BARRIERS TO INCLUSION OF STUDENTS WITH DISABILITIES IN SPORTS:

AN ASSESSMENT OF SPECIAL SCHOOLS IN THE AMATHOLE DISTRICT OF EASTERN CAPE, SOUTH AFRICA.

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DECLARATION

I, Oladunni Oluwabunmi Bayewumi hereby declare that this research study was carried out by me and is not a copy of any other existing work.

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Oladunni Bayewumi Date
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DEDICATION

To my heavenly Father, who gave me the strength to accomplish this study;

My treasures, Oluwalayomi & Oluwanifemi Atiko my kids;

My late parents, Prince & Mrs S.A. Bayewumi who gave me a solid educational foundation. I wish you were here.
ABSTRACT

According to the recent Statistics South Africa (2007), there are 668 176 children with disability between 6 – 23 years old of which 337 660 are males and 330 516 females in the Amathole District of the Eastern Cape. This number consists of schoolchildren with visual, auditory, physical, mental, multiple and non-specified types of disabilities. However, there are limited research studies on the challenges around opportunities for children to participate in variety of sporting activities within the school settings.

The purpose of this study was to provide a more accurate picture of the barriers against inclusion of students with disabilities in sports, among the identified Special Schools in the Amathole district, Eastern Cape.

Data collection involved interviews, questionnaire and participant observation methods. Results showed that 87% of the students with disabilities participated in one sport or the other with male student participating more (92.2%) than the female participants (86.7%). Overall, the participation rate was 86.7%. Further analysis of data revealed that 44% female and 41.5% male students agreed strongly that sporting activities are beneficial to their health. 7.1% of the sample indicated that their disability prevented them from sports participation. The reported main barriers towards sports participation include; lack of trained personnel; lack of adequate funding; lack of cooperation from parents and guardians and inadequate facilities and equipment. Although students with disabilities were using the limited resources at their disposal to participate in sports, they need support to sustain their efforts.

Keywords: Disabilities, Physical Challenges, Special Schools
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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

The idea that people with disabilities being able to participate in sport and physical activity is not so uncommon at this time and age. Creating and providing supportive change in quality of life for students with disabilities in communities should be a concern for all those charged with education and social wellbeing. Opportunities for young people with disabilities to participate in sports and related activities should be provided from grassroots to senior or elite level.

In South Africa, the needs of students with disabilities have been and will continue to be addressed in several unique and practical ways. The South African Policy Objectives on Integrated National Disability Strategy (2003) posits that sporting activities can be developed and also be accessible to youths with disabilities in both mainstream and Special Schools so that children can promote their physical and mental well-being (South Africa’s Integrated National Disability Strategy 2003). Not only is there significant government commitment in education and inclusion of children with disabilities, but also there is increasing number of non-governmental organizations such as the “Red Cap Foundation” in Cape Town and media organizations that are addressing disability problems facing families, schools and communities. (Disability World. Issue no.23 April-May 2004).

It is estimated that 650 million people in developing countries live with disabilities of various types and the number is increasing due to the rise of chronic diseases, injuries, car crashes, falls, violence and other causes. Of this total, 80% live in low-income countries. (Fitzgerald, 2009:14). The increasing rate of disabilities, particularly in developing
countries has the potential to place further burdens on families, governments and health care systems. In most developing countries, students with disabilities face major barriers that limit their access to participate in sport. One of these is fear and experience of exclusion from participation in any form of sporting activity from a very young age. (South Africa’s Integrated National Disability Strategy 2003). At the opening of the first annual South African Junior wheelchair sports camp in Johannesburg, in 1995 Nelson Mandela said, I quote

“Disabled children are equally entitled to an exciting and brilliant future. We must see to it that we remove the obstacles...whether they stem from poor access to facilities; poor education; lack of transport; lack of funding; or unavailability of equipment such as children’s wheelchairs. Only then will the rights of the Disabled to equal opportunities become a reality”. Unquote.

This statement is still relevant to date; that is students with disabilities continue to face similar challenges related to inclusion into sports. It is the authors opinion that this situation could be attributed to the reality that a large proportion of South African society still regards children with disabilities as incapable, ill, a burden to the society, and “problem” to be dealt with separately from other children’s issues. Because of these negative perceptions, disabled children remain inadequately catered for in many ways including sport participation opportunities. However, these proxy assumptions would be ratified by the current study findings.

In a study on the inclusion of students with disabilities in primary school playgrounds, Woolley & Armitage (2003) revealed that despite the integration of students with disabilities into mainstream education, little attention has been paid to their frequency and convenience of participating in sports. Some of the barriers identified by the study included lack of proper training for staff, physical barriers in terms of structure, as well as lack of
proper/adequate equipment (Woolley & Armitage, 2003). Relevant to the current study, barriers are described as structure/facilities, equipment, personnel and physical limitations of students with disabilities.

To children with disabilities, sports can be a low-cost and effective means of fostering positive health and social well-being, social inclusion and community building for people with disabilities (Kolucki, 2004). Through sport participation, students display their talents and abilities as well as learn to manage their emotions that are aggravated by the condition of being physical challenged (Thomas & Smith, 2009: 26).

1.2. Problem Statement

According to the recent Statistics South Africa (2007), there are 337 660 disabled children between the ages of 6 – 23 years old (male) and 330 516 (female) in the Amathole District of the Eastern Cape. The statistics shows that, the Amathole district has the second largest number of children with disabilities with 668 176 after OR Tambo district with 918 294 disabled children between 6-23 years old in the Eastern Cape. This includes children with visual, auditory, physical, mental, multiple and non-specified types of disabilities. Due to unknown reasons, researchers have not mobilised their efforts and interest in this sector of human development, however, one can speculate that the ethical issues surrounding research on disabled populations could be one of the challenges. As long as there is limited information about the challenges for students with disabilities towards sports participation, the stakeholders such as the government would have limited plans and budget for disabled sports and education as a whole. It is documented in the Integrated National Disability strategy (Office of the Deputy President South Africa, 1997) that the development and extension of sport and facilities for people with disabilities need attention. To support this strategy, the Department of Education has emphasized that lifelong participation in sporting activities is necessary in order to promote children’s physical and mental fitness as
proposed by the National Curriculum Statement of South Africa (National Department of Education, 2002).

The South African government has many policies addressing the welfare of individuals living with Disabilities. Some of these include improved health services, decreasing discrimination, putting value on diversity, personnel training and rehabilitation (Kolucki, 2004). Based on data from the white paper 6 on special education needs prepared by the Education Management Information System (EMIS, Department of Education, Pretoria) there are approximately 6 483 students with Disabilities in the Special Schools in the Eastern Cape Province but only a few have access to sport opportunities. Single families, individuals and a few schools provide most of sport opportunities. (Education White Paper 6: Special Needs Education, 2001).

While acknowledging the amount of general research on disability, there are limited studies on opportunities for students with disabilities towards participation in sports in the Amathole district of Eastern Cape. According to an extensive search from available literature, no previous studies on the barriers for inclusion of students with disabilities in sports have been conducted in the Amathole District of the Eastern Cape Province of South Africa. This situation has compromised the planning and delivery of education through sports for students with disabilities in Special Schools in the Amathole District.

1.3. Purpose of Study

The purpose of this study was to provide a comprehensive scenario of the barriers to inclusion of students with disabilities in sports, in the selected Special Schools in the Amathole district.
1.4. Research Questions

This study interrogated the barriers against inclusion of students in sports among the Special Schools under the following key questions:

Research Question 1. What are structural/facilities barriers to inclusion for students with disabilities in some of the Special Schools in the Amathole district?
Research Question 2. What are the limitations/motivations of students with disabilities towards participation in sports?
Research Question 3. What are the sports opportunities available in the Special Schools?

1.5. Research Objectives/tasks

i. To assess structural/facilities/personnel that could be barriers to students with disabilities in the Amathole district.

ii. To identify the limitations/motivations of students with disabilities towards participating in sports.

iii. To assess the sports participation opportunities available for students with disabilities in selected Special Schools in the Amathole district.

1.6. Hypothesis

The following hypotheses were tested by the study:

i. Availability of adequate structural/facilities/personnel is not a barrier to the inclusion of students in sports in selected Special Schools.

ii. Limitations/motivations of the students are not a barrier to the participation of students with disabilities in the selected Special Schools.

iii. Availability of sport participation opportunities are not a barrier for students with disabilities in selected Special Schools.
1.7. Significance of the study

The current study examines the extent to which identifying these barriers and exposing them to the main stakeholders would probably promote and increase participation of students with disabilities in sports in the Amathole District. The conclusions drawn from this study, will be shared with the school personnel, and will contain recommendations to improve sport participation among the students with disabilities. The study will also serve as a source for further research on disabled sports as linked to education.

1.8. Theoretical Framework

Behaviour change is a result of the opportunistic interactions of the environments, personal factors (i.e., previous physical activity experiences, fitness level, and outcome expectations) and attributes of the behaviour itself (enjoyable activity, produces desired benefits). Each of these forces may affect or be affected by the other two-(Marcus & Forsyth, 2003). Some of the key issues surrounding the complex relationships between sport and disability, can be explained by the Social Cognitive Theory (Bandura, 1998). The Social Cognitive Theory (SCT) is a model that considers the impact of attitudes, beliefs, and environment as personal factors influencing behaviour. The dynamic interactions between behaviour, personal factors such as cognitions, psychomotor, motives, emotions and environmental influences e.g. family, peers, facilities, equipment has been described as a triadic phenomenon (fig.1).
People’s perception and conviction that they can perform successfully during a given physical activity can increase the likelihood that they will engage in that behaviour. This is referred as self-efficacy. Therefore, it is important to evaluate the self-efficacy of the students with disabilities before participating in the targeted activity. Other factors influencing participation in physical activity include direct reinforcement and observing positive consequences that other people may have experienced from participation.

According to Marcus & Forsyth (2003), positive outcomes must outweigh any negative outcomes in order for individual to participate in a given activity.

Bandura’s theory (1998) stipulates that the higher one’s self-efficacy towards behaviour is, the higher are the chances for being successful. The current study is guided by the Social Cognitive Theory because the environmental conditions influence the person’s cognitive and perceptions that result in positive participation in physical activities among children with disabilities. The focus of the model is self-efficacy, as it has received the most research support and attention (Glanz, Lewis and Rimer, 1997) and is central variable in SCT. A critical examination of the physical, physiological, psychological, cognitive, social and affective factors affecting the students with disabilities is important because these factors seem to be potential barriers towards inclusion of student in sports. Before and
during participation in sports, students may be affected by all or a selection of these factors to the extent that their level of involvement and enjoyment may be compromised.

1.9. DELIMITATION

This study focused at the assessment of barriers to inclusion in sports among students with disabilities in selected Special Schools in the Amathole district only.

1.10. LIMITATIONS

Some of the limitations encountered included lack of cooperation from the Special Schools authorities in providing accurate information and allowing this study to take place in their schools, some of the parents refused to give their consent for their children to participate in the study.

1.11. DEFINITIONS

1.11.1. Concept of Disability

Diverse disabilities with different times of onset of the disability exist. Each disability has its own definition and challenges. According to the individuals with Disabilities Education Act (IDEA, 1997), the word “disability” was defined under 13 most commonly occurring disabilities. These include Visual impairment, autism, traumatic brain injury, orthopaedic impairment, multiple disabilities, and hearing impaired, hearing impairment, emotional disturbance and mental retardation. (Seaman, DePauw, Morton & Omoto, 2003). The World Health Organization defines disability as the “consequences of impairment in terms of functional performance and activity by the individual” (Ward and Fletcher-Janzen, 2000). Disability may refer exclusively to activity limitation, attributed to interactions between personal and environmental factors. (De Swartz, 2007).
Oyiborhoro (2005) made a distinction between the word “disability” and “handicap” which explains this definition of disability:’ that is “Disability refers to a physical, physiological, mental, or sensory abnormality, whereas handicap refers to the consequences caused by the disability. A handicap is the extent and degree to which a disability impedes, limits, or restricts an individual’s participation in certain activities or tasks for which a normal body function is needed. Disability therefore results in activity limitation or participation restriction as a result of the presence of a physical or physiological dysfunction that an individual may present”.

1.11.2. Special Schools

A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide the appropriate special education for children with additional needs. Students attending Special Schools generally do not attend classes in mainstream schools (Turnbull, 2002).

1.11.3. Barriers

Barrier is something such as a rule, law or policy that makes it difficult or impossible for something to happen or be achieved (The English Collins dictionary 2012).

1.11.4. Sports

Sports may be defined as any activity that requires a significant level of physical involvement and in which participants engage in either a structured or unstructured environment for the purpose of declaring a winner, though not solely so; or purely for relaxation, personal satisfaction, physical health, emotional growth and development (Department of Sports and Recreation, 2005).
1.11.5. Self-Efficacy

Is the situation specific confidence that one can successfully execute behaviour as desired outcome (Godin & Kok 1996).
CHAPTER 2

Related Literature Review

2.1. Introduction

Over the years, various terms have been used to describe individuals with disabilities, currently the preferred terminology for addressing children is “children with disabilities”. This naming acknowledges children as individuals rather than focusing on their disability (DePauw & Gavron, 1995). As a social minority (or marginalized) group, individuals with disabilities experience limitations towards physical activity participation on a daily basis. Since physical activity and sport are an integral part of society, the individual limitations have been used as strengths for increased participation in physical activity and sport on a daily basis.

In a survey of young people with disability and sports Finch, Lawton, Williams and Sloper (2000), identified the rate of sport participation among youths, their motives for engaging in sport and barriers to their participation to be potentially important. In this literature review, different disabling conditions and different aspects of barriers to sports participation for the students with disabilities will be examined under the following headings: (1) Prevalent disabilities; (2) Values of sports for students with disabilities; (3) Benefits of sports to the students with disabilities; and (4) Barriers against participation for students with disabilities.
2.2. Prevalent Disabilities

These are the most common types of disabilities encountered in childhood, which impinge students in sports participation. Some of these are as follows:

2.2.1. Physical disability

Individuals with physical disability include those with orthopaedic conditions that limit functional efficiency and motor output. This includes conditions such as paralysis, amputations, progressive muscle disorders, limited joint disorders and other body mechanic deviations. (Adams and McCubbin, 1991, p. 38). Leitner and Leitner, (2004) further posit that physical disabilities imply the loss or degeneration of activities to an individual due to inborn or adventitious factors. They further identified sources of physical disabilities such as: chronic health related conditions (diabetes, asthma and cystic fibrosis), congenital malformations (heart defects and spinal bifida), muscular-skeletal system disorders (muscular dystrophy, arthritis, and scoliosis that are a lateral curvature of the spine) and nervous system impairments (cerebral palsy, stroke, multiple sclerosis, spinal bifida, spinal cord injuries and epilepsy.) An amputation may be defined as the removal of a limb or part of a limb because of an accident or as a life saving measure to arrest a disease. Amputations may be caused due to congenital defect, which is the absence of all or part of a limb at birth. It could also be because of a traumatic event such as car and fire accidents (Adams & McCubbin, 1991, p. 47).

2.2.2. Auditory Impairments (Hearing impaired)

In a book on Games, Sports, and Exercises for the Disabled, Adams & McCubbin (1991, p.55) categorized hearing impaired into two distinct classes. (a) congenital Impairment which is the most common and occurs as a result of contagious diseases such as rubella, mumps, and influenza in the pregnant mother and (b) acquired or sudden hearing impaired
which occurs as a result of certain childhood diseases such as meningitis, encephalitis and measles. In rare cases, causes may also include head trauma, brain tumours and vascular disorders.

2.2.3. Cerebral Palsy

This is a disturbance of muscular function that arises from the destruction or congenital absence of upper motor neuron. This disability is frequently complicated by the occurrence of a seizure disorder, behavioural disturbance, or mental retardation (Adams & McCubbin, 1991, p.74). There are three most prevailing types of cerebral palsy namely; (a) spasticity, occurring in approximately half of all cases of cerebral palsy. It is characterized by hyperactive reflexes and contracted flexor muscles, which produce awkward and stiff movement. Mental impairment, is often associated with this type of cerebral palsy (b) athetosis, seen in about a quarter of all cases is marked by purposeless, involuntary and uncoordinated motions with varying degrees of tension and (c) ataxia, a less common type of cerebral palsy which is characterized by uncoordinated of activity or functioning or both due to a disturbance of kinaesthetic sense. The exact cause of cerebral palsy is unknown but it is associated with (a) prenatal (most frequent) (b) natal (frequent) and (c) post natal (less frequent). (Adams & McCubbin, 1991, p.75).

2.2.4. Mental Retardation

Mental retardation refers to substantial limitations in present functioning. Mental retardation has been reported to manifest before the age of 18 (DeSwartz, 2007). It is characterized by significantly sub average intellectual functioning, existing concurrently with related limitations in two or more of the these applicable adaptive skill areas; communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work. In a review paper, Armatas (2009) describes mental retardation as a genetic disorder manifesting in significantly below
average intellectual functioning and related deficits in adaptive behaviour. It begins in childhood and is characterized by decreased intelligence and adaptive skills and as such it is the most common developmental disorder.

Students with mental retardation face cognitive barriers that need special interventions. Such students have socialization challenges that require specific interventions particularly through sporting activities. Therefore, teachers should be able to develop specific sport programs that stimulate the students’ cognitive, social, perceptual motor behaviours (Sukoco, 2009). In a paper on social behaviours of mentally-retarded students, Sukoco (2009), further iterated that the program should be related with their potentials. Such developed activities should contribute towards: (1) stimulating physical growth and development, (2) influencing movement skills development, (3) support the development of neuro- muscular coordination, (4) support development of physical health like body force, endurance, cardio vascular resistant, (5) development of emotional capability, (6) contribute towards the social development and (7) support intellectual development.

Sporting activities for students with mental retardation needs to be adjusted or modified to enable them to participate and succeed in their activities and get satisfaction

2.3. Values of Sports for Students with disabilities

In a discussion on values of sports for the disabled, Miller, Timme, Burns & Ragsdale (2002) reported that sports participation helps develop a healthy self-concept, builds confidence, and improves overall quality of life. In view of this, it can be concluded that sports is an excellent avenue for students with disabilities to gain valuable social interactions with family, peers, and age mates. It is in this context that sport is a means of education. According to a “Survey of Young People with a Disability in Sport” in England, Finch et al. (2000) asserted that Disabled children are less involved in sports than their able-bodied counterparts are. This striking report shows that the society is still lagging
behind in providing adequate opportunities for sports participation among the disabled learners.

2.4. Benefits of Sports to the Students with disabilities

In a recent review of benefits-related sports participation, Thomas & Smith, (2009) identified the general benefits of sports to include an enhanced well-being, an improved quality of life, a decrease level of stress, a new sense of meaning of activities, better physical fitness, opportunities to meet friends and socialize, an enhanced sense of self, a sense of accomplishment, a sense of belonging and a connection with one’s own body to the outside world through rigorous movements. In a review report on facilitation techniques on recreation, Dattilo, (2000) found that, individuals with physical disabilities could improve in their physical and social lives by engaging in sporting activities. Other reported benefits from participation in sports included:

2.4.1. Physiological Benefits

Cardiovascular benefits such as reduction/prevention of hypertension, increased lung capacity, reduction in body fat mass and increase in muscle strength have been reported among people with disabilities (Henderson, 1999). Reduction in serum cholesterol and triglycerides, increase life expectancy, prevention of secondary illness and the improvement of the functioning of the immune system have further been identified (Edginton et al., 2004) as some of the physiological benefits from sports participation among students with disabilities.

2.4.2. Psychological Benefits.

Psychological studies recognise improved confidence, emotional stability and self-control as part of the psychological benefits of sports (Weinberg & Gould, 2003 p. 64), while Peniston, (1998) in the study on developing recreation skills in persons with disabilities
identifies psychological benefits as an improved sense of humour; perceived quality of life and positive outlook on life as important benefits of sports for the disabled. Some other benefits iterated by other researchers include: (a) reduction in depression and anxiety, (b) anger reduction, (Edginton, Hudson, Dieser & Edginton, 2004), (c) reduction in confusion, hostility and tension, (Weinberg & Gould, 2003 p. 64), (d) improved sense of freedom, self-actualization and appreciation of nature and (e) improved self-concept, self-esteem and positive social interactions were iterated by Edwards, Ngcobo, Edwards, & Palavar (2005) during their explorative study on the relationship of physical activity, psychological well-being and physical self-perception in different exercise groups.

2.4.3. Intellectual Benefits

Improved intellectual functioning, memory and perception, enhanced academic performances are part of the intellectual benefits as reported by Weinberg and Gould (1999).

2.4.4. Social Benefits

In a study on developing recreational skills, for people with disabilities (Peniston 1998) recognized improvement in social skills team membership; adaptability and resilience and balanced competitiveness as part of benefits of sports participation. While a study on leisure programming, Edginton et al., (2004) identified community satisfaction, ethnic identity, family bonding, understanding and tolerance for others, reduced social alienation and prevention of social problems by youth at risk as some of the benefits. It should be noted that participating in sports could have physiological, psychological, intellectual and social benefits. Related research has shown that students with disabilities have important reasons to participate in sports because students with disabilities not only learn though sports but also gain other social, psychological, physiological as well as life skills benefits.
2.5. Barriers against Participation for Students with Disabilities

Students with disabilities face different barriers during sports participation. Based on an extensive search of related literature, this study has realised that there is abundance of research on barriers for students with disabilities towards sports participation from other countries outside Africa show diversity of findings. In their book on disability and sport, DePauw and Gavron (1995) provided a useful review of some of the participation barriers including: (a) lack of organized sport programs, (b) lack of informal early experiences in sports, (c) inaccessibility to coaches and training programs, (d) inaccessible sports facilities, (e) limiting psychological and sociological factors, (f) inadequate funding and (g) lack of equipment. While some of these barriers have been addressed (somehow), opportunities for students with disabilities to participate in school sports remain inadequate and a challenge to many schools (Gavron, 2000: 79).

During a study on the physical activity level of students with disabilities at Missoula Montana USA, Bond (2009), identified five major participation barriers; that is lack of equipment at the school, students lack of interest in sports, parents not being physically active with their child, lack of communication between the school staff and parents, and parents and school staff holding contrasting perceptions about students with disabilities towards involvement in sports. According to Thomas & Smith (2009) in their citation of Paul Hunt’s seminal edited Collection: Stigma: The experience of Disability, Margaret Gill re-collects her childhood and impression of sport, as reported:

“The ‘I want’ of childhood become ‘I want to be normal’, ‘I want to run in the races, play football, netball, tennis like the others’. The reply from his classmates is invariably the hard truth: ‘we don’t want you; you are too slow; we shall never win if you are with us; and when it is time to ‘pick teams’ the Disabled child is always left until last’” Unquote. Jackson, (2002:129) gives another insightful account of sports for the Disabled, I quote:
“The familiar hustle and bustle murmuring and giggling that follow the instruction “Get into team” are always accompanied by the predictable ‘aw sir do we have to?’ or “no way are we having him’ as the games teacher allocates me to a random team rather like a spar piece of luggage that no one can be bothered to carry.”

In view of the these statements, there is a perception that sports brings a feeling of rejection; the anticipation of doing sports brings about thoughts of fear, loneliness and the aspiration to be ‘normal’ which is brought about as a result of the treatment received by their peer groups. The perceptions and behaviour of the team members towards the students with disabilities has a negative impact on the students with disabilities. This agrees with the Social Cognitive Theory as postulated by Bandura as earlier discussed that positive outcomes must outweigh any negative outcomes in order for an individual to participate in any given activity.

Research studies on barriers for Students with disabilities towards participation in sports in Africa South of Sahara also present challenging findings. In a study on perceptions of pupils with disabilities in sports, the teachers and school head teachers in Zimbabwe, Musengi, Mudyahoto & Chireshe (2010) report unavailability of ordinary as well as specialized equipment, lack of indoor facilities and discrimination from peers as potential barriers against sports participation. Achalu’s (2005) study on recreation for the disabled persons in Nigeria also identified legislation, financing, architectural barriers, transportation, personnel, attitudes and leisure education as some of the barriers against sports participation among the disabled persons.

A study on leisure involvement for learners with Special Education Needs in South Africa, De Swardt, (2007) reports development of structural, interpersonal and intrapersonal factors as key challenges for the development and success of disabled learners. In a related study on community recreation for people with disabilities, Henderson (1999) reported that social
fears, social stigma and lack of social support to be contributing factors towards non-participation in sports among the students with disabilities in South Africa. Given the fact that it is now 13 years since this study was conducted, it is evident that the social-economic status of the Eastern Cape (EC) people may have improved to the extent that such challenges have been eliminated.

2.6. Summary

While the sport roles and expectations have been considered socializing agents, students with disabilities have assumed the role of being spectators with no expectations to participate. Apparently, students with disabilities who deviate from these social roles or expectations have often received unconstructive support; for example, they are rejected for participation or discouraged from continuing (DePauw & Gavron, 1995). Throughout the history of sport, individuals with disabilities have experienced exclusion and have been deprived of their right, which has led to the slow movement towards inclusion and acceptance. Literally, the attitudes of students with disabilities towards sport participation are varied due to the perceived frailty and negative experience resulting from rejection to participate equally like able students (DePauw & Gavron, 1995).

Gavron (2000) further posits that individuals with disabilities have most frequently been perceived as physically and mentally inferior and therefore deprived of access to sports competition beyond sport for rehabilitation or therapeutic measures. Most of these barriers result from continual social myths and startling stereotypes held by individuals in communities. In the light of contemporary research, it is increasingly becoming evident that there is need to conduct a research study in the Amathole Special Schools to identify the barriers to students with disabilities’ participation in sports.
CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

Research methodology is the logic through which a researcher addresses the research questions (Mason, 2002, p. 30), and gains data for the study (Denzin & Lincoln, 2000, p. 157). According to Brynard and Hanekom, (1997, p. 27) research methodology is about explaining how data will be collected and processed. Therefore, it is important to determine the methods to be used to collect data and related factors that influence the quality of collected data.

3.2. Research Design

The research design is the overall “blueprint” that guides the researcher in the data collection stages. It is used to systematically collect the data needed for research purposes and to maximise the reliability and validity of research findings (Gratton & Jones, 2004, p. 92). Both qualitative and quantitative methodological research designs were used in the study. Quantitative research can be used to measure and analyse behaviour numerically and objectively. Variables are directly measurable and easily converted to numerical forms, which can then be statistically analysed (Gratton & Jones, 2004, p. 21).

Qualitative research is a system of inquiry that seeks to build a holistic largely narrative, description to inform the researcher’s deeper understanding of the social or cultural phenomenon. Qualitative research takes place in natural settings employing a combination of observation, interviews and document reviews. McMillian and Schumacher (1993) further defined qualitative research as, “primarily an inductive process of organizing data into categories and identifying patterns (relationships) among categories”. Wiersma (1995,
p. 211) summarises qualitative research as underlying assumptions and perspectives which are viewed in their entirety or holistically from the natural conditions where researchers do not project their assumptions, from the emerging data. Rather they report the “reality” as the subjects sees it, perceive it, believe it and in depth, conclusions are made from such data. It is therefore essential that during data collection, researchers should record only their data strictly as what is observed from the participants in their natural environment and remain impartial from the reality as seen through the eyes of the subjects. In the current study, the methodological design incorporated interviews, questionnaires and participant observation methods during data collection.

**Table 1. Justification of the methodological design**

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Sources and Methods</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the structural/facilities barriers for students with disabilities?</td>
<td>Observation method, questionnaires and interview (Principals and Students)</td>
<td>Observation allows the researcher to see and document/interview the caregivers and participants within the actual learning environment.</td>
</tr>
<tr>
<td>2. What are individual limitations/motivations for Students with disabilities?</td>
<td>Questionnaires given to the students</td>
<td>It allows the researcher to get to obtain responses from participants</td>
</tr>
<tr>
<td>3. What are the sports opportunities available in the Special Schools</td>
<td>Questionnaires &amp; Interviews with students, teachers</td>
<td>Interviews will allow them to share their opinions.</td>
</tr>
</tbody>
</table>

**3.3. Participants and sampling**

The primary target population for this study was 120 students; 20 from each of the six selected Special Schools within the Amathole district were randomly selected. The selection was as follows: Random selection ensured that every member of the population had an equal probability of being selected. The names of the students were placed in a container and were picked until the desired sample of 20 students with disabilities from
each school was achieved. However, only 87 students (72.5%) were given consent to participate in the study by their parents (Fig.3). The categories of disabilities and the number of students with disabilities who participated in the study from the sample schools are; hearing impaired (13), intellectual disability (30) and physical disability (44). Each special school catered for one or two categories of disabilities (Fig.6). For example, a school might have only the hearing impaired or a combination of mentally and physically challenged students. The participants’ age ranged from 10 -27 years (Fig.5). The mean age of the participants was 18.02 years (SD=3.05).

3.4. Instrumentation and Validity/Reliability Issues

The data collection instruments were questionnaire, interviews and participant observation. The justification for each method had been provided (Table 1). Validity is a test of whether the collected data accurately gauge what is being measured (Mills, 2003, p. 96). According to McMillan & Wergin (2002, p. 10) reliability refers to the degree of error that exists when obtaining a measure of a variable. No measure or instrument is perfect; each will contain some degree of error. The error can be because of the individual (general skills, attitudes, motivation) or because of the way; the instrument is designed and administered. The reliability and validity of the data collection instruments were further discussed;

3.4.1. Questionnaire

The questionnaire consists of structured questions to elicit reliable responses. This instrument has been adapted from DeSwardt’s (2007) study on leisure functioning of learners with learning and physical disabilities at an ELSEN (education for learners with special education needs) school in Tswane. The questionnaire was adopted because the content is similar and reflects on this particular study. The individual limitations were measured using 11 items in the questionnaire. All the items of the questionnaire were
measured on a 5-point Likert scale where 1 = strongly disagree; 2 = disagree; 3 = not sure; 4 = agree and 5 = strongly agree.

The researcher translated the research instrument to IsiXhosa because most of the schools use IsiXhosa as their medium of instruction. The questionnaire was administered in controlled circumstances under the supervision of the researcher and the teacher. Minor changes were necessary to some items to clarify their reference to the present study. After this, the researcher further established the reliability of the questionnaire by conducting a pilot study with 15 students with disabilities that were from one school that was not involved in the main study. The pilot study was carried out to improve the administrative and competences, and to increase the reliability of the procedure during data collection.

**Procedure:**

On the day of data collection, copies of the questionnaire was administered under controlled circumstances that is, students completed the questionnaire within their own classes and under supervision of their own teachers and the researcher. Exceptions were made where teachers/caregivers assisted those who had difficulty reading. They were allowed to respond in isiXhosa. The hearing-impaired students were able to interact with their teacher in sign language for clarifications while completing the questionnaire. Similarly, their teachers assisted students with intellectual impairment. The students were made to understand that it was not an examination and there were no right or wrong answers. The students were allowed to ask questions for clarifications. The duration of answering the questions was 30-40 minutes. Questionnaire was distributed and collected by hand immediately after completion (appendix C).

**3.4.2. Interview**

The interview consisted of structured open ended and close-ended questions. Close-ended questions were focused at getting demographic data and basic information, while the open-
ended questions were used so that the researcher could get deeper views of the participants. There were 14 close-ended interview questions. Each of the questions was designed to provide short and easy answers.

**Procedure:**

The six teachers involved in sports with the students (one from each selected school) were contacted in person and asked to participate in a brief interview 5 days before the actual interview date. The interviews occurred in a private setting within the school; the time suitable for the teacher was either after school hours or while students was on break. The six different principals of the selected schools also participated in the interview. The interview for the principals was based on consultation on a convenient time during school hours. The interview process did not last more than 45 minutes. The interview questions were provided to the participants before the actual date because some of the questions required data to be given and to familiarize them to the question in accordance to the ethics requirements. The Principals and teachers had different sets of questions (appendix D).

Prior to the commencement of the interview, both the teachers and principals consented to the interview by signing the consent letters. All interview sessions were voice recorded using a tape recorder, during the practice the interviewees were informed, and they gave their approval. Later, the voice recordings were transcribed into verbatim text in the lab where the Qualitative Assisted Data Analysis Software (QADAS) was used. The obtained verbatim text was now read to identify the main sentence units, sub-themes, main themes and dimensions of main meanings. The rest of the process of data analysis is reported on the section of data analysis.

**3.4.3. Observation**

The observation instrument was an instrument used by Bond, (2007) on a study on disabled sports with modifications. It was adopted because this study uses similar observation
method, which is based on a Likert scale. The assigned student number, instructor, date of observation, activity being performed, level of participation scale ranged from 1-5, where 1 = very low intensity and 5 = very high intensity. The validity of the questionnaire, interview and observation were established by consulting an expert in the field of disabled sports.

**Procedure:**

All the students participating in the study were observed by the researcher during their extramural activities. This was the time when students engaged in free play during break sessions. The researcher was standing out of the range of the students but close enough to observe and hear what they were doing and talking to each other. This was necessary so as not to be disturbing them during play. The researcher used an observation checklist to report on the observations. The order of documented activities was based on a scale from 1 very low to 5 very high involvements in activities. The students were not contacted or approached in any way during any of the observations (table 5).

**3.4.4. Pilot study**

A pilot study was conducted to increase the reliability of the instrument for data collection (r=88%). Secondly, it was necessary for the author to learn how to administer the instrumentation from which unnecessary errors during the administration could be identified and resolved.

This study involved students with disabilities as well as teachers from a Special School not selected in the main study. There were 15 students selected with the assistance of the teachers to participate in the pilot study. The result of the pilot study was used to make changes to the structure of the questionnaire to correct some of the challenges encountered such as language and grammar used. The time taken to complete the questionnaire was also
extended from 20 minutes to 30 minutes to accommodate the students with disabilities who needed assistance with the interpretation of the questions.
3.5. Procedure of collecting data

3.5.1. Consent forms

The students identified to participate in the study received consent forms five days prior to the collecting of data. This period was necessary for the students to consult with their parents or guardians as well as to make up their mind. The consent forms explained the purpose of the study, stressed the importance of their participation and rights. It also indicated the researcher’s contact information. The time and location of the data collection was established after consultations with the special teachers and principals of the selected school.

3.6. Ethical Considerations

Any research that involves people with mental or physical incapacity must adhere to ethical considerations that comply with the 1964 Declaration of Helsinki as recently amended in 2008. The assessment protocol followed the recommended procedures. Before field study, ethical approval to conduct the study (appendix A) was granted by the University of Fort Hare (UFH). Permission was also sought from the Department of Education, Department of Sports Recreation, Arts and Culture and all the schools involved in the study. During data collection, human rights were strictly observed. Consent forms were distributed to all the parents of the students participating in the study as well as the teachers and school principals 5 days prior to data collection. The consent form was also available in IsiXhosa to those who were not fluent in English. Each participant was requested to sign the consent form. On the day of data collection, participants were informed about their rights and assured that all information provided will be treated as confidential material and used strictly for the study. In addition, participants were informed that they had the right to withdraw any time for personal reasons. They were also informed about their right not to respond to questions that in their view were sensitive. Children who according to their
parents or teachers needed special help, request was made for their parents or caregivers to be available.

3.7. Data analysis

Statistical Program for Social Science (SPSS) version 20 was used for data entry and analysis. The frequencies of responses supported by ANOVA were used to analyse the data collected from the questionnaire and interview responses from the participants and to support the degree of significance of the observed differences.

3.7.1. Analysis of Open-ended Data

Open responses from the interviews administered to the teachers and school principals were inductively analysed as follows; The researcher open coded the verbatim text into units of sentences, which were later reduced to subthemes and themes. Finally, the categories of main meaning were identified. The obtained results were submitted to the expert in qualitative research for reanalysis and inductively established levels of consensus agreement with the researcher. In this study, the level of consensus agreement between the researcher and the expert was 97%. Finally, the obtained data were submitted to an independent expert in qualitative analysis for a review of the whole stages and levels of agreement. The expert confirmed that the responses were correctly analysed leading to the obtained results.
CHAPTER 4

RESULTS

4.1. Introduction

The purpose of the study was to assess the barriers to inclusion in sports among students with disabilities in selected “Special Schools” in the Amathole district of the Eastern Cape, South Africa. More specifically, this study sought to identify structural facilities, societal and personnel barriers towards participation among students with disabilities, in the selected Special Schools in the Amathole district, Eastern Cape.

4.2. Demographic information

Due to ethical considerations and following consultations with the school authorities, the names of the participating schools and names of the students that participated in this study were replaced with identifier pseudonyms to ensure the confidentiality, privacy and integrity of the school and participants. Thus, all the six Special Schools that participated are given pseudonyms such as school A, school B and so on to school F and the learners’ names were given numbers from 1, 2, and 3 to 87. As indicated (fig. 2), the highest number of students with disabilities is from School E with 284 students while School B & D has 200 students each. The school with the least students with disabilities’ population was school F.
120 students were approached to complete the questionnaire; twenty from each of the six Special Schools in the Amathole district. All these students had either a physical or a mental disability. Out of the 120 learners approached to complete the questionnaire, 87 (72.5%) successfully completed it (fig.3).

![Graph showing number of students approached and responses by school]

The highest responses were obtained from Schools A, B and F (100%). School E at 65%, School D followed this at 45% and the lowest response from School C at 25%. The average response rate from all the schools was 72.5%.

4.2.2. Gender of the sample group

The gender of the sampled population was important in understanding the efficacy of disability among the students. This is mainly because; the participants were males and females who had different physical and mental disabilities. The opportunities to participate in physical activities and sports may be favouring one disability or gender than the other. The volunteering sample group consisted of 52% female (n=45) and 48% male (n=42) students (Fig. 4).
4.2.3. Ages of participants

Due to varied levels of disability, students in Special Schools take longer to complete their education. Due to this situation, the ages of the sample group varied from 10 years to 27 years old (Fig. 5).

A majority of the participants’ age was 18 years (21%) followed by 17 years (16%) and 19 years (10%). The lowest age was 10 years (2%) while the highest age was 27 (1%).

4.2.4. Disability type of the Sample group

The common types of disabilities affecting the sample group were physical disability 51% (n=44), mental retardation 34% (n=30) and hearing impaired 15% (n=13) of the sample group (Fig. 6).
4.3. Student Responses

Based on the students’ response rate, the following results were collected from the research questionnaire.

4.3.1 Research Question 1. What are structural/facilities barriers to inclusion for students with disabilities in some of the Special Schools in the Amathole district?

Students’ perceptions about the influence of available facilities for their participation in sports (fig. 7) shows that available facilities have a significant influence on their participation in sports. The proportion of students with disabilities who asserted to this (44.1% agreed and 47.1% strongly agreed) was significantly higher (p < 0.05) than their counterparts who did not.

Figure 7. Facilities barrier against students with disabilities’ participation in sports.
Values are means ± standard deviation of six schools, mean percentages with the same letter superscript are not statistically significantly different from each other (p > 0.05).

Similarly, a significantly higher (p<0.05) proportion of the students with disabilities asserted that the available equipment had a significant influence on their participation in sports in Special Schools. Results show that 42.7% and 35.3% of the students agreed and strongly agreed (respectively) that the available equipment (Fig 8) influenced their participation in sport.

![Figure 8. Equipment barrier against students with disabilities’ participation in sports.](image)

The same question was given to the principals of each participating special school. The aim was to find out if the school administration shared similar views with the students. The responses (table 4) presented different perceptions from the question: “What facilities are barriers towards students with disabilities to access sports?”

**Table 2. Participation barriers from principals’ views.**

<table>
<thead>
<tr>
<th>Interview questions</th>
<th>Principals’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Are there enough facilities available?</td>
<td>3</td>
</tr>
<tr>
<td>Are there any barriers towards participation in sports?</td>
<td>6</td>
</tr>
</tbody>
</table>
From the responses from the principals, it is evident that they also shared the same view with the students that their participation in sport was affected by the available facilities and equipment. The teachers were also involved in the study. The aim was to understand their own point of view around the barriers influencing students’ participation in sports.

The key question was “what are the barriers facing students with disabilities’ sport participations?” There were several responses generated from this open-ended question (table 3). Based on the interview responses, the emerging themes were:
Table 3. Emerging themes from the Teachers interview responses.

<table>
<thead>
<tr>
<th>Sentence units</th>
<th>subthemes</th>
<th>themes</th>
<th>Categories of main meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough resources</td>
<td>Lack of resources</td>
<td>Funds are inadequate</td>
<td></td>
</tr>
<tr>
<td>School conditions</td>
<td>Under resourced schools</td>
<td>Poorly financed schools</td>
<td>Schools are poorly financed</td>
</tr>
<tr>
<td>The living conditions of students</td>
<td>Living conditions of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiteracy on the part of the parents</td>
<td>Illiteracy of parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs and attitude of the society</td>
<td>Beliefs and attitudes of parents</td>
<td>Illiteracy of parents</td>
<td>Illiteracy of parents</td>
</tr>
<tr>
<td>Lack of social support</td>
<td>Lack Social support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No motivation in terms of rewards.</td>
<td>Lack of motivations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of parents’ involvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of communication between the school and the parents</td>
<td>Lack of communication between the school and parents</td>
<td>Lack of communication between the school and the community</td>
<td>Management and leadership challenge of the school.</td>
</tr>
<tr>
<td>Contrasting perception about sports between the parents and the teachers</td>
<td>Contrasting perception between parents and teachers about sport</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 3, three major barriers can be deduced from the themes. These are Funding, Illiteracy of the parents and management challenges. Two probing questions were posed to the principals of the schools (table 4) and all of them (100%) were of the opinion that their schools did not have trained personnel for special sport. While responding to the question
on parent’s involvement in sports, 67% responded that parents were not involved in school sports while 33% replied Yes.

Table 4. Principal’s responses to barriers to sports participation.

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Principls’ response</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>Does the school have trained personnel for special sports?</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Are parents involved in school sports?</td>
<td>2</td>
<td>33.3</td>
<td>4</td>
</tr>
</tbody>
</table>

4.3.2. Research Question 2. What are the limitations/motivations of students with disabilities towards participation in sports?

Based on analysis of variance (ANOVA), (fig 9) shows that the proportion of students who strongly disagreed (4.2%) was not significantly different (p > 0.05) from those who disagreed (2.7%) that their parents actually had a significant influence on children’s participation in sports. Similarly, the proportion of students who agreed (42.2%) that their parents significantly influenced their inclusion in sports did not vary significantly from those who strongly agreed (40.8%) at 5% level of significance. This shows that more than 80% of the students asserted that their parents had a significant influence on their inclusion in sports in the Special Schools sampled. On the other hand, 9.8% of the respondents were not sure of their parents’ influence on their sports participation. This could be due to inability to interpret the question correctly.
The means ± standard deviation of six schools, (fig.10) in the same letter superscript are not statistically significantly different from each other (p>0.05). The students’ perceptions on the influence of their inherent skills on their participation in sports show that inherent skills had a significant influence on children’s participation in sports. Only 2.8% of the students with disabilities disagreed that their inherent skills did not significantly affect their participation in sports.

These responses to the question on the reason for their participation in sport (appendix C, question 4) suggest that students had high self-esteem about their physical condition. They seem to accept their condition. It is a challenge to their teachers to help them discover and develop their sport talents.
4.3.3. Motivation for students’ participation in Sport

There were various reasons highlighted which enhanced the students with disabilities participation in sports. The reasons are further illustrated according to different categories:

(i) Enjoyment

A total of 22% (n=9) of male participants strongly agreed that sport is fun and 40% (n=18) of their female counterparts strongly agreed. 56% male and 36% female students agreed with the statement while 5% male strongly disagree and only 2% of the female disagreed (Figure 11). In fact, both male (78%) and female (76%) agreed that enjoyment was a strong motive behind their participation.

![Figure 11. Reason for participation in sport (Enjoyment).](image-url)
(ii) Competency

On the issue of competency, students (male and female) shared similar view (fig. 12) that participating in sports enabled them to enhance their movement skills competencies.

![Figure 12. Reason for participation in sport (Competency).](image)

(iii) Socialisation

In response to the reasons for participating in sports, 47% of the female students and 32% of the male students strongly agreed that socialization is an important part of sport participation. Furthermore, 44% male and 27% female students agreed that socialization was a strong motive also. 4% male disagreed while 4% female were not sure of the statement. Generally, the results show that both male students (76%) and female students (74%) agreed that socialization was inherent part of sport participation.

![Figure 13. Reason for participation in sport (socialization).](image)
(iv) Health benefits

Both the male and female respondents strongly agreed that sport participation was beneficial for their health. (Fig.14). There was no significant difference in the health benefits which shows that gender does not influence students’ perception on health benefits derived from sports.

![Figure 14. Reason for participation in sport (Health Benefits).](image)

(v) Psychological benefits

The statement that sports make them feel better was strongly agreed to by male (44%) and female (42%) participants (fig 15). While 9% males strongly disagreed and 4% females disagreed. The remaining 4% female participants are not sure. The psychological benefit was probably a new concept to some of them.

![Figure 15. Reason for participation in sport (psychological benefits).](image)
The interview responses from the teachers presented further information on the benefits derived from sport participation among the students with disabilities. The majority of their responses centred around three dimensions of meaning. These are development of social skills, better attention span and more productivity. These responses though different from the students, are professional views that seem to focus on objective results more than acquired life skills through education.

4.3.4. Research Question 3. What are the sport opportunities available in the Special Schools?

From the questionnaire it was shown that 90% (n=37) of the male students indicated that they were involved in one sport or the other and 10% (n=4) indicated they were not. Responses from the female students indicated that 87% (n=39) participated in sports against the 13% (n=6) non-participants.

![Figure16. Sport participation profile of students with disabilities.](image-url)

These results were supported by the students’ response from the questionnaire, which showed that the students with disabilities cited a minimum of 12 different sports as common in their schools (Figure 17). However, the frequency of citations varied with respect to gender, for example, male students cited soccer while females mostly cited
netball. On the other hand, the males and female respondents respectively never cited rugby and cycling.

![Figure 17. Diversity of sports available in the Special Schools.](image)

Though some of the sports are not at school, it shows that some of the students participate at home and various clubs which they belong. The home and club sport participation was beyond the scope of this study. On the other side, teachers’ responses on available sports programmes for the students with disabilities (fig.18) show that athletics was the most frequently cited, followed by soccer while javelin was the least mentioned.

![Figure 18. Teacher’s responses on sports programs](image)
Based on unobtrusive observation of the patterns of participation in sports after classes, table 5 describes the observed participation patterns of the students with disabilities (appendix E).

Table 5. Observed participation patterns of students with disabilities in sports.

<table>
<thead>
<tr>
<th>Sport type</th>
<th>Number of participants</th>
<th>Male</th>
<th>Female</th>
<th>Intensity of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table tennis</td>
<td>16</td>
<td>7</td>
<td>9</td>
<td>High</td>
</tr>
<tr>
<td>Soccer</td>
<td>27</td>
<td>22</td>
<td>5</td>
<td>High</td>
</tr>
<tr>
<td>Volleyball</td>
<td>17</td>
<td>6</td>
<td>11</td>
<td>Moderate</td>
</tr>
<tr>
<td>Basketball</td>
<td>14</td>
<td>3</td>
<td>11</td>
<td>Moderate</td>
</tr>
<tr>
<td>Athletics</td>
<td>31</td>
<td>14</td>
<td>17</td>
<td>High</td>
</tr>
<tr>
<td>Chess</td>
<td>13</td>
<td>7</td>
<td>6</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

It could be noted that athletics ranked highest (n=31), followed by soccer (n=27) with chess having the least number of participants (n=13). Table tennis, soccer and athletics also had a high intensity of participation.

4.4. Interviews

A total of six principals and six teachers (in charge of sports) volunteered to participate in the study. The sport teachers cited specific programs for students with disabilities (fig.18) that were offered.

4.4.1. Teachers

The participants’ interview included two males and four females. They each had a minimum of eight years teaching experience. All participants had contacts with the students with disabilities and were involved in their day-to-day school setting and physical activity. None of the teachers interviewed had any formal training in sports whatsoever but got
involved because of their passion for the special students. Access to the teachers was established through the recommendation of the principals of the schools involved in the study.

While responding to the question on the effects of physical inactivity, the teachers cited depression, isolation, lack of confidence (fig. 19) as some of the effects physical inactivity has on students with disabilities.

![Bar chart showing the effects of physical inactivity on students with disabilities.](chart.png)

Figure 19. Effects of physical inactivity to the students with disabilities?

4.4.2. Principals

The school principals’ views were important because they were responsible for running the curricular of education on a daily basis. Each principal of the six schools involved in the study was interviewed in his/her office during school hours. The time of the interviews ranged from 28 minutes to 45 minutes. The quickness of some of the interview could be attributed to the preparedness of the different principals. They were provided with the interview questions one week before the interview and had time to prepare answers for each question. A few probing questions were asked to allow each principal to expand their answers.
4.4.3. Emerging Themes from Principals

Interviews with the Principals of the sampled schools provided interesting responses (table 6).

Table 6. Principals’ Responses.

<table>
<thead>
<tr>
<th>Interview questions</th>
<th>Principal responses</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Is there policy governing sport participation?</td>
<td>6</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Are there enough facilities available?</td>
<td>3</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Does the school have trained personnel for special sport?</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Are parents involved in school sports?</td>
<td>2</td>
<td>33.3</td>
<td>4</td>
</tr>
<tr>
<td>Are there any sports participation barriers in the school?</td>
<td>6</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Are the sporting activities adapted?</td>
<td>6</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

The principals’ responses agreed with the students’ view on parental involvement in school sports (Table 6). 66.7% of the principal interviewed agreed that parents of students with disabilities were not involved in school sports. It should be noted that all the principals interviewed agreed that there were no trained personnel for special sport in their schools and that there were sports participation barriers in their schools.
CHAPTER 5

DISCUSSION

The purpose of the study was to assess the barriers to inclusion of students with disabilities in sports in the selected Special Schools in the Amathole district of the Eastern Cape Province, South Africa. In spite of the almost universal ratification of the Convention on the Rights of the Children, and the social and political mobilisation that led to adoption of the Convention on the Rights of Persons with Disabilities (UNICEF, 2005), disabled children and their families continue to be confronted with daily challenges that compromise the enjoyment and fulfilment of their rights. Discrimination and exclusion related to disabilities occur in all countries, in all sectors of society and across all economic, political, religious, cultural and education settings. In principle, the Social Cognitive Theory (SCT) that considers the impact of attitudes, beliefs and the environment as factors that influences behaviour supports the current study findings. The dynamic interactions of the agents of behavioural change (sport participation), personal factors (cognitions, motives, emotions) and environmental opportunities influence (family, peers facilities, equipment) have been examined. Assessment of the barriers against inclusion of students in sport in Special Schools in Eastern Cape has involved questionnaire administered to students with disabilities, and observation of participation levels and interview responses from principals and special teachers, 6 principals and 6 teachers from 6 Special Education schools in the Amathole District of the Eastern Cape, South Africa.

5.1. Age and Gender disparities

The wide age range (10 to 27 years) of the students with disabilities sampled in this study showed a high variability in maturity among the students. Students with disabilities of more than twenty years old were documented in most of the participating schools suggesting that
parents have been keeping these children in their houses for many years only to be discovered by the Eastern Cape government lately and taken to school. On gender basis, there was a slight increase of female (52%) than males (48%) participation. The reasons for such disparities may include higher rates of work-related injuries and greater risk-taking behaviour among boys and men and more females are born than males. On the other hand, girls and women are more often exposed to the risk of becoming more disabled than males because of neglect and certain forms of abuse and harmful practices, including early marriage (UNICEF, 2005). This could probably account for the higher number of females students (52%) with disabilities when compared to males (48%) from this study. The higher rates of disability for girls may also reflect the lower visibility given to girls, particularly girls with disabilities in many countries (Downing & Peckham-Hardin, 2007). In the context of such double discrimination, girls and women may have limited access to essential services such as health care, education and vocational rehabilitation. In Nepal, for example, it was reported in 1995 that the long-term survival rate for boys who had polio was twice that for girls, despite the fact that males and females have an equal chance of being affected by the disease (Boyce, Malakar, Millman & Bhattarai, 2000). The consequences of disability can be particularly serious among female because they risk being discriminated against on grounds of their gender as well as of their particular impairment. As a result, they may have even more limited access to essential services, including health care, education and vocational rehabilitation.

Data on the types of impairment and the numbers of children affected can inform service providers to improve the provision of the appropriate services and appliances. In the participating schools, the delivery of the students services mainly education was low and even lower in sports. During the process of delivery, it is important to monitor the equality of opportunity and progress towards the achievement of economic, social, political and cultural rights (Downing & Peckam-Hardin, 2007). Three categories of impairments (deaf,
mental retardation and physically challenged) were common among the students with disabilities.

5.2. Barriers against inclusion of students in sports

The results from the current study have been reported by previous scholarly studies done elsewhere however, the environmental opportunities seem to account for much of the students influence in sports participation. On lack of infrastructure and equipment for sports, a study on physical activity levels of students with disabilities at a middle school in Montana reported that lack of equipment and infrastructure posed a major participation barrier for students with disabilities. (Bond, 2007). Besides a noted level of students with disabilities participating in sports, lack of sport facilities and equipment have featured strongly in most of the schools involved in the current study suggesting that if schools were adequately resourced; more students would be involved in sports on a daily basis. One of the objectives of this study was to assess the structural/facilities/personnel factors that could be barriers to students with disabilities’ participation in sports. Some of the identified barriers were:

5.2.1. Facilities Related

There is growing evidence of a correlation between the adequacy of a school facility and student behavior and sports performance. As far back as the 1920s, industrial research established the relationship between environmental factors and employee productivity and morale, but these lessons have not been applied widely in educational settings (Gore, 2003). In this study however, the implications of available facilities on the inclusion of students with disabilities to sports in selected Special Schools in the Amathole District have been explored.

An examination of the relationship between school facilities and students’ inclusion to sports in Special Schools cannot be done without first examining how learning occurs, and
what factors facilitate or hinder learning. The influence of facilities as barriers on students’ inclusion to sports may be subtle and quite difficult to measure with precision. Notwithstanding, we all know from personal experience that settings do make a difference, for example buildings, settings, and environments are accorded symbolic value by those who use them as well as by those who do not. Physical entities come to symbolize certain qualities, values, aspirations, and experiences for individuals. Similarly, the presence of physical facilities such as play grounds, tennis courts, soccer fields, gymnasiums, etc. may symbolize opportunity, hope, and a safe haven amidst the marginalization and disabilities experienced by students with disabilities in Special Schools. In the current study, a significant proportion of the students with disabilities strongly agreed that their participation in sports was influenced by the available facilities and equipment (91.2%) is a subject for further investigation.

The presence of physical facilities in Special Schools may have a triune effect; impart a sense of self-worth to the students, show the schools’ commitment to sports while conveying important messages to the students with disabilities such as: “we want you to feel comfortable, inspired and proud”, “we believe in you and your future”, and “you are a vital part of our community” (Principal, School B). Although does not stop students with disabilities to participate in sports, lack or limited availability of sport facilities in Special Schools may remain a long term challenge in most of the “Special Schools” in the Eastern Cape unless the government makes a deliberate effort to invest in sport education.

5.2.2. Equipment Related Barriers

Appropriate equipment can help children and youth with disabilities participate appropriately in physical activity and sports. The term “appropriate” is operationalized to refer to safe, high quality, equal standard and nice looking equipment. Athletic equipment might need to be modified for safe use by some children and youth with disabilities
(Auxter, Pyfer, Zittel & Roth, 2010). In the current study, high proportion of the students with disabilities asserted that the available equipment had an influence on their participation in sports in Special Schools (p < 0.05). Although students with disabilities were satisfied with the available equipment, (78%) this expression was limited by lack of specialized knowledge of the kind of equipment ideal for inclusion in sports to the students with disabilities. For some students with disabilities, specialized equipment may be needed. Treadmills, for example, are effective in providing predictable walking and running conditions, which can be necessary and appropriate for some individuals with disabilities (Stanish, 2010). Simulated video games that support movement detection technologies (e.g., PlayStation 3) can also be used by some children and youth with disabilities to participate in sport (Foley, 2010).

5.2.3. Lack of Sport Specialists

One of the greatest challenges in Special Schools is the lack of qualified adapted sports teachers. For example, it is estimated that as many as half of all new Special Educators leave the profession within the first three years of employment due to poor administrative support, poor preparation, complex job responsibilities, and overwhelming paperwork requirements (Embich, 2001). In order for students with disabilities to participate in physical education activities, a wide range of support specialists are required. These facilitators include special education teachers, paraprofessionals, adaptive physical education specialists, and other related service providers e.g. occupational therapist or speech language pathologist. Children and youth with disabilities and those without athletic skills require adaptive opportunities and specific instruction to meet individualized concerns such as poor motor coordination (Stanish, 2010). All principals from “Special Schools” indicated that they did not have sufficiently trained personnel for special sports.
This is a setback, considering that inclusive teaching styles create a climate and culture of participation in sport for both students with and without disabilities.

Evidence from research emphasized the fact that in many cases, teachers have not fully supported pupils who are disadvantaged (Fleming, 1995). In this case, the importance of cordial relationships between students and teachers is underscored. In a study of primary children’s experience in school, Riley (2004) also reported negative pupil-teacher interactions from a study of a large sample of primary and post-primary students in schools. Students resented teachers who talked down to them, blamed them unjustly, shouted at them, or punished the whole class. Although principals do not need to be disability experts, they must have fundamental knowledge and skills that will enable them to perform essential special education leadership tasks. Research suggests that most school principals lack the course work and field experience needed to lead local efforts to create learning environments that emphasize academic success for students with disabilities (DiPaola & Tschannen-Moran, 2003). Consequently, effective administrators need to develop a working knowledge about disabilities and the unique learning and behavioral challenges various conditions present.

The hypothesis that availability of adequate structural/facilities/personnel was not a barrier to the inclusion of students in sports in selected Special Schools was not supported by the current field findings. The results clearly show that availability of adequate structural/facilities/personnel was a significant barrier to the inclusion of students with disabilities towards sports participation. More students with disabilities are likely to participate should there be facilities and equipment that are of high quality and adequate.

5.3. Limiting/Motivating Factors

A second objective of this study was to identify factors that were potential limitations/motivations of students with disabilities towards participating in sports. From the analysis
of the questionnaire and interview, some emerging themes relating to the individual limitations/motivations were identified as follows:

5.3.1. Limited Parental Influence

Families have a major influence on children with disabilities’ achievement in Special Schools and subsequently throughout their life. The home is regarded as the natural learning environment hence the role of parent and family is critical to the early development and success of the child with disability (UNICEF, 2005). In South Africa, there is significant progress towards promoting the rights of children with disabilities. According to the Law Commission Review of the Child Care Act 1983, as cited by Lansdown (2002), the importance of empowering parents to care for their children at home has been recognized. It underscores improved health care services, accessible schools, free or affordable assistive devices and support programmes for parents. When parents talk to their children about school, they expect them to do well, help them plan and make sure that out-of-school activities are constructive; their children tend do well in school. As such, when teachers for Special Schools and parents work together to support learning, children tend to do better in school, stay in school longer, and like school more and hence become more inclusive in sport (Landsdown, 2002). In the current study, all the interviewed teachers agreed that a significant number of parents were not involved and portrayed lack of interest in their children’s’ sports participation and achievements. One of the concerned teachers stated “Most of these parents would prefer to spend their time in shebeens than attending a meeting at the school to discuss matters affecting their children” Another teacher interviewed remarked that “short of having to go to their homes to drag the parents to attend meetings, there is nothing I have not tried in getting the parents involved and to educate them on the benefits inherent in sports participation”.

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On parental support, more than 80% of the students reported that lack of parental involvement had a significant influence on their inclusion in sports in the special school sampled. A similar study conducted by Bond (2009) on physical activity levels of students with disabilities also identified parental influence as one of the factors limiting sports participation among the disabled.

These findings are in agreement with the SCT that environmental influences such as family, peers, equipment have a great impact as personal factors influencing behavior. (Bandura, 1998).
5.3.2. Students inherent skills

Another factor identified as a limitation is the influence of the students’ inherent skills on their participation in sports. Results gathered from the study shows that inherent skills had significant influence on the students’ participation. A total of 93% of the sample agreed that their skills pose a limitation to sports participation while only 2.8% of the students with disabilities disagreed that their inherent skills did not significantly affect their participation in sports. According to the SCT, positive outcomes must outweigh any negative outcomes in order for individuals to participate in a given activity. The children’s perceptions and convictions that they can perform successfully during a given physical activity can increase the likelihood that they will engage in that behavior (Marcus & Forsyth, 2003). In a similar study on leisure functioning of students with disabilities DeSwartz, (2007) also identified perceived competence as one of the factors that poses a limitation to students with disabilities’ participation in sports. In this study, students with disabilities’ perceptions and convictions were strong but discouraged by the school and parents.

5.3.3. Motivating factors

In the current study, several factors were highlighted as motivating factors for students with disabilities’ participation in sports. These motives represent different categories such as; (i) enjoyment, (ii) competency, (iii) socialization, (iv) health benefits and (v) psychological benefits. Similarly, motives for participation in special sports that are related to team factors or the need to enjoy the camaraderie of fellow students such as friendship, excitement and fun were equally cited by most of the students. Statements such as “Sporting activities makes me feel important”, “Am good at sports” and “I feel good about myself” were some of the factors stated by the students when asked about their reasons for participating in sports. The current findings have been supported by previous studies done elsewhere. A study on assessment of students’ motives for participation in sports, Dwyer (1992) reported
that some of the important motives were fitness, fun, excitement and challenge, and improving skills. However, the college students rated friendship, achievement status, and team factors as less important. However, the present study findings show that the students with disabilities had unique motives for participation in special sports.

In a study on motivational factors associated with sport participation in over 1600 middle school children Sirard, Pfeiffer, & Pate (2006) reported participation motives across genders. Boys had a greater attraction to the competitive aspects of sports while girls showed a greater attraction to the social aspects of sports participation. In the present study, no significant gender differences were observed during involvement in special sport. Students with disabilities (male and female) had common motives towards sport and physical activity participation.

The previously raised hypothesis that individual limitations/motivations were not a barrier to the participation of students with disabilities in sports in the selected Special Schools was also not supported by the current study findings. The present study has shown that the students had multiple motives for participation in special sports. Some of the motives cited were more individual such as competency, psychological and health benefits. Similarly, the students with disabilities equally cited motives for participation in special sports that were related to team sports such as the need to enjoy the camaraderie of fellow students such as friendship, excitement and fun as significant. Hence, the present study findings show that students shared unique motives for participation in special sports. Limitations such as parental influence, the students’ inherent skills were identified in the study as part of the limitations encountered by the students.

5.4. Existing sport participation opportunities for students with disabilities

The final objective of this study was to assess the sports participation opportunities for students with disabilities in selected Special Schools in the Amathole district. Where
students with disabilities have been encouraged to participate in sports and physical activities, it is often perceived as a vehicle for physical or psychological therapy. For example, in the twentieth century, injured soldiers were encouraged to use sport and recreational physical activities as means of rehabilitation back into civilian life (Pinheiro & Paulo, 2006). This ‘therapeutic recreation’ concept became particularly well developed in America, where hospitals and schools have continued to use recreation as a form of therapy.

Results from current study show that all respondents i.e. (students with disabilities, special education teachers and principals) stipulated that a variety of sport activities were present in their Special Schools. Such a wide choice of sport opportunities creates an atmosphere that is conducive for participation in multiple exercises and recreation activities. During play opportunities joints, muscle groups, and other body parts are used separately, the risk of injury due to repetitive motion or overuse becomes minimal (Foley & Lewis, 2010). Increased physical activity influences acquisition of advanced motor skills, which in turn facilitate increased physical activity (Foley & Lewis, 2010). Therefore, frequent participation in sport programs may help control obesity, promote activeness, increase a child’s self-image, social skills, and increase motivation.

Sports, as another form of fundamental and movement education based activities continues to provide tremendous benefits for students with special needs. Students suffering from cognitive disabilities experience motor skills problems such as hopping, skipping, and jumping. Involvement in gymnastics can help individuals develop fundamental motor skills and physical fitness capacities; however, special safety considerations are important to keep in mind (Gallahue & Ozmun, 2006, pp. 187-237).

The hypothesis that availability of sport participation opportunities was not a barrier for students with disabilities’ participation in sports was supported by the results from the
current study. A majority of the respondents from the sampled population agreed that there are varieties of sports available in all the participating Special Schools. Sports such as soccer, netball, athletics, table tennis, swimming, dance and basketball were some of the sports cited by the respondents. However, the respondents never mentioned rugby and cycling.
CHAPTER 6

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

6.1. Summary

The purpose of the study was to assess the barriers against students with disabilities’ participation in sports. This study has identified that “Special Schools” in the Amathole district are facing many challenges related to opportunities for students with disabilities to get involved in sports while at school. The barriers against inclusion of students in sports in Special Schools were lack of adequate and standard equipment, professional support and facilities in most of the Special Schools sampled in the Amathole District of the Eastern Cape, South Africa. The common types of disabilities affecting the sample group were physically challenged (51%), mental retardation (34%) and hearing impaired (15%). Other participation barriers reported by the teachers and principals were lack of parental knowledge that participating in sports was important to the physical and social health of their children. This challenge has been demonstrated by lack of support of the parents to their children when they want to be involved in sports at school.

Regarding teachers’ responses on “what are the personnel barriers facing sport participation among students with disabilities?”, the emerging themes were; (a) illiteracy on the part of the parents about the role of sports, to the social and physical development of the disabled child, (b) lack of parents’ involvement, (c) lack of communication between the school and the parents and (d) contrasting perception about sports between the parents and the teachers. The interview responses from the teachers afforded further information on the benefits derived from sport participation by students with disabilities these were; the development of social skills, better attention span and more productivity.
These results were also supported by the students’ responses from the interview, which showed that the students with disabilities cited a minimum of 12 different sports as common in their schools. As regards teachers’ responses on “*what do you think can be done to improve sports participation among the students with disabilities?*” The emerging themes were; (a) removal of stereotypes and attitudes, (b) availability of resources, (c) commitment from the different stakeholders and (d) use of reinforced policy especially in the Eastern Cape because other provinces are much better.

The lack of communication between the school and parents is a critical barrier to the children’s involvement in sport education and their future sports achievements. While the schools share a similar vision of the use of sports to improve the education and future life skills of the students with disabilities, parents seem to have a protective behaviour of their children as such they do not want to know and even get involved in whatever their children do at school. The findings from the current study are not conclusive and cannot be generalized to represent the status of Adapted Physical Education in South Africa, but present a general picture of the challenges that students with disabilities experience in most of the Special Schools in the Amathole District and partly Eastern Cape Special Schools.

**6.2. Conclusion**

One of the main conclusions of this research is that only 10% (males) and 13% (females) did not participate in sport. This signifies that most students with disabilities participate in sport despite any potential identified barriers. Promoting access to sport opportunities requires mobilising and increasing the capacity of those role players that are most influential and supportive for this process – especially principals, teachers, caregivers and parents of students with disabilities. Sport is a potential means through which learners would acquire lifelong education that prepare them to adapt well to daily challenges.
Inclusion of students from Special Schools into sports is one of the fundamental rights and freedom of a group of students who come from historically marginalised backgrounds. It allows them to realise their full potential and frees them from the discrimination and prejudice that have kept them hidden and on the margins of society. The current study is important in the context that though covering a small population, the context of sport as a means of education for the acquisition of lifelong skills among the students with disabilities needs more research work.

6.3. Recommendations

Barriers against participation in sports, among students with disabilities can be eliminated if there is open communication and shared responsibilities between the Special Schools and parents/guardians of the students with disabilities as well as other role players in the different communities in the Amathole district and the rest of the Eastern Cape Province. More studies are needed to explain the causes of reduced communication between Special Schools and parents. The department of Education must take steps to provide nonacademic and extracurricular services and activities, including athletics, in the manner necessary to afford children with disabilities equal opportunity for participation in those services and activities. The implications of the current study are important for improving the quality of education in Special Schools in the Amathole district, Eastern Cape. Special sport curricula based on physical growth and the development of fitness and socialization can support the inclusion of students with disabilities. Special sport instructors can increase successful inclusion by focusing on the camaraderie and fun of activity rather than on competition and winning. Hence, in order to ensure that students with disabilities are given an equal inclusion to sports in the least restrictive environment regardless of intellectual, physical, or emotional exceptionality It is further recommended that:
o Special education teachers should support the inclusion of students in reaching their full potential not only in sport but also throughout the entire special school system.

o Special educators must accept responsibility to meet all of these needs for all children because students with disabilities are experiencing upheaval of their socio-emotional, physical, and academic lives.

o The Department of Education should facilitate information sharing among Special Schools on ways to provide inclusion in sport and other extracurricular athletics to students with disabilities and also create programs to support family members in their own homes to become more confident and competent when there are concerns about a child’s development.

o Special schools should design programs that will support parents to guide their children’s learning, from preschool through high school.

o Develop the capacity of school staff to work with parents.

o Link efforts to engage parents, whether based at school or in the community, to student learning.

o Embrace a philosophy of partnership and be willing to share power with parents.

**Future Research**

This research involved Special Schools in one district. It could be repeated over other districts to check if it will yield the same results. Therefore, future research should focus at assessing sport participation barriers based on specific disabilities such as hearing impaired, mental retardation and physically challenged. Furthermore, a study on parental involvement in sport should be conducted just to shed light on parents perception of their role in terms of supporting students with disabilities in sports and also what impediments they experience that prevent them from supporting their children. That means opportunities for young
people with disabilities to participate in sports and related activities should be part of their education program from grassroots to senior or elite level.
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ETHICAL CLEARANCE CERTIFICATE

Certificate Reference Number: LYK01 ISBAY01

Project title: Barriers to inclusion of students in sports: An assessment of Special Schools in the Amathole District Eastern Cape

Nature of Project: Masters

Principal Researcher: Oladunni Bayewumi

Supervisor: Dr P Lyoka

Co-supervisor:

On behalf of the University of Fort Hare’s Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

- Please note that the UREC must be informed immediately of
- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research
The Principal Research must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
- Any unethical principal or practices are revealed or suspected
- Relevant information has been withheld or misrepresented
- Regulatory changes of whatsoever nature so require
- The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.

The Ethics Committee wished you well in your research.

Yours sincerely

Professor Gideon de Wet

Dean of Research

27 November 2012
Ethics Research Confidentiality and Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record.

Our University of Fort Hare / Department of Human Movement Science is asking people from your School to answer some questions, which we hope will benefit your School and possibly other communities in the future.

The University of Fort Hare / Department Of Human Movement Science is conducting research regarding Barriers to inclusion of Students with disabilities in Sports. We are interested in finding out more about the structural/facilities/personnel barriers for students with challenges. We are carrying out this research to help the schools promote and increase sports participation among the students with disabilities.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not are yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you choose to participate, you may stop me at any time and tell me that you don’t want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no “come-backs” from the answers you give.

The interview / questionnaire will last around 30 minutes. I will be asking you a questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or
sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to these questions but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best thing would be to do, but what you think would actually happen.

If possible, our department would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

CONSENT

I hereby agree to participate in research regarding ....................... I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

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<th>Signature of participant</th>
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<td>I hereby agree to the tape recording of my participation in the study</td>
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Uphando ngokufihlakeleyo ngemikhwa esesikweni, nefomu yemvume nceda thatha ingqalelo

Le fomu mayizaliswe ngabaphandi nabo kwenziwa kubo udlowo-ndlebe phambi kokuba kuqalise uphando. Il Kopi ezizalisiweyo mazigcinwe ngokukhuselekileyo.

IYunivesithi yase Fort Hare kwisebe lenzululwazi yentshukumo yomntu yenza udliwano-ndlebe esikolweni sakho, ngethemba lokuncedisana nesikolo namanye amabandla achaphazelekayo.

IYunivesithi yase Fort Hare kwisebe lenzululwazi yentshukumo yomntu iqhuba uphando ngezithintelo zokubandakanya abafundi abanobulwelwe emzimbeni kwimidlalo. Sinomdla wokwazi nzulu ngezithintelo kwiziseko, ubuchule bokuncedisana kubaqeqeahi babafundi abanobulwelwe. Oluphando siluqhuba ngenjongo yokuncedisana nezikolo, siphakamise izinga, sandise inxaxheba ethathwa ngabanobulwelwe emizimbeni kwimidlalo.

Udliwano-ndlebe luzakuthatha imizuzu eyi 30 kuphela. Ndiyacela ukuba uphendle imibuzo
ngokunyanisekileyo nangokuphandle. Eminye imibuzo ingawe ubuqu, eminye ibuthathaka. Eminye
imibuzo ingezinto ongakhange uzinge ngaphambili ezibandakanya ukuba ucinge ngezinto eziggithileyo
nokusezakwenzeka. Ezinye izinto usenokungaqiniseki ngazokodwa nceda ucingisise. Ayikho impendulo
efanelekileyo nengafanelekangaka. Xa sibusa le mibuzo asifuni ucinge ngento efanelekileyo onokuthi
uyenze kodwa ucinge ngokunokuthi kwenzeke. Xa kunokwenzeka, lsebe lethu lingathanda ukuba
libuyele kulommandla lizokugqibezela esisifundo, likwazise wena nabahlali balendawo ngeziphumo
zoluphando, sixoxe ngezinto ezifunyanisiweye kolo mance, nezindululo ngoluphando nokuba oluphando
luthetha ntoni kubantu balo mmandla.

**IMVUME**

Ndiyavuma ukuthatha inxaxheba koluphando ngokunxulumene..............................
Ndiyaqonda ukuba ndithatha lenxaxheba ngokukhululekileyo.

Andinyanzelelwanga ndiyaqonda nokuba ndiyakwazi ukulumisa udiwano-ndlebe xa ndingafuni
kuqhubeka nalo, yaye esisigqibo asiyikundichaphazela kakubi.

Ndiyayiqonda ukuba injongo yoluphando ayilulo olokuba kuzuze mna isiqu.
Ndiyifumene inombolo yemfonomfono yomntu endinokuthi ndithethe naye ngezinto ezinokuthi zivuke
koludliwano-ndlebe.

Ndiyayiqonda ukuba le fomu yemvume ayizokudityaniswa nephepha lemibuzo. Nee mpendulo zam
zizakuhlala zikhuselekile.

Ndiyayiqonda ukuba xa kunokwenzeka iimpendulo zoluphando ziyakuziswa ebantwini bommandla
endihlala kuwo kwakuphunye ntoni kubantu.

**IYunivesithi Yase Fort Hare**

Sikunye Sakugqwesa
Isandla Sothatha Inxaxheba

Umhla

Ndiyavumelana noshicilelo lwenxaxheba yam kwesisifundo

Isandla Sothatha Inxaxheba

Umhla
APPENDIX C

University of Fort Hare
Together in Excellence

QUESTIONNAIRE

This questionnaire deals with your sports experiences in your school.

Please do not write your name anywhere.

Please answer all questions to the best of your ability

Indicate your answer by making an X in the appropriate block

This is a free volunteering participation. The information that you will provide is treated strictly confidential and will be used for purpose of this research only. If you feel that some of the questions are too sensitive to you, feel free not to respond and if possible you may withdraw yourself from participating. Otherwise, without you volunteering to give this information, the challenges surrounding the physically challenged students may not be known to the stake holders and as such may remain a persistent barrier to the students for a long time.

1. Are you

<table>
<thead>
<tr>
<th>Male</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Female</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How old are you?
3. Do you participate in sports?

<table>
<thead>
<tr>
<th>YES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you answered YES in question 3, go to question 4 and ignore question 5. If you answered NO in question 3, go to question 5 and ignore question 4

4. Please indicate the reasons for your answer in question 3 if you answered Yes:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is fun to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport makes me feel better about myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It gives me the opportunity to do things with my friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport is good for my health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am good at sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports makes me feel better</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Please indicate reasons for your answer in question 3 if you answered No:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not like to participate in sports- it’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>----------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>I am not good at sport.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not have friends to do sports with.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no equipments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My parents don’t allow me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My physical disability prevents me.</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Not sure</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>I do not know where or how to participate in sport.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is nobody to teach me.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I do not feel like doing sports.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I do not have the time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not have the money.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other reasons:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What Sports are you currently doing at school? Please mark all the activities

<table>
<thead>
<tr>
<th>Athletics</th>
<th>Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Swimming</td>
</tr>
<tr>
<td>Cycling</td>
<td>Table tennis</td>
</tr>
<tr>
<td>Rugby</td>
<td>Tennis</td>
</tr>
<tr>
<td>Chess</td>
<td>Netball</td>
</tr>
<tr>
<td>Volley ball</td>
<td>Dance</td>
</tr>
</tbody>
</table>
7. What other sports would you like to do? Please list them:

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

8. Do you think sports can improve your life?

YES

NO

9. Why do you say so?

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........................................................................................................................................

10. Please read the following statements and mark the response that best reflects your feelings.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My sporting activities help me feel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I know many sports that are fun to do

I have skills to do the sports

My parents encourage me to do sports

My teachers encourage me to do sports

We have enough facilities for sports in our school

There are enough equipments in our school

I am good at sports

The sport I like is available in our school

I feel good about myself when am doing sport

I want to do sports but my no money to buy kits
Eliphepha lemiribizo linxulumene namava kwezemidlalo aphe esikolweni

Nceda ungalibhali igama lakho naphina kweliphepha

Nceda uphendule yonke imibuzo ngokokona kwazi kwakho

Bonakalisa impendulo yakho ngokufaka u X kwisiqobo esifanelekhileyo

Le nxaxheba oyithatha ngokuzinikela okukhulelekileyo. Ulwazi olunikezeleyo luyakuphathwa ngokukhuselekileyo okugqithisileyo, kwaye kuzakusetyenziswa koluphando kuphela. Ukuba uyayiva eminye imibuzo inobuthathaka, ukhulelekile ukuba ungayiphenduli okanye ukuba kunokwenzeka, urhoxe ekuthatheni inxaxheba.

Ngenye indlela ngaphandle kokuzinikela kwakho ukunika ulwazi, izithintelo ezingqonge abafundi abanobulwelwe emizimbeni yabo, azisoze zaziwe ngabamele olukholo, kwaye ziyakuhlala zingumqobo kubafundi ixesha elide.

1.

Ungu / Uyi

| Mfazi | Ndoda |
2. Ubudala

<table>
<thead>
<tr>
<th>Iminyaka</th>
</tr>
</thead>
</table>

3. Uyayithatha na inxaxheba kwimidlalo

<table>
<thead>
<tr>
<th>Ewe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayi</td>
</tr>
</tbody>
</table>

Ukuba uphendule u ewe kumbuzo 3 yiya kumbuzo 4 ungawuphenduli umbuzo 5

Ukuba uphendule u hayi kumbuzo 3 yiya kumbuzo 4 ungawuphenduli umbuzo 4

4. Nceda bonakalisa izizathu zempendulo yakho kumbuzo 3 ukuba uphendule u ewe

<table>
<thead>
<tr>
<th>Kuyonwabisa ukwenza</th>
<th>Andivumelani ngamandla</th>
<th>Andivumelani</th>
<th>Andiqinisekanga</th>
<th>Ndiyavumelana</th>
<th>Ndiyavumelana ngamandla</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imidlalo indenza ndizive ngcono ngesiqu sam.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indinika ithuba lokwenza izinto nabahlobo bam.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imidlalo iylungele impilo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
yam.

Ndiyagqwesa kwezemidlalo.

Imidlalo indenza ndizive ngcono.

Ezinye izizathu.

5. Nceda ubonakalise izizathu zakho zempendulo 3 ukuba ubuphendule u hayi

<table>
<thead>
<tr>
<th>Andivumelani ngamandla</th>
<th>Andivumelani</th>
<th>Andiqinisekanga</th>
<th>Ndiyavumela na</th>
<th>Ndiyavumela na ngamandla</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andikuthandi ukuthatha inxaxheba kwezemidlalo, akundonwabisi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andikwazi ukudlala, andinabo abahlabo endingadlala nabo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Azikho izixhobo zokudlala</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abazali bam abandivumeli ndingenele imidlalo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ubulwelwe</td>
<td>ngokwasemzimbeni</td>
<td>abundivumeli</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andiyazi ukuba</td>
<td>ndingadlala phina</td>
<td>nanjanina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Akukho mntu</td>
<td>wokundifundisa</td>
<td>imidlalo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andinalo ixesha</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andinayo imali</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ezinye izizathu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Athletiki</th>
<th>Ibhola ekhatywayo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ibhasketi bholo</td>
<td>Ukuqubha</td>
</tr>
<tr>
<td>Ukukhwela ibhayisekile</td>
<td>Intenetya yasetafileni</td>
</tr>
<tr>
<td>Umbhoxo</td>
<td>Intenetya</td>
</tr>
<tr>
<td>Chess</td>
<td>Ibhola yomnyazi</td>
</tr>
<tr>
<td>Volley Ball</td>
<td>Umdaniso</td>
</tr>
<tr>
<td>Eminye</td>
<td></td>
</tr>
</tbody>
</table>

7. Yeyiphi eminye imidlalo obawela ukuyenza yidwelise
IYunivesithi Yase Fort Hare

Sikunye Sakugqwesa

8. Ucinga ukuba imidlalo ingabuhucula na ubomi bakho.

<table>
<thead>
<tr>
<th>Ewe</th>
<th>Hayi</th>
</tr>
</thead>
</table>

9. Utsho ngokuba kutheni

|………………………|………………………|………………………|………………………|
|………………………|………………………|………………………|………………………|
|………………………|………………………|………………………|………………………|
|………………………|………………………|………………………|………………………|


<table>
<thead>
<tr>
<th>Ingxelo</th>
<th>Andivumelani ngamandla</th>
<th>Andivumelani</th>
<th>Andiqinisekanga</th>
<th>Ndiyavumelana</th>
<th>Ndiyavumelana ngamandla</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imisebenzi yemidlalo indenza ndizive ndibalulekile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ndazi imidlalo emininzi eyolisayo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ndinaso isakhono kwezemidlalo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abazali bam bayandikhuthaza ukwenza imidlalo</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Abafundisi ntsapho bayandikhuthaza</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ukwenza imidlalo</td>
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<td>------------------------</td>
<td>--------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sinazo ngokwaneleyo</td>
<td>indawo ezinobuchule bokuncedisana nemidlalo esikolweni</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sinazo ngokwaneleyo</td>
<td>izixhobo zemidlalo esikolweni</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ndiyagqweswa kwezemi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umdlalo endiwuthandayo</td>
<td>awukho apha esikolweni</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ndiziva ngcono ngesiqu sam xa ndithatha inxaxheba kwezemi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ndiyayifuna ukuthatha inxaxheba kodwa andinayo imali yokuthenga impahlal yemidlalo</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX D

INTERVIEW QUESTIONS WITH THE PRINCIPALS AND TEACHERS

FOR THE PRINCIPAL OF SCHOOLS

The following questions target information about the kind of disabilities among students

1. Are there students with physical disabilities in this school? Yes/No, How many?
2. How does the school define physical disability? Is this definition used as criteria to justify placement in the school?
3. What type of disabilities do students have?
4. What is the scope of sport curriculum in the school? (Time table)
5. What kind of sports related activities are available for all students?
6. What kind of sports related activities are available for students with disabilities?
7. What is the Schools Policy regarding sports participation?
8. What kind of sport facilities do students use?
9. Are there special facilities for students with disabilities?
10. Does the school have (trained) personnel for the physically challenged students? If the answer is NO, why?
11. What is the level of parents’ involvement in school sports? Why?
12. Are there any barriers to the inclusion of the students in sports? Mention them
13. How are the sporting activities structured and adapted?
14. What Ideas do you have for increasing sports participation among students with disabilities in your school?
Teachers’ Interview questions.

1. What are the current available sports for the students with disabilities in your school?

2. What do you think are the effects of physical inactivity for the students with disabilities?

3. What benefits are derived from sport participation?

4. As a teacher, what are the barriers facing sports participation among students with disabilities?

5. What do you think can be done to improve sport participation among the students with disabilities?
FIELD OBSERVATION CHECK LIST

Name of School: ..............................................
Child’s Name: ..............................................
Sex: ..................................................................
Disability: ....................................................
Age: ..................................................................
Class teacher: ..............................................
Date: ..............................................................

Additional Comments: ..............................................................................................................
........................................................................................................................................................
........................................................................................................................................................
........................................................................................................................................................
........................................................................................................................................................
........................................................................................................................................................

<table>
<thead>
<tr>
<th>Child’s name</th>
<th>Activity</th>
<th>Duration of Activity: Number of Minutes</th>
<th>Level of Participation: Scale of Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1= Low level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3= Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5= High</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>