

**AN INVESTIGATION IN TEACHING GAMES AND SPORTS TO CHILDREN WITH
PHYSICAL DISABILITY IN ATUTUR SUB-COUNTY, KUMI DISTRICT**

BY

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REG. NO. BED/47133/152/DU-TR

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION
OF DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF
EDUCATION WITH SPECIAL NEEDS OF
KAMPALA INTERNATIONAL
UNIVERSITY**

JANUARY 2017

DECLARATION

I Etyang James, hereby declare to the best of my knowledge that the work produced here is mine and it is originally produced out of the research carried out. It has never been submitted by any person or group of persons to any university or institution of higher learning for the award of a Certificate, Diploma or Degree in education.

However, the materials which are not my own have been cited and acknowledged.

NAME: ETYANG JAMES

SIGNED: 

DATE: 31-03-2017

SUPERVISOR: MR. WOMUZUMBU MOSES

SIGNED: 

DATE: 3/4/2017

DEDICATION

This book is dedicated to the following; my dear wife Ms. Akurut Patricia and my lovely children Odung Fredrick, Etyang Alex, Etyang Gerald, Apolot Christine and Ajilong Dorothy. I also dedicate this work to my brothers and sisters Odung Patrick, Okwii Paul, Apolot Christine, Ajilong Dorothy and Amoding Jesca. Not to forget my parents in-law and friends Ms. Alupo Immaculate, Mr. Orena Vincent and Mr. Okello Moses.

APPROVAL

I hereby certify that, Etyang James carried out a study entitled "An investigation in teaching games and sports to children with physical disability in Atatur sub-county, Kumi district".

I hereby submit to the board of examiners in partial fulfillment of the award of the bachelor of education with special needs of Kampala International University.

SUPERVISOR: MR. WOMUZUMBU MOSES

SIGN:.....

DATE:

ACKNOWLEDGEMENT

I am convinced that this book would not have come to existence if it had not been for the great help of the lecturers, friends and relatives who deserve to be greatly thanked. Special thanks go to Mr.Okello Moses, Ms. Akurut Patricia and Lucy for all the moral and financial support they gave me throughout the course.

I am grateful to my dear friends Okalany Stephen, Okello Moses Okurut Emmanuel for their valuable help and guidance in the development and final preparation of this book. I would also like to thank the headteachers of Orapada Primary School, Kalungar Primary School, Kapokin Primary School, Oswapai Primary School and members of the staff I visited for assistance in data collection.

I would like to express my deep gratitude to my lovely wife Ms. Akurut Patricia for all the moral material and financial support that she gave me throughout the course. Not forgetting my children with physical disability and lastly but not least secretarial services rendered.

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ABSTRACT

This study was meant to establish an investigation in teaching games and sports to children with physical disability in Atatur sub-county, Kumi district.

The specific objectives included;

To find out the methods used by teachers on teaching games and sports to children with physical disability.

To identify activities given to children with physical disability during games and sports lessons.

The data collection tool was the interview guide for both the headteachers, teachers and pupils.

The major findings were that demonstration and observation were the most common methods used by teachers for teaching games and sports to children with physical disability.

Ropes and balls were the commonly used materials for teaching games and sports to learners with physical disabilities.

Running and throwing activities were given to them during games and sports lessons.

Some children were not given any activities during games and sports lessons

The major recommendations were;

Children with the physical disabilities should be provided with appropriate equipments to facilitate their learning in games and sports lessons.

Teachers should be oriented on skills of teaching games and sports to learners with physical disabilities in an inclusive setting.

Teachers should ensure that environment is safe enough to avoid injuries during physical education lessons.

Teachers should involve learners with physical disabilities in games and sports activities according to their age, level and ability.

All in all I conclude the focus of this study was meant to establish an investigation in teaching games and sports to children with physical disabilities in Atatur Sub-County, Kumi district.

CHAPTER ONE; INTRODUCTION

1.0 Introduction

1.1 Background to the Study

Physical disability refers to inability to perform a certain task or a disability which limits some ones movement according to universal declaration of human rights adopted and proclaimed by General Assembly Resolution 217 (III) of 10 December 1948 article 27, everyone has a right to freely participate in the cultural life of the community to enjoy the art and to share in scientific advancement and its benefits (Salamanca) 1994. The issue is being addressed by both developed and developing nations and according to the laws which were enacted at the Salamanca World Conference held in Spain 1994, children have a right to basic Education in an inclusive setting.

Games and sports promotes socialization among learners with physical disabilities for example. Games promote cooperation between a pair or more participants in a team of learners with physical disabilities for example team games or competitive games.

Games and sports also develop basic major skills among learners with physical disabilities, such skills includes walking, running, jumping, throwing.

Games and sports also promote team work among physically disabled learners.

Built up games give children with physical disabilities chances to use their large muscles in ways that they find it interesting.

Games and sports develop confidence instead primary teachers Education series, Cultural Education book two-new education of 1998.

Games and sports develop creativity, imagination among learners with physical disabilities.

Games and sports earn learners with physical disability a living.

According to primary six curriculum published by National Curriculum Development Center (2010) and Oduyale (1967)

As regards education, the responsibility of the parents is to provide their children with basic needs like scholastic materials.

Education being considered to be one of the basic needs is enshrined in the Uganda National Constitution (1995). Article 30 states that all persons have a right to education regardless of their disabilities, Age, sex, and race where by children of school going age per family attend primary education and first priority to a girl child and child with disability.

As a result of Universal Primary Education (UPE) a number of children with disabilities have been enrolled in schools.

Despite the government efforts to provide education, for all Ugandans through Universal Primary programme, children with physical disabilities still continue to suffer due to lack of care which in turn has undermined their rights to education.

Among subjects taught games and sports have some factors to teachers of children with physical disability.

It is important to note that physical disability is a problem in games and sports. They have their needs that are not met in society.

Despite the limitations faced by children with physical disability, they are entitled to the same games and sports opportunities as their ordinary peers. This was attained by being dedicated to the development of the total programme for the individual. Physical disabled child by both the teacher and other professionals like games and sports officers.

1.2 Statement of the Problem

Learners with physical disabilities do not participate in games and sports activities despite their entitlement of the Republic of Uganda (1995). This is the reason why the researcher will complete to carry out this study.

1.3 Purpose of the Study

The purpose of the study is to carry out an investigation in teaching games and sports to children with physical disability

1.4 Specific Objectives of the Study

The objectives of the study were;

- (i) To find out the methods used by teachers in teaching games and sports to children with disability

- (ii) To establish the facilities or materials used for teaching games and sports to learners with physical disability
- (iii) To identify activities given to children with physical disability during games and sports lessons.

1.5 Research Questions

- (i) What methods do teachers use for teaching games and sports to children with physical disability?
- (ii) What facilities or materials are used for teaching games and sports to children with physical disability?
- (iii) Which activities do teachers give to children with physical disability during games and sports?

1.6 Significant Of the Study

It is hoped that the study will benefit the researcher, teachers and children with physical disability.

Enable the school to promote and improve the teaching of games and sports activities.

Provide information about equipment, methods and materials used in teaching games and sports to children with physical disability.

1.7 Limitations to the Study

The researcher met the following hindrances;

The weather was unfavourable during the collection of data

There was a need to call back and get the researcher and time was limited.

Time was not enough to collect data.

Materials were not enough for collecting data.

Inadequate funds to meet the study.

Insecurity will also be a problem when collecting data.

1.8 Delimitations

The researcher had to do the following in order to overcome the gaps mentioned above;

Buy a weather proof clothing

Re-schedule the routine working time table and programmes.

The wife complemented the existing financial gaps.

CHAPTER TWO; REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter, the researcher compared the views of other authors with the findings from the study in line with the research objectives and questions.

2.1 Objective One

To find out the methods used by teachers in teaching games and sports to children with physical disability.

According to Nyachwo, Bagunywa and Lubwa (1998) "the main focus of games and sports lessons should be learning of physical skills and development of physical endurance".

So games and sports teachers follow the same general principles as for any other kind of teaching by motivating, explaining, instructing, demonstrating, giving information and guiding pupils, providing practice opportunity, giving feedback and evaluation of pupil's performance

According to Oduyale (1967) "physical education should be done by carrying out practical activities like running, jumping, climbing and hanging more over a wide spaces without restriction". These movements are inevitable and vitally important in the early part of a child's development.

The teachers guide to Uganda primary school curriculum volume two (2001), talks about instruction, explanation and demonstration as some of the methods that will be used during games and sports or physical education lessons

According to Flanders (1970) and Peroot (1977). The following methods must be used by most of the teachers both primary and secondary classrooms.

Narration, discrimination, explanation and discussion Kathyryn (1987) outlines the following as some of the teaching methods.

Lecture or talk demonstration, large group discussion, small group discussion, role play, storytelling, problem solving and drama.

Derville (1986) outlines some of the ways of arousing direct interest in learners.

Give the pupils a problem to solve.

Bring new objectives in the classroom and let the children examine them.

Perform an experiment

Take pupils out on a visit of observation.

Cultural education book two (2) (teaching ethical and physical values in the primary school new education) 1998, gives the following as some of the methods which can be used in teaching games and sports (physical values) to learners. They include; peer teaching, individualized style, task or practice style, feedback and evaluation.

The researcher agrees with the above authors and their literature.

2.2 Research Objective Two

Facilities/materials used for teaching games and sports to learners with physical disabilities

Oduyale (1967) puts it clear that the use of facilities in games and sports (physical education) motivates and aids incidental learning.

In primary schools the following are some of the apparatus they advocate for the teaching of games and sports. They include; balls, ropes, mats, bean bags, loops.

Nyachwo etal (1998) emphasizes on the use of apparatus when teaching games and sports (physical education) lessons. These apparatus include; skipping ropes, small size balls, mats and others for the learners to manipulate and develop their skills and talents.

Musibala, Olwol and Okot (2000) points out some of the materials or apparatus that will be used by learners with physical disability in games and sports. The apparatus which can be used in games and sports are; wheel chairs, pens and pencils with thick handles, standing box, a walker and mouth stick.

National Curriculum Development Center (NCDC) (2001) talks about improvised balls, marked space or field, ropes, corner pegs, loops as some of the resources which can be used in games and sports.

This literature is true however, the study carried out by the researcher reveals the following as some of the games and sports play materials used by the teachers with physical disability in physical education (games and sports).

Games include; ball throw, standing jumps, athletics, hide and seek, spelling games, omweso.

Play materials include sticks, counters, nets, pegs, counting frames, whistles, string and climbing frames.

It is imperative that teachers should have a variety of instructional materials in their disposal and flexible enough to meet the needs of their learners as regards to the teaching of games and sports to children with physical disability. This therefore means that for teaching to be meaningful and effective, one of the requirements is the use of instructional materials.

2.3 Objective Three

To identify activities given to children with physical disability during games and sports.

According to Nyachwo (1998) games and sports activities given to children should be of their age, level and ability. For example running and chasing games, basic locomotor games and contests, sticking and kicking games, batting, bowling and fielding games, traditional games.

According to Oduyale (1967) the beginning of every lesson should be interesting, bright, vigorous and dynamic. The activities should be of a running nature. Children should certainly be kept moving either with or without apparatus. The purpose is to cultivate springing suppleness of foot and strengthen the children to the mention.

CHAPTER THREE; METHODOLOGY

3.0 Introduction

In this chapter, the researcher describes the area of study, sample population and methods of data collection

3.1 Area of Study

The study was carried out in Kumi District, Atatur Sub-County. The researcher chooses this area because of easy communication.

The distance also is not a problem. The researcher will wanted to find out how the children with physical disabilities are catered for in an inclusive setting.

3.2 Study Design

The researcher used quantitative.

Quantitative research is where a researcher is interested in finding out the information in details as per the topic under study.

3.3 Population

The population for the study included four (4) Headteachers, Eight (8) Teachers and Eight (8) Pupils in four primary schools in an inclusive settings making a total of twenty respondents.

3.4 Sample

Random sampling was used for collecting data or information from the respondents; few respondents are selected in a given population.

3.5 Methods

The researcher used interviews to collect the data. An interview is a process of collecting data or information by asking questions through face to face interaction. It is also cheap because the questions are asked orally.

First hand information was got from the interviewee since its face to face interaction.

More questions were asked in addition to the first questions

Some non-verbal actions by the respondent helped to add meaning to issues discussed.

Further explanations were provided where the interview was not clear.

Interviewer got a chance to go to other places to get information.

There was friendship formation between interviewer and interviewee.

The method was also cheap because the questions were asked orally.

3.6 Procedure for Data Collection

The researcher did the following in order to carry out this research.

I got an authority letter from the faculty of special needs education and rehabilitation Kampala International University for introduction to the district education officer of the area of study. This helped me to seek permission from the sampled schools to carry out my research study successfully.

I made the appointments with the respondents on the dates or days to meet

All data was collected and treated confidentially.

3.7 Data Analysis

The data was analyzed in tabular form for easy description and analysis using the qualitative method.

CHAPTER FOUR: PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

4.0 Introduction

The previous chapter gave a scope, Study Design, Population, Sample, Methods and Procedure of Data Collection.

Chapter four presents the results of the study and interpretation. The results and views are from head teachers, teachers and pupils

The analysis and interpretation of data are based on the formulated research objectives.

Table 1: Number of Respondents

Respondents	Expected	Responded	Did not Respond
Headteachers	4	4	-
Teachers	8	8	-
pupils	8	8	-

The results presented in table1 show four headteachers picked from four schools, teachers in the four inclusive schools two picked from each school and eight pupils also from the four inclusive schools two from each. This makes 100% of the expected respondents, which enabled successful data collection.

Objective One

Methods used by teachers in teaching games and sports to children with physical disabilities.

Table 2 Methods used by teachers in teaching games and sports to children with physical disabilities.

Response	Headteachers	Teachers	Pupils	Total	Percentage
Demonstration and observation	4	8	6	18	90%
discovery	-	-	2	02	10%

According to the results in the table two demonstration and observation were the most common methods used. This was revealed by 18 (90%) of the respondents. The other method used was discovery. It is evident by 02(10%) of the respondents. The

respondents reported the right methods that could support learners with physical disabilities to learn games and sports.

Objective Two

Facilities or materials used for teaching games and sports to learners with physical disabilities

Table 3: Facilities or Materials used for teaching games and sports to learners with physical disabilities.

Response	Headteachers	Teachers	Pupils	Totals	Percentage
Ropes and balls	2	4	4	10	50%
Javelin and shot put	1	2	2	05	25%
Discuss	-	3	2	05	25%

The results in table 3 show that ropes and balls were the commonly used materials for teaching games and sports to learners with physical disabilities. This was revealed by 10 (50%) of the respondents. Javelin and shot put were also used as reported by 05 (25%) of the respondents. Discuss was reported to be used by 05 (25%) of the respondents.

Objective Three

Activities given to children with physical disability during games and sports.

Table 4: Activities given to children with physical disability during games and sports

Response	Headteachers	Teachers	Pupils	Totals	Percentage
Running and throwing	4	6	7	17	85%
Not given any activity	-	-	3	03	15%

The results in table 4 revealed that 85% of the respondents reported that they are given running and throwing activities and 15% reported that they are not given any activities during games and sports lessons of children with physical disabilities.

CHAPTER FIVE; DISCUSSION, CONCLUSION AND RECOMMENDATIONS/ SUGGESTIONS

Introduction

This chapter presents a discussion of the findings, conclusion and recommendations made.

The presentation is based on the three formulated research objectives

Objective One

Methods used by teachers in teaching games and sports to children with physical disability in an inclusive setting.

The results showed that the majority of teachers used demonstration, observation and discovery in teaching games and sports to children with physical disability in an inclusive setting.

- The findings are in agreement with kathym (1987), large group discussion and role play as some methods used in teaching games and sports to children with physical disability.
- Variety of methods increase pupils attention, reduce boredom and increase interests.
- They also help to cater for different abilities of learners and learning styles
- It can be observed that demonstration and discovery and other methods used can promote positive transfer of learning and provide good support to learners with physical disability when teaching games and sports to them and so to other ordinary learners.

Objective Two

Facilities or equipments or materials used for teaching games and sports to children with physical disability in an inclusive setting.

The findings revealed that teachers used materials which include ropes and balls which were most commonly used. A few teachers used javelin and shot put and discuss

The findings agree with that of Nyachwo etal (1998) who emphasizes on the use of apparatus when teaching games and sports (physical Education)

These materials include; skipping ropes, small size balls and Oduyale (1967) puts it clear that the use of facilities in games and sports motivates and aids incidental learning.

Teaching or learning materials when used effectively in teaching games and sports to learners with physical disabilities would stimulate the learner's faster free interaction and effective participation.

Objective Three

Activities given to children with physical disabilities during games and sports.

According to the findings, it has been observed that most teachers give children with physical disabilities running and throwing activities during games and sports lessons. It was reported by 85% of the respondents.

Other teachers give children with physical disabilities to keep apparatus for physical education and are not given any activity because they are left redundant. But according to Nyachwo et al (1998) says that games and sports activities given to children should be of their age, level and ability.

CONCLUSION

It can be seen from this study that most teachers use methods such as demonstration, Observation and discovery in teaching games and sports to children with physical disabilities, they also use materials like ropes and balls including Javelin. This has yielded fruits as learners with physical disabilities are motivated to physical education

The study also found out that educational materials were not adequate to support the teaching of games and sports to learners with physical disabilities and that teachers feared to involve these learners in most activities during games and sports lessons but kept them away or keeping other apparatus.

Finally, it can be noticed from the study that teachers need to be trained on skills of teaching games and sports to learners with physical disabilities settings. However, teachers should try as much as possible to cater for individual differences among pupils.

RECOMMENDATIONS OR SUGGESTIONS

The recommendations made here focus on ways of improvement in the teaching of games and sports to learners with physical disability in an inclusive setting.

It presents both the recommendations made by the respondents and the researcher.

Children with physical disabilities should be provided with appropriate equipments to facilitate their learning in games and sports

A Strategy should be made to orientate all teachers on skills of teaching games and sports to learners with physical disabilities in an inclusive setting. This could be through conducting seminars, workshops or refreshers courses.

Teachers or schools should ensure that the environment is safe enough to avoid injuries during physical education lessons.

Teachers should as much as possible involve learners with physical disabilities in games and sports activities according to their age, level and ability.

A similar study be carried out in other schools to carry out an investigation in teaching games and sports to learners with physical disabilities in inclusive setting.

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3rd February 2017

TO THE DISTRICT
EDUCATION OFFICER - KUMI (PP)

FOR DISTRICT EDUCATION OFFICER
KUMI
3/3/2017

TO WHOM IT MAY CONCERN:

ETYANG JAMES REG. NO. BED/47133/152/BU-TR

Dear Sir/Madam,

Re: Research/Project:

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of EDUCATION WITH SPECIAL NEEDS.

He wishes to carry out research in your Organisation on:

AN INVESTIGATION IN TEACHING GAMES AND SPORTS TO CHILDREN WITH PHYSICAL DISABILITY IN ATATUR SUB-COUNTY, KUMI DISTRICT

The research is a requirement for the Award of a Bachelors degree in EDUCATION WITH SPECIAL NEEDS.

Any assistance accorded to him regarding research will be highly appreciated.

Yours Faithfully,

[Handwritten signature]

Nomuzumbu Moses
BRANCH DIRECTOR - 0782572505
KIU- TORORO STUDY CENTRE

APPENDIX II

INTERVIEW GUIDE FOR HEADTEACHERS

Dear Head teacher,

Etyang James is carrying out an investigation in teaching games and sports to children with physical disability

The ideas and answers you will give will be kept with confidentiality used for this research and may be passed on to those who can assist in the field of education. Therefore kindly help me by answering the following questions to the best of your knowledge and understanding

(i) Do you have children with physical disability in your school?

Yes

No

Tick

If yes, how many are they?

(ii) How many teachers do you have in your school

Male.....Female.....

Total.....

(iii) How many Teachers have had training to teach children with physical disability?

(iv) Do teachers teach games and sports to children with disability?

Yes

No

Tick

(v) Do the teachers employ various methods when teaching games and sports to children with physical disability?

Yes

No.

Tick

(vi) If Yes, which materials?

(i).....

(ii).....

(iii)

(iv).....

(vii) Do the teachers use teaching/learning materials/instructional materials when teaching games and sports to children with disability?

Yes

No

Tick

If Yes, which instructional materials?

(i).....

(ii).....

(iii)

(iv).....

(viii) Do teachers give activities when teaching games and sports to children with physical disability?

Yes

No

Tick

If Yes, list some of the activities they give.

(i).....

(ii).....

(iii).....

(iv).....

(ix) In your own view, how can the teaching of games and sports to children with physical disability be improved?

(i).....

(ii).....

(iii).....

(iv).....

APPENDIX III

INTERVIEW GUIDE FOR TEACHERS

Etyang James kindly requests you to help in answering the following questions which will help me in finding out an investigation in teaching games and sports to children with physical disability.

The information you give may be used to improve on the same and personnel in the field of education. This information will be confidential and used fully in this research.

1. Do you have children with physical disability in your class?

Yes

No

Tick

If yes, how many are they?

2. How many teachers do you have in your school

Male.....Female.....Total.....

3. How many of the Teachers have had training on teaching children with physical disability?.....

4. Do you teach games and sports to children with disability?

Yes

No.

Tick

If No, why

(i).....

(ii).....

(iii).....

(iv).....

5. Do you employ various methods when teaching games and sports to children with physical disability

Yes

No.

Tick

If Yes, which methods?

(i).....

(ii).....

(iii).....

(iv).....

6. Do you use teaching/learning materials/instructional materials when teaching games and sports to children with disability?

Yes

No

Tick

If Yes, which instructional materials?

(i).....

- (ii).....
- (iii).....
- (iv).....

7. Do you give activities when teaching games and sports to children with physical disability?

Yes

No

Tick

If yes, list some of the activities they give

- (i).....
- (ii).....
- (iii).....
- (iv).....

8. In your own view, how can the teaching of games and sports to children with physical disability be improved?

- (i).....
- (ii).....
- (iii).....
- (iv).....

APPENDIX IV

INTERVIEW GUIDE FOR PUPILS

Etyang James requests you to answer the following questions and the ideas you give will help me in my study

1. Do you have children with physical disability in your class?

Yes

No

Tick

If yes, how many are they?

2. How many teachers do you have in your school?

Male.....Female.....Total.....

3. Do your teachers teach games and sports to children with physical disability?

Yes

No.

Tick

4. Do they use any methods?

Yes

No

Tick

If Yes, which methods?

(i).....

(ii).....

(iii).....

(iv).....

5. Do the teachers use any instructional materials when teaching games and sports to children with physical disability

Yes

No

Tick

If Yes, which instructional materials?

(i).....

.....

(ii).....

(iii).....

(iv).....

6. Do some teachers give some activities to children with physical disability when teaching games and sport?

Yes

No

Tick

If Yes, which activities?

(i).....

(ii).....

(iii).....

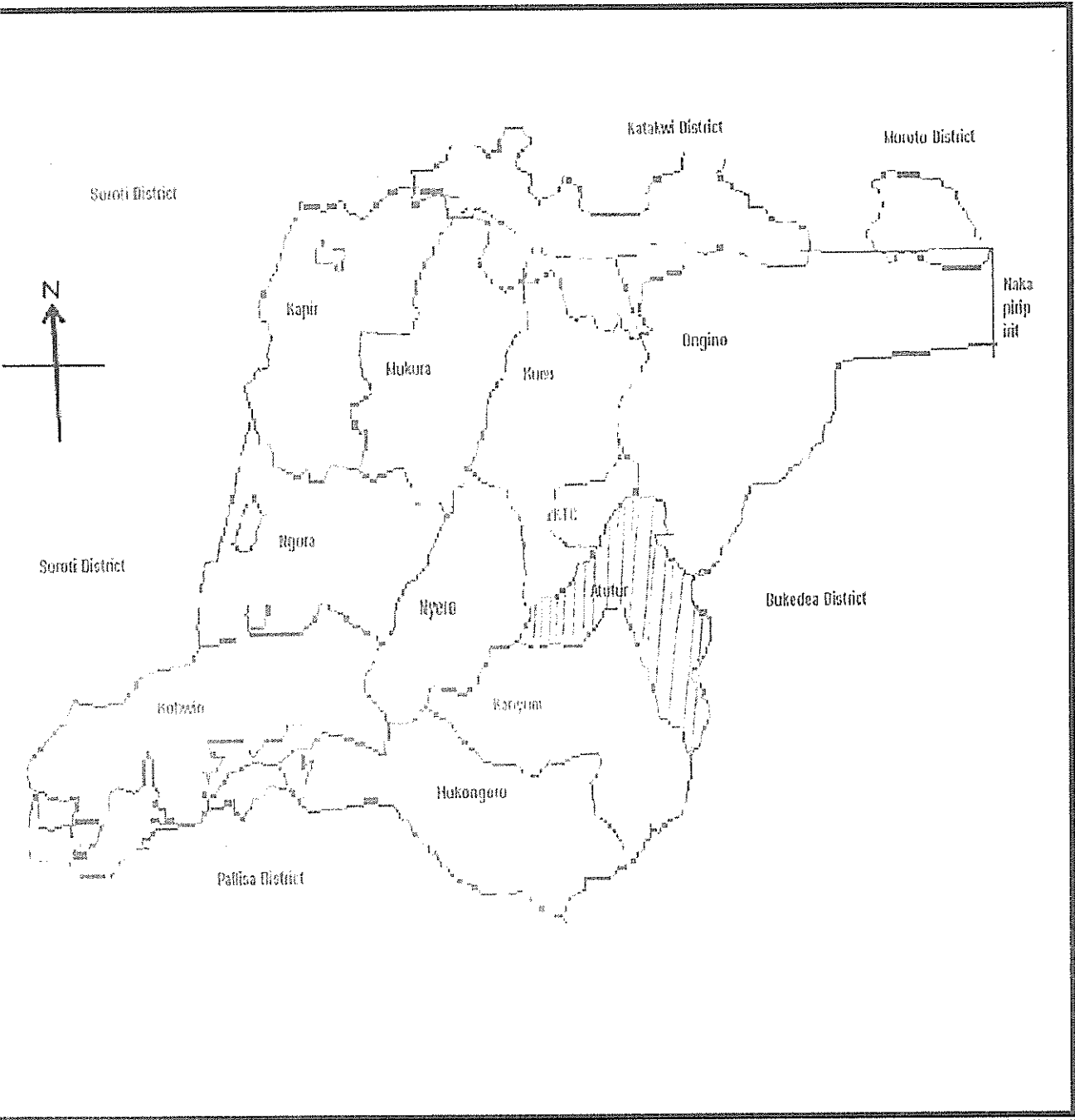
(iv).....

7. How can your teachers help children with physical disability to learn games and sports?

- (i).....
- (ii).....
- (iii).....
- (iv).....

APPENDIX V

MAP OF KUMI DISTRICT SHOWING AREA OF STUDY



KEY



THE AREA OF STUDY