



Exploring Lived Experience of Students with Physical Disability in Primary Schools at Ambo Town: Educational challenges and opportunities

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Abstract

This study aimed to explore the lived experiences of students with physical impairments (SWPI) in grades 5-8 at primary schools in Ambo Town, Ethiopia. A phenomenological approach involved in-depth interviews with seven purposively selected students. The qualitative analysis yielded four overarching themes: support services, challenges, strategies for overcoming challenges, and coping mechanisms. Participants reported receiving support from home and school; however, it was often not systematic or institutionalized. Among the challenges faced by SWPI were an unfavorable physical setting, feelings of loneliness, and insufficient support for educational activities requiring movement. To cope with these challenges, students employed various strategies, with resilience, adaptation to the system, and assertiveness being the most frequently mentioned. The findings underscore the necessity for comprehensive implementation of inclusive educational practices in and out of school to empower SWPI. To promote equal educational opportunities for all students in Ambo Town, it is essential to ensure the effective execution of inclusive policies and to provide capacity-building for SWPI, their families, and schools.

Keywords:-Impairments, Disability, self-advocacy, education

1. Introduction

With a global trend of students with physical impairments, inclusive education has to be used as an educational opportunity for students with a physical disability because it is a global priority, emphasizing the need for educational systems to accommodate all learners, regardless of their physical or cognitive abilities (Ydo, 2020). Although inclusive education policies have been integrated into the Ethiopian education system, several socioeconomic, cultural, and infrastructure obstacles frequently prevent these policies from being implemented effectively (Sosango, 2021). These more significant national trends are reflected in Ambo Town and an expanding urban region

in Ethiopia, where physically impaired students often face obstacles to receiving a quality education (Ydo, 2020). The existence of inadequate physical infrastructure, access to specialized teaching resources, social attitude, and inadequate teacher training on inclusive practices impede the education of students with diverse needs (Mergia, 2020). However, Some physically impaired students manage the educational system despite these obstacles, providing insightful information about what helps and hinders their learning experiences (Walga, 18).

Perspectives on the students with physical impairments, the researchers describe physical impairment as any illness that substantially limits one or more essential physical activities of daily living, such as walking Ydo, (2020), climbing stairs, reaching, carrying, or life (Kassaw et al., 2017). It is difficult for a person to do daily tasks because of these limitations. Each person has very distinct physical disabilities. Students can differ widely in how they are affected by the same disease (WHO, 2011). Physical impairments prevent people from doing everyday tasks, such as walking, climbing stairs, reaching, carrying, or lifting heavy objects. As a result, children with physical disabilities often feel excluded from group activities because their classmates perceive they are incapable of doing such tasks (Saebu, 2010).

The challenges of students with physical impairments can be expanded to different aspects. Although there are still issues with teacher preparation and securing sufficient funding, Ethiopia achieved progress in inclusive education in 2021 when the government mainstreamed the inclusion of students with disabilities, particularly those with physical impairments, in school programs and plans. Primary schooling offers special possibilities and difficulties for students with physical disabilities Kassaw et al., 2017), which influences their social and academic performance (Egilson & Traustadottir, 2014). To overcome the challenges faced by students with physical disabilities in primary school, it's good to create inclusive learning environments that meet the unique requirements of every student, and it is important to comprehend their lived experiences (Khadzhalova et al., 2021). Furthermore, some of the biggest challenges faced by students with physical disabilities include not having access to elevators, ramps, sensor doors (or the ability to change the force needed to open the doors), accessible lecture halls and auditoriums, non-slip bathroom floor tiles, easily accessible residence hall kitchens, and transportation (Hlengwa & Masuku, 2022).

Many challenges were seen in the teaching of children with physical impairments in Ambo Town's primary schools, even in light of the increased emphasis on inclusive education throughout the

world and the adoption of regulations meant to benefit students with disabilities (Walga, 2018). Their capacity to fully engage in and gain from the educational system is hampered by these obstacles (Walga, 2018). It is sometimes the case that schools do not provide the physical accommodations that these kids require, such as ramps, accessible restrooms, and classroom furniture that may be adjusted to make learning more comfortable (Kassaw et al., 2017). Moreover, the social milieu in schools might pose similar difficulties, since kids with physical disabilities could encounter social exclusion, harassment, or insufficient comprehension and assistance from classmates and educators (Walga, 2018).

This article explores the lived experience of students with physical impairments in Case Ambo Town, educational challenges, and opportunities & to address the following questions: What are the lived experiences of students with physical impairments in primary schools in Ambo Town regarding educational challenges and opportunities, What barriers do they face, and, what are opportunities, what coping mechanisms do they employ, How can educational practices be improved for students with physical impairments, get in education support in their educations presented for this study. By answering these questions, this study aims to explore the lived experiences of students with physical impairments in primary schools in Ambo Town in educational challenges and opportunities.

2. Method

2.1. Research Design

A phenomenological study was chosen to study the lived experience of students with physical impairments in Ambo Town Elementary School. Because the research was conducted and offered deeper insights into real-world issues, the researcher employed these students of inquiry (Creswell, 2013). A Phenomenological study collects the experiences, beliefs, and actions of individuals (Chinyere & Val, 2023). The researchers employed a phenomenological study to gather comprehensive data on the lived experience of students with physical impairment in primary school, on their schooling experience (Chinyere & Val, 2023).

The Phenomenological study observes and documents the attitudes, thoughts, and feelings of the target audience about the object of study. The opinions of the audience who have witnessed the phenomenon are the only ones that count (Creswell, 2013). In this study, a phenomenological study was used to investigate the lived experience of students with physical impairments in primary school,

Ambo town, in their educational challenges and opportunities. It was investigated through in-depth interviews in their educational setting.

2.2. Participants

In the phenomenological study, the number of participants in the study is 5-25 (Creswell, 2014). For this view, 7 students with physical impairments in 5-8 grades were selected purposively for this study according to Creswell (2013). The purposive sampling method was used as the initial method for selecting the participants (Creswell, 2013).

2.3. Procedures of Data Collection

First, the researchers received a letter from Ambo University's Department of Special Needs and Inclusive Education. After that, Addis Ketema, Awaro, and Liban Mecha Primary School were contacted. Lastly, reach out to students with physical impairments to obtain their consent (Creswell, 2013).

In-depth interviews were utilized to gather data for this study (Creswell & Poth, 2018). The investigator initiates a conversation with the participants, encouraging them to consider and express their viewpoints, experiences, and analyses of the phenomenon being investigated (Chinyere & Val, 2023). During interviews, the researcher used open-ended prompts to encourage students with physical impairments to reflect on their experiences and articulate their perspectives (Creswell & Poth, 2018). These prompts are designed to elicit rich, descriptive accounts that capture the nuances and complexities of the schooling experience (Creswell 2014). After an in-depth interview was conducted the researcher used groups to set up preconceptions, analyze data through thematic analysis to identify key themes and patterns in participants' lived experiences, and finally, interpret findings to understand the essence of the phenomenon under investigation; all with an emphasis on the perspectives and meanings participants generate for their experiences (Creswell & Poth, 2018).

2.4. Methods of data analysis

This article, Phenomenological Study Analysis, was employed (Chinyere & Val, 2023). It involves a detailed and iterative process of analyzing individual cases to understand the lived experiences of participants (Chinyere & Val, 2023). Open coding was employed during analysis to break down qualitative data into meaningful codes and concepts. This allowed the researcher to identify important themes and ideas that arose directly from the experiences of the participants without the need for preconceived categories, an essential step in delving deeply into lived experiences. To develop a more thorough understanding of the phenomenon by analyzing the interactions between

various themes, the researcher then employed axial coding, which involves finding connections and relationships between the initially coded concepts. Selective coding then focuses on honing the main themes and bolstering the overall interpretation of the data.

The data interpretation involves a deep immersion into students with physical impairments' narratives, focusing on identifying key themes and meanings related to their lived experiences of their educational challenges and opportunities. To gain a thorough grasp of participants' lived experiences and the significance they attach to a given phenomenon, the researcher coded, categorized, and analyzed the data using ATLAS.ti.

2.5. Trustworthiness

Creswell, a prominent qualitative researcher, outlines several strategies for enhancing trustworthiness in phenomenology studies (Chinyere & Val, 2023). While Creswell's work primarily focuses on qualitative research in general, many of his strategies apply to phenomenology studies (Creswell, 2009). Ensuring dependability involves establishing a clear and coherent process for data collection, analysis, and interpretation (Alase, 2017). The researcher documented their methods thoroughly to allow for replication and verification of the findings (Adler, 2022).

In this study, credibility was ensured; to enhance credibility, researchers were engaged in prolonged engagement with the phenomenon under study (Adler, 2022). This entails devoting enough time to fully comprehend the research setting to have a thorough comprehension of the experiences of partially visually impaired school students (Creswell, 2009).

Additionally, researchers used two types of data sources, such as interviews and observations, to triangulate findings and corroborate interpretations (Tsang, 2014).

In this article, transferability was ensured. While phenomenology studies often focus on the unique experiences of specific individuals or groups, researchers strive to provide rich, detailed descriptions of the phenomenon to enhance transferability (Adler, 2022). By providing thorough contextual information and vivid descriptions of participants' experiences, researchers enable readers to assess the applicability of the findings to other contexts or populations (Adler, 2022).

Conformability was guaranteed in this study. The degree of objectivity and impartiality of the study results is referred to as conformability (Tsang, 2014). In phenomenology studies, the researcher critically reflects on their own biases, assumptions, and preconceptions to minimize their influence on data collection, analysis, and interpretation (Creswell & Poth, 2018). Techniques such as bracketing, peer debriefing, and member checking will help mitigate researcher bias and enhance the credibility of the findings (Adler, 2022).

In this study, authenticity was ensured. Authenticity involves presenting the research findings genuinely and truthfully. The researcher strived to accurately represent the experiences of schooling students with physical impairments and perspectives without imposing their interpretations or agendas (Creswell & Poth, 2018). Maintaining transparency throughout the research process, including disclosing potential conflicts of interest and acknowledging limitations, contributes to the authenticity of the study (Yin, 2013).

By incorporating these strategies, researchers enhanced the trustworthiness of their phenomenology studies and contributed to the validity and credibility of qualitative research findings (Khan, 2014). Triangulation was used by the researcher to obtain high-quality data. To assess the correctness of the data, the researcher triangulated it according to the qualitative research technique (Creswell & Poth, 2018). The method of solving an issue in research by making use of several datasets, researchers, theories, and/or processes is known as triangulation (Creswell & Poth, 2018). By using this research methodology, you may increase the validity and dependability of your findings and reduce the impact of any study biases in your writing (Noble et al., 2019).

2.6. Ethical consideration

Ethical considerations are crucial in phenomenological research, as they involve exploring individuals' lived experiences in depth (Vicars et al., 2015).

Informed consent was acquired in this article. The researcher obtained informed consent from participants before their involvement in the study (Creswell & Poth, 2018). This involves providing participants with comprehensive information about the study's purpose, procedures, risks, benefits, confidentiality measures, and their right to withdraw at any time without penalty (Creswell, 2014). Participants had the opportunity to ask questions and make an informed decision about their participation (Creswell, 2014).

In this article, Confidentiality was ensured: The researcher ensured the confidentiality of participants' identities and data (Creswell, 2009). This includes securely storing and anonymizing data to prevent unauthorized access or disclosure (Creswell & Poth, 2018). The researcher used pseudonyms or codes to refer to participants in any reports or publications to protect their privacy (Creswell, 2014).

In this article, Voluntary Participation was obtained. Participation in the study will be voluntary, and participants will not feel coerced or pressured to take part (Creswell & Poth, 2018). Researchers will

make it clear that participation is entirely voluntary and that individuals can withdraw from the study at any time without consequences.

In this article, Ethical Approval was ensured: The researcher obtained ethical approval from institutional review boards (IRBs) or ethics committees before conducting the study (Creswell, 2014). Ethical approval ensures that the research meets established ethical standards and guidelines and protects the rights and welfare of participants (Creswell, 2009). By adhering to these ethical considerations, the researcher conducted phenomenological studies responsibly and ethically, respecting the rights, well-being, and dignity of participants while producing valuable insights into the schooling of students with disability at primary school in the case of Ambo Town (Creswell & Poth, 2018).

3. Result

The results of the data were examined in detail in this section. Based on participant stories, observations, and demographic information, they are grouped topically. Each topic and sub-theme is the subtleties of the school experience, weaving a rich tapestry of insight into the lived experience of students with physical impairment (SWPI) in educational settings. (Creswell, 2014).

Table 1: Descriptive demographic information for the participant

Name	Gender	Grade	Types Disability
P01	Male	7	Physical Impairments
P02	Female	8	Physical Impairments
P03	Female	5	Physical Impairments
P04	Male	5	Physical Impairments
P05	Male	5	Physical Impairments
P06	Male	6	Physical Impairments
P07	Male	6	Physical Impairments

Table .1 shows the number of students with physical impairments (SWPI) who participated in the study. A total of seven (7) students with physical impairments were chosen from eight, seven, six, and five for this study. Five male SWPI and two female SWPI participated in the study.

Table 2. Themes and subthemes that arose from the data's meticulous examination.

Groups	Categories
Themes	Support provision for SWPI
Subtheme	Support from family for SWPI
Subtheme	Support provision in school for SWPI
Themes	Challenges of the schooling experience for SWPI
Subthemes.	Classroom setting
Subthemes	Physical environment
Subthemes	Lack of awareness of school communication
Subtheme	School community attitudes
Themes	Ways of overcoming challenges
Subtheme	Assertiveness
Subtheme	Adaptability and Resilience
Subtheme.	Loneliness

Table 2, shows that four themes were constructed, with sub-themes established beneath each problem, to reflect the school experience of of students with physical impairment in their educational pursuits. A thorough analysis of the educational experiences of students with Physical impairments (SWPI) revealed intricate themes and subthemes that shed light on the challenges faced, the support received, and the strategies employed to overcome obstacles.

Support services for students with physical impairments (SWPI)

The researcher conducted an in-depth interview to get detailed information on support services for students with physical impairments. Under this theme, two subthemes emerged: Support service from family and school for students with physical impairments.

Support service for students with SWPI from their families was refocused, in their educational activities and at-home support, like medication and educational material provision.

The respondents suggested that "*.... my family's support for my knowledge is countless. My family plays an important role in my emotional comfort, practical help, and best in my education. They play an important role in*

driving at my school. They actively participate in educational trips, and I talk to my family about my homework. In addition, my family managed my medical contracts and helped me with my health. In my educational experience, my family was excellent in providing reading materials, an important part of my learning experience. It also encourages my social integration and participates in the case of pursuit with me and the assistance group ... "(P05).

"... my mother has established my knowledge. She supports me by selling "Harake," a type of alcoholic beverage. When he loses money, she gives me all things for me.... "(P03).

The researcher concluded that, from the results, the responders emphasized how important family support is to them. The family support consists of practical assistance, emotional consolation, and active participation in education, such as helping with homework, going on field excursions, and keeping in touch with schools regularly. Families also assist in maintaining general well-being, managing medical requirements, and promoting mental health. By supplying reading materials and encouraging social integration, they also enhance the educational process of SWPI.

In addition, the support services for students with physical impairments from their school were reflected, and the school community has provided problems with the experience of training SWPI. *"... This school society does not understand me. They have not contacted me regularly. They didn't run away from me. I think the school community can do nothing for me now. I often take educational materials from my peers ... "(P02).*

Add a respondent

"... I do not think there is equality to support educational trips to school in the school community. Teachers urged me... "(P06). "... The school didn't invite me to call and talk. I wanted to get financial support at school, but I couldn't receive support. "(Po5). The teacher's support for students with disabilities, "Despite my request, my teachers did not place me in the middle of the class, because my teachers were children according to height and composition. I do not want to talk to them about my difficulties, because they do not understand me to help me and I fear them. When my friends are in place, some of them are upset about me, harass me, harass me, loudly, call me..." (p07)

From this result, it was concluded that support services for students with physical impairment in school were very low. The school did not give quality service for SWPI due to a lack of understanding; there was a problem of understanding within the school community. The teachers did not understand this student, and even when they arranged students in the classroom setting, they gave places for students as students' height rather than according to students' needs.

Challenges of the schooling experience of SWPI

The researcher gathers data through interviews with respondents on the challenges of SWPI in

different dimensions. The respondents suggested that, in school, the physical environment was as challenging as the schooling experience of SWPI.

The respondents suggested that“....*Ob! It is very difficult to walk inside this school. The rocks in this school have been a major obstacle to my education. The playground is very difficult. So I don't want to leave the classroom very often. I sit in class and spend my breaks...*” (P03).

The respondents suggested that on classroom and toilet challenges, “.....*My classroom is not suitable for my schooling. The seats in the classroom are not compatible with my disability. There is no suitable toilet for me. Because the toilet is not convenient for me, I prefer to stay without food or drink when I come to school. I have never been to the toilet since I came to this school. I can't go to the toilet in a wheelchair...*” (P04).

The school facilities challenge the schooling experience of students with physical impairments, “.....*The road to school is very difficult for me to walk to school. I have a lot of trouble when it rains. I drop out until it rains. I dropped out from February to March. When I go back to school, I go back to the children who are studying and take information from my friends who are willing to support me and continue my studies...*” (P06).

The researchers collect data through interviews on challenges in the school's physical environment from various respondents. The respondents suggested that“ *is very difficult to go to school. The rocks of this school were a great obstacle to my knowledge. The playground is very difficult. So I don't want to leave the classroom often. I am in class and relaxing...*” (P03). Respondents are in difficulties with classes and toilets...(P01)” *I don't have a valuable toilet for myself. I don't like the bathroom, and I want to eat or drink when I go to school. I have never been to the bathroom since I came to this school. I can't go to the bathroom wheelchair ...*”(P04).

School buildings complain of students with disabilities,“... *going to school is very difficult to go to school. There are many problems when it rains. It stops until it rains. I will be out of school from February to March. When I go back to school, I read information about my friends, read and read to read and read.*”(Po6).

From this result, we concluded that the students with physical impairment were challenged in the classroom due to unpleasant classroom arrangements. The classroom size, chair arrangement, and the light in the classroom by itself self not conducive for these students; they were not used toilet like other students. In the classroom and out of the classroom, SWPI was challenging. The out-of-classroom, like the road, the toilet, school building, were difficult for SWPI.

The respondents suggested that a school community attitude is a challenge to the schooling experience of SWPI,“...*The community in this school does not understand me. They shy away from me and are not committed to supporting me. The community in school thinks that I can't do anything. They often exclude me from schoolwork.....*”(P02). “....*I do think the school community doesn't have equality in school in supporting me in my*

education journey. When I suffer in school because of my physical injury problems, only a few teachers support me. My friend takes my books to the teachers to evaluate exercise books but, my teachers do not encourage me alone bring them crippled for assessment....”(P06).

The respondents suggested isolation as a challenge to the schooling experience of students with physical impairments,“.....*I think one of the biggest problems I faced was being away from the other home community. Due to the attitude of the school community being very low, I want to live alone. I spend my free time sitting alone. When friends play, I sit and wish. When I go to them, I'm afraid they'll insult me....”* (P04).

From the above result, we concluded that the school community did without understand SWPI, especially the need for SWPI in educational activities. The school community is not ready to give support to SWPI as a limitation, because SWPI has a lot of limitations, like not participating in sports, and not using the library and toilet like other students. The attitude of the school community was not positive for these students; more students with physical disabilities get support from their Peers.

Generally, under themes, researchers concluded that the respondents share various challenges faced by students with physical impairments in school, particularly concerning accessibility and social inclusion. Some students find it difficult to attend school due to obstacles like rough terrain and inadequate facilities, such as inaccessible classrooms and bathrooms that do not accommodate wheelchairs. These physical barriers prevent them from fully participating in school activities, including using the restroom or attending educational trips. Additionally, students feel misunderstood and isolated by the school community, with some expressing that their peers and teachers do not provide adequate support or understanding. The lack of equality in supporting students with disabilities and the resulting social exclusion make these students hesitant to engage with others, fearing they might disturb their classmates. These experiences highlight the need for improved accessibility, better social integration, and a more supportive school environment for students with physical impairments. As a result, the problems of class schools and institutions indicate that students should pay attention to educational issues (Hlengwa and Masuku, 2022).

The way of overcoming challenges

The researcher found solutions on how the students with physical impairments overcome the challenges. Overcoming the challenges refers to effectively handling or resolving problems or barriers.

The respondents reflected on strategies to overcome their educational challenges, "...*There are many*

problems in school, but I have changed the environment to solve the problem. For example, there is a problem in the school toilet, so I come to school without eating food and drinks ..." (P01). Add a respondent, "... ... because the class is not comfortable because I go to class before going to the course. I have a break without leaving the class. When teachers do the test, I write a lesson at the bar. I will never give up the difficult environment of this school ... "(P03). "... I have to have a good relationship with my friends, and my relationship with my friends will help my acquaintances. My friends support me in my class movement and at school. If there is a problem with the road, it can cause problems and make the feet uncomfortable, so it supports the way. Yes! My peer relationship is applied to overcome the difficulties found in education travel ... "(P06)

The respondents suggested that self-expression is the strategy for overcoming the difficulty, "... I hope tomorrow. I don't give up on anything. I have great autonomy, and I hope I can do what I know. So I will see my education with hope. I insist on myself. I'm not saying I can't. But no one understands me and makes me hurt my heart ... "(P01)

Add a respondent

The respondents presented adaptation and flexibility by overcoming the difficulties of knowledge, "...I am always grateful for the most useful of my academic achievements. I am the most important opportunity to increase my talents, exercise my talents, and determine how to change if necessary ... (P04)".

From this result concluded that primary school students with physical disabilities show resiliency and ingenuity in overcoming obstacles. They highlight the value of self-expression, tenacity, and optimism for the future and rely on solid peer interactions, with friends providing helpful support. They also stress the importance of the school community, instructors, and families in assisting them in overcoming obstacles in their academic careers and gaining access to the resources they require. Adaptability and flexibility are also important, and students express their thanks for the help they get, which helps them to grow and keep moving forward despite obstacles. (Khadzhalova et.al 2021). The researcher interviewed respondents on coping strategies. The respondents presented their knowledge as a complex strategy for school experience. "I used the power and patience inside me, overcoming all the obstacles I knew and helped me use success and new clarity. That's right . I Learn without giving up.... "(P05). From this result, we concluded that students with physical impairments have great motivation to overcome the challenges, and their vision is taken as self-resilience to help them under the coping strategy.

4. Discussion

This study examined the lived experience of students with physical impairments in the case of Ambo Town, from the data generated the themes and subthemes emerged. The study explained various levels of support for students with physical impairments (SWPI) in primary school. To some extent, the support of the badge is important, motivated by colleagues, and well-understood, but sometimes there has been a negative experience from other colleagues, such as negligence. In this study, respondents said that family support is the most important agent for educational success. Family participation is known to be strong in education. In general, SWPI is understood as an extended support system that deals with school and home to improve the educational experience (Khadzhalova et al. 2021). According to the respondents, the difficulties of SWPI in education are understood in many ways. The most important thing is the physical, social, and infrastructure barriers. Many participants have expressed the opinion that the environment of origin is the biggest problem. They reported that there is a big problem in the school compound. Because there was no toilet, the students decided to come to school without food and drinks. And they expressed the opinion that caused problems with these students. And they expressed their opinions, they said they would come and they would not come to school until the rain did not study when it rained. The SWPI adapts so that adaptation and flexibility are continuously evaluated and modified to optimize their learning experiences. In general, the SWPI educational challenges and opportunities were identified. The physical environment of the school was also observed as a problem.

The finding of the study was the interventions for these students were found to be very weak but it's very necessary, In addition, the lack of good support for these students is making them less likely to study, Although a few teachers understood these students and provided special support, it was found that many teachers did not meet the needs of these students and provide the support they needed, Peer relationships are understood to be crucial for this learning of SWPI, especially moral support and material support, yet their support is the most important of all other supports being given to these students, The support from family for these students was found to be very significant, for example, providing moral support to these students, ensuring reliable transportation, helping with homework, and managing medical appointments for SWPI, The physical setting of schools poses several difficulties, such as rough terrain and subpar SWPI facilities, There is a problem with the toilets in the school. Therefore, students are slow to go to the toilets, and a few do not use the toilets. The attitudes of students and instructors within the school community might be alienating and unsupportive. SWPI frequently feels misinterpreted and left out of school events, and SWPI

implements tactics to modify their schedules and classroom routines to better fit their demands in their surroundings. Having solid peer relationships aids SWPI in overcoming obstacles in the classroom since peers offer both emotional and practical assistance. For SWPI, self-advocacy is a vital tactic as it enables them to express their needs and obtain the accommodations they require. SWPI has exceptional resilience and adaptability, always evaluating and modifying its approaches to solve challenges. By strengthening their feeling of self-resilience, SWPI may overcome obstacles.

5. Conclusion

Within this study, the data show that SWPIs are facing challenges in many aspects of their educational experience. In addition, it was noted that there were problems with aspects, unfavorable physical environment, and isolation. In Ambo Town Primary Schools, parents and the school's assistance are thought to be extremely important for the academic achievement of kids with physical disabilities. According to the report, overcoming obstacles requires students to be able to speak out for themselves and adjust to their surroundings. These results imply that to effectively accept and assist SWPI, educational institutions need to implement inclusive policies and a comprehensive support structure. According to the report, overcoming obstacles requires students to be able to speak out for themselves and adjust to their surroundings. According to these results, educational institutions should implement inclusive policies and a thorough support structure to better serve and accommodate SWPI.

6. Implication

The provision of sufficient material support and accessible infrastructure must be given top priority by schools to guarantee that SWPI may fully engage in educational activities. It is crucial to provide teachers and other school personnel with training on the unique requirements of SWPI to provide a more welcoming and encouraging learning environment. Enhancing the entire support system for SWPI might also involve incorporating families in the educational process and promoting peer support networks. Furthermore, encouraging resilience and self-advocacy in SWPI can enable children to overcome obstacles and achieve academic success.

7. Recommendation

Based on the above findings of the study, the following recommendations are proposed to support students with physical impairments (SWPI) in their educational experience. Ambo Town Educational practitioners have to develop and implement robust intervention programs tailored to the specific needs of SWPI, particularly giving regular assessments to ensure the interventions are effective and adapted as needed. Ambo town educational practitioners have to establish comprehensive support systems for students with physical impairments in both academic and emotional needs. The Ambo town primary schools should provide specialized training for teachers to better understand and meet the needs of SWPI., Ambo town education offices have to increase awareness and training among teachers regarding the unique challenges faced by SWPI. Ambo town educators should be equipped with strategies to provide appropriate support and accommodations, Schools have to create programs and initiatives that encourage peer support and understanding because Peer mentoring and inclusive activities can help build strong relationships that provide moral and material support to SWPI, Ambo Town Primary Schools have to encourage active family involvement in the education of SWPI, Ambo Town Primary Schools have to upgrade school facilities to be more accessible for SWPI, Ambo Town Educational practitioners in schools have to empower SWPI to self-advocate by teaching them how to effectively communicate their needs and seek the necessary accommodations, especially providing opportunities for SWPI to practice self-advocacy in a supportive setting and Ambo Town Primary Schools managements have to develop programs that help SWPI build resilience and adaptability. Particularly on counseling services, resilience training, and activities that promote problem-solving skills.

Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this paper.

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Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request. Due to confidentiality and ethical considerations, some data may be restricted.

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