method was strongly believed that the most appropriate method to address the intended purpose of this study, major factors affecting participation of physically disabled students' in physical activity and interscholastic sport in the case of some selected secondary schools south bench woreda.

This method allows getting in –depth understanding of the research problems. In addition to this, it permits the researcher to gather information from respondents quickly and inexpensively. Using descriptive survey method, the researcher also was tried to undertake



the investigation on students, teachers and principals with regard to the major factors affecting participation of physically disabled students in PA and IS.

The research approach that is employed for this study was mixed approach the combination of qualitative and quantitative approaches.

The basic assumption behind using this approach is that using both quantitative and qualitative approaches provide better understanding of the research problem and answer the research questions than any other approach (Creswell, 2014)

### **3.3. Data Sources**

In order to gather sufficient information related to the problem under study, the researcher was going to use primary as well as secondary data sources. The primary sources of data are obtained from the students, physical education teachers and school principals from the selected three preparatory schools through questionnaire, interview and observation.

Secondary sources like school documents, journals, books and internet which is related to the participation of PDS in physical activity and interscholastic sport were analyzed to strengthen data obtained from primary sources.

### **3.4. Description of Population**

This study was investigated on kitte, debre work and bebeka secondary schools of south bench woreda. The population of this study are physically disabled students, physical education teacher and school principals.

### **3.5. Sampling Size and Sampling Method**

Since the numbers of physically disabled students in the selected secondary schools at south bench woreda is small, it creates difficult situation to select a sample from such small groups of people, so the researcher decided to use available sampling methods. The sample size of this study was 63 in numbers, 54 from grade (10, 11 and 12) physically disabled students, 6 physical education teachers and 3 school principals has been selected and included in the sample study by using available sampling method.

### **3.6. Data Gathering Instrument**

In order to gather information from the samples of the target population, three main instruments of data collection namely questionnaire, observation and interview, were employed as instruments. Before data collection, pilot study has been made.

#### **3.6.1. Questionnaire**

Questionnaire was the major method of data gathering tools which was employed for securing relevant information for the study. It was developed by the researcher depending on the objectives of the study. 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 has been designed for students only.

The reason behind not using questionnaire for teachers and school principals was because they are few in number. The questionnaire was distributed to 54 physically disabled students of grades , 10, 11 and 12.

The student questionnaire was aimed to find out their experience of physical activity and interscholastic sport and dig out the major factors affecting physically disabled students to participate in physical activity and interscholastic sport. All 54 selected students were required to answer the questionnaires. The questionnaires were both close and open ended type. The research question regarding problems with students during physical activity and interscholastic sport participation was address using this tool.

#### **3.6.2. Semi structured interview**

Qualitative research takes pride in discovering and portraying the multiple views of the case study. The interview is the main road to multiple realities . .Interview is a very useful instrument to understand reasons why and how things happen and the way they are happening. Literature indicates that interviewing has three major forms. These are structured, semi-structured, and unstructured.

The researcher was design semi-structured interview questions for the teachers and school principals to investigate how teachers and school principals accommodate physically disabled students participating in physical activity and interscholastic sport. All s chool principals and physical education teachers of grades 10, 11 and 12 were interviewed.

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

### **3.6.3. Observation**

Hancock, (1998) noted that, “Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument”. Therefore, to obtain more information, observation of the students during participation in interscholastic sport situation will use as data gathering instruments; likewise the researcher were observed the school facility and equipment. For the purpose of observation, checklist has been employed. Based on this, the researcher was observed a total of three secondary schools.

The observation was focusing on availability of school facilities and equipments, safety of the environments, for physically disabled students and teacher’s ability and willing to provide adequate information and opportunity to participate in physical activity and interscholastic sport for physically disabled students in the schools.

### **3.6.4. Pilot study**

The prepared questionnaire and the semi structured interview guide were taste out on eight students with physically disabled and three PE teacher and one school principals for pilot taste. The school selected for the pilot study, was zozo secondary school found in the woreda and the participants were grade ( 10, 11 and12) from each grade has been selected two PDS. The main purpose of the pilot test was to check the reliability and validity of the questionnaire. Even though, some part of the questionnaire were adopted and modified, it was pre-tested by small similar groups to evaluate its reliability before the final questionnaire was delivered to the respondents. Based on the pilot test, some comments included. Moreover, some improvements had been made to enhance the clarity of statements.

After the pilot study was carried out, the results obtained were entered into the computer and the reliability was calculated. As a result; the Cronbach-Alpha coefficient attained from PDS questionnaire was 0.871. The variable showed on acceptable range of reliability. As a result the reliability coefficient obtained was  $r=0.777$  or more are considered adequate.

### **3.7. Data Collection Procedures**

To collect relevant information from the participant of the study in the selected secondary schools, first, the purpose and importance of the research in general and the questionnaire in particular were explained to them briefly. They were also been informed that their answers would not be disclosed to anyone except the researcher himself. Following this, the researcher was dispatching the questionnaires directly to the participants and they were giving enough time. And then the researcher collects the questionnaires from the participants after they finished. Secondly the interview has been made to the selected secondary school PE teachers and school principals so as to carefully examine their feeling about the factors and difficulties that hindering PDS participation in physical activity and interscholastic sport. Following this, observation has been made from the selected schools, to check facility and equipment was easily accessible or not, and also the teachers tries to observed all the necessary things that the researcher thinks crucial to the entire research process based on observation checklist.

### **3.8. Method of Data Analysis**

Since the approach to be used was mixed, the researcher has a plan of using both quantitative and qualitative methods to analyze the information collected using different instruments from different sources. The quantitative data obtained through questionnaire were analyzed and interprets by using statistical package for social science (SPSS) version 16. Descriptive statistics such as percentage, and frequency . Furthermore, frequency and percentage were used identify dominant factor that affects students participation in physical activity and interscholastic sport. In this case, the existing difference were tested for statistical significance at  $\alpha=0.05$  level. On the other hand, the qualitative data obtained through interview and observation was interpreted through naration.

### **3.9. Ethical Issues and Considerations**

The main concern of this study was to investigate major factors affecting participation of physically disabled students' in physical activity and interscholastic sport activities and come up with possible solutions.

For conducting this research, the researcher was developed questionnaires and interviews. These questionnaires were filled by physically disabled students and interviews prepare

for physical education teachers and school principals. So as to performing this, the researcher was asking the respondents permission to give valid and correct information for the interview and questionnaire questions. Ethical approvals were obtained from institutional research ethics review committee (IRERC) of Bahirdar University. The protocol was approved by the university guidelines and written consent was given and informed the concerned bodies.

## 4. RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of the data collected from students, teachers and school principals respondents about the major factors affecting participation of physically disabled students' in physical activity and interscholastic sport at the selected secondary school of south bench woreda. The students questionnaire were distributed to 54 PDS out of whom 54(100%) were duly filled in the questionnaires and returned. The interview was planned to administer to 6 physical education teachers and 3 principals out of whom 6(100%) PE teachers and 3(100%) principals respond to the interview and collected data from the interview is recorded and the response is changed to a written document. The data were gathered from student's teachers and school principals through questionnaires, interviews and observation, respectively.

The data obtained from questionnaire of students were presented in tables. Each table followed by a description about the data. The data interpreted and analyzed. Statistical figure for each variable, the percentage and Chi-square at  $\alpha=0.05$  level of significance; were computed based on the response of the participants to each item. The responses to interview item are presented and discussed qualitatively. Furthermore, frequency and percentage are used to identify dominant factor.

### **4.1. Demographic Characteristics of the Respondents**

The following table (1) indicates the general characteristics of respondents specifically their sex, age, grade, types of physical impairments, educational status and experience in teaching/leadership were asked to indicate their background information through questionnaires and during the interview. The following table depicts a summary of respondent's background information.

**Table 1:** Background information of respondents

No	Items	Characteristics	Students N=54		Teachers N=6		Principals N=3	
			F	%	F	%	F	%
1	Sex	Male	41	75.9	4	66.7	2	66.7
		Female	13	24.1	2	33.3	1	33.3
		Total	54	100	6	100	3	100
2	Age	15-17	19	35.1	-	-	-	-
		18-20	21	38.8	-	-	-	-
		≥21	14	25.9	6	100	3	100
		Total	54	100	6	100	3	100
3	Grade	Grade10	26	48.1	--	--	--	--
		Grade11	20	37.1	--	--	--	--
		Grade12	8	14.8	--	--	--	--
		Total	54	100	--	--	--	--
4	Types of physical disability	Shoulder	9	16.6	--	--	--	--
		Forearm	7	12.9	--	--	--	--
		Wrist	4	7.4	--	--	--	--
		Clavicle	6	11.1	--	--	--	--
		Ankle	15	27.7	--	--	--	--
		Knee	8	14.8	--	--	--	--
		Waist	5	9.2	--	--	--	--
		Other	-	-	--	--	--	--
Total	54	100	--	--	--	--		
5	Educational status	BA/BSC	--	--	5	83.33	1	33.3
		MED/MA/MSC	--	--	1	16.66	2	66.7
		Total	--	--	6	100	3	100
6	Experience in teaching/ leadership	Less than one year	--	--	--	--	--	--
		1-5	-	--	--	--	--	--
		6-10	--	--	1	16.6	1	33.3
		11-15	--	--	4	66.6	1	33.3
		More than 15	--	--	1	16.6	1	33.3
		Total	--	--	6	100	3	100

As table 1 indicates, out of 54 physically impaired students, 41(75.9%) and 13(24.1%) 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 19(35.1%), 18-20 years 21 (38.8%) and ≥ 21 years were 14(25.9%).

From the total number of the respondents, a great number comprised grade 10 students, 26(48.1%) and the least amount was in grade 12 students which comprised 8(14.8%). The remains were grade 11, 20(37.1%). Regarding to the problems that the respondents face, ankle problem contained a large amount which was 15(27.7%). shoulder related impairments came to the second place with 9(16.6%) respondents. Students with knee impairments come to the third place with 8(14.8%) and forearms impairments were 7(12.9%) respondents. The least impairment problems were registered at wrist impairments were 4 (7.4%) and the remaining 6,(11.1%) were clavicle problem students. From this it can be conclude that from the three Selected south bench woreda schools most students with physical impairments were males and were found in the age range of 18-20 years. Majority of them were also from grade 10 whereas grade 12 students had the least number. In relation to the types of impairments, most students have ankle problem and the least was wrist and other problem.

Table 1 indicates that out of 6 PE teachers, 4(66.7%) and 2(33.3%) of the respondents were male and female PE teachers respectively. 5(83.3%)of the teachers have bachelor's whereas the rest 1(16.6%) of them have masters degree which implies educational background of all of them is up to standard according to education and training policy of Ethiopia. Whenever their experience is seen; the majority of them 4(66.7%) had 11-15 years of experience whereas 1(16.6%) has 6-10 years expriences and the rest1(16.6%) had above 15 years of experience that implies the availability of good experienced teacher staff composition. Concerning their age, all teacher respondents 6(100%) was above 21 years old. Principals were also asked their background information, 2 (66.7%) of respondents were male where as1(33.3%) was female. 2(66.7%) of them have master degree whereas 1(33.3%) have bachelor degree which indicates most of principals educational status up to standard set by MoE. Whenever their experience is seen; as principal 1(33.3%) have served 6-10 years,1(33.3%)11- 15years and the rest1(33.3%) above15 years as principal. Concerning their age, all principal participants 3(100%) was above 21 years old.



## 4.2. Interpretation and Analysis of Questionnaires Related to Major Factors that Affect their Participation of PDS.

In this section, the researcher presents the data that was obtained on factors that affect the participation of PDS in physical activity and interscholastic sport.

**Table 2:** Quantitative data analysis for respondents that are collected from PDS.

No	Questions	Alternatives	f	%	Sig
1	Absence of suitable facilities in school	very high	25	46.3	.000
		high	17	31.5	
		Medium	10	18.5	
		Low	2	3.7	
		very low	–	–	
		Total	54	100	
2	Lack of confidence to participate in physical activity and interscholastic sport	very high	23	42.6	.001
		high	20	37.1	
		Medium	7	12.9	
		Low	4	7.4	
		very low	--	--	
		Total	54	100	
3	Lack of modification available at your school to participate in Physical activity and interscholastic sport	very high	26	48.1	.000
		high	21	38.8	
		Medium	5	9.3	
		Low	2	3.7	
		very low	-	-	
		Total	54	100	

\*f=frequency, df=degree of freedom, sig=significance

According to the above table most of the students which 25(46%) responded that, absence of suitable facilities in school is very high, 17(31.5%) high, 10(18.5%) is medium and the rest 2 (3.7%) students response is low. with degree of freedom at  $\alpha=0.05$  significance level. This implies that absence of suitable facilities in school was statistically significance difference in physically disabled students participation ( $p=0.000$ ).

Remark et al. (2004) also reported several different categories of factors intrinsic and environmental faced by people with disabilities when participating in physical activity including lack of information on unavailable and accessible facilities and programs, lack of accessible exercise equipment and adequate space to move about, and the perception that school facilities are unfriendly environments for those with a disability.

According to the above table we conclude that most of the respondents put the school compound have a shortage of suitable facilities for physically disabled students in physical activity. That may cause less participation in physical activity and interscholastic sport for physically disabled students.

Regarding to the second item most of the students which, 23(42.6%) responded that, Lack of confidence to participate in interscholastic sport is very high, 20(37.1%) is high, 7(12.9%) is medium and the rest 4(7.4%) students response is low.) with degree of freedom at 0.05significance level. This implies that lack of confidence to participate in interscholastic sport was statistically significance difference in physically disabled students participation ( $p=0.001$ ).

According to the above table item number three most of the students which 26(48.1%) responded that, Lack of modification available at your school to participate in physical activity and interscholastic sport is very high, 21(38.8%) high, 5(9.3%) medium and the rest 2(3.7%) respondents is low. So this showed that equipment cannot be modified or adjusted to accommodate the needs of PDS. with degree of freedom at0.05 significance level. This indicates that the problem are significantly difference in physically disabled students participation ( $p=0.000$ ).

**Table 3:** Quantitative data analysis for respondents that are collected from PDS.

No	Questions	Alternatives	f	%	Sig
4	Lack of time to participate in PA and interscholastic sport	very high	9	16.6	.053
		high	14	25.9	
		Medium	15	27.7	
		Low	12	22.2	
		very low	4	7.4	
		Total	54	100	
5	Lack of school support to participate in PA and interscholastic sport.	very high	24	44.4	.000
		high	14	25.9	
		Medium	9	16.6	
		Low	3	5.5	
		very low	4	7.4	
		Total	54	100	
6	Lack of opportunities to participate in PA & interscholastic sport	very high	34	62.9	.000
		high	11	20.4	
		Medium	6	11.1	
		Low	2	3.7	
		very low	1	1.9	
		Total	54	100	
7	Difficulties with transport to sport fields and play grounds	Very high	21	38.8	.098
		High	16	29.6	
		Medium	9	16.6	
		Low	8	14.8	
		Very low	-	-	
		Total	54	100	

\*f=frequency, df(degree of freedom), sig=significance

Concerning two item four, most of the students which 15 (27.7%) responded that, Lack of time to participate in physical activity and interscholastic sport is medium, 14(25.9%) high, 12(22.2%) low and the rest 9(16.6%), 4(7.4%) very high and very low respectively. at a significant level  $\alpha=0.05$  with degree of freedom 4.

This shows that there are no significance differences with p- value 0.053 which is greater than 0.05. More recent research has been conducted on identifying the factors affecting persons with disabilities in participating in physical activity. Steenburgen et al., (1990) identified several potential perceived factors to health promotion activates for persons with disabilities. They categorized factors as internal, such as lack of time, energy, or fatigue/weakness. Factors may also be social or environmental factors (e.g. facilities not close by), which may affect one's ability to engage in health promoting activities.

As we understand from the data in table three item five, most of the students which 24(44.4%) responded that, Lack of school support is very high, 14(25.9%) high, 9(16.6%) medium and the rest 3(5.5%) and 4(7.4%) students response is low and very low for each. So here we can say that most of the students that there Lack of school support to participate in interscholastic sport in school were high. at a significant level  $\alpha=0.05$  with degree of freedom 4. This shows that lack of school support in students participation is statistically significance difference that make students not participate in physical activity and interscholastic sport ( $p=0.000$ ).

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.

Item six shows, 34(62.9%) of the respondents put the challenge of getting opportunities to participate in physical activity and interscholastic sport is very high, 11(20.4%) high, 6(11.1%) medium and the rest 3(5.5%) students response low and very low for each. Accordingly, with four degree of freedom at 0.05 significance level. This implies that lack of opportunity to participate in physical activity and interscholastic sport was statistically significance difference in physically disabled students participation ( $p=0.000$ ).

According to Stuart, (1998) stressed that, lack of opportunities may cause these students to be lack confidence and be fearful of participating in typical physical activities. 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.

Concerning the last item most of the students which, 21(38.8%) responded that, lack of transport is very high, 16(29.6%) high, 9(16.6%) medium and the rest 8(14.8%) students

response is low. So that according to this Difficulties with transport to sport fields and play grounds could be a factor for the hindrance of PDS participation in physical activity and interscholastic sport in selected Gondar town preparatory and secondary school. at a significant level  $\alpha=0.05$  with degree of freedom 1. This shows that there are no significance differences among the response of students in level of problems with  $p=0.098$  greater than 0.05.

**Table 4:** Quantitative data analysis for respondents that are collected from PDS.

No	Questions	Alternatives	F	%	Sig
8	How do you see participating in PA?	Interesting	9	16.6	0.000
		Boring	4	7.4	
		Challenging	41	75.9	
		Total	54	100	
9	Do you think that is difficult to participate in PA and IS for you?	Yes	35	64.8	0.001
		No	13	24.1	
		don't know	6	11.1	
		Total	54	100	
10	How do you think that participating in PA and interscholastic sport is a hard work or fatigue for you?	Strongly agree	23	42.6	0.000
		Agree	17	31.5	
		Disagree	8	14.8	
		strongly disagree	6	11.1	
		Total	54	100	
11	Do you believe that PDS cannot participate in physical active?	Yes	7	13	0.000
		No	47	87	
		Total	54	100	

f=frequency, , df=degree of freedom, sig=significance

As indicated in table 4 item eight 9(16.6%) from all the respondents agreed on the interesting of participating in P.A., 4(7.4%) of the respondents indicated that physical activities is boring and the rest 41(75.9%) respondents answered that P.A is challenging. with two degree of freedom at 0.05 significance level. This implies that participating in

physical activity was statistically significance challenge for physically disabled students ( $p=0.000$ ).

Table four also indicates the respondents who responded to the item number 9 related to the perception towards the difficulty in the participation of interscholastic sport by PDS. As can be seen from the table, 13(24.1%) of respondents agreed that it is not difficult to participate in interscholastic sport for PDS and 35(64.8%) of the respondents agree on the assertion and the rest 6(11.1%) don't know.

at a significant level  $\alpha=0.05$  with degree of freedom 1. This shows that difficulty to participate in PA and interscholastic sport is statistically significance difference that make students not participate in physical activity and interscholastic sport ( $p=0.001$ ).

Regarding to item ten most of the students strongly agreed which, 23(42.6%) responded that, participating in PA & interscholastic sport is a hard work or fatigue, 17(31.5%) is agreed, 8(14.8%) is disagree and the rest 6(11.1%) students response strongly agree. So here we can say that most of the students concluded that there Participation in P.A tired & hard works them and fatigued by it. with two degree of freedom at 0.05 significance level. This implies that participating in PA and interscholastic sport was a hard work or fatigue and statistically significance difference in physically disabled students participation ( $p=0.001$ ).

In response to item eleven as can be seen from the table, 47(87%) respondents agreed that PDS can participate in physical activity and the rest 7(13%) of the total respondents do not agree. for 1 degree of freedom  $\alpha=0.05$  significance level.

This indicates that there is a significance difference regarding students understanding towards participating in physical activity ( $p=0.000$ ).

**Table 5:** Quantitative data analysis for respondents that are collected from PDS.

No	Questions	Alternatives	F	%	Sig
12	Have you ever discriminated by your peers because of your disability?	Yes	43	79.6	0.000
		No	11	20.4	
		Total	54	100	
13	How is your attitude towards participating in PA and interscholastic sport at school and different areas	Excellent	--	--	0.000
		very good	2	3.7	
		Good	5	9.2	
		Fair	10	18.5	
		Poor	37	68.5	
	Total	54	100		
14	Do you think PDS have equal opportunity as of other students without disabilities regarding participation in PA and interscholastic sport?	Yes	7	13	0.000
		No	47	87	
		Total	54	100	

f=frequency, df=degree of freedom, sig=significanc

As indicated in the above table of item twelve, 43(79.6%) of the respondents said they were discriminated by peers because of their disability, whereas the rest 11(20.4%) said “no”. with one degree of freedom at 0.05significance level. This implies that physically disabled students has been discriminated by peers and statistically difference on the level of the problems influencing to participate in PA and interscholastic sport (p=0.000).

As can be seen from item 13 of table 5 the majority of the respondents 37(68.5%) and 10(18.5%) those who responded “poor and fair” respectively. This indicated that they did have a poor attitude towards participating PA & interscholastic sport in school and other places. with four degree of freedom at 0.05significance level.

This implies that attitude towards participating in PA and interscholastic sport at school and different areas was statistically significance difference in physically disabled students participation (p=0.000).

Concerning the last item, of the total of 54 respondents of person with disability 47(87%) said they were not equal opportunity as of other students without disabilities regarding participation in PA & interscholastic sport, whereas the rest 7(13%) of the respondents agree on the assertion. at a significant level  $\alpha=0.05$  with degree of freedom 1. This indicates that there is a significance difference regarding on opportunity to participate equally as of other students without disability in physical activity and interscholastic sport ( $p=0.000$ ).

**Table 6:** Quantitative data analysis for respondents that are collected from PDS.

No	Questions	Alternatives	F	%	Sig
15	Have you made any efforts to provide welcoming environments to help PDS participate on IS ?	Yes	8	14.8	.000
		No	46	85.2	
		Total	54	100	
16	Does your school provide enough promotion to encourage you to participate in PA and IS?	Yes	4	7.4	.000
		No	50	92.6	
		Total	54	100	
17	Does the school community give special service for you?	Yes	28	51.8	.000
		No	26	48.2	
		Total	54	100	
18	Does your school participate in IS competitions?	Yes	51	94.4	.000
		No	3	5.6	
		Total	54	100	

\*f=frequency, df=degree of freedom, sig=significance

In the above table item 15, respondents were asked to state whether made any efforts to provide welcoming environments to help PDS participate in your school.

The majority of the respondents 46(85.2%) responded that they have no. Whereas 8 (14.8%) stated that they made an effort to provide welcoming environments to help PDS participate in school. for 1 degree of freedom  $\alpha=0.05$  significance level. This indicates that those who said “no” for the above item are statistically more than those who said “yes” ( $p=0.000$ ).

Regarding to item 16, about 50(92.6%) of the sample reported that they don't provided enough promotion to encourage PDS to participate in PA and interscholastic sport; only



4(7.4%) stated that they do something to encourage participation among people with disabilities in physical activities and interscholastic sport. for 1 degree of freedom  $\alpha=0.05$  significance level. This indicates that those who said “no” for the above item are statistically more than those who said “yes” ( $p=0.000$ ).

Concerning to item 17, (51.8%) of the respondents agree and the rest 48.2% disagrees to the statement. for 1 degree of freedom  $\alpha=0.05$  significance level. This indicates that those who said “yes” for the above item are statistically more than those who said “no” ( $p=0.000$ ).

Regarding to item no 18, the majority 51(94.4%) of the respondents indicated that the school participate in interscholastic sport competitions; only 3(5.6%) respondents said don't have competitions. at a significant level  $\alpha=0.05$  with degree of freedom 1 and p-value is 0.000 which is less than 0.05.

**Table 7:** Quantitative data analysis for respondents that are collected from PDS.

No	Questions	Alternatives	F	%	Sig
19	Have you ever discriminated by school community because of your Disability?	Yes	15	27.7	.001
		No	39	72.3	
		Total	54	100	
20	Is the sport field of the school comfortable to you?	Yes	3	5.5	.000
		No	51	94.5	
		Total	54	100	
21	Are there any governmental or nongovernmental bodies, which provide support and encouragement for you to participate in any of physical activity at any level?	Yes	15	27.7	.000
		No	39	72.3	
		Total	54	100	
22	Do your school offer disability specific activities?	Yes	38	70.4	.002
		No	16	29.6	
		Total	54	100	
23	How do you participate in PA and IS from person without disabilities members in your school?	Integrated	3	5.5	.000
		Separated	5	9.3	
		Conditioned	46	85.2	
		Total	54	100	

\*f=frequency, df=degree of freedom, sig=significance

As indicated in the above table of item nineteen 15(27.5%) of the respondents said they were discriminated by school community because of their disability, whereas the rest 39(72.3%) said “no”. at a significant level  $\alpha=0.05$  with degree of freedom 1 and p-value is 0.001 which is less than 0.05

Regarding to question number 20 was also addressed for the comfort ability of the school sport fields for physically impaired students. In this regard, almost all 51(94.5%) of the respondents said that the school sport fields are not comfortable for physically impaired students. A few 3 (5.5%) of them on the other hand replied that sport field the school are relatively suitable for physically impaired students.

for 1 degree of freedom  $\alpha=0.05$  significance level. This indicates that those who said “no” for the above item are statistically more than those who said “yes” ( $p=0.000$ ).

Respondents were asked to indicate whether they get support and encouragement or not from governmental or non-governmental bodies. As indicated in Table 7 as reported by the majority 39(72.3%) of the respondents assured that there was no support and encouragement rendered to PDS. at a significant level  $\alpha=0.05$  with degree of freedom 1 and p-value is 0.000 which is less than 0.05

Regarding to item 22 the majority of respondents 38(70.4%) stated that their school offer disability specific activities. Whereas 16(29.6%) of them did not offer disability specific activities. for 1 degree of freedom  $\alpha=0.05$  significance level. This indicates that those who said “yes” for the above item are statistically more than those who said “no” ( $p=0.000$ ).

Regarding to the last item of table 7 about 5(9.3%) of the sample reported that they provided separate exercise classes; only 3(5.5) said that they had inclusion classes for persons with disabilities. But a significant number of the participant 45(86%) indicated that they are conditioned. with 2 degree of freedom at  $\alpha=0.05$  significance level. This indicates that the problem are significantly difference in physically disabled students participation ( $p=0.000$ ).

**Table 8:** quantitative data analysis for respondents that are collected from PDS.

No	Questions	Alternative	F	%	Sig
24	Do you have enough information of physical activity & interscholastic sport you could get to?	Yes	20	37	.052
		No	34	63	
		Total	54	100	
25	Do you get better information about the type of physical activity and sport that PDS can participate in?	Yes	15	27.7	.002
		No	39	72.2	
		Total	54	100	
26	Do you think that knowing the health risks of inactivity will make you actually change your levels of exercise?	Yes	41	75.9	.000
		No	13	24.1	
		Total	54	100	

\*f=frequency, df=degree of freedom, sig=significance

According to table, 8 of item 24 above, the respondents were asked whether they have enough information of PA & IS that they could get to or not. About 34(63%) of the respondents said no. about 20 (37%) of the respondents, on the contrary said that they have enough information. at  $\alpha=0.05$  significance level with degree of freedom 1. This indicates there is no significant difference in getting information to participate in physical activity and interscholastic sport  $p=0.052$  which is greater than 0.05.

Regarding to the statistics in the item, 25 of table 8 above, 39(72.2%) of the respondents replied that they do not get better information about the type of physical activity that PDS can participate in. about 15(27.7%) of them however, replied that they can get better information about the type of physical activity that PDS can participate in. The difference is at  $\alpha=0.05$  significance level.

This indicates that those who said “yes” for the above item are statistically less than those who said “no” ( $p=0.002$ ).

Based on the statistics in the last item of table 8 above, the majority 41(75.9%) of the respondents said that they may change their behaviours due to specific knowledge of health problems caused by inactivity with 1 degree of freedom at  $\alpha=0.05$  significance level. This indicates that those who said “yes” for the above item are statistically more than those who said “no” ( $p=0.000$ ).

As indicated in physical activity and Fitness research, (1999) by participating in exercise, people actually build stamina that makes the demands of daily living easier thus extra energy at the end of the day for additional social activities.

### **4.3. PDS Response about their Major Factors Affect Participation.**

Open ended questions were delivered for physically disabled students’ about their participation in PA & interscholastic sport. Majority of the respondents believe that these are various problems in their school that affect their participation in physical activity and interscholastic sport.

Students who believed the existence of physical activity and interscholastic sport affecting stated several factors. These students mentioned lack of modification, unsuitable school and school environment and lack of willingness of teachers and students to make us participated and give their hand when we are in need the major challenges for their low participation. In this regard one student suggested above the challenges as follow as:

Lack of appropriate facilities especially allotted for us, in accessible sport field and limited support for us from the principals make us not fully participate in physical activity and interscholastic sport.’’

Another student also mentioned his thought regarding the problems he faced during his participation in interscholastic sport as follow as: “ Absence of teachers adequate training in inclusive training, limited awareness of disability’ among teachers and students, segregations are our major challenges that we physically impaired students faced during interscholastic sport participation.’’

From this it is possible to conclude that they are many challenges that physically disabled students faced during their physical activity and interscholastic sport as major challenges

rely on unsuitable school environment, limited awareness of physical disability and absence of appropriate help from school community around and in the school

#### **4.4. PDS response about possible solutions to increase 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 activity and interscholastic sport 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 activity and interscholastic sport 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 train 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:

“ We physically impaired students should think that we have the ability to do things equally with others so we 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 disabled students participate in physical activity and interscholastic sport.

#### 4.5. Interview Questions and PE Teachers Answers

In this section, the 6 respondents were represented by R1, R2...R6 where R is abbreviated to designate (Respondent) and the numerals to the number of questions and responses. For each P.E teachers, 10 interview questions (Qs) were provided each of which have to do with their perception towards the challenges that physically disabled students faced in physical activity and interscholastic sport. In addition to these, they were asked to state some mechanisms of improving the participation of physically disabled students in physical activity and interscholastic sport. The below are the interview questions and respondents' answers.

Q1: To what extent are students with physically disabled able to engage in PA and interscholastic sport?

Q1: All (6) physical education teachers who participated in the interview agreed that physically disabled students have low participation in physical activity and interscholastic sport. Supporting this fact, one of the twelve respondents said,

“physically disabled students stayed outside the sport fields and look at the students who are not physically disabled in fear of that they can't equally do tasks with them and the lack of support from their teachers.”

Some others also emphasized that the absence of appropriate tools for physically impaired students, low attitude towards impairment and absence of conducive environment in the school for them are the major challenges and make the participation of physically impaired students low. To witness this one respondent suggested as follow: “the participation of physically impaired students in PA & interscholastic sport 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 (6) 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.

They also forwarded large number of students in the school and the teacher- student relation as the basic challenge/ barrier for low participation of physically impaired students in Physical activity and interscholastic sport. One respondent also highlighted this fact:

“I can’t manage the number of students since it is large so it hinders me not to give much and special attention to physically impaired students. I have never taken any training regarding inclusive education. So these barriers make me 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 Physical activity and interscholastic sport?

Q3: For this interview question, almost all 5 of the respondents stated 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.” Another respondent also forwarded his view towards the collaboration work of the school and the community as below: “I personally believe that ministry of education and youth and sport office strive to get the physically impaired students participated equally with non-physically impaired students. But the reality on the ground is the opposite. They couldn’t even provide us ordinal materials used for sport activity.” To conclude, there is limited coordinating work between the school and the community as 11 of the respondents’ assured this fact.

Q4: How do you rate the participation of physically impaired students in PA & interscholastic sport compared with non-physically impaired students?

Q4: For this question, teacher respondents agreed that it is obvious for all us that physically impaired students don’t have equal participation with non-physically impaired students by forwarding lack of confidence of physically impaired students , limited awareness of the school community and absence of support from school. They fully believed that equal participation is valuable if the participation of physically impaired students in PA & interscholastic sport is relatively low.



Q5: What your overall beliefs about inclusion and participating with physically impaired students in PA and interscholastic sport?

Q5: All teachers (6) believed that both physically impaired students and non-physically impaired students do participate equally in PA & interscholastic sport even if the reality on the ground doesn't really support this.

They forwarded inclusive education is best and should be applied in schools. But they are not applying it because of the listed problems. It seems that teachers have theoretical knowledge towards inclusive education and that both physically impaired and non-physically impaired should learn together equally, but the practice doesn't support this. That means physically impaired students are not equally participating in PA & interscholastic sport.

One respondent, for example, said the following:

“sport competitions (physically impaired and non-physically impaired) in the field is inevitable. But when I try to do this, I couldn't go in line with time since the number of students is large. I couldn't also get support from the school in providing appropriate and deliver trainings.”

Another teacher also suggested his response towards inclusive training and the participation of physically impaired students in physical activity and interscholastic sport as below:

“Even if I realize that equality in participation, the absence of enough supportive material and having a number of periods, I couldn't address the need of students in need. There is also no training given for teachers in which inclusive training method is delivered.”

From this it is concluded that teachers have awarded (understood) about inclusive training methodology and the participation of physically impaired students and non-physically impaired students equally but it is all on theory not seen in the ground.

As a result there is discrepancy between the theory and the practice. So, great effort should be applied on filling the gap between the theory and practice.

Q6: To what extent are teachers able to modify physical activity and interscholastic sport to be appropriate for students with physically impaired?

Q6: This question also forwarded for all teachers (6) and most 4 respondents agreed that they have never modified physical activities which are appropriate for physically impaired students. They said that the large number of students in the school and large number of periods restrain them to give especial attention to the needy students. Their experience clearly shows this. One respondent, for example, clearly stated as below:

“ I have never modified physical activities and interscholastic sport for physically impaired students since I didn't get supportive materials and instruments from the school even I, once a time, tried to modify it. The students by themselves are not supportive, they lack of confidence and didn't consider that they can do things equally with non-physically impaired students.”

Another respondent shared the above view point as:

“The presence of large number of students and the absence of appropriate sport fields hindered me not to modify physical activities for physically impaired students. I have tried many times to do my best in modification but my effort was null at the end since the negative attitude of physically impaired students ; they thought that they can do anything, and the absence of conducive environment make all these things complicated and lower the rate of participation of physically impaired students.”

From this one can conclude that teachers were not exposed to modify physical activities and interscholastic sport for physically impaired students no matter how they tried to modify it. So the absence of conducive environment in general was the root cause for the absence of modification of physical activities and interscholastic sport for physically impaired students.

Q7: What challenges have you faced in implementing inclusive method of competing students together?

Q7: The major challenges which hinder PE teachers to implement inclusive competition method relies on absence of apparatus and appropriate training materials in addition to not getting training on this regard as they inferred in their response towards interview question number it. They added, we notice that inclusive competing method is good but lack of training and refreshment workshops on this issue make us not to implement it

Q8: What do you feel is most challenging about participating students with physically impaired in PA & interscholastic sport?

Q8: Regarding this question, the respondents got lack of facility and lack of confidence of physically impaired students as the most challenging practice they have faced during interscholastic sport competitions. 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 interscholastic sport competitions. Absence of appropriate training material and large number of students are their major challenges to participating physically impaired students equally with non-physically impaired students.

Q9: What possibilities do you recommend to increase the participation of physically impaired students in physical activity and interscholastic sport?

Q9: 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 and sport 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 PA and interscholastic sport 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 Physical activity and interscholastic sport.

#### **4.6. Interview Questions and school principal Answers.**

The researcher used school principals to get additional information the study problem. Therefore, three school principals were participated in the interview. All (3) principals who participated in the interview agreed that to this effect the researcher had been presented their ideas as follows; school principals within the study area lots of issues were a raised, the main points had been that shortage of money to full filed equipment and material in the school, allotted time of physical activity becoming reduced, there had been a negative relationship of PDS students and school community.

They also reviewed that lack of cooperating with in concerned bodies (governmental and nongovernmental organizations), lack of media coverage for PDS.

Moreover, the topography of the school compound is not accessible for students with physical disability especially who for those have problems on lower limbs and spinal cord. In addition to the topography, the sport fields are not designed considering the needs of students with disabilities. There are no elevators, ramps, etc. Students with physical disability are segregated. As a result, the students miss opportunities for social interactions, sharing information and participation in sport.

Moreover, the experiences reported by principals here often result in health, social and emotional problems on the part of students with disabilities. Several meanings could be derived from these situations. The leadership contributes to the situation by its failure to facilitate and follow up participation and life of students with disabilities. Teachers' lack of understanding the needs and challenges of the students is another problem. Another issue here is the practice of keeping students with motor problems were lack of modification.

The principals 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 are; creating positive awareness among students, creating motivation on physically impaired students by telling them that they can do every physical activity and sport 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 PA and interscholastic sport activities and creating conducive environment in the school, sport fields and around the room buildings are the major recommendations that principals suggested for the betterment of participation of physically impaired students in Physical activity and interscholastic sport.

#### **4.7. Interpretation and Analysis of Data Obtained From Observation Checklist**

1. Does the teacher give equal opportunities for PDS during interscholastic sport competition?

- During the observation time most of the teachers were not apply this because of uncomfortable playing area and lack of materials needed to participate physically disabled students.

2. Does the School Environment is safe and conducive for physically disabled students to participate in physical activity?

- Even if all the selected schools for study has conducive weather condition, but there is not comfortable for physically disabled students, especially problems in lower limp.

3. Available school facilities and equipment and its appropriate for physically disabled students?

- At the observation time the researcher observed that schools does not have equipments and facilities necessary for physically disabled students.

4. Does Students follow appropriate physical activity procedure?

- Even if teachers were try to aware students to perform the given task effectively but most students were not interested to perform the task given by their teachers.

5. Does the teacher motivate PDS in physical activity and interscholastic sport?

- Some teachers try to motivate during compactions in the school but the rest were not interested to motivate the students to participate.

6. Does a physically disabled student participate in interscholastic sport completions?

- At the observation time the researcher observed that most students didn't participate because of, lack of awareness, lack of modified playing court, ball, rule and other needs.

7. Does a Physically disabled student interact with non-physically disabled students during interscholastic sport?

- During the observation time the researcher observed that most of non-physically disabled students in the selected schools does not encourage and motivate their students especially PDS and also physically disabled students did not positively interact with non disabled peers. So this was the main problem for physically disabled students that if they did not participate in physical activity and interscholastic sport.

8. Does a student have good interest/motivation during interscholastic sport competitions?

- Even if it is not easily observable to understand interests but during the observation time the researcher observed that most of students not interested to participate in the exercise.

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusion on the base of findings. At the end, recommendations that are thought to be helpful to address the problems related with the issue forwarded.

### 5.1. Summary

The main purpose of the current study was to investigate major factors affecting participation of physically disabled students' in physical activity and interscholastic sport at the selected secondary school of South Bench woreda. To meet the purpose of the study, the following basic research questions were raised:

1. What are the major factors that affect physically disabled students participation in physical activity and interscholastic sport?
2. What strategies does the school make to improve the participation of physically disabled students in physical activity and interscholastic sport?
3. What alternative ways do teachers use to minimize the challenges of physically disabled students' participation in physical activity and interscholastic sport?
4. What is the level of awareness of physically disabled student's involved in physical activity and interscholastic sport.

In order to answer the above questions, data was collected through questionnaire, semi structured interview and observation checklist. The study was conducted in the governmental secondary schools found in bench sheko zone, south bench woreda, SNNPR. The sample of the study was selected by using purposive and available sampling techniques. Three secondary schools were purposively selected; 54 sample students, 6 PE teachers and 3 principals were selected using available sampling technique. The data was collected from these data sources by using three tools, such as observation, questionnaire for physically impaired and non-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 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 and percentage. The quantitative data obtained through questionnaire was analyzed and interpreted by using SPSS version 16.0.

Students who believed the existence of physical activity and interscholastic sport affecting stated several factors. These students mentioned lack of modification, unsuitable school and school environment and lack of willingness of teachers and students to make us participated and give their hand when we are in need the major challenges for their low participation.

student also mentioned his thought regarding the problems he faced during his participation in interscholastic sport as follow as: “ Absence of teachers adequate training in inclusive training, limited awareness of disability’ among teachers and students, segregations are our major challenges that we physically disabled students faced during interscholastic sport 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.’”

Majority of teachers and principals of schools also rated the following factors as the most serious ones; limited attitude towards disability, Lack of collaborative work among school staffs and Lack of accessible facilities (absence of conducive environment) were the major factor that hinders physically disabled students.



## 5.2. Conclusions

The following conclusions are derived from the findings.

- ❖ Results from this study showed that the most identified factors indicated by respondents were absence of suitable facilities, lack of confidence and lack of support from peers or staffs to exercise.
- ❖ Moreover, the result of this study shows that, the school support for both teachers and physically impaired students is very low since lack of opportunities for physically impaired students; the sport fields were not also suitable for their participation in physical activity and interscholastic sport.
- ❖ The absence of modified sport in the school make physically disabled students did not have full participation in PA and interscholastic sport.
- ❖ The result of the study also showed that, Teachers low awareness about inclusive training and lack of collaborative work in the school that was also the reason of low participation of physically disabled students in physical activity and interscholastic sport. The need to improve the situation is urgent and requires attention of the leadership.
- ❖ Students with disabilities in secondary schools experience serious challenges in PA and interscholastic sport associated with lack of awareness and negative attitudes among school communities including, leadership, supportive staff and the peers. Attitudinal barriers have strong negative impact on students' participation and achievement in school.

### 5.3 Recommendations

Based on the findings and conclusions made above, the researcher forwarded suggestions to solve problems for the participation of PDS in some selected secondary an schools South bench woreda or in the study area.

- ✓ Schools buildings and the overall physical condition of the school compound was not built by taking physically disabled 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.
- ✓ The schools did not create any opportunity which let physically disabled students participated in physical activity and interscholastic sport. They were not appropriate apparatus in the school, teachers had not taken any training courses about inclusive training which permits both physically impaired students and non-physically impaired students participate together, 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 activity and interscholastic sport.
- ✓ The school leadership bodies, through their appropriate office, should seriously work on minimizing and removing that restrict student's participation in physical activity and interscholastic sport. Moreover, the school leadership should work on mechanisms to avail the budget essential for providing special services for students with disabilities.
- ✓ Schools should work with Governmental & non-governmental bodies to encourage sport participation, make schools more accessible for people with disabilities, and advocate about the nature and type of PA and interscholastic sport that disabled people can able to participate.
- ✓ Considering physical disability as a barrier, student with physical impairment consider themselves that they couldn't do practical tasks equally with non-physically impaired students. But this kind of attitude should be avoided and teachers should improve the participation of physically impaired students in sport competition and balance the rate of their participation with non-physically impaired students' participation. To do this, teachers should get prepared professionally by getting necessary trainings from the school.

- ✓ Teachers should modify physical activities so as to make physically impaired students get participated in PA & interscholastic sport even if they could not get any training which help them to know the methods of modifying physical activities convenient for physically disabled students. So, teachers should strive to ask the school to give them trainings about inclusive training.
- ✓ The root cause for low participation of physically impaired students in physical activity and interscholastic sports were the students by themselves as they lacked their confidence and this made them lost the opportunity to take part in PA and IS. So, physically disabled students should avoid fear and develop their confidence which let them participate equally with their non-physically impaired counterparts.
- ✓ As long as attitude or having positive awareness about something is the precondition for everything, the community, the school, the teachers and non-physically impaired students should have positive attitude towards the participation of physically impaired students in sport participation. If it is done, the school should provide resources and fulfil the necessary equipments especially used for physically disabled students.
- ✓ Organizing Training workshops and seminar involving the school community, principals, teachers and supportive staff and students would help to tackle the pressing problems related to lack of awareness and attitudes towards disabilities. Moreover, Leaflets, posters, radio programs, etc; would play important role in disseminating information and developments related to participation of PDS in secondary and preparatory schools.
- ✓ Finally the investigator would like to recommend other researchers to conduct continuous researches using this research as a point of reference.

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## **Appendix-B**

### **Participant Information Sheet**

#### General directions

The main purpose of this questionnaire is to investigate major factors affecting participation of physically disabled students' in physical activity and interscholastic sport; in the case of some selected secondary schools at and Preparatory south bench woreda. The information obtained will help to investigating factors affecting the participation of physically disabled students in physical activity and interscholastic sport. To obtain reliable and valid information for the research, your open and genuine response is highly appreciated.

The questionnaire has two parts: part -one is about your personal information, part two major factors affect the participation of physically disabled students' in physical activity and interscholastic sport: in The case of some selected secondary schools south bench woreda. 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 given your response to all items.

Please complete the questionnaire by circling the number, which corresponds to your answer and by stating your answers fully when the space is provided.

Note: 1. you are not required to write your name

1. All questions raised here are equally important to attain the objective of the study. So, it is of great help not to leave any question unanswered or uncompleted.

Thank you in Advance for your cooperation!

Please Fill the Following Information

**Table 1 background information of the student participants of the study**

Please provide your responses by making a tick (√) in the relevant boxes.

No	Items	
1	Sex	<input type="checkbox"/> Male
		<input type="checkbox"/> Female
2	Age	<input type="checkbox"/> 15-17
		<input type="checkbox"/> 18-20
		<input type="checkbox"/> ≥21
3	Grade	<input type="checkbox"/> Grade10
		<input type="checkbox"/> Grade11
		<input type="checkbox"/> Grade12
4	Types of physical disability	Upper limp
		<input type="checkbox"/> shoulder
		<input type="checkbox"/> forearms
		<input type="checkbox"/> wrist
		<input type="checkbox"/> clavicle
		Lower limp
		<input type="checkbox"/> ankle
		<input type="checkbox"/> knee
<input type="checkbox"/> waist		
<input type="checkbox"/> Other		

Please complete the questionnaire by circling the spelling, which corresponds to your answer and by stating your answers fully when the space is provided.

1. Absence of suitable facilities in school
  - a. Very high b. high c. medium d. Low e. very low
2. Lack of confidence to participate in interscholastic sport
  - a. Very high b. high c. medium d. Low e. very low
3. Lack of modification available at your school to participate in physical activity and interscholastic sport
  - a. Very high b. high c. medium d. Low e. very low
4. Lack of time to participate in physical activity and interscholastic sport
  - a. Very high b. high c. medium d. Low e. very low
5. Lack of school support
  - a. Very high b. high c. medium d. Low e. very low
6. Lack of opportunities to participate in PA & interscholastic sport
  - a. Very high b. high c. medium d. Low e. very low
7. Difficulties with transport to sport fields and play grounds
  - a. Very high b. high c. medium d. Low e. very low
8. How do you see participating in PA?
  - a. Interesting b. boring c. challenging
9. Do you think that is difficult to participate in PA and interscholastic sport for you?
  - a. Yes b. no c. don't know
10. How do you think that participating in PA & interscholastic sport is a hard work or fatigue for you?
  - a. Strongly agree b. agree c. disagree d. strongly disagree
11. Do you believe that PDS cannot participate in physical active?
  - a. Yes b. No
12. Have you ever discriminated by your peers because of your disability?
  - a. Yes b. No
13. How is your attitude towards participating in PA & interscholastic sport at school and different areas
  - a. Excellent b. very good c. good d. fair e. poor
14. Do you think PDS have equal opportunity as of other students without disabilities regarding participation in PA & interscholastic sport?
  - a. Yes b. no

15. Have you made any efforts to provide welcoming environments to help PDS participate in your school? a. Yes b. No
16. Does your school provide enough promotion to encourage you to participate in PA and IS? a. Yes b. No
17. Does the school community give special service for you? a. Yes b. No
18. Does your school participate in IS competitions? a. Yes b. No
19. Have you ever discriminated by school community because of your Disability? a. Yes b. No
20. Is the sport field of the school comfortable to you? a. Yes b. No
21. Are there any governmental or nongovernmental bodies, which provide support and encouragement for you to participate in any of physical activity at any level? a. Yes b. No
22. Do your school offer disability specific activities? a. Yes b. No
23. How do you participate in PA and IS from person without disabilities members in your school? a. Integrated b. Separated c. Conditioned
24. Do you have enough information of physical activity & interscholastic sport you could get to? A. Yes b. No
25. Do you get better information about the type of physical activity and sport that PDS can participate in? a. Yes b. No
26. Do you think that knowing the health risks of inactivity will make you actually change your levels of exercise? a. Yes b. No
27. If there are other factors that affect proper practice of PDS participation during physical activity & interscholastic sport, please write them briefly?

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28. What possibilities do you recommend to develop participation of physically impaired students in physical activity and interscholastic sport? \_\_\_\_\_

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### Appendix-C: Semi structured interview for physical education teachers

General objective of this interview is to collect primary data to be used for research meant for master's thesis entitled "factors affecting participation of physically disabled students' in physical activity and interscholastic sport; in the case of some selected secondary schools south bench woreda". The data will only be used in a study that aims at identifying major factors and proposing some feasible solutions accordingly. Therefore, your cooperation by giving genuine information will have a significant contribution to the reliability of research findings. Your cooperation in giving a proper answer is requested and highly appreciable. Feel free while responding to this interview.

1. Sex \_\_\_\_\_
2. Age \_\_\_\_\_
3. Educational status \_\_\_\_\_ 4. Your experience as teacher \_\_\_\_\_

**Table 2 semi-structured interview for PE teachers**

No	Interview questions
1	To what extent are students with physically impaired able to engage PA and interscholastic sport?
2	What are the barriers and incentives to participation?
3	How much school and the community work in collaboration?
4	How do you rate the participation of physically impaired students in PA &IS compared with non-physically impaired students?
5	What your overall beliefs about inclusion and participating with physically impaired in PA and interscholastic sport?
6	To what extent are teachers able to modify physical activity and interscholastic sport to be appropriate for students with physically impaired?
7	What challenges have you faced in implementing inclusive method of competing students together?
8	What do you feel is most challenging about participating students with physically impaired in PA & interscholastic sport?
9	What possibilities do you recommend to increase the participation of physically impaired students in physical activity and interscholastic sport?

## Appendix-D

### Semi structured interview for school principals

General objective of this interview is to collect primary data to be used for research meant for master's thesis entitled "major factors affecting participation of physically disabled students' in physical activity and interscholastic sport; in the case of some selected secondary schools at south bench woreda". The data will only be used in a study that aims at identifying major factors and proposing some feasible solutions accordingly. Therefore, your cooperation by giving genuine information will have a significant contribution to the reliability of research findings. Your cooperation in giving a proper answer is requested and highly appreciable. Feel free while responding to this interview.

1. Sex\_\_\_\_\_ 2. Age\_\_\_\_\_ 3. Educational status\_\_\_\_\_
4. Your experience as leadership \_\_\_\_\_

**Table 3: semi-structured interview for principals**

No	Interview questions
1	What are challenges that students with physical disabilities encounter in the school related to participation in PA & interscholastic sport?
2	How do you feel school efforts to provide welcoming environments to help PDS participating in physical activity and interscholastic sport?
3	Are there enough materials available for person with disabilities in your school?
4	How much your school provide enough promotion to encourage physically disabled students to participate in physical activity and interscholastic sport?
5	Does your school have any contact with different organizations which works on physically disabled students?
6	How much your school provided opportunities for physically disabled students to participate in physical activity and interscholastic sport?
7	How much school and the community work in collaboration for PDS?
8	What possibilities do you recommend to increase the participation of physically disabled students in physical activity and interscholastic sport?

## Appendix- E

### Observation Check List

Date \_\_\_\_\_

School \_\_\_\_\_

**Table 4:** Observation Check List

No	Items	Alternative	
		Yes	No
1	Does the teacher give equal opportunities for PDS during interscholastic sport completion?		
2	Does the School Environment is safe and conducive for physically disabled students to participate in physical activity?		
3	Available school facilities and equipment and its appropriate for physically disabled students?		
4	Does Students follow appropriate physical activity procedure		
5	Does the teacher motivate PDS?		
6	Do Physically disabled students participate in interscholastic sport completions?		
7	Does a Physically disabled student interact with non-physically disabled students during interscholastic sport?		
8	Does a student have good interest/motivation during interscholastic sport competitions?		



### Appendix-F

#### South Bench Woreda, SNNPR Map



south bench is a place where a study has been conducted.

**Source:** www. Ethio mapping agency, 2001 E.C