



**PERCEIVED CHALLENGES OF PARTICIPATION OF LEARNERS WITH
DISABILITY IN SPORTS IN PRIMARY SCHOOLS IN EASTERN
DIVISION TORORO MUNICIPALITY**

BY

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EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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DECLARATION

I **PARAN SIMON EKAPURIE, BU/UP/2022/0311**, do hereby declare that this is my research report that entirely is my original effort and that has never been submitted to any institution of higher learning for any academic award of bachelor of education primary in Busitema University.

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APPROVAL

I certify that this research report titled perceived challenges of participation of learners with disability in sports in primary schools in Eastern Division, Tororo Municipality was conducted by **PARAN SIMON EKAPURIE, BU/UP/2022/0311**, under my supervision.

Signed..........

Date.....16/09/2024.....

WESSWA NANDOKHA CHARLES
SUPERVISOR

DEDICATION

This research report is dedicated to my lecturers who guided me to this level, my family members especially my father **Desterio Ekapurie Apusai** and my mother **MiriaAjie Ekapurie** whose effort and work was tirelessly vivid to see that I succeed in all I was doing.

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In a special way, I want to acknowledge Mama **Ankunda Ketty** for the wonderful support materially, spiritually and financially. My friends at the campus for social mobility and academic gears that made me to pen this research report.

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My wife Awor Teddy Constance and the children Maria, Emmanuel and Jane, my sister Jane, Melda, Josephine, my brother and Sister Asante and Mitchell respectively.

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ABSTRACT

The research examined perceived challenges of participation of learners with disabilities in sports in primary schools in Eastern Division in Tororo Municipality. The objectives of the study were;

To identify the types of sports and physical challenges faced by learners with disabilities in participating in sports in primary schools in Uganda. To identify Potential strategies for addressing the perceived challenges and promoting the inclusion of learners with disabilities in sports in primary schools in Uganda. To assess the availability and accessibility of adopted sports equipment and facilities for learners with disabilities in sports in primary schools in Uganda. Across sectional survey design was used to collect data from the respondents, who include; the head teacher, teachers, pupils and municipal Education officer (MOE).

A questionnaire and interview guide will be used to gather data from the 52 respondents.

The research focused on how children with disabilities had been isolated, neglected, denied opportunities to participate in physical education (P.E), stigmatized due to poor teacher attitude as they claim they are from poor background and also abused.

The research singled out vital roles and games children with disabilities took part in. This research also singled out some challenges children with disabilities faced that included;

Following directions and roles that govern institutions correctly, sharing playing materials, delay to show development behaviors, showing quick reactions when being annoyed and difficulty in constructive communication skills.

Some children with disabilities can take part in sports like archery, horse riding, wheel chair tennis, basketball, swimming, wheel chair tennis, track table tennis all were highlighted in the research.

The study used mixed research design based on both quantitative and qualitative research approach was used to collect theoretical data and quantitative approach was used to collect figures. The research used interview field observation guide and questionnaire techniques of data collection. In conclusion, the government and the teachers have to allocate resources and involve all children as stated by the curriculum

policy to all children irrespective of the ability in sports activities.

Definition of Terms

Disability. Is an umbrella term that includes impairment, activity, limitation and participation restriction .according to world Health Organization. According to UNICEF, disability is a multidimensional phenomenon affecting children and includes limitations in their participation and ability to learn play and interact compared to their peers.

Persons with Disability. According to AU, are those who have mental, physical or spiritual condition that hinders then from full participation in social, economic and political activities.

Sports. Is an activity involving physical exertion and skill in which an individual or team competes against one another for the purpose of using, maintaining or improving physical ability or skill while providing entertainment.

Physical Education. Is a school curriculum component focused on the development of physical fitness, motor skills and knowledge about physical activities and healthy lifestyles?

Impairment. Is reduction or loss of function or ability in a body part or organ.

Accessibility. The extent to which sports facilities and equipment are designed or modified to be useable by individuals with disabilities including physical access and availability of adapted equipment.

Stigma. The negative stereotypes of social disapproval that individuals with disabilities may face which can defer their participation in sports due fear of judgment or exclusion

Adaptive Sports. Sports that have been modified or created specifically to meet the needs of individuals with disabilities allowing them to participate on an equal footing.

Physical Barriers. Structural obstacles that prevent or limit access to sports facilities such as in accessible entrance, lack of ramps or nonadjustable equipment

Physical Literacy. The ability to move with competence and confidence in a wide variety of physical activities which can mean to be challenging to LWDs due to limited opportunities or specialized training

Equity in Sports. This is the principal of providing fair opportunities resources and accommodation to ensure that LWDs have equal chances to participate in sports activities.

Legal Frame Work. These are laws and policies that mandate equal access to sports and physical education for individuals with disabilities.

Psychosocial Barriers; An emotional and social factors that hinder participation such as low self-esteem, fear of failure or lack of social support from peers or educators

Inclusive education. An educational approach where learners with disabilities participate alongside their non-disabled peers in general education settings, including physical education and sports activities.

Institutional Support. Is the role of schools, sports, organization and other institution in providing resources training and inclusive environment that support the participation of LWDs.

Support Services. Specialized assistance provided by learners with disabilities, including the presences of trained aides, physiotherapists or adaptive technology to facilitate sports participation

CHAPTER ONE

1.0. Introduction

1.1 Background of the Study

Disability is any physical or mental condition that limits person's movement, senses or activities (Mariam Webster 1828).It can also be ,a condition of challenged performance permanently or episodic that can affect people from birth or be acquired later in life through injury or illness. Disability is both a cause and a consequence of poverty that makes children majorly in developing nations not to get education (Oregon: MISUSA 1997).This research intent to explore and create ways of elevating a result of adequate nutrition and healthcare to disabled children (Washington world bank 1999).Persons with disabilities are isolated and discriminated and there is need for such persons to recognize their own potential and advocate for changes in the society, establish healthy communication, reinforcing new friends, social cohesion away of integrating one to the society faster (Ollmez,2010).Poor attitudes towards people with disabilities, in line with physical education systems, these learners with disabilities should be provided with access to sporting infrastructures, facilities and equipment that will provide them education service as their fundamental right (Keizer et al 2015), no matter what the disability, impairment and hand carp of children is.In line with the curriculum, children can participate in sporting activities as spectators, extend equipment, and provide health services like first aid, moral boost and even some participate directly according to their category of impairment (NCDC 1997).Social model of disability is a theory that posts that disability is not individual problem, but rather a result of social barriers and attitudes that prevent full participation. In my own opinion disability can be viewed as permanently or episodic that can affect people from birth or acquired later in life through injury or illness' feel that sports can play a key role to the lives and community of people with disability, the same as it can for people without disability. Sports encompasses all forms of physical activities and includes play exercise, recreation, organized casual or competitive sports and physical activity for people with disability concerning trends, barriers and benefits of participation.

1.2 Problem of the Statement

In Uganda universal primary Education (UPE) system has a policy aimed at making primary education free and accessible to all children. This initiative was a step towards

inclusivity by ensuring that all children regardless of background, social economic status, disabilities have access to quality education (NCDC 1997).

But in eastern division in Tororo municipality the needs of learners with disability have not been attended to. Government efforts to provide specialized support and resources have been abused by not extending this to disabled learners.

Children with disabilities have been isolated, neglected, denied opportunities to participate in physical education, stigmatized due to poor teacher's attitudes as they claim that they are from poor background and also being abused by not extending necessary support in terms of participating in physical activities even when they attend inclusive (special) schools.

1.3. Objectives of the Study

1.3.1. General Objective

To explore the perceived challenges that influences the participation of children with disabilities in sports within the primary school setting.

1.3.2. Specific Objectives

The study was guided by the following specific objectives.

- i. To identify the types of physical challenges faced by learners with disabilities in participating in sports in primary schools in Eastern Division in Tororo Municipality.
- ii. To assess the availability of sports equipment and facilities for learners with disabilities in sports in primary schools in Eastern Division in Tororo Municipality.
- iii. To identify potential strategies for addressing perceived challenges of learners with disabilities in sports in primary schools in Eastern Division in Tororo Municipality.

1.4. Research Questions

- i. What physical challenges do learners with disabilities encounter when participating in sports activities in primary schools in Eastern Division in Tororo Municipality?
- ii. What sports facilities are currently available for learners with disabilities to engage in sports activities in primary schools in Eastern Division in Tororo Municipality?
- iii. What strategies have been implemented to address the physical challenges faced by learners with disabilities in sports activities at primary school in Eastern Division in Tororo Municipality?

1.5. Scope of the Study

This included the content, geographical and time scopes

1.5.1 Content Scope

The study was carried out to demonstrate the degree of involvement of the children with disabilities (CWDs) to discover the challenges and facilities to their participation and identify modalities of addressing the cited challenges.

1.5.2. Geographical Scope

This research was carried out in 3 selected schools in East division, Tororo municipality and the respondents include the head teacher/deputies, children and some Municipal education leadership that includes MEO and MIS.

1.5.3 Time Scope

The study covered a period of three months ranging from 5th to May 5th

1.6 Research Significance

The study used mixed research based on both quantitative and qualitative research approaches since according to Fraenkel and Wallen (1966) the two describe an existing relationship between variables. It was also encouraged by Amin (2005) for studies that involve collecting data from a large population. Quantitative approach was used to

Collect data in figures using the survey method while qualitative approach was used to collect data in words using interviews and questionnaires.

Interview guides and questionnaire were given to the experts to affirm if they are worthy before using in this research.

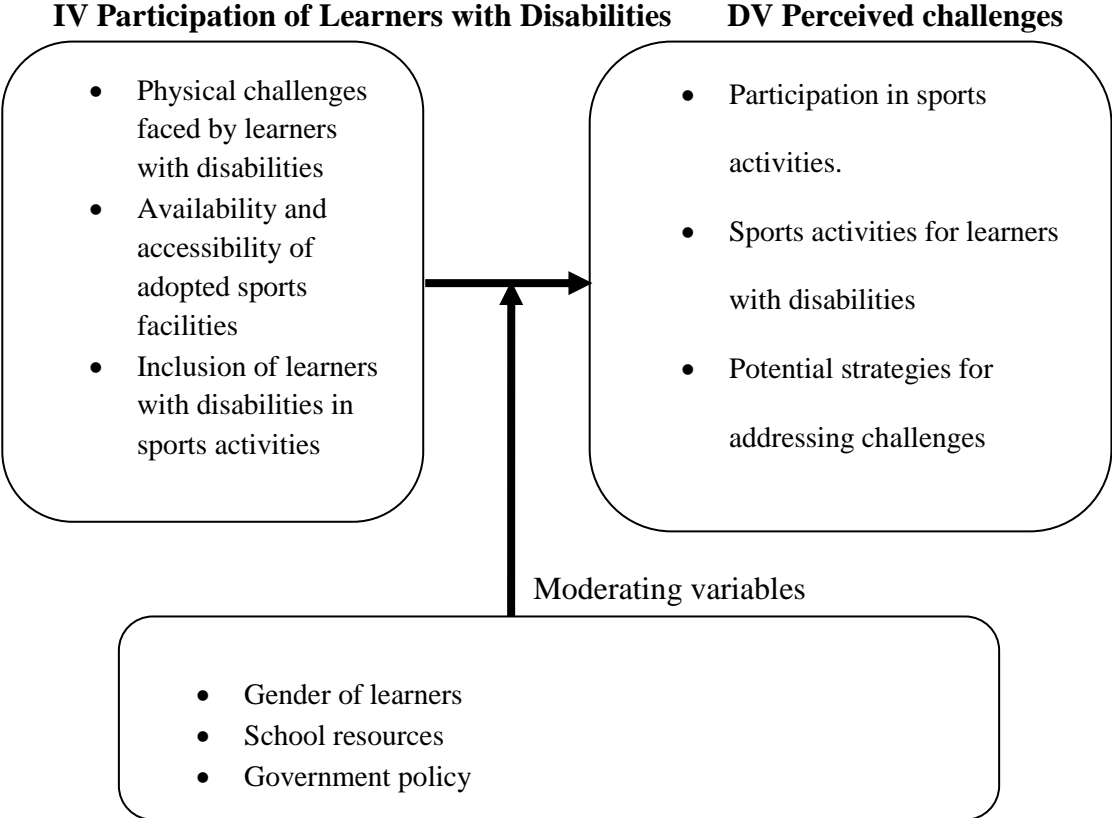
1.7 Justification of the Study

This research made teachers design and use approaches that disabled learners used actively integrate in learning of PE. Just like other normal peers.

The research adjusted the poor thinking of some stakeholders like teacher. Parents to unlearn the degree of their perception that disabled learners cannot actively participate in P.E to learning that this can happen and CWD are part of the normal.

It has helped the school and teachers to design and improve the relevant materials like equipment, and tools that are well suited for the CWD to use adequately even when the ministry has not done it.

Figure 1.8: Conceptual Frame Work



1.9 Conclusion

This research report is aimed at bringing in what is sighted to be difficult in the view of local setting to the possibility in the views of those who advocate for it.

This has acted as stepping tool to me as P.E teacher and colleagues in the department.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introductions

The researcher looked at basic concepts that make up contribution of P.E for disabled pupils Major problems of disabled pupils and possible solutions to the sited problems. The researcher was in position to look at relevant sources of data in different websites, books, review of different scholars. Literature among other documents the school library many have.

The WHO produced a report (2002) and the World Bank (2011) suggests that more than 1 billion people in the world have disability. These people are poor, have poor health and lower education compared to those without disability.

A disability is any restriction or lack of ability to perform any activity in the manner or within the range considered normal for a human being according to WHOM.

United nation stated that impairments are functional limitations occurring in population in any country in the world (Article 30.5 of 18th March 2008).It stated that people may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness which may be permanent or transitory in nature.

2.1. Physical Challenges faced by Learners with Disabilities in Participating in Sports Activities in Primary Schools

The type of disability among learners in primary schools is extensive, with significant contribution from organizations such as the world health organization (WHO) (2011) and the World Bank. The WHO signs mobility impairments such as paralysis, cerebral palsy and amputations. These disabilities often require physical accommodation in the school environment such as desks, ramps, modified desk and accessible transportation.

The national center on deaf-blindness (NCDB) (2012) involves impairments related to vision and hearing and recommends the use assistive technologies like brail, sign language and hearing devices to support learning a view the researchers agrees with for the purpose of Including all learners in learning process as stated by the United Nations convention on the rights of person with disabilities (CRPD) on (article 24).

Intellectual disabilities are majorly characterized by limitations in intellectual functioning and adoptive behavior. These disabilities are viewed as Down syndrome autism spectrum disorders and developmental delays. Special Olympics inclusive sports programs like unified sports which pair individuals with and without intellectual disabilities to promote participation and skill development, unlike others disabilities, learning disability affect the ability to understand or use language ,perform mathematical calculations and co-ordinate movements that are ;dyslexia dyscalculia and attention deficit/hyperactivity disorders(ADHD) Hustler and bar-Eli(1993) cited the importance of individualized instruction, clear communication and structured environments to facilitate sports participation for learners with learning disabilities.

Emotional and behavioral disorders are sighted as those disorders that impact emotional stability and behavior, including conditions like anxiety disorders and conduct disorders. A view that the researcher may intend to perceive to have impacted some unbecoming characters among disabled learners in sports activities. This view was backed by Dunn and Watkins (2011) who later recommended supportive coaching consistent routines and behavior management strategies to help students with emotional and behavioral disorders engaged in sports. Smith (2013) identifies accessibility barriers such as lack of ramps, uneven playing surfaces and non-adaptive sport equipment as significant challenges for learners with physical disabilities. Rimmer and Rowland (2008) emphasize the need for inclusive design in sports facilities and equitable participation.

Block and Obrusnikov (2007) discuss how physical limitations such as reduces muscle strength, coordination difficulties and restricted range of motion, can hinder sports participation for learners with physical disabilities. Groff Lundberge and Zabriskie (2009) highlight the importance of adoptive sports programs that modify rules and use specialized equipment to address these limitations

For learners with sensory disabilities, effective communication can be a challenge. Lieberman and Houston Wilson (2009) suggest the use of visual signals tackle cues and clear visual instruction to support participation

A view that the researcher agrees with it for the purpose of catering individuals with disabilities to perfect in sports activities as advocated block (1994) who takes sports as a safety not only to the body but also to the brain. Just as UNICEF, support inclusive sports as a means to promote equity, health and social integration for all children, including those with disability.

Ochan, (2019) carried out research on the topic ‘perceived barriers to participation in sports by learners with disabilities in Northern Uganda’ but this was not done in Tororo.

Ochan, (2019) used qualitative interviews and focus group discussions methods to carry out research on ‘perceived barriers to participation in sports by learners with disability whereas am using field observation ,interview guide and questionnaires ,this will help to measure consistency of views and how they will be applied in helping LWDs to participate actively.

2.2 Assessing the Availability and Accessibility of Adopted Sports Facilities for Learners with Disabilities

The perception of learners with disabilities (LWDs) in sports is visual aspect of their physical, social and emotional development. However, this perception is often hampered by various challenges related to the availability and accessibility of appropriate sports equipment and facilities. This will explore on these challengers, will also focus on primary schools.

Several studies highlights the benefits of sports participation for CWDs, these include improved social interactions, increased self-esteem and better psychological wellbeing(Murphy and Carbone,2008)Inclusive sports program can also promote understanding and acceptance among peers without disabilities, fostering a more inclusive school environment(Block and obrusnikova,2007). Research indicates that there is a significant shortage of adoptive equipment in many primary schools. There is lack of basic adaptive sports equipment', such as, specially designed balls, wheelchairs for sports and modified gym equipment. This lack of resources limits the types of sports activities available to learners with disabilities aview that the researcher abides with and therefore recommends for increased funding and allocating more resources to give an opportunity for adaptive sports equipment and facility modification to make LWD part of the sports family.

Physical accessibility of sports facilities is critical issue. According to a report by the national center on physical activity and disability(NCPAD,2010) Many schools do not have accessible sports facilities ,such as gyms, swimming pools and play grounds, Barriers include lack of ramps, sports surface. These obstacles significantly reduce the ability of learners with disabilities to participate in sports activities .The opinion the researcher agrees with but with the knowledge of improvisation, CWDs can be integrated and taken actively in participation in sports activities, a gap that necessitated the proposed elaboration on this guide.

Attitudinal barriers among staff and peers are viewed as significant challenges. Rimmers and Rowland (2008) identified negative attitudes and low expectations from teachers among others stake holders and non-disabled peers as major barriers to participation. These attitudes can stem from lack of understanding and awareness about the capabilities and benefits of inclusive sports programs.

The need for specialized training for teachers and coaches will be well documented. Tripp Rizzo and Webbert (2007) emphasize that educators often lack the necessary skills and knowledge to effectively include learners with disabilities in sports activities .Professional

development programs that focus on adaptive physical education and inclusive teaching strategies are essentials to address this gap insufficient funding and inadequate policies are also significant barriers. The individual with disabilities education act (IDEA) mandates that schools provide equal opportunities for students with disabilities but compliance varies widely .A study by Sherriel (2004) highlights that many schools struggles to allocate sufficient funds for adoptive sports equipment's and facility modification .

Several case studies illustrate successful strategies for overcoming these challenges. For instance, a program in New York city schools impairment a comprehensive adaptive physical education curriculum, resulting in increased participation and parents(Goodwin,2008) these programs often involve collaboration between schools, community organization and local government to provide necessary resources and support. Awareness campaigns to change altitudes and perception about the participation of learners with disabilities in sports Rimmer, and Rowland, (2008).The participation of LWDs is sports are crucial for their overall development, yet significant challenges remain. The availability of adapted sports equipment and facilities, attitudinal barriers, lack of training and funding issues are major obstacles. Addressing these challenges requires a multifaceted approach involving increased resources, professional development policy enforcement, community collaboration and awareness initiatives (Webbert,1 2007).

Oduor, (2018) in Kenya carried out research on similar topic but using different objectives than the ones I used in Uganda. Oduor (2018) used exploratory sequential design to carry out research similar to the one I carried out in 2024 using a mixed research design based on both quantitative and qualitative approached.

Namkula, (2018) researched on the topic Mental health challenges among primary school learners in Uganda' using Bio ecological model of human development whereas there was a need to identify the perceived challenges on participation on learners with disabilities in primary schools in Eastern Division in Tororo Municipality using social model of disability .

.2.3 Physical Challenges Faced by Learners with Disabilities in Participating in Sports in Primary Schools in Uganda

Participation in sports is Avery critical aspect of childhood development, cognitive, psychomotor and, however learners with disabilities often face numerous physical challenges that underpin their ability to participate fully in sports activities within primary schools. As a major barrier for learners with disabilities is the inaccessibility of sports facility. Block and

Obrusnikikosa (2007). Identify that many schools lack essentials infrastructure such as ramps, accessible locker rooms and adoptive sports equipment's. This brings a gap in that the researcher sought that it can prevent students with disabilities from engaging in sports activities alongside their peers.

Learners with disabilities frequently face health related physical limitations that impede their participation in sports. Lieberman Houston-Wilson and Kozub(2002) report that children with physical disabilities(CWPDs) may experience increased fatigue, pain and limited mobility which makes them challenging to engage in physical activities for extended periods addressing these health issues is crucial for enabling meaningful. Sherrill 2004) emphasized that appropriate equipment's is essentials for facilitating the involvement of CWDs in sports.

Hutzler, (2009) and Block ,M.E&N.R.(2013) did research on the same topic perceived barriers to participation in physical activity among children disability yet there were more modern reviews made currently that need to be established and urgently addressed

2.4 Conclusion

Learners with disabilities in primary schools face significant physical challenges that hinder their participation in sports, including inadequate physical infrastructures, lack of appropriate equipment and limited support from trained personnel. These barriers contribute to the marginalization of these learners, reducing their opportunities for physical development and social interaction (Nkuba, 2020).

The availability and accessibility of adapted sports facilities for LWDs in Uganda primary schools remain insufficient to support inclusive sports programs on my view this deficiency is compounded by the uneven distribution of facilities across regions and the absence of clear policies to ensure accessibility for all learners.

Implementing targeted strategies such as training for teachers on inclusive sports practice improving infrastructure and fostering community involvement can significantly enhance the inclusion of LWDs in sports. These strategies not only address the immediate challenges but also contribute to a broader culture in inclusivity with schools (Mwesige, 2021) for these strategies to be effective, they must be contextually relevant and supported by continuous monitoring and evaluation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The researcher was in position to look at various methods and tools that were relevant to attach pupils with disability to creative participation in relation to their challenges and facilitators to them.

3.1 Research Design

The study used a mixed research design based on both quantitative and qualitative research approaches since according to Fraenkel and Wallen (1966) describe an existing relationship between variable. It was also encouraged by Amin (2005) for studies that involve collecting data from a large population. Quantitative approach was used to collect data in figures using the survey method will the qualitative approach was used to collect data in words using interviews.

Interviews guides and questionnaires were given to the experts to affirm if they were worthy before using in this research.

3.2 Population

The total number of respondents was 68 of which 2 were municipality official, 5 head teachers, 9 teachers and 52 learners.

3.3 Sampling techniques

The researcher prepared semi-structured interview guide, field observation check list and questionnaires guide. After preparing the instruction they will be given to different teacher for necessary improvement.

The researcher organized observation for practical lessons conducted by physical education teachers .The observation was on the playground where the PE practical activity took place.

Interviews were administered in English since it is a national language of instruction in schools and it's understood by majority of the respondents. Notes were taken and edited

3.4 Data Collecting Methods

In order for a searcher to obtain the adequate information presented below, qualitative approach was used to collect theoretical data and quantitative approach was used to collect figures of the research report.

The other methods include interviews field observations and questionnaires.

The secondary data gathering included documentary review such as text books, dissertations, journals and newspapers related to perceived challenges to participate of learners with disabilities in schools.

3.4.1 Field Observation

The observation was conducted during a PE lesson. It took place as the teachers were conducting a practical PE lesson on the play

3.4.2 Interview

The major way a qualitative researcher sought to understand the perception, feelings and knowledge of people on program was through in-depth intensive interview as stated by Best and Kahan (1989) PE teachers students with disabilities and senior education officials were interviewed not forgetting head teachers.

3.5. Data Collection Instruments

These are a collection of tools that necessitate the data collection resulting from various methods cited.

3.5.1 Interview Guide

The researcher designed and used structured, semi structured and unstructured guides. The semi structured was considered as a major instrument because it gives the exact opinion which was based on collection of data.

3.5.2 Field Observation Guide/ Check List

The researcher designed a sample guide of observational questions to disabled learners to help and source for the information.

3.6. Data Quality Control

The data was synchronized by the researcher, the experienced PE teachers, one of the most experienced PE consultants among the respondents. The data was organized and analyzed in sequential process that included transcription, categorization, data reduction, conclusion and verification and all matters from respondents were kept without disclosing the identity of the respondent.

3.7. Data Quality Control

The data quality control was ensured by maintaining the validity and reliability of the instruments used in the study. The study maintained the quality of the instruments by ensuring validity and reliability of the instruments.

3.7.1 Validation of Instruments

Validity refers to how accurately a research instrument measures what is intended to measure. The researcher ensured that the instrument covered all aspects of physical challenges that learners faced in sports that were achieved through expert views and pilot testing to ensure the questions accurately reflect the physical challenges.

Construct validity ensured the concept of availability and accessibility on checklists and observational tools which was done in comparison with existing standards or frameworks.

Face validity ensured the instruments like interviews; questionnaires appeared to measure the intended concept and content validity ensured the instrument comprehensively covers potential strategies, Above all, the study ensured validity of most instruments based on the comments of the supervisor and adjustments were made in line with the above.

The content validity index (CVI) was used to quantify content validity.

A panel of experts were selected to rate the relevance of each item for each item the proportion of experts who rated was calculated item-level CVI(1-CVL) for 4 out of 5 experts who rated ,then the 1-CVL was 0.8.The scale level(5-CVI/Ave) is sum of 1-CVLs and divided by the number of items .

To get the S-CVL/Ave,1 counted how many items have an 1-CVL of 0.78 or above and 1 divided by the total number of items .

The study will ensured validity of the questionnaire and interview guide basing on the comments of the supervisors and adjustment was done in Eastern Division Tororo Municipality but in different schools a respondent is likely to generate similar characteristics.

3.7.2 Reliability of the Instruments

According to Kerlinger (1993) reliability refers to consistency that an instrument demonstrates when applied repeatedly under similar conditions.

Reliability of this research was ensured by following the guidance and recommendations of the supervisors. The items taken to be unreliable will be removed. The researcher will make a continuous interaction with the respondents to ensure reliability test, table using chronbach's Alpha provided by SPSS. The researcher used 0-1 as the rate of reliability of the instruments.

3.8 Ethical Consideration

To make the participant well aware of the purpose of research, the researcher discussed with them before the beginning of data collections.

The consent is taken seriously and the participants have a right to decline, participate or even withdraw if they decide to do so.

The researcher used codes not names.

3.9 Limitation and Delimitations of the Study

3.9.1 Limitations of the Study

- The research found out that not all the respondents were willing to share and give the information required openly and heartedly.
- There were challenges of weather changes that did not favor the movement during data collection which led to delay of the process.

- The research process proved to be costly as observed from the proposal and then final report
- The process of collecting, compiling data and analysis was time consuming.

3.9.2 Delimitations

- The researcher talked to the respondents on the purpose he was carrying out research.
- The program was adjusted so that the researcher could move in the morning hours.
- The researcher got a microfinance loan from money lenders to cater for the cost of data collection, analysis and compiling.
- The researcher used very early hours and late evenings before and after official work schedules to analyze, interpret data.

3.10 Conclusion

Using reviewed literature and a detailed report that was presented, physical education was to be a key part in the total educational activities which is beneficial for mental, physical, social and psychological aspects.

It promotes inclusive education yet in many schools CWDs are deprived from physical education practical classes and most of the pupils with disabilities have no access to PE lessons which is taking current shape hence leaving them idle and valueless.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter includes presentation, analysis and interpretation of findings based on sub themes got from the study objectives. The section also includes respondents, response rate and background information of respondents.

Table 1 Table 4.1 Response Rate for Availability of all Respondents

Category of Respondents	Target Sample	Actual Sample	Percentage Response
MEO	01	01	100%
MIS	01	01	100%
Head teachers	03	03	100%
Deputy Head teachers	03	02	66.7%
Teachers	12	09	75%
Learners	60	52	87%

Source: Data Collection

Table 4.1 indicates that 80 respondents in the above selected schools, Elgon View Primary School, Tororo Police Children's Primary School and Tororo College Primary School participated in the study. The 100% response rate was for Municipal Education officer, Municipal Inspector of Schools (MIS) and the headteachers. The researcher was able to get this 100% response rate due to the prior arrangements made with them and I met them in their convenient time and places. The response rate of and deputy head teachers was 66.7%. The response rate for teachers was 75%, the response rate from learners with disabilities was 87%. The response rate of above 88 in average implied that the respondent's response rate was good. In agreement, Mugenda and Mugenda (1999) commended that 70% average as a good response rate for collection of quantitative data. The response rate of deputy head teachers was the lowest since one of them teachers had very critical engagements at time of data collection and

the percentage response of learners indicated by 87% found out that some learners who had disabilities did not attend school that day. This implied that CWDs should be given special attention, improvise learning materials and modifying learning activities to become more interesting enough to create curiosity in them to attend school regularly.

Table 4.2. Response on Age of Learners

Age Category	Frequency	Percentage
0-11 years	9	17.3%
12-15 years	23	44.2%
16 and above	20	38.5%
Total	52	100%

Source: Demographics

Table 4.2 shows that 17.3 of the learners are below 12 years, majority of the respondents who are learners are within the age of 12 years and 15 years indicated by 44.2% while 38.5% of the learners are above 15 years as indicated in table 4.2. This is because most LWDs delay to progress as fast as possible like other normal peers due to numerous challenges highlighted in the research.

Table 4.3 Response on Age of Teachers.

Age Category	Frequency	Percentage
Below 31 years	3	33.3%
31-40 years	4	44.4%
41-above	3	22.2%
Total	3	100%

Source: Participants Demographics

Table 4.3 indicates that 33.3% of the teachers are below 30 years, 22.2% are above 40 years taking the lower percentage while 44.4% who are the majority are within 31 years to 40 years.

Table 4.4 Response on Age of Head teachers.

Age Category	Frequency	Percentage
Below 45 years	0	0%
45-55 years	1	33.3%
Above 55 years	2	66.7%

Total	3	100%
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Source: Results and Demographics

Table .4.4 indicates that no head teacher is below 45 years which is shown by 0%, 33.3% of the actual sample head teachers lie from 45 years to 55 years and 66.7% are above 55 years.

The highest number of head teachers are in age category of 50 years and above .Their response could reflect a more contemporary view possibly influenced by current educational practices and inclusivity effort .It is therefore noted that those head teachers over 50 years may have experience or historical perspectives on the challenges faced by learners with disabilities (LWDs).

Table 4.5 Response of Gender of all Respondents

Category	Gender	Frequency	Percentages	Total
Municipal Officials	Male	01	50%	100%
	Female	01	50%	
Head teacher	Male	02	66.7%	100%
	Female	01	33.3%	
Deputy head teachers	Male	01	50%	100%
	Female	01	50%	
Teachers	Male	05	55.6%	100%
	Female	04	44.4%	
Learners	Male	28	53.8%	100%
	Female	24	46.2%	
Total	Male	47	54.4%	100%
	Female	31	45.6%	

Sources: Participants Demographics

Table 4.5 Shows that there is gender equality on the municipal officials sampled for this research taking 50% each.

Male head teacher took 66.7% and female took 33.3%.The expected number of deputy head teachers was there but one was not present by the time data was being collected. The percentage of a sample which was above 66% implied there was a quorum realized.

Deputy Head teacher response on gender also signified balanced gender equality seen from table 4.5 indicated by 50% for each. Write what is the table above.

Of the sample of teachers, the percentage of female was 44.4% the small variation in percentage implied that the research gathered diversified views from both male and female respondents that gives a minor bias on gender and went ahead to investigate the highest level of education of the respondents as presented in table 4.6.

Table 4.6 Responses on Educational Level of Teachers

Education level	Frequency	Percentages
Grade III Certificate	4	44.4%
Diploma	2	22.2%
Bachelor's degree	3	33.3%
Total	9	100%

Source: Participants Demographics

Grade III Certificate holders took the largest percentage of 44.4% ,Diploma took 22.2% and Bachelor's degree took 33.3% .The biggest percentage of 55.5% of those who attained diploma and bachelor's degree in this research gave a divergent views that guided the discovery of perceived challenges on participation of learners with disabilities based on their experiences on the content of research .The narrow gap in percentage of those with Grade III and those with diploma and bachelor's degree gave a significant gap in a awareness and understanding of the barriers faced with learners with disabilities in primary schools in Eastern division in Tororo municipality.

Table 4.7 Responses on Educational Level of Head teachers

Educational Level	Frequency	Percentages
Bachelor's Degree	2	66.7%
Master's Degree	1	33.3%
Total	3	100%

Source; Respondents Characteristics and Demographics

From 4.7, shows that the biggest number of head teachers have bachelor's degree indicated by 66.7% of the sample whereas 33.3% have a master's degree. This level of bachelor's degree as a minimum qualification signifies seasoned administrative policies schools in Eastern Division

in Tororo municipality and educational policies governing al children irrespective of disabilities can be implemented given that their adequate support interims of fanatical materials.

Table 4.8 Response on Education Level of Deputy Head Teachers

Educational Level	Frequency	Percentage
Diploma	1	33.3%
Bachelor’s Degree	2	66.7%
Total	3	100%

Source; Results and Demographics

Table 4:8 shows that a small percentage indicated by 33.3% of the sample of deputy head teachers have diploma, 66.7% have Bachelor’s degree. The highest percentage of bachelor’s degree holders gives a significant back up of experience to effectively comprehend the perceived challenges faced by learners with disability in primary schools in Eastern Division in Tororo municipality and they can adequately given recommended solutions to some of the challenges provided more resources are available.

Table 4.9 Responses on Educational Level of Municipal Education Officials (MOE and MIS)

Educational Level	Frequency	Percentage
Bachelors degree	01	50%
Masters degree	01	50%
Total	2	100%

Source, Demographics

From table 4.9 shows that there is a balanced percentage on the level of education of the municipal education officials indicated by 50% for Bachelor’s degree and 50% for the master’s degree for the two officials.

This balanced percentage of educational level informed the researcher that there is consultation made on decisions making regarding policies governing different learners with divergent educational needs in Eastern Division in Tororo Municipality.

Table 4.10. Response on the Class of the Learners

Class	Frequency	Percentage
P.2	1	2%
P.3	3	5.6%
P.4	5	10%
P.5	10	19.2%
P.6	15	29%
P.7	18	35%
Total	52	100%

Source; Demographics

Table 4.10 shows the involvement of all classes in physical activities not as people always say that physical activities is for lower primary classes, this indicates that all children have interest in physical education activities.

The highest percentage of 35% from P.7 and 29% of P.6 was so since they gave views which could gave the basis of the research. Therefore, I encourage all the learners to be involved in physical activities and sports irrespective of the inability.

4.11 Sports Facilities

These are ventures used to promote sports activities for LWDs. The facilities include; Accessible sports courts and fields, adaptive gyms, inclusive play –grounds aquatic facilities and training and competition venues.

Objective One: To identify the types of physical challenges faced by learners with disabilities in participating in sports in primary schools in Eastern Division in Tororo Municipality.

Table 4.11 Responses on **Sports Facilities by Learners with Disabilities**

The Dependent variables in this study was sports facilities which was measured by the independent variable availability for learners with disability. The quantitative measures for these variables were four that were measured as strongly Agree (SA), Agreed (A), Disagree (D), and strongly disagree (SD).

Indicators	SA	A	D	SD	MV	STD
I have access to sports facilities designed for my needs	7 (13%)	6 (12%)	35 (67%)	4 (8%)	1.50	0.43
The sports facilities are accessible to me.	1 (2%)	2 (4%)	7 (13%)	42 (81%)	1.92	0.55
I can easily reach the sports facilities indeed.	29 (56%)	15 (29%)	5 (10%)	3 (6%)	1.70	0.49
The sports facilities have ramps for wheel chair access.	4 (8%)	6 (12%)	37 (71%)	5 (10%)	1.62	0.46
I feel safe using the sports facilities.	12 (23%)	30 (58%)	8 (15%)	2 (4%)	1.62	0.46
There are few sports facilities available for LWDs in my area (School).	42 (81%)	7 (13%)	1 (2%)	2 (4%)	1.88	0.54

Source: Sports Geography

From the table 4.11, it is indicated that 75% of the respondents disagreed that they have access to sports facilities designed for them. As observed, the analysis shows that 13% strongly agreed which was 1% more than those who agreed. The mean value of 1.5 out 2 implies that most of the respondents responses show they have no access to sports facilities whereas the standard deviation of 0.43 lower than 0.5 implies that the views of the respondents were not having big variability.

Most of the respondents indicated by 94% disagreed with the indicator that sports facilities are accessible to them while 6% agreed. The highest percentage of disagreement with this indicator related to its high mean value that the sports facilities can't be accessible due to the fact they are not there and so they cannot be assessed. To the researchers, you cannot access what you do not have.

Majority of the respondents indicated by 85% of the respondents agreed that they can easily access and reach the sports facilities they need. Also, 10% disagreed and 6% strongly disagreed, quantifying a Minority percentage of 16% disagreement. The mean value of 1.70 out of two shows that majority of the respondents can easily access the facilities they need whereas low standard deviation of 0.49 indicated that the views of the respondents were similar on this item (indicator).

From table 4.11, most of the respondents indicated by 91% disagreed that facilities have ramps for wheelchair access and 19% agreed. In relation to mean value of 1.62 shows that most of the facilities do not have ramps for wheelchair access while a lower standard deviation of 0.51 indicated that the views of the respondents did not have a big variability.

It is indicated that 81% of the respondents agreed that they feel safe using sports facilities while 15% disagreed and 4% of the respondents strongly disagreed. Therefore, the mean value of 1.62 and standard deviation of 0.46 signifies that the respondents can use sports facilities and the views of the respondents were similar respectively.

The majority of the respondents indicated by 94% agreed that there are few sports facilities available for LWDs in their areas whereas only 6% disagreed with the Indicator. As reviewed; the mean value of 1.88 out of 2 indicated that there are few sports facilities in Eastern Division in Tororo Municipality and low standard deviation of 0.54 signified that the respondents had similar views on the indicator.

Objective Two: To assess the availability of sports equipment and facilities for learners with disabilities in sports in primary schools in Eastern Division in Tororo Municipality.

4.12 Physical Challenges facing Children with Disabilities

The dependents variable in this study was physical challenges and it was measured using five quantitative questions and interviewed items. The quantitative questions were measured as 1. Strongly agreed (SA), 2. Agreed (A), disagree (D), 4. Strongly disagreed (SD)

Table 4.12. Response on Physical Challenges facing Children with Disabilities.

Indicators	SA	A	D	SD	STD	MV
Assessing the children’s mobility during physical activities is not good.	07 (13%)	24 (46%)	11 (21%)	10 (19%)	3.35	0.57
There is excellent strength and endurance of muscles for LWDs	02 (4%)	10 (19%)	26 (50%)	14 (27%)	3.33	0.76
Children with disability socialize freely with others	30 (58%)	15 (29%)	3 (6%)	4 (8%)	3.67	0.71
Lack of fields, wheelchairs, visual aids, glasses greatly affects participation of LWDs	45 (87%)	05 (10%)	1 (2%)	1 (2%)	3.93	0.12
Failure to have good teaching and coaching staff discourages LWDs from maximum participation	32 (62%)	12 (23%)	5 (10%)	3 (6%)	3.78	0.21

Source; Findings and Results

Table 4.12 shows that majority of the respondents indicated by 46% agreed that assessing the mobility of children during physical activities is not good. The 21% of the respondents disagreed, 19% of the very sampled respondents strongly disagreed while 13% strongly agreed that the assessment of mobility was bad. The mean of the respondents in this assessment was 3.33% implying that there is assessment but barred by multiple challenges and the standard deviation (STD) of 0.83 implies that views of the respondents were almost related since the Deviation is below the mean value.

The majority of the respondents indicated by 50%, which was a half, fairly disagree on the item that there is excellent strength and endurance of muscles for learners with disabilities in physical activities. The 27% of the respondents strongly disagreed, 19% agreed and 4% strongly agreed. The mean of 3.10 out of 4.00 shows that the respondents fairly agreed the fact that there is strength and endurance observed for LWDs and standard deviation value of 0.76 implies that there correlation of responses from the respondents.

Most of the respondents strongly agreed that there was good socialization among children with disabilities indicated by 58% of the responses. The 29% agreed with the stated indicators, 8% of the respondents strongly disagreed and 6% disagreed. The mean value of 3.67 out of 4.00

shows that there was good socialization among children with disabilities with others while the lower standard deviation indicates that some of the many respondents' views are related.

The majority of the respondents indicated by 87% strongly agree that lack of field, gyms, arenas, swimming pools greatly affect participation of LWDs, 10% agree and those who disagree and strongly disagreed took the same share each of 2%. The mean of 3.93 out of 4 indicates that of adopted facilities greatly affects participation of learners with disabilities in sports activities while the lower standard deviation states that most of the respondents had similar responses.

From table 4.12, it is noted that 62% of the respondents strongly agreed that failure to have good teaching and coaching discourages learners with disability from maximum participation. It is also observed that 23%, agreed with the idea, whereas 6% strongly disagreed. The majority of the respondents that strongly agreed make the mean value of the respondents to be 3.78 and clarify that there is need to have good teaching and coaching staff whereas the standard deviation of 0.21 signifies that of the majority who agreed and strongly agreed have similar responses.

There should be a drastic measure that should be made in order to reduce physical challenges facing children with disability. Seen from the table above, most of the respondents affirm that there is a challenge of learners with disability participation. These views were collected from a random of a half of Tororo Municipality an area that has given a percentage of challenge affirmation which is above 60%.

This then asserts that learners with disability in Eastern Division Tororo Municipality face challenges of participation in sports activities.

Objective Three: To Identify Potential Strategies for addressing Perceived Challenges of Learners with Disabilities in sports in Primary Schools in Eastern Division in Tororo Municipality.

4.13 Strategies Implemented to Address the Physical Challenges

The dependent variable in this study was existing programs and the independent variable was physical challenges faced by LWDs. This was measured by five quantitative questions which were investigated using interviews and the results were measured as Strongly Agreed (SA),

agree (A), Not sure (NS), Disagree (D) and Strongly disagree (SD) and the responses tabulated below

4.13. Responses of LWDs on Implementations to address the Physical Challenges faced by Learners with Disabilities (LWDs)

Indicators	SA	A	NS	D	SD	MV	STD
The sports programs at my school are accessible to all learners including those with disability.	30 (58%)	13 (25.%)	2 4%	3 6%	4 8%	4.67	0.69
My school provides adequate support for learners with disabilities to participate in sports activities.	2 4%	1 2%	0 00%	17 33%	32 62%	4.81	0.77
Teachers and coaches at my school are trained to include students with disabilities in sports activities.	2 4%	10 19 %	3 6%	20 38%	17 33%	3.88	0.52
The ministry of education and school administration actively promotes the inclusion of learners with disabilities in sports activities in my school	3 6%	1 2%	1 2%	30 57%	17 33%	4.79	0.72
I feel that learners with disabilities are not encouraged to participate in sports activities at my school	33 63%	13 25%	2 4%	1 2%	3 6%	4.76	0.71

Source; Results

The respondents indicated by 84% agreed on the indicator that the sport program at their schools are accessible to all learners including those with disability, 14% of the respondents disagreed while 4% were not sure. The mean value of 4.67 out of 5 shows that learner's access sports programs in schools even those with disability and the standard deviation of 0.69 indicates that the respondents had similar views.

The respondents indicated by 95% on the indicator that the school provides adequate support for learners with disabilities to participate in sports activities disagreed with it, 6% of the respondents agreed while none of the respondents wasn't sure. Therefore basing on the above percentage variation, it shows that the school does not provide adequate support for LWDs to participate in sports activities.

Majority of the respondents indicated by 7% disagreed with the indicator that teaches and coaches at schools are trained to include students with disabilities in sports activities, 4% agreed and 6% were not sure. The mean value of 3.88 indicates that teachers and coaches are

not trained to handle LWDs in sports and the standard deviation of 0.52 shows that the views of the respondents were related on this item.

The indicator that ministry of education and school administration actively promotes the inclusion of LWDs in sports activities in schools was disagreed by the respondents as it is indicated by 90%,2% were not sure and 8% agreed. The head teacher did not create detailed inquires as to why majority disagreed, but to the researcher’s view, the respondents require support from both the ministry and school administration.

Majority of the respondents indicated by 88% agreed with the indicator that they feel LWDs are not encouraged to participate in sports activities at their schools, 8% disagreed with the same indicator whereas 4% of the respondents were not sure.

The mean value of 4.76 justifies percentage of agreement above and the standard deviation of 0.71 affirms that the views of the respondent were correlated.

4.14 Factors Hindering the Participation of Physically Disabled Pupils in P.E Practical Classes

During an observation of practical lessons, the teachers were interviewed on factors that hinder participation of children with physical disabilities in practical lessons. Their responses were captured, recorded and tabulated below:

Table 4.14: Responses of Teachers on Factors Hindering Participation of Learners with Disabilities

Variable Factors Hindering Participation	Frequency	Percentage (%)
School administration	2	22.2
Educational background	1	11.1
Curriculum	1	11.1
Attitudes	2	22.2
Facilities	3	33.3
Total	9	100%

Source Barriers to Participation

Of the nine teachers interviewed; 33.3% talked about limited facilities for the disabled; 22.2%, gave school administration just attitudes towards the LWDs, 11.1% mentioned educational background and the same percentage was recorded from curriculum for the disabled. From the analysis, teachers, therefore acknowledged that there were challenges to P.E practical classes for the disabled.

Following the interview, the head teacher tabulated the results on the table above; a large number of LWDs are affected by facilities, attitudes and school administration. On the researcher's view, teachers who are to be creative to manipulate the environment have negative attitude and school administration has very low contribution with the view that P.E is not in the examination syllabus it's called time waster and resource consumer with no visual value as compared to Primary Leaving Examination.

Auxter, et, al.(1993) notes that there are four variables that must be considered before making a decision to place a child into the regular program.

- (i) The professional preparation of the Physical educator to teach a child with disability.
- (ii) The attitude of the Physical educator towards a child with disability.
- (iii) The support of the primary school administrator of the concept of inclusion.
- (iv) The readiness of the non-disabled children in the school to accept and interact with children in question.

These four factors should be considered valuable.

4.15. Semi Structured Interview Report from Teachers who Conduct P.E Practical Lessons

The teachers who conduct practical P.E lessons with the disabled learners had the views below;

- Primarily when asked how they assess and give marks to physically disabled pupils, one stated that, that required a tailored approach that considers their individual abilities and challenges. He further stated that assessment should be flexible and adaptable, focusing on individual progress rather than direct compassion to peers just as linked to O'Leary and Demarco (2017). Similarly, another one stated that the perspective emphasizes the need for creating personalized assessment criteria that acknowledges each learners unique journey, allowing for a more equitable evaluation process. Other four gave unrepresented views while three did not answer.

- When asked ways, they think that LWDs benefit physically from exercise; a teacher stated that regular physical activity can help children with disabilities enhance their cardiovascular fitness, muscle strength and flexibility. Another stated that exercises can promote social skills and self-esteem and the above views were also highlighted by Pan and Frey (2006) who stated that engagement in physical activities contributes to a sense of belonging and improved self-image among LWDs. Other three teachers gave views which could not be easily interpreted and two did not answer.
- When asked on what they think is the problem to let pupils with disabilities participate in regular physical education class, six teachers almost gave a similar view that; it is lack of appropriate resources and training for teachers. Two stated similarly that teachers feel unprepared to accommodate LWDs in their classes while one stated that some disabled learners can cause curiosity and deviate attention from the majority. These views were summarized by Block .et.all. (2013) that the limited teacher preparation towards handling LWDs is a major problem of letting LWDs into regular physical education classes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter includes discussion of study findings, conclusion and recommendation. This discussion of study findings were discussed according to subthemes got from objectives.

5.1 Summary of Findings

The study summaries were done in relation to subthemes got from the study objectives.

Such as; Sports equipment and facilities, strategies implemented to address the physical challenge facing children with disabilities, factors hindering the participation of physically disabled pupils in physical education practical lessons. To gather data on the issue raised, on the topic perceive challenges of participation of learners with disability in sports in primary schools of Eastern Division of Tororo Municipality, participants of the study were physical education teachers, pupils with disabilities, school head teacher, deputy head teachers, Municipal education officer and Municipal inspector of schools. For data collection, the researcher used field observation, interview and questionnaires. The data obtained were

presented in table form, analyzed in narrative format and theoretical framework discussed in chapter two.

5.2 Summary on Sports Facilities for LWDs

The research found out that there is lack of adequate facilities and specialized equipment for LWDs in primary schools. According to the study by Rimmer and Rowland (2008), many schools lack accurate sports facilities, making it difficult for students with disabilities to participate fully in physical activities. This inadequacy as a result of limited funding and lack of awareness about the needs of disabled learners.

The research also established that there is need for adapted sports facilities for the inclusion of learners with disabilities. Haegele and Sutherland (2015) emphasized that the availability of appropriate adapted facilities such as modified fields, courts, tracks, arenas and other assisting devices, is essential for enabling disabled students to engage in sports. However, many schools struggle to provide these due to cost constraints and limited resources.

The researcher found out that another critical issue is the case of training for teachers on how to effectively use adapted equipment and facilities. Morley et al. (2005) found that even schools having some adapted equipment, teachers often lack the knowledge of confidence to utilize it effectively, leading to under use and limited opportunities for LWDs.

The findings show that the availability of proper sports equipment and facilities directly impacts the participation rates of LWDs in physical activities. According to a study by Block and Vogler (1994), their opinion agrees with that of the researcher since they also state that learners with disabilities are less to participate in sports when the necessary facilities and equipment are not provided, which can negatively affect their physical health and social inclusion.

The research findings also points to broader systematic issues, such as gaps in policy and infrastructure that affect the provision of sports facilities for disabled learners. DePauws and Govron (2005) digest that without robust policies that mandate the inclusion of LWDs in sports and the necessary infrastructure to support this, schools will continue to struggle to meet these students' needs.

On my own view, while some progress has been made in recognizing the importance of sports participation for LWDs, significant challenges remain.

Addressing these issues requires a combination of improved funding, teacher training, policy, enforcement and awareness – rising about the needs of disabled learners in the context of sports and physical education.

5.3 Summary on Strategies Implemented to Address the Physical Challenges faced by LWDs.

The researcher found out that there is need of adopting Physical Education Curriculum to meet the needs of LWDs. Morley et al. (2005) suggest that modifying activities to suit the abilities of disabled students such as using lighter equipment or adjusting game rules can make sports more accessible. This approach ensures that all students can participate meaningfully in physical education.

The research established the provision of specialized sports equipment tailored to the needs of learners with disabilities is another widely cited strategy. Haegele and Sutherland (2015) highlight the effectiveness of using assistive devices like sports wheelchair, auditory balls, and modified bats to enable participation in sports. These tools help bridge the gap between the capabilities of disabled and non-disabled students.

The researcher found out the need for training teachers and coaches on how to include LWDs in sports activities is crucial. Block and Obrusnikova (2007) argue that professional development programs focusing on inclusive physical education can equip educators with the knowledge and skills needed to modify activities, manage diverse needs and utilize adapted equipment effectively.

The research clearly found out the need for developing and enforcing inclusive policies within schools as a key strategy. Depauw and Govron (2005) noted that creating a supportive environment through school policies that prioritize inclusion can ensure that LWDs have equal opportunities to participate in sports. These policies include; provision for accessible facilities, regular assessment of learners' needs and the allocation of resources for inclusive sports programs.

The research spelt the need for collaboration with the physical therapists, occupational therapists and other specialists is another strategy highlighted in the Literature. Rimmer and Rowland (2008) emphasized the benefits of interdisciplinary collaboration in designing and implementing individualized programs that address the specific physical challenges faced by

LWDs. These specialists can provide insights and strategies that generate education may not be trained to develop on their own.

The researcher found out peer support and mentorship programs to be collaborated in day to day activities of sports. Just like the study carried out by Grenier (2011) pairing disabled Learners with peers who can assist them during sports activities not only enhance participation but also fosters social inclusion and builds confidence among LWDs.

5.4 Summary of Challenges Faced by LWDs in Sports Activities.

The research found out that learners with physical disabilities face challenges related to limited mobility and coordination, which can significantly impact their ability to participate in sports. For instance, students with cerebral palsy or muscular dystrophy may struggle with movements, balance and muscle control, making it difficult for them to engage in standard physical activities. According to Block and Vogler (1994) these physical limitations often require the adaptation of sports activities to ensure that students can participate safely and effectively. Similarly, Depauw and Govron (2005) note that the lack of mobility often necessitates the use of assistance devices or specially adapted equipment which is not always available in schools.

The researcher found out fatigue and endurance issues as other major challenges faced by LWDs since they take long to participate in sports activities. Hutzler and Sherrill (1999) highlight that students with disabilities often experience quicker onset of fatigue compared to their peer which can limit their participation in longer and intense sports activities. This issue is compounded by the fact that many schools do not have the resource or infrastructure to provide rest periods or modify activities to suit the endurance levels of these students. Lieberman and Houston Wilson (2011) also emphasized that endurance challenges often lead to decreased participation and engagement as learners may feel discouraged by their inability to keep up with peers.

The research found out that learners with sensory impairments such as visual or hearing disabilities face unique challenges in sports activities. For example the researcher also found out the learners with visual impairments may struggle with spatial awareness, making it difficult to navigate the playing field or track the movement of a ball. Lieberman and Mc Hugh (2001) discuss how such sensory challenges can lead to increased risk of injury and require careful modification of activities such as using brightly colored or auditory equipment. Winnick and Porretta (2016) highlights that students with hearing impairments find it difficult

to follow verbal instructions or signals during sports, necessitating alternative communication methods, like visual cues or sign language.

The researcher discovered that the social and psychological challenges faced by learners with disabilities can exacerbate their physical difficulties in sports/ for instance feelings of isolation, low esteem or fear of failure can impact a student's willingness to participate in sports activities. Goodwin and Watkinson (2000) point out that these psychological barriers often stem from previous negative experiences or lack of support from peers and educators. These challenges are compounded by the physical difficult to break.

5.5 Summary on Factors Hindering the Participation of Physically Disabled Pupils in Practical Lessons

The main findings on this sub theme reveal that there are lots of challenges in engaging disabled pupils in physical education practical classes.

- The study found out that most of the school administrators do not give a special attention and some don't have enough knowledge and experience about benefits of including children with disabilities in physical education classes.
- The findings show that back ground of disabled pupils in performing activities is poor which can be one big challenge.
- Relevant curriculum materials (syllabus, teachers' guides, pupil textbooks etc...), as discovered by the research, could accelerate the fulfillment of inclusion strategy at any level of education. In this study, curriculum materials are not supportive for disabled learners.
- The study pointed out that there was shortage of important equipment and facilities to include disabled pupils in P.E practical class in the sample schools and entire school in Uganda
- Motivation and support of families for their children with disabilities was found low in this study. Parents give less expectation to the education of their children with disabilities to their abilities particularly in P.E practical activities.
- According the study; shortage of time and large class size are also factors hindering not to apply inclusive teaching.
- The study revealed that none of the sample school had sports competition for disabled learners and no responsible persons in the sample schools who take the duty to help disabled learners.

- Psychological and social factors are also challenges to achieve the general objectives of P.EAs it is received by the study, the sampled pupils with disabilities face several psychosocial challenges in P.E practical class. Most of these pupils reported that they feel low self-esteem, frustration, shy, isolation etc. which in turn affect their whole life and academic performance.

5.6. Conclusion

From the reviewed literature, physical barriers such as inadequate facilities, lack of adaptive sports equipment and inaccessible environment play a major role in limiting the opportunities for LWDs to engage in sports. The lack of trained staff who can provide the necessary support and guidance exacerbates the situation. Social barriers, including stigmatization and negative attitude from peers and sometimes even teachers, further discourage learners with disabilities from participating in sports activities. Lack of awareness and understanding of the needs and capabilities of these learners leads their exclusion, either intentionally or unintentionally.

Institutional challenges such as insufficient policies, lack of inclusive programs and inadequate funding, also contribute to the marginalization of LWDs in sports. Schools often lack the necessary resources and support systems to create an inclusive environment where all students can participate equally.

Addressing these challenges requires a multi-faceted approach according to the researcher that includes improving physical accessibility, fostering positive social attitudes and enhancing institutional support. Only through these comprehensive efforts can the barriers to participate be reduced, allowing learners with disabilities to fully benefit from the physical advantage of sports activities.

5.7 Recommendation

Based on the findings of the study and the corresponding conclusion, the following recommendations are forwarded by the researcher to the concerned bodies to give their attention.

- 1) The schools should create awareness among the school community (teachers, CWDs, all staff members) and parents. This would help the school community to develop positive attitude towards CWD and inclusive education.

- 2) The school has to make and build communication with all concerned stake holders, design free class for practical part for disabled pupils and motivate PE teachers to help them
- 3) The school should report to Ministry of Education (MOE) to modify the current teacher training curriculum which does not include certain skills which enable teachers to facilitate the inclusive classes for dialed learners.
- 4) The school has to support and encourage teachers to produce and use relevant teaching materials which can be made locally to promote the teaching learning process for practical activities for CWD.
- 5) Absence of facilities for sports activities deter not only CWD but it also affects motivations of teachers, so schools should solve such problems.
- 6) The learning environment inclusive education needs some modification and adaptation. This, teachers should work out the necessary modifications and adaptation of educational materials, methodology, facilities, equipment, and environmental conditions in order to address specific educational needs for pupils' with disabilities (PWD)

5.7.1 Recommendations for Further Research

- There is need to analyze the effectiveness of existing policies on inclusive education and sports and examine how these policies are implemented at the primary school level and identify any gaps that may hinder the participation of LWDs in sports by conducting interviews with policy makers, educators and analyze policy documents.
- There is need to identify and categorize the specific challenges faced by LWDs in participating in sports activities focusing on investigating physical, social, attitudinal and environmental barriers using mixed methods (Surveys, focus groups, interviewers and observations) to gather data from learners, teaches, parents and school administrators.
- Other researchers can explore the role of teachers in facilitating or hindering the participation of LWDs in sports looking at assessing the level of training teachers receive on inclusive sports education and their attitude towards learners with disabilities through conducting surveys and interview with teachers and evaluate existing teacher training programs.
- The researcher can examine the availability and accessibility of resources (sports facilities, equipment etc.) for LWDs focusing on determining whether schools have the

necessary infrastructure and resources to support inclusive sports activities using case studies of various schools, comparing those with adequate resources to those without.

- There is need to explore the role of parents and the broader community in supporting or hindering the participation of LWDs in sports by understanding the perceptions and attitudes of parents and community members towards inclusive sports through conducting surveys and focus groups with parents and community leaders and explore community initiatives that promote inclusive sports.
- Need to design and implement pilot programs in select schools to test the effectiveness of different approaches (e.g. specialized training for teachers, community awareness campaigns) using experimental or quasi – experimental designs to evaluate the impact of these interventions.
- Examine the socio-cultural factors that influence the participation of LWDs in sports focusing on studying the influence of cultural beliefs, stigmas and social norms on the inclusion of LWDs in sports activities using Ethnographic studies and in depth interviews with various stakeholders (students, parents, teachers, community leaders).

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APPENDICES

APPENDIX I:

QUESTIONNAIRE FOR HEADTEACHER, TEACHERS AND DEPUTY HEADTEACHERS.

Dear Respondents,

I am a student of Busitema University currently undertaking a research on the topic: "Perceive challenges of participation of learners with disability in sports activities in Eastern Division in Tororo Municipality". The information sought is purely academic purposes. Your participation in providing information on this research shall be treated with confidentiality and anonymity.

Thank you.

SECTION A: Background Information

Tick in the appropriate place provided

1. Sex

<input type="checkbox"/>	Male	<input type="checkbox"/>	Female
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2. Age Group

Below 30 years		31-40 years		41 years and above	
1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>

3. Highest Level of Education

Masters	Degree	Diploma	Grade III Certificate	Others
1	2	3	4	5

SECTION B.

4. Responses on Sports Equipment and Facilities

Indicators	SA	A	D	SD
I have access to sports equipment designed for my needs				
The sports facilities are assessable to me.				
I can easily reach the sports equipment I need.				
The sports facilities have ramps for wheel chair access.				
I feel safe using the sports facilities.				
There are few sports facilities available for LWDs in my area (school).				

5. Responses on Physical Challenges Children with Disabilities

Indicators	SA	A	FA	SD
Assessing children's mobility during physical activities is not good.				
There is excellent strength and endurance of muscles for learners with disability.				
Children with disability, socialize freely with others.				
Lack of fields, wheel chair, visual aids, glasses, greatly affect participation of LWDs.				
Failure to have good teaching and coaching staff discourages LWDs from maximum participation.				

6 Responses on Strategies Implemented to Address the Physical Challenges

Indicators	SA	A	NS	D	SD
The sports programs at my school are accessible to all learners including those with disability.					
My school provides adequate support for learners with disabilities to participate in school activities.					
Teachers and coaches at my school are trained to include learners with disabilities in sports activities.					
The Ministry of Education and school administration actively promote the inclusion of learners with disabilities in sports activities.					
I feel that LWDs are not encouraged to participate in sports activities at my school.					

7. Factors Hindering Participation of Learners with Disabilities.

Variable Factors Hindering Participation	Frequency	Percentage
School administration		
Education background		
Curriculum		
Attitudes		
Facilities		

Appendix II: Questionnaires for Teachers, Head Teacher

Part I: Background Information

A. Personal data

1. School:.....
2. Age:.....
3. Sex:.....
4. Responsibility:.....

B. Educational Background

1. Educational qualification:.....
2. Major:.....Minor:.....
3. Experience in teaching PE:.....
4. Additional training:.....

Part II: The Challenges of PE class for Physically Disabled Learners.

1. Do you assess the children's mobility during physical activities;
Strongly agree Agree Disagree Strongly Disagree

2. Is there excellent strength and endurance of muscles for LWDs
Strongly agree Agree Disagree Strongly Disagree

3. The CWDs socialize freely with others in class?
Strongly agree Agree Disagree Strongly Disagree

4. Do lack of fields, wheel chairs, visual aids, glasses greatly affected participation of LWDs.
Strongly agree Agree Disagree Strongly Disagree

5. Does failure to have good teaching and coaching staff discourages LWDs from maximum participation.
Strongly agree Agree Disagree Strongly Disagree

Appendix III: Observation Guide Format during P.E class

School:.....

Grade:.....

Date:

Measures

- 1) Excellent
- 2) Good
- 3) Need attention
- 4) Not present

- 1) Availability of suitable play grounds in schools
- 2) Facilities and equipment and its appropriateness
- 3) Environment safety for disabled pupils
- 4) Teachers ability to help pupils with disability
- 5) Physically disabled pupils participation during practical classes

Appendix IV: Interviews for Pupils' Personal Information

School:.....

Sex:.....

Age:.....

Class:.....

1) Do have access to sports equipment designed for you:

Strongly agree Agree Disagree Strongly Disagree

2) Are the sports facilities accessible to you?

Strongly agree Agree Disagree Strongly Disagree

3) Can you easily reach the sports equipment you need?

Strongly agree Agree Disagree Strongly Disagree

4) Are sports facilities having ramps for wheel chair access?

Strongly agree Agree Disagree Strongly Disagree

5) Is your school having few sports facilities available for LWDs?

Strongly agree Agree Disagree Strongly Disagree



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**FACULTY OF SCIENCE AND EDUCATION
 DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

✓ MR/Ms. PARAN SIMON EKAPURIE is a student

of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,

Nagongera Campus. His/her Registration Number is BU/UP/2022/0311

The purpose of this letter is to formally request you to allow him/her to access any information in your organization which is relevant to his/her research.

His/her research topic is "PERCEIVED CHALLENGES OF PARTICIPATION

OF LEARNERS WITH DISABILITY IN SPORTS IN PRIMARY SCHOOLS IN EASTERN DIVISION TORORO MUNICIPALITY."

Yours Sincerely,

 Dr. Kaweesi Muhammad
 P.O BOX 236, TORORO (U)
 Ag Head of Department, Education

BUSITEMA UNIVERSITY
 DEPARTMENT OF EDUCATION
 FACULTY OF SCIENCE AND EDUCATION
 06 MAY 2024 ☆
 NAGONGERA CAMPUS


 STATE HEADTEACHER
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