

**DETERMINANTS OF PARTICIPATION IN SPORTS BY THE PHYSICALLY
CHALLENGED PERSONS IN NIGERIA**

**BY
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**DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

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BY
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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE
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**DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

OCTOBER, 2014

DECLARATION

I hereby declare that this dissertation was written by me and that it is a record of my own research work under the supervision of Professor (Mrs.) F.B.Adeyanju, Professor B.A. Ladani and Dr. E.J. Chom. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at any University.

Mohammed Usman Sani

Signature

Date

CERTIFICATION

This dissertation titled “Determinants of Participation in sports by the Physically Challenged Persons in Nigeria” by Mohammed Usman Sani has met the regulations for the award of the degree of Doctor of Philosophy (PhD) Sports Management of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Dissertation is dedicated to the honour and glory of God who created the researcher and sustained his life throughout these years. The researcher dedicates his work to his late father Major Sani Usman (Rtd) and his mother Hajia Rekhia Sani Usman. I also dedicate this work to my loving wife Muiat Titilayo Sani and children Fatima, Rofiat, Abdullahi. Khadijat and Mustapha for their patience and understanding.

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ABSTRACT

This research was carried out to assess the determinants of participation in sports by the physically challenged persons in Nigeria. To achieve the purpose of this study, one major hypothesis was formulated out of which seven sub-hypotheses were drawn and were tested. The Ex-post facto research design was used for the study. A self developed and validated instrument (questionnaire) on the determinants of participation in sports by the physically challenged persons in Nigeria was standardized and used for this study. The questionnaire was administered to four hundred and eight (408) respondents, using the purposive sampling technique in selecting the special schools under study. These Special Schools were purposively used because they have all the categories of physically Challenged students, the proportionate sampling which was used in selecting the number of respondents while the simple random sampling for physically challenged students, sports coordinators and coaches. Three hundred and ninety three (393) completed and returned questionnaire were statistically analyzed using descriptive and inferential statistics (mean and standard deviations). Chi-square was used to test the various hypotheses postulated. An alpha level of 0.05 was used to either retain or reject the hypotheses drawn and tested for the study. The findings from the study shows significant determinant for the physically challenged person participation in sports in Special Schools in Nigeria while the findings from the study showed that Sports programme is a significant determinant for physically challenged participation in sports in Special Schools in Nigeria.

Based on the findings, it was recommended that government should set up a committee to monitor the allocation and utilization of these funds for the physically challenged

participation in sports in Special Schools in Nigeria. Adequate information planned and implemented sports programmes should be enhanced through the guidance of qualified specially trained personnel.

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ABBREVIATIONS

- 1. AAMR- American Association of Mental Retardation**

2. **ALA- Amputee and les autres**
3. **APCA- Americans with Physically Challenged Act**
4. **CP - Cerebral palsy**
5. **HDL- High Density Lipoprotein**
6. **IC Intellectual Challenged**
7. **IPCA- Individuals with Physically Challenged Act**
8. **IPCEA- Individuals with Physically Challenged Education Act**
9. **LAT- Licensed Athletic Trainer**
10. **NC - North Central**
11. **NW - North West**
12. **PPE- Pre-Performance Examination**
13. **PWPC Persons With Physical Challenge**
14. **SE- South East**
15. **SOI- Special Olympics International**
16. **SPSS- Statistical Package for Social Sciences**
17. **SS- South South**
18. **SUM- Sudan United Mission**
19. **SW- South West**
20. **UNESCO – United Nation Education Scientific and Cultural Organization**
21. **VC Visually Challenged**
22. **WC Wheel Chair**

OPERATIONAL DEFINITION OF TERMS

The following terms were operationally defined according to the way they are used in the study:

- Determinants in this study refers to those things that make one to do something such as funding, sports programme, perceived benefit, facilities and equipment, specially trained personnel, attitude and nature of the physically challenged.
- Participation in Sports: Refers to taking part by the physically challenged in sporting activities.
- Physically Challenged: This refers to the deaf and dumb, the blind and the crippled in special schools in Nigeria.
- Mainstreaming or Integration: refers to getting learners to fit into the normal classroom routine.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Sports is very popular all over the world, this is because many nations and societies have realized that it is the key towards healthy developments of the citizens (Odejide, 2002).

Mshelia (2000), stated that sports in any society is an institution of considerable importance which reflects societal values, belief as well as prescribed acceptable behavioural patterns.

Mbaye (1999), stated that sport is an institutionalized competitive activity that involves vigorous physical exertion or the use of complex physical skills. This is often undertaken by individuals who are motivated by either the intrinsic satisfaction with the activity itself or the external reward earned through participation. Odejide (2002) stressed that sport is highly organized game, with an institutionalized physical activity in which rules are fixed externally and beforehand. Akinsanmi (1995), maintained that sports is playful, competitive, requiring growth and development. Sports require long periods of training and physical exertion in order to condition the athlete to perfect the skills and strategies.

The term "participation" is defined by the World Health Organization (1999), as the nature and extent of a person's involvement in life situations and includes activities of self-care, mobility, socialization, education, recreation, and community life. Participation in activities is the context in which people form friendships, develop skills and competencies, express creativity, achieve mental and physical health, and determine

meaning and purpose in life. Children with physical challenged tend to be more restricted in their participation than their peers, a gap that widens as children become adults. Participation in sport is one of the best ways to achieve personal affirmation within family and social surroundings. Shephard (1991), stated that participation in sport contributes to the reduction of anxiety and depression, increase self-esteem and feelings of self-efficacy. In addition, people who are involved in sport have more positive perception of their physical health and are at lower risk of chronic diseases, compared to persons who do not engage in sport. Shepard (1991), sport experience provides an opportunity for the expansion of the network of friends.

Farrell and Shields (2002), observed that nearly all studies of determinants of participation in sports include a common set of demographic and socio-economic factors. Educational level, income and employment status are typically included in studies of the determinants of participation in sports. Education and income are consistently positively associated with participation in any type of activity. Other factors included in some studies include genetics, unhealthy behaviors, environmental conditions and attitudes or beliefs about physical activity (Bauman, Jones and Ryan, 2002).

Almost half a million or about 57 percent of severely physically challenged persons aged 18-64 were in long-term medical institutions or schools and homes for the physically and mentally challenge persons as well as in nursing homes, military hospitals, and correctional institutions (Downward, 2007).

According to Downward (2007), many individuals who are physically challenged are still, to a large extent, socially segregated and experience negative societal stereotypes and low performance expectations by the society, rendering them with limited

opportunities for participation in sports. These attitudinal barriers in the community contribute to a lack of awareness regarding current programs and opportunities for participation. Although specialized programs are beneficial, the participation of children with physical challenge with other children in community activities can reduce societal barriers. It is a common misconception that children who are physically challenged are susceptible to trauma and, therefore, should avoid rigorous sporting activities that are typically associated with injury (Downward, 2007).

The most frequently identified determinants of active participation of children with physical challenge in sports and physical recreation are the child's functional limitations, high costs, and lack of nearby facilities or programs. In fact, adolescents with physical challenge cited the cost of specialized equipment as the most frequent reason for nonparticipation (Mbaye, 1999).

Participation of Nigerians with physical challenges in sport have increased in recent years, nevertheless they still face many challenges because of their physical challenges. Apart from lack of access to appropriate facilities, funds, technological aids including sporting wheel chairs, prostheses, special materials for persons who are blind and sign language interpretation, they have to contend with negative attitude of the administrators, coaches and the public which often compound their problems.

One of the first special schools in the world was the Institut National des Jeunes Aveugles in Paris, which was founded in 1784. It was the first school in the world to teach blind students. The first school in U.K, for the Deaf was established 1760 in Edinburgh by Thomas Braidwood, with education for visually impaired people beginning in the Edinburgh and Bristol in 1765. In the 19th Century, people with physical

challenges and the inhumane conditions where they were supposedly housed and educated were addressed in the literature of Charles Dickens. Dickens characterized people with severe physical challenge as having the same, if not more, compassion and insight in *Bleak House* and *Little Dorrit* (Downward, 2007).

Such attention to the downtrodden conditions of people with physical challenge brought resulted in reforms in Europe including the re-evaluation of special schools. In the United States reform came more slowly. Throughout the mid half of the 20th century, special schools, termed institutions, were not only accepted, but encouraged. Students with physical challenge were housed with people with mental illnesses, and they were not educated much, if at all (Downward, 2007).

With the Amendments to the Individuals with Physical Challenge Act of 1997, school districts in the United States began to slowly integrate students with moderate and severe special needs into regular school systems. This changed the form and function of special education services in many school districts and special schools subsequently saw a steady decrease in enrollment as districts weighed the cost per student. It also posed general funding dilemmas to certain local schools and districts, changed how schools view assessments, and formally introduced the concept of inclusion to many educators, students and parents (Shephard, 1991)

Special School is a school catering for students who have physically challenged educational needs due to severe learning difficulties, physical challenges or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs. Students attending special schools generally do not attend any classes in mainstream schools. Special

schools provide individualised education, addressing specific needs. Student to teacher ratios are kept low, often 6:1 or lower depending upon the needs of the children. Special schools will also have other facilities for children with physically challenged needs, such as soft play areas, sensory rooms, or swimming pools, which are necessary for treating students with certain conditions (Downward, 2007).

In recent times, places available in special schools are declining as more children with physically challenged are educated in mainstream schools. However, there will always be some children, whose learning needs cannot be appropriately met in a regular classroom setting and will require specialised education and resources to provide the level of support they require. An example of challenges that may require a student to attend a special school is intellectual challenges. However this practice is often frowned upon by school districts in the USA in the light of Least Restrictive Environment as mandated in the Individuals with Physical Challenge Education Act. An alternative is a special unit or special classroom, also called a self-contained classroom, which is a separate room or rooms dedicated solely to the education of students with special needs within a larger school that also provides general education. These classrooms are typically staffed by specially trained teachers, who provide specific, individualized instruction to individuals and small groups of students with special needs. Self-contained classrooms, because they are located in a general education school, may have students who remain in the self-contained classroom full-time, or students who are included in certain general education classes. In the United States a part-time alternative that is appropriate for some students is sometimes called a resource room (Farrell and Shields, 2002).

In discussing the development of sports for the physically challenged in Nigeria, it is important to look back to see how special Education came into being in Nigeria. Prior to the advent of missionaries into Nigeria, there was no formal attempt made to educate the physically challenged. They were mainly objects of hidden realities in their parental homes (Ihenacho, 1999). They were often isolated and allowed limited movements by their various families to avoid public ridicule and shame to members of the families. The provision of any sort of special Education was the primary concern of voluntary organizations like churches, welfare groups and philanthropists whose mission was purely on humanitarian grounds (Abang, 2000). In 1953, the first ever well organized school for the physically challenged was established at Gindiri by Sudan United Mission (S.U.M). As years went by, similar and different schools and centres for the disabled were found in various parts of the regions of the country. Others include Orji River which was founded in 1958 for the treatment of leprosy patients, the Wesley School for the deaf established also in 1958 in Lagos, in Ibadan, the Ibadan Mission School for the blind was established in 1960. In 1962, the Pacelli School for the blind was founded by the Roman Catholic Mission (Adima, 1999).

The National Policy on Education for the first time provided a section for special Education in its 1977 edition, which was revised in 1981. In this section, the highlight of the purpose and objective of special education include:

- a. To give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, mental, emotional disabilities notwithstanding.
- b. To provide adequate education for all disabled children and adults in order that they may fully play their roles in the development of the nation.

- c. To provide opportunities for exceptionally gifted children to develop at their own pace in the treatment of the nations economic and technological development.

(NPE, 2004).

Thus, this study examined the determinants of participation in sports by the physically challenged persons in Nigeria.

1.2 Theoretical Framework of the Study

Several theoretical approaches have been applied for the study of determinants of participation in sports, with the objective to identify the determinants that facilitate or limit participation in sporting activities (Deci and Ryan, 2000). The theoretical framework is based on Planned Behavior Approach of (Ajzen, 1988; Ajzen & Madden, 1996). Ajzen 1988; Ajzen & Madden 1996, stressed that human behavior is a function of an individual's intention to perform the behavior in question. In its turn, intention is determined by a combination of three conceptually independent factors: (a) attitude toward the specific behavior, (b) subjective norms, and (c) perceived behavioral control. More specifically, the model proposes that behavior is a function of beliefs, which are related to the behavior. Attitudes are defined as one's positive or negative predisposition towards a specific behavior, and determined by an individual's behavioral beliefs toward the behavior (Ajzen, 1988). On the other hand, subjective norm expresses the social pressure that is placed on the individual to perform the specific behavior. Perceived behavioral control has been introduced to enhance the prediction of behaviors in which volitional control may be incomplete (Ajzen, 1988). Irrespectively of a person's intention, there may be some obstacles preventing him/her from carrying out the behavior. These obstacles may be internal factors, such as skills, abilities, knowledge and

adequate planning as well as external factors such as time, opportunity, and cooperation with other people (Ajzen & Madden, 1996), and expresses individual beliefs about the ease or difficulty in performing a specific behavior. The Theory of Planned Behavior postulates that perceived behavior control influences behavior both directly and indirectly through an independent effect on behavioral intention (Ajzen & Madden, 1996). The more it is perceived that the behavior in question is not under control, the more it is expected that a direct link, between perceived behavioral control and behavior, not mediated by intention, will be present.

Several researchers applied the theoretical framework of planned behavior to examine intention to participate in sporting activities (Courneya & Friedenreich, 1999; Theodorakis, 1994). In most of the studies, attitudes toward a behavior appeared to be stronger determinants of intention (Biddle, Grudas & Page, 1994), whereas subjective norm was a weaker one (Bourdreau, Godin, Pineau, & Bradet, 1995; Courneya & McAley, 1995; Dzewaltowski, 1989). This study therefore applied this theoretical framework to assess the determinants of participation in sports by the physically challenged persons in Nigeria.

1.3 Statement of the Problem

Contrary to the mood of the world about sports for the physically challenged, it is believed that the Special Olympics and other Sports Federations for the physically challenged around the world have provided opportunities for the physically challenged persons to participate in sport. This is shown as most of the physically challenged persons in various countries of the world are seen participating in various sporting activities with the assistance of qualified personnel and better facilities and equipment to meet the needs of the physically challenged persons. They participate in various sports ranging from athletics, tennis, table tennis, Hammer throw, Discus throw, long jump, basketball, sitting volleyball etc. These sporting activities are adapted and modified to meet the need of the physically challenged persons (Adima, 1999). In Nigeria, some notable physically challenged persons had their foundations of participating in sports specifically from Special School Sports where they were discovered as talents and further moved to compete for Nigeria in the Para-lympics. These notable Nigerians have competed at various levels of Special School Sports and at the Para-lympics, having won medals for the country. Further more, in Nigeria and other emerging nations, other physically challenged persons living with one physical challenge or the other are often treated with contempt, disregarded, stigmatized and in most cases totally abandoned as harbingers of evil, seen as a mistake of nature that should not be given the same care and love as with normal children (Collins, 1997).

In the Eastern part of Nigeria specifically Anambra and Imo States, they are seen as a taboo, witches and outcasts and are often abandoned and left to fate. In religious circle, they are seen as objects of pity, whose sole purpose of coming to places of worship to beg for alms and in social and economic circles, they are treated as misfit who can only play

the second fiddle and should accept whatever comes their way without complaining. It is felt that they should not demand for their rights or any preference as a result of their limitations (Mbaye, 1999).

In Nigerian society, the physically challenged has been ascribed special meaning such as they bring bad luck, curse, evil spirit/demon possessed. Even modern films, comics, television programmes draw upon these negative and untrue perceptions which often precondition how people perceive and treat people with physical challenge. Despite all the negative names and stigma ascribed to them, they are committed and determined people who have treaded where able athletes could not, who have achieved and brought more glories to Nigeria than any other group of people (Adeyanju, 2006).

Unfortunately, in Nigeria, majority with physical challenge do not have access and opportunity to participate in sport, while few of the physically challenged persons have taken the bold step of winning medals for Nigeria at various competitive sports at both the Special School Sports and the Paralympics Sports (Adima, 1999).

It is however not clear why some physically challenged individuals are involved in sports while majority stay away from participation. This research therefore examined the determinants of participation in sports by the physically challenged persons in special schools in Nigeria.

1.4 The Purpose of the Study

The purpose of this study was to find out:

1. Whether funding was a determinant of participation in sports by the physically challenged persons in special schools in Nigeria.
2. Whether sports programme was a determinant of participation in sports by the physically challenged persons in special schools in Nigeria.
3. Whether perceived benefit was a determinant of participation in sports by the physically challenged persons in special schools in Nigeria..
4. Whether facilities and equipment was a determinant of participation in sports by the physically challenged persons in special schools in Nigeria.
5. Whether specially trained personnel was a determinant of participation in sports by the physically challenged person's in special schools in Nigeria.
6. Whether attitude was a determinant of participation in sports by the physically challenged persons in special schools in Nigeria .
7. Whether nature of physical challenge was a determinant of participation in sports by the physically challenged persons in special schools in Nigeria.

1.5 Significance of the study

1. The result of the research would be of great value to sports administrators and the government regarding the provision of funds, facilities and equipment, personnel and incentives for the development of sporting activities for the physically challenged persons in special schools in Nigeria.

2. The findings would be useful to individuals and corporate bodies that are interested in organizing and developing sports in special schools in Nigeria..
3. The outcome of this study would serve as a document which could be used to carry out further work in the related area of participation in sports by the physically challenged persons in special schools in Nigeria.
4. The findings would go a long way in providing the physically challenged persons to be accepted and treated as potential contributors to the society.
5. The result of the research work would help the physically challenged persons to develop a sense of independence rather than dependence.
6. The result of the research work would help the physically challenged persons to develop a healthy attitude towards participation in sports void of injuries.
7. The findings would go a long way in providing coaches and sports coordinators the opportunity to attend seminars, conferences and courses to improve in the training and use of sports equipment for the improvement of participation in sports by the physically challenged.

1.6 Basic Assumptions

The following assumptions were made for the purpose of this study:

1. Funding was a key determinant of participation in sports by the physically challenged persons in special schools in Nigeria.
2. Sports programme was a key determinant of participation in sports by the physically challenged persons to sporting activities.

3. Perceived benefit of the physically challenged persons was a key determinant for their participation in sporting activities.
4. The provision of facilities and equipment for the physically challenged was a key determinant for their participation in sporting activities.
5. The provision of specially trained personnel for the physically challenged was a key determinant for their participation in sporting activities.
6. Attitude of the physically challenged persons was a key determinant for their participation in sporting activities.
7. Nature of physical challenge persons was a key determinant for their participation in sporting activities

1.7 Research Questions

Based on the assumptions, the following research questions were raised:

1. Does funding determine participation in sports by the physically challenged persons in Special Schools in Nigeria?
2. Does sports programme determine participation in sports by the physically challenged persons in Special Schools in Nigeria?
3. Does perceived benefits determine participation in sports by the physically challenged persons in Special Schools in Nigeria?
4. Does facilities and equipment determine participation in sports by the physically challenged persons in Special Schools in Nigeria?
5. Do specially trained personnel determine participation in sports by the physically challenged persons in Special Schools in Nigeria?

6. Do attitude of the physically challenged persons determine participation by the physically challenged persons in Special Schools in Nigeria?
7. Do natures of the physically challenged persons determine participation by the physically challenged persons in Special Schools in Nigeria?

1.8 HYPOTHESES

Based on the research questions raised in this study, the following hypotheses are formulated:

Major Hypothesis:

Funding, sports programme, perceived benefit, facilities and equipment, specially trained personnel, attitude and nature of physical challenge are not significant determinants of participation in sports by the physically challenged persons in special schools in Nigeria.

Sub-Hypotheses:

1. Funding is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.
2. Sports programme is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.
3. Perceived benefit is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.
4. Facilities and equipment is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.
5. Specially trained personnel are not significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.

6. Attitude is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria
7. Nature of physical challenge is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.

1.9 Delimitation of the study

The purpose of this study was to find out the determinants of participation in sports by the physically challenged persons in Nigeria. This study was delimited to the following:

1. Selected Special Schools in Nigeria.
2. Sports coordinators, Physically Challenged students and coaches
3. Funding, Sports programme, Perceived benefit, Facilities and Equipment, Specially trained personnel, Attitude of the physically challenged and Nature of physically challenged will be tested.
4. The respondents were drawn from the six geo-political zones of the country. They include; North East, North West, North Central, South East, South West and South South.

1.10 Limitation of the Study

In the course of this study, the following limitations were observed:

1. Some of the Special Schools visited were not welcoming, as it was difficult for the researcher to gain entry into these special schools. After much persuasion, the researcher finally got entry into the special schools under study.

2. Interpreting the questionnaire into Braille form was not easy; as it took the researchers effort, time and money to get it interpreted and produced in large number for the special schools under study.
3. Out of a total of 408 questionnaire distributed to the special schools, 393 copies were returned while 15 copies were not returned. The researcher was hopefully expecting all questionnaire filled and returned.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of this study was to assess the determinants of sports participation by the physically challenged persons in Nigeria. To achieve this purpose, a review of the literature relating to sports participation by the physically challenged was carried out. The researcher thus reviewed textbooks, journals, seminar papers, research papers, proceedings of conferences, newspapers that are related to sports, sports participation and the physically challenged. This review is presented under the following sub-headings:

1. Advent of Special Education in Nigeria
2. Special Education and Sports
3. Historical perspective of movement from using the term physically challenged
4. Meaning and Definition of physical challenge
5. Types of physical challenges
6. Causes of physical challenges
7. Concept of Sports
8. Values of Sports
9. Concept of Sports for the Physically Challenged
10. Types of Sports for the Physically Challenged
11. Historical development of participation in Sports of people with physically challenged in Nigeria
12. Benefit of Sports for the physically challenged
13. Classification System in Sport for the Physically Challenged
14. Concept of mainstreaming, Integration and Inclusion
15. Concept of participation in sports

16. Benefits of Participation in Sports
17. General Determinants of Participation in Sports
18. Constraints/Barriers to participation in sports
19. Promoting the Participation of children with physically challenged in Sports
20. Impact of Sport for the Physically Challenged on Development
21. Policy Development
22. Summary

2.2 Advent of Special Education in Nigeria

In discussing the development of sports for the physically challenged in Nigeria, it is important to look back to see how special Education came into being in Nigeria. Prior to the advent of missionaries into Nigeria, there was no formal attempt made to educate the physically challenged. They were mainly objects of hidden realities in their parental homes (Ihenacho, 1999). They were often isolated and allowed limited movements by their various families to avoid public ridicule and shame to members of the families. The provision of any sort of special Education was the primary concern of voluntary organizations like churches, welfare groups and philanthropists whose mission was purely on humanitarian grounds (Abang, 2000). In 1953, the first ever well organized school for the physically challenged was established at Gindiri by the Sudan United Mission (S.U.M). As years went by, similar and different schools and centres for the physically challenged were found in various parts of the regions of the country. Others include Orji River which was founded in 1958 for the treatment of leprosy patients, the Wesley School for the deaf established also in 1958 in Lagos, in Ibadan, the Ibadan

Mission School for the blind was established in 1960. In 1962, the Pacelli School for the blind was founded by the Roman Catholic Mission (Adima, 1999).

The National Policy on Education for the first time provided a section for special Education in its 1977 edition, which was revised in 1981. In this section, the highlight of the purpose and objective of special education include:

- a. To give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, mental, emotional physical challenge notwithstanding.
- b. To provide adequate education for all physically challenged children and adults in order that they may fully play their roles in the development of the nation.
- c. To provide opportunities for exceptionally gifted children to develop at their own pace in the treatment of the nations economic and technological development.

(See Appendix 6 for list of Physically Challenged schools in Nigeria)

2.3 Special Education and Sports

The Americans with Physical Challenge Act (APCA) is responsible for preventing discrimination against students with physical challenge in the education system. The Act contains a section that outlines the guidelines that are specific to the participation of children with physical challenge in interscholastic sports competitions and teams. The key to inclusion in interscholastic sports is dependent on two factors. The first being that they are otherwise qualified to participate in the sport and the second stating that the accommodations needed to be made for their participation would be a reasonable one (APCA, 1994).

It is obvious that these definitions in the Act can be interpreted in many different ways and this is why some sports associations can find ways around this law. The APCA defines qualified as "an individual with a physically challenged who with or without reasonable modifications to rules, policies, or practices ... meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity" (APCA, 1994). The second stipulation of the law, reasonable accommodation, was defined by the Supreme Court as not requiring associations "to lower or to effect substantial modifications of standards to accommodate and not imposing undue financial and administrative burdens or require a fundamental alteration in the nature of the program"(APCA, 1994). These rules at times can be subjective to interpretations, which in some cases leads to discrimination. Even though these laws are in place to accommodate students with physically challenged, the law does not require special accommodations in terms of eligibility requirements or academic standards.

Liability for these schools plays a big role in the decisions that are made with respect to students with physical challenge. Any school can make the decision to restrict a student from participating in a sport if they believe that the situation will be harmful to the student. They can also restrict a student's participation if they think that other students may be harmed as a result. Schools try to accommodate the needs of students with physical challenge and treat them as equally as possible compared to the rest of the student body. Courts have recommended that schools develop sound waiver policies so that students can participate with reduced liability risks(Stanton,1992). They also recommend that the schools keep communication with parents open and honest so that both sides are understanding of each other's position. Other meaningful options for

students with physical challenge should be provided so that they are not excluded even though their physical challenge may prevent them from competing. Things that could be described as meaningful include assistants, team managers, or being allowed to participate in the team practices. These methods, however, must only be used if the school has deemed the student is not otherwise qualified for the competition and that reasonable accommodations cannot be made. It is recommended that the student participate in extra- curricular activities in both groups that are open to any student and in groups that are specifically designed for students with physically challenged. This will allow the student to experience inclusion in groups containing a variety of students as well as allowing them to experience successes and interaction in a group that understands their challenges (Donald, 1996).

2.4 Historical Perspective of movement from using the term physically challenged

It has been particularly important to bring to light language that reinforces the dominant culture's views of physical challenge. A useful step in that process has been the construction of the terms *ableist* and *ableism*, which can be used to organize ideas about the centering and domination of the non physical challenge experience and point of view. *Ableism* has recently landed in the *Readers Digest Oxford Word finder* (Tulloch 1993), where it is defined as "discrimination in favor of the able-bodied." I would add, extrapolating from the definitions of *racism* and *sexism*, that *ableism* also includes the idea that a person's abilities or characteristics are determined by physical challenge or that people with physical challenge as a group are inferior to non physical challenge people. Although there is probably greater consensus among the general public on what could be labeled racist or sexist language than there is on what might be considered

ableist, that may be because the nature of the oppression of physical challenge people is not yet widely understood.

Across the world and throughout history various terminologies and meanings are ascribed to the types of human variations known in contemporary Westernized countries as physically challenged. Over the past century the term physically challenged and others, such as handicapped and the less inclusive term crippled, have emerged as collective nouns that convey the idea that there is something that links this disparate group of people. The terms have been used to arrange people in ways that are socially and economically convenient to the society. There are various consequences of the chosen terminology and variation in the degree of control that the named group has over the labeling process. The terms *physically challenged* and *physically challenged people* are the most commonly used by physically challenged rights activists, and recently policy makers and health care professionals have begun to use these terms more consistently. Although there is some agreement on terminology, there are disagreements about what it is that unites physically challenged people and whether physically challenged people should have control over the naming of their experience.

The term *physically challenged*, as it has been used in general parlance, appears to signify something material and concrete, a physical or psychological condition considered to have predominantly medical significance. Yet it is an arbitrary designation, used erratically both by professionals who lay claim to naming such phenomena and by confused citizens. A project of physically challenged studies scholars and the physically challenged rights movement has been to bring into sharp relief the processes by which *physically challenged* has been imbued with the meaning(s) it has and to reassign a

meaning that is consistent with a sociopolitical analysis of physically challenged. Divesting it of its current meaning is no small feat. As typically used, the term *physically challenged* is a linchpin in a complex web of social ideals, institutional structures, and government policies. As a result, many people have a vested interest in keeping a tenacious hold on the current meaning because it is consistent with the practices and policies that are central to their livelihood or their ideologies. People may not be driven as much by economic imperatives as by a personal investment in their own beliefs and practices, in metaphors they hold dear, or in their own professional roles. Further, underlying this tangled web of needs and beliefs, and central to the arguments presented in this book is an epistemological structure that both generates and reflects current interpretations.

A glance through a few dictionaries will reveal definitions of physically challenged that include incapacity, a disadvantage, deficiency, especially a physical or mental impairment that restricts normal achievement; something that hinders or incapacitates, something that incapacitates or disqualifies. Legal definitions include legal incapacity or disqualification. *Stedman's Medical Dictionary* (1976), identifies *physically challenged* as a "medico legal term signifying loss of function and earning power," whereas *disablement* is a "medico legal term signifying loss of function without loss of earning power". These definitions are understood by the general public and by many in the academic community to be useful ones. Physically challenged so defined is a medically derived term that assigns predominantly medical significance and meaning to certain types of human variation.

The decision to assign medical meanings to *physically challenged* has had many and varied consequences for physically challenged people. One clear benefit has been the medical treatments that have increased the well-being and vitality of many physically challenged people, indeed have saved people's lives. Ongoing attention by the medical profession to the health and well-being of people with physically challenged and to prevention of disease and impairments is critical. Yet, along with these benefits, there are enormous negative consequences that will take a large part of this book to list and explain. Briefly, the medicalization of physically challenged casts human variation as deviance from the norm, as pathological condition, as deficit, and, significantly, as an individual burden and personal tragedy. Society, in agreeing to assign medical meaning to *physically challenged*, colludes to keep the issue within the purview of the medical establishment, to keep it a personal matter and "treat" the condition and the person with the condition rather than "treating" the social processes and policies that constrict physically challenged people's lives. The physically challenged studies' and physically challenged rights movement's position is critical of the domination of the medical definition and views it as a major stumbling block to the reinterpretation of *physically challenged* as a political category and to the social changes that could follow such a shift. While retaining the term *physically challenged*, despite its medical origins, a premise of most of the literature in physically challenged studies is that *physically challenged* is best understood as a marker of identity. As such, it has been used to build a coalition of people with significant impairments, people with behavioral or anatomical characteristics marked as deviant, and people who have or are suspected of having conditions, such as AIDS or emotional illness, that make them targets of discrimination. As rendered in

physical challenge studies scholarship, physical challenge has become a more capacious category, incorporating people with a range of physical, emotional, sensory, and cognitive conditions. Although the category is broad, the term is used to designate a specific minority group. When medical definitions of *physically challenged* are dominant, it is logical to separate people according to biomedical condition through the use of diagnostic categories and to forefront medical perspectives on human variation. When physically challenged is redefined as a social/political category, people with a variety of conditions are identified as *people with physical challenge*, a group bound by common social and political experience. These designations, as reclaimed by the community, are used to identify us as a constituency, to serve our needs for unity and identity, and to function as a basis for political activism.

The question of who "qualifies" as physical challenge is as answerable or as confounding as questions about any identity status. One simple response might be that you are physically challenged if you say you are. Although that declaration won't satisfy a worker's compensation board, it has a certain credibility with the physical challenge community. The degree and significance of an individual's impairment is often less of an issue than the degree to which someone identifies as physically challenged. Another way to answer the question is to say that physically challenged "is mostly a social distinction. . . a marginalized status" and the status is assigned by "the majority culture tribunal" (Gill 1994). Over the past twenty years, physically challenged people have gained greater control over these definitional issues. The *physically challenged* was replaced in the mid-70s by *people with physical challenge* as a characteristic of the individual, as opposed to the defining variable. At the time, some people would purposefully say *women and men*

with physical challenge to provide an extra dimension to the people being described and to denature the way the *physically challenged* were traditionally described. Beginning in the early 90s *physically challenged people* has been increasingly used in physical challenge studies and physical challenge rights circles when referring to the constituency group. Rather than maintaining physically challenged as a secondary characteristic, physically challenged has become a marker of the identity that the individual and group wish to highlight and call attention to. In this book, the terms physically challenged and non physically challenged are used frequently to designate membership within or outside the community. Physical challenge is centered, and non physical challenge is placed in the peripheral position in order to look at the world from the inside out, to expose the perspective and expertise that is silenced. Occasionally, people with physical challenge is used as a variant of physically challenged people. Its inclusion in this chapter is also to set the stage for postulating about the non physically challenged position in society and in scholarship in later chapters. Therefore, centering the physically challenged position and labeling its opposite non physically challenged focuses attention on both the structure of knowledge and the structure of society.

Terms such as *physically challenged*, the *able physically challenged*, *handicapable*, and *special people/children* surface at different times and places. They are rarely used by physically challenged activists and scholars (except with palpable irony). Although they may be considered well-meaning attempts to inflate the value of people with physically challenged, they convey the boosterism and do-gooder mentality endemic to the paternalistic agencies that control many physically challenged people's lives. *Physically challenged* is the only term that seems to have caught on. Non physically

challenged people use it in conversation around physically challenged people with no hint of anxiety, suggesting that they believe it is a positive term. This phrase does not make much sense to me. To say that I am physically challenged is to state that the obstacles to my participation are physical, not social, and that the barrier is my own physical challenge. Further, it separates those of us with mobility impairments from other physically challenged people, not a valid or useful partition for those interested in coalition building and social change. Various derivatives of the term *challenged* have been adopted as a description used in jokes. For instance, "vertically challenged" is considered a humorous way to say short, and "calorically challenged" to say fat. A review of the Broadway musical *Big* in the *New Yorker* said that the score is "melodically challenged."

2.5 Meaning and definition of Physical challenge

The World Health Organization (1999), states that "physical challenge (resulting from impairment) is a restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being."

The United Nations (2000), defines persons with physical challenge (PWP) as persons who have long term physical, mental, intellectual or sensory impairments, which, in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Baker and Crompton (2000), sees physical challenge as any physical or mental condition that limits a person's movements, senses or activities.

The term physical challenge is conventionally used to refer to attributes that are severe enough to interfere with, or prevent, normal day-to-day activities. According to the UN

Convention on the Rights of Persons with Physical challenge, include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.” Physical challenge can be permanent, temporary, or episodic.

They can affect people from birth, or be acquired later in life through injury or illness. The World Health Organization (1999), discussed that an individual may also qualify as physical challenge if he/she has had impairment in the past or is seen as physical challenge based on a personal or group standard or norm. Such impairments may include physical, sensory, and cognitive or developmental physical challenged. Mental disorders (also known as psychiatric or psychosocial physically challenged) and various types of chronic disease may also qualify as physical challenge

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2.6 Types of physical challenges

Hixon (2001), observed that there are several types of physical challenges that could be divided into the following major groupings such as amputee, cerebral palsy, deafness, blindness, intellectual, physical challenge, muscular dystrophy, and down’s syndrome.

According to Bock and Kim (2002), the term ‘amputee’ includes those individuals who have at least one major joint in a limb missing (that is, elbow, wrist, knee or ankle). It includes cases where the amputation is through the ankle or the wrist in which no functional movement remains at that joint. Bock and Kim (2002), observed that amputations are either congenital or acquired. Congenital amputation occurs as a result of a failure of the foetus to develop properly during the first three months of gestation. Acquired amputations can be the result of disease, trauma or tumour. Cerebral palsy is an all inclusive term used to describe a disorder of movement and posture due to damage to an area or areas of the brain that control and co-ordinate muscle tone, reflexes, posture and movement (Brasile, 1998). The degree of brain damage can vary considerably between individuals with cerebral palsy. Thus the symptoms of each individual with cerebral palsy also vary considerably. Cerebral palsy is a condition and not a disease, it is non-progressive and non-curable. The severity of the physically challenged ranges from extreme tightness or looseness of the muscles of the body, improper head, shoulder and hip control to slight speech impairment (Brasile, 1998).

Hard of hearing is a global problem. According to the World Health Organization, there are at least 42 million people in the world over the age of three years with at least moderate hearing challenges. In Singapore, approximately 6 out of 1000 Primary One students each year are diagnosed to have hearing loss (Barnes, 1997).

Barton (1993), ‘Deafness’ is a hearing loss which makes it impossible to understand speech through hearing alone, even if a hearing aid is used. Usually, an alternative mode of communication is required in order to communicate with a deaf person (example, lip-reading, signing, demonstration or written messages). Deafness in children can be

attributed to two causes: congenital or acquired. A typical congenital situation consists of prenatal causes which affect the baby before birth, such as:

- Rubella, hereditary congenital abnormalities and other causes which can affect the baby during or immediately after delivery;
- Premature, oxygen deprivation. Acquired or post-natal causes occur after childbirth.

Major examples include severe jaundice and meningitis. It also includes potentially treatable causes such as fluid in the middle ear (Barton, 1993). The definition of blindness varies from 'total lack of sight' to definitions such as 'those people who require social services as a result of their vision problems'. Thus there are varying degrees of vision impairments. Some of the more commonly referred to types of vision impairments may be described in the following test. An athlete standing 2 metres away from a coach may see:

- The coach but not the features around them – Tunnel vision or Loss of Peripheral Vision.
- A dark area surrounded by peripheral objects such as trees – Loss of Central Vision.
- A blurred object – Blurred Vision.
- Only light, with little or no visual acuity – Light Perception.
- only darkness – Total Blindness (Guttmann, 1996)

According to Peters (2003), explained that the most widely accepted definition of intellectual physically challenged is that produced by the American Association of

Mental Retardation (AAMR). A person with an intellectual physically challenged, as defined by the AAMR, must have:

1. A significantly sub-average general IQ. The AAMR defines this as an IQ of 70 or less on a standard measure of intelligence.
2. Limitations in two or more of the following adaptive skills: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics and leisure and work.
3. Acquired their condition before 18 years old.

Some of the more common conditions which may result in individuals being eligible to compete as wheelchair athletes include:

- traumatic paraplegia and quadriplegia (ie spinal cord injuries)
- spinal bifida
- poliomyelitis
- amputees (particularly double leg amputees)
- cerebral palsy
- all non ambulant les autres athletes (Barnes, 1997)

Barnes (1997), observed other major forms of muscular dystrophy which include: facio-scapulo Humeral muscular dystrophy which affects the shoulder and upper arm and also in the weakening of the facial muscles, limb girdle muscular dystrophy which affects the hip and thigh muscles and usually occurs in teenage years and myotonic muscular dystrophy which occurs in early adulthood and results in progressive muscle weakness.

Down's syndrome is the most common cause of moderate intellectual challenged. The primary cause lies within the mysteries of genetics. It is a genetically based disease based on a malfunction in "Trisomy" in our bodies. A person with Down's syndrome has many characteristic features which are noticeable in many variable forms (Halliday, 1993). Young people with Down's syndrome also exhibit a wide variety of physical features and can have a variety of associated conditions such as orthopaedic disorders, sensory impairments and obesity (Barnes, 1997).

According to Bock and Kim (2002), other forms of physical challenge include balanced disorder, mental health and emotional challenged and developmental physical challenge. Drake(1994), a balance disorder is a disturbance that causes an individual to feel unsteady, for example when standing or walking. It may be accompanied by symptoms of being giddy, woozy, or have a sensation of movement, spinning, or floating. Balance is the result of several body systems working together. The eyes (visual system), ears (vestibular system) and the body's sense of where it is in space (proprioception) need to be intact. The brain, which compiles this information, needs to be functioning effectively.

2.7 Causes of physical challenges

Baker and Crompton (2000), observed that Illnesses like cancer, heart attack or diabetes cause the majority of long-term physical challenges. Back pain, injuries, and arthritis are also significant causes. Lifestyle choices and personal behavior that lead to obesity are becoming major contributing factors.

Sorensen (2000), further observed arthritis, heart diseases and stroke, cancer, mental health problems common, diabetes, nervous system disorder, pregnancy and accidents as common conditions that cause physical challenge. Williams (1994), stated that arthritis is probably the biggest single cause of physical challenge. They further stated that about one in three people have arthritis that affects their ability to do their jobs in some way.

Other muscle and joint problems -- bad backs, bones that never mend, bad hips are common causes of physical challenge too (Stone, 1995).

Stone (1995), sees heart attack or stroke as a chronic condition. They further observed that people live with heart disease for years or decades and It can severely limit their ability to work.

Bock and Kim (2002), think of physical challenge as physical, but that mental health problems can make work difficult or impossible. They opined that Depression, bipolar disorder, and other conditions can be as disabling as any physical illness and that mental health problems are the most common reason that people file for Social Security.

Perry and Evans (1995), sees nervous system disorders that includes a number of conditions -- multiple sclerosis, Parkinson's disease, ALS, epilepsy, Alzheimer's disease, and other conditions that affect the brain or nerves.

2.8 Concept of Sports

Mshelia (2000), opined that sports in any society is an institution of considerable importance, which reflects societal values, belief system and needs as well as prescribed acceptable behavioural patterns for attaining and fulfilling those values and needs. Mbaye (1999), also defined sports to be a group of physical exercise that may be organized into individual or team game with one specific rule. While Odejide (2002), postulated that countries all over the world have used sports as means of nation building.

Mbaye (1999), stated that sport is an institutionalized competitive activity that involves vigorous physical exertion or the use of complex physical skills. This is often undertaken by individuals who are motivated by either the intrinsic satisfaction with the activity itself or the external reward earned through participation. Odejide (2002), sees sport as highly organized game, with an institutionalized physical activity in which rules are fixed externally and beforehand. Akinsanmi (1995), maintained that sports are playful, competitive, requiring growth and development. Sports require long periods of training and physical exertion in order to condition the athlete to perfect the skills and strategies.

Loy, McPherson and Kenyon (1998), have further elucidated the meaning of sports in the following terms:

(i) A game occurrence

Sport as a game occurrence means physical skills, strategy and chance. Games of physical skill such as wrestling are determined by the player's physical ability. Games of strategy such as checkers are determined by player's strategy and chance.

(ii) An institutionalized game

Sports are institutionalized competitive activities that involve rigorous physical exertion or the use of relatively complex physical skills by participants motivated by personal enjoyment and external rewards. Sport is seen as an institutionalized competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of intrinsic (e.g., self-satisfaction that comes with competition) and extrinsic (e.g., money and public adoration) factors.

(iii) A form of social involvement

Socialization is “the process by which a human being beginning at infancy acquires the habits, beliefs, and accumulated knowledge of society through education and training for adult status,” according to Merriam-Webster. Research suggests sports play both a positive and negative role in socialization, not only between young athletes and their peer group, but also between children and adults. Research also indicates that sports play differing roles in socialization for boys and girls. Sports foster identity and friendship. “Sports participation helps create a social identity Sports may help boys and girls socialize in different ways, and this may be either a positive or a negative. Rosewater writes, “Sports participation socializes boys into traditional gender roles, while similar participation socializes girls into nontraditional gender roles.” She says sports have an additional social benefit for female high school student-athletes, who “find participation in sports to be a way to break gender stereotypes, enhancing their sense of possibility.”

2.9 Values of Sports

Values are social shared ideas about what is good, right and desirable. These values include: Physiological, Psychological and Sociological values.

Physiological values- It is observed that when a person is active in sports, it strengthens the heart, increases its efficiency and reduces resting heart rate. It also decreases the risk of coronary heart diseases, prevents obesity and excessive weight. It increases flexibility and retards the physical and physiological changes that result from aging (Akinsanmi, 1995). A great many sporting activities that can be used for rehabilitation and recreation have become possible for physically challenged people. Physically Challenged sport is increasingly being used as treatment complementing the conventional methods of physiotherapy. It helps to develop strength, coordination, and endurance (Akinsanmi,1995).

Some sports develop selected groups of muscles - for example, weight lifting and archery help to strengthen the arm muscles of paraplegic patients, enabling them to gain independence in self care activities. Wheelchair sport such as basketball helps develop coordination as the physically challenged person has to propel the wheelchair and learn to pass, catch, and intercept the ball. Swimming is generally accepted as a valuable form of exercise and treatment. Over recent years it has become the most popular sport. When someone is immersed in water, mouth and nose above the surface while breathing, the buoyancy of the water allows limbs to move freely within that person's abilities (Odejide,2002).

Psychological values- Biddle and Fox (1991), enumerated the psychological benefits of sports and exercises. They mentioned that sports and exercise aid the release of muscular tension, anxiety and enhance Morales. Omolawon (1999), opined that the maintenance of a reasonable amount of fitness and activity throughout the life span helps delay the aging process, adding life to years as well as years to life.

Psychologically physically challenged people appear to gain mental, social, spiritual, and physical benefits by involving themselves in the sport and leisure activities that have become available to them, but barriers to their participation still exist. It should be appreciated that psychologically physically challenged people may lack confidence and learn slowly. They may be reluctant to participate and may not be encouraged to do so by their parents (Omolawon, 1999).

Sociological values- The social values of sports include leadership and ability to follow and cooperate. Self confidence and a sense of belonging, appreciation of other skills and performance, respect for the right of others and good sportsmanship skills. Adapted sports and recreation offers the opportunity to achieve success in a very short time period; to use this success to build self-confidence and focus on possibilities instead of dwelling on what can no longer be done. The ability to participate in a sport, such as cycling; skiing; and sailing, to name a few, provides the opportunity to reunite with family and friends in a shared activity(Mbaye,1999).

Competition improves sports skills. It allows individuals to experience the excitement of competition and the thrill of victory, as well as the agony of defeat (Akinsanmi, 1995).

Another important aspect of sport is the opportunities it provides for physically challenged people to establish social contacts. Physical challenges that persists can cause

deterioration of physically challenged people's attitudes towards themselves and result in self pity, disruption of self esteem, and social isolation. An adverse psychological reaction may be reinforced by the embarrassed attitude of the able bodied members of the community (Mbaye, 1999).

Participation in physical challenged sports can help newly physically challenged people to regain self esteem, promotes the development of positive mental attitudes, and helps them to come to terms with their physical challenges and achieve social reintegration. Furthermore, disabled people with psychodepressive states have been seen to achieve resolution of this aspect of their physical challenge by being able to take part in sport (Mshelia, 2000).

2.10 Concept of Sports for the physically challenged

Sport for the Physically Challenged is a term that refers to sport designed for, or specifically practiced, by people with physical challenge. Deaf sport is distinguished from other groups of people with physical challenge and in some countries deaf people prefer not to label deafness as a physical challenge. The rules of deaf sport are not altered, only instead of whistles and start guns, athletes and officials communicate through signs, flags and lights. In many developing countries deafness is still considered a physical challenged (Chen, 2005). According to Steadward (1996), views physical challenge sports as opportunities given to persons with physical, sensory and learning impairments to play sports or engage in physical activities both competitive and recreationally. The athlete aims to achieve a level of physical and psychological fitness for the chosen sport and demonstrate that ability in competition. The self discipline, positive effect on self-esteem and body image, and friendship are integral components of

sporting. The athlete will generally choose a sport based on his or her abilities. This may be in open able-bodied competitions or in competitions modified for people with similar physical challenge. The emphasis is on the ability for a sport, not the physical challenge (Taub and Greer, 1998).

Physically challenged sport is a term that refers to sport designed for, or specifically practiced, by people with physical challenge (Barnes, 1997).

2.11 Types of Sport for the Physically Challenged

The Blind

People who are blind are generally fit unless there are other physical challenges. Their movements, however, are not as free as those people who have no blindness. The fear of falling or crashing against hard objects leads to stiffness of posture and movement and shuffling gait. Furthermore, acute loss of vision may be associated with an adverse psychological reaction. Sport and physical activity develop a sense of orientation in space and dynamic balance. As in other physical challenge, they help the blind person to overcome frustrations and social isolation (Chen, 2005).

The blind people are able to take part in many track and field events. Javelin, shot put, and club throwing have been practised by blind athletes for many years. They are able to take part in running, high jump, and long jump to name but a few. Blind people have a tendency to deviate from their course, which is usually corrected by a calling system. Similarly, in bowls the location of the jack is indicated by holding the arm of the bowler in that direction. Blind people are capable of swimming and their training does not materially differ from that of sighted people. Special sports such as roll ball have been developed for the blind (Chen, 2005).

The Deaf

Deaf people are capable of playing all sports that are open to people with normal hearing, though if the labyrinth is affected or acute deafness develops a deaf person may suffer from giddiness and disturbance of posture. Deaf people may be prevented from participating in sports that need good communication unless suitable arrangements are made (Steadward, 1996).

The Amputee

These are Persons with a partial or total amputation of at least one limb. Persons with physical challenge that requires them to compete using a wheelchair. This includes most athletes with spinal cord injuries as well as other athletes who require wheelchairs, including some lower limb amputees, persons with polio, and other physical challenges (Gill, 1994) Those with amputations can compete in wheel chair volleyball, basketball, track athletics, powerlifting, table tennis, tennis, para soccer etc. Apart from using wheel chairs, the amputees can also use crutches for soccer (Williams, 1994)

2.12 Historical development of Participation in Sports of People with Physical Challenges in Nigeria

The Paralympic Sports are a major international multi-sport event for athletes with physical challenges. This includes athletes with mobility challenges, amputations, blindness, and Cerebral Palsy. Paralympic sports refers to organized competitive sporting

activities as part of the global Paralympic movement. These sports are organized and run under the supervision of the International Paralympic Committee and other international sports federations (Drake,1994).

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Globally, the International Paralympic Committee is recognized as the leading organization, with direct governance of thirteen sports and responsibility over the Paralympic Games and other multi-sport, multi-disability events. Other international organizations, notably the International Wheelchair and Amputee Sports Federation (IWAS), the International Blind Sports Federation (IBSA), and the Cerebral Palsy International Sports and Recreation Association (CP-ISRA) govern some sports that are specific to certain physically challenged groups. In addition, certain single-sport federations govern sports for athletes with a physically challenged, either as part of an able-bodied sports federation such as the International Federation for Equestrian Sports (FEI), or as a physically challenged sports federation such as the International Wheelchair Basketball Federation(Steadward, 1996).

At the national level, there are a wide range of organizations that take responsibility for Paralympic sport, including National Paralympic Committees, which are members of the

IPC, and many others. Athletes who participate in Paralympic sport are grouped into six major categories, based on their type of physical challenges:

- **Amputee:** Persons with a partial or total amputation of at least one limb.
- **Cerebral palsy:** Persons who have a non-progressive neurological disorder resulting from cerebral palsy, traumatic brain injury, or stroke, or similar physical challenge affecting muscle control, balance or coordination.
- **Intellectual Physical Challenge:** Persons who have a significant impairment in intellectual functioning with associated limitations in adaptive behaviour.
- **Les autres:** From the French for *the others*, this includes persons with a mobility impairment or other loss of physical function that does not fall strictly into one of the other five categories. Participants include those with dwarfism, multiple sclerosis or other physical challenges.
- **Visually impaired:** Persons who have a non-correctable vision impairment ranging from partially sighted to total blindness.
- **Wheelchair:** Persons with physical challenge that requires them to compete using a wheelchair. This includes most athletes with spinal cord injuries as well as other athletes who require wheelchairs, including some lower limb amputees, persons with polio, and other physical challenges. (Gill, 1994).

The physical challenge category affects who athletes compete against and which sports they participate in. Some sports are open to multiple physical challenge categories (e.g. cycling), while others are restricted to only one (e.g. Five-a-side football). In some sports athletes from multiple categories compete, but only within their category (e.g. athletics),

while in others athletes from different categories compete against one another (e.g. swimming).(Drake, 1994).

A major component of Paralympic sport is classification. Classification provides a structure for competition which allows athletes to compete against others with similar physical challenges or similar levels of physical function. It is similar in aim to the weight classes or age categories used in some able-bodied sports. Athletes are classified through a variety of processes that depend on their physical challenge group and the sport they are participating in. Evaluation may include a physical or medical examination, a technical evaluation of how the athlete performs certain sport-related physical functions, and observation in and out of competition. Each sport has its own specific classification system which forms part of the rules of the sport (Perry and Evans, 1995).

Summer Paralympics

The following table lists the currently practiced Paralympics sports

Sport	Categories
Archery	ALA, CP, WC
Athletics	ALA, CP, ID, VI, WC
Boccia	CP
Cycling	ALA, CP, VI, WC
Equestrian	ALA, CP, VI, WC
Football 5-a-Side	VI
Football 7-a-Side	CP
Goalball	VI
Judo	VI
Powerlifting	ALA, CP, WC
Rowing	ALA, CP, VI, WC
Sailing	ALA, CP, VI, WC
Shooting	ALA, CP, VI, WC
Swimming	ALA, CP, ID, VI, WC
Table tennis	ALA, CP, WC
Volleyball	ALA

Wheelchair basketball WC, ALA
 Wheelchair fencing WC
 Wheelchair rugby WC
 Wheelchair tennis WC





Winter Paralympics


Sport	Categories
Alpine skiing	ALA, CP, VI, WC
Ice sledge hockey	ALA, CP, WC
Nordic skiing:	
Biathlon	ALA, CP, VI, WC
Cross-country skiing	
Wheelchair curling	WC

Nigeria made its Paralympic Games debut at the Summer Paralympics in Barcelona. It sent a delegation of six male athletes to compete in track & field, powerlifting and table tennis. Adeoye Ajibola won two gold medals in sprint, while Monday Emoghavwe obtained one in powerlifting. Nigeria has participated in every subsequent edition of the Summer Paralympics, though it has never taken part in the Winter Paralympics. Nigerians have won a total of 22 gold medals, 11 silver, and 12 bronze. In addition to his two gold in 1992, Ajibola obtained two more in sprinting four years later, while Emoghavwe in 1996 took another gold in powerlifting. In 2000, Edith Nzuruike became one of Nigeria's first female Paralympic champions, winning gold in the javelin. The same year, Emoghavwe took his third consecutive gold in powerlifting, while three female powerlifters (Iyabo Ismaila, Victoria Nneji and Patricia Okafor) also obtained a gold medal each. In table tennis, Tajudeen Agunbiade won gold in the men's singles, while the trio of Agunbiade, Tunde Adisa and Femi Alabi took gold in the team event. In 2004, Adekundo Adesoji was a triple champion in sprinting; Silver Ezeikpe took a gold

medal in the men's javelin; and Lucy Ejike a gold in powerlifting. Most recently, in 2008, Eucharia Njideka Iyazi was Paralympic champion in both shot put and discus, while Ejike and Ruel Ishaku each won a gold medal in powerlifting. Nigeria competed at the 2012 Summer Paralympics in London, United Kingdom from August 29 to September 9, 2012(Odejide,2012).

Medals summary

Medal	Names	Games	Sport	Event
🥇	Adekundo Adesoji	 2004 Athens	 Athletics	Men's sprint
🥇	Yakubu Adesokan	 2012 London	 Powerlifting	Men's 48 kg
🥇	Tajudeen Agunbiade	 2000 Sydney	 Table Tennis	Men's singles
🥇	Tunde Adisa, Femi Alaba	 2000 Sydney	 Table Tennis	Men's team
🥇	Adeoye Ajibola	 1992 Barcelona	 Athletics	Men's sprint
🥇	Adeoye Ajibola	 1992 Barcelona	 Athletics	Men's sprint
🥇	Adeoye Ajibola	 1996 Atlanta	 Athletics	Men's sprint
🥇	Adeoye Ajibola	 1996 Atlanta	 Athletics	Men's sprint
🥇	Lucy Ejike	 2004 Athens	 Powerlifting	Women's powerlifting
🥇	Lucy Ejike	 2008 Beijing	 Powerlifting	Women's powerlifting
🥇	Monday Emoghawve	 1992 Barcelona	 Powerlifting	Men's powerlifting
🥇	Monday Emoghawve	 1996 Atlanta	 Powerlifting	Men's powerlifting
🥇	Monday Emoghawve	 2000 Sydney	 Powerlifting	Men's powerlifting
🥇	Silver Ezeikpe	 2004 Athens	 Athletics	Men's javelin
🥇	Ruel Ishaku	 2008	 Powerlifting	Men's powerlifting

1	Gold	Iyabo Ismaila	 2000 Sydney	 Powerlifting	Women's powerlifting
1	Gold	Eucharia Njideka	 2008 Beijing	 Athletics	Women's shotput
1	Gold	Eucharia Njideka	 2008 Beijing	 Athletics	Women's discus
1	Gold	Victoria Nneji	 2000 Sydney	 Powerlifting	Women's powerlifting
1	Gold	Ivory Nwokorie	 2012 London	 Powerlifting	Women's 44 kg
1	Gold	Edith Nzuruike	 2000 Sydney	 Athletics	Women's javelin
1	Gold	Patricia Okafor	 2000 Sydney	 Powerlifting	Women's powerlifting
1	Gold	Joy Onaolapo	 2012 London	 Powerlifting	Women's 52 kg
1	Gold	Esther Oyema	 2012 London	 Powerlifting	Women's 48 kg
2	Silver	Ikechukwu Obichukwu	 2012 London	 Powerlifting	Men's 52 kg
2	Silver	Anthony Ulonnam	 2012 London	 Powerlifting	Men's 56 kg

The **mission** of **Special Olympics** is to provide year-round sports training and athletic competition in a variety of **Olympic**-type sports for children and adults with intellectual challenges, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in sports.

Special Olympics athletes can compete in 32 Olympic-style summer or winter sports. The athletes are adults and children with intellectual disabilities who can range from gifted, world-class competitors to average athletes to those with limited physical ability. It's a fundamental rule of Special Olympics competitions that athletes are matched up according to their ability and age. This “divisioning” process is an effort to make every competition fair, competitive and exciting for athletes as well as fans.

Special Olympics is the world's largest sports organization for children and adults with intellectual challenge, providing year-round training and competitions to more than 4 million athletes in 170 countries. Special Olympics competitions are held every day, all around the world—including local, national and regional competitions, adding up to more than 53,000 events a year. These competitions include the Special Olympics World Games, which alternate between summer and winter games. Special Olympics World Games are held every two years. The Special Olympics World Games are often the largest sporting event to take place in the world during that year. The most recent World Summer Games were the Special Olympics World Summer Games, held in Athens, Greece, from June 25, 2011 to July 4, 2011. The most recent Special Olympics World Winter Games were held in Pyeongchang, South Korea from January 29 to February 5, 2013. At the same time, the first Special Olympics Global Development Summit was held on "Ending the Cycle of Poverty and Exclusion for People with Intellectual challenge," gathering government officials, activists and business leaders from around the world. The next World Games will be the 2015 Special Olympics World Summer Games in Los Angeles, California from July 24 to August 2, 2015. Graz and Schladming, Austria will host the 2017 Special Olympics World Winter Games in 2017.

Special Olympics is a targets nearly 200 million people around the world who have intellectual challenges and with a presence in nearly 200 countries worldwide and seven world-region offices (Africa, Asia Pacific, East Asia, Europe/Eurasia, Latin America, Middle East/North Africa, North America), the organisation is constantly expanding. The organization is dedicated to empowering individuals with intellectual challenge to become physically fit, productive and respected members of the society through sports

training and competition. Special Olympics offer children and adults with intellectual physical challenge year round training and competition in 30 Olympic-type summer and winter sports. There is no charge to participate in Special Olympics.

The Special Olympics movement was initiated by Eunice Kennedy Shriver, sister of the former United States President John F. Kennedy, in the early 1960's when she was working with people diagnosed with intellectual challenge. Here Mrs. Shriver realized that people with intellectual challenge were far more capable in sports and physical activities than many experts believed possible. This led her to organize a day camp for people with Intellectual challenged at her home. Today, this vision has evolved to more than 200 programmes in over 180 countries around the world. Decades since Eunice Kennedy Shriver founded Special Olympics in 1968, Special Olympics has been supported by outstanding leaders in the fields of sports, education, business, government and physical challenge advocacy. They serve on the International Board of Directors, give financial and political support, act as spokespeople, help build awareness and establish connections with important organizations and reluctant governments.

Special Olympics Nigeria is an affiliate of Special Olympics International a global non-profit organization created by the Joseph P. Kennedy foundation. Special Olympics Nigeria took off in January 2001, she held her formal launch on Tuesday 6th December, 2005 at the sports complex of the University of Lagos, Akoka. The purpose of the launch was to introduce Special Olympics Nigeria to the Nigerian society by displaying the abilities possessed by Special Olympics Nigeria athletes to break the barrier of cultural inhibitions as regards the issue of intellectual challenge in the Nigerian society and bring Special Olympics opportunities to individuals with intellectual challenge in the Nigerian

society. Special Olympics Nigeria Directors are made up of individuals drawn from different sectors of the Nigeria business community, its current Chairman is Mr. Victor G. Osibodu. Other members of the Board include; Mrs. Funmito Augusto, Mr. Tayo Aderinokun, Engr. C. A. Akindayomi, Mrs. Hetty Bakare, Mr. Foluso Phillips, Mr. Chris Okeke, Mr. Nduka Obaigbena, Mr. Udemé Ufot, and Mr. Misan Eresanara. The National Director of Special Olympics Nigeria is Mrs. Folashade Bolumole.

For many families with a family member who has intellectual challenges, Special Olympics Nigeria has become a symbol of hope, that's because the movement's year-round program of sports training and athletic competition gives Special Olympics athletes the chance to test their courage, show their determination and build their self-esteem. Special Olympics Nigeria offers children and adults with intellectual challenge year round training and competition in 6 Olympic type Sports which includes: 5-Aside soccer, Table-Tennis, Athletics, Basketball, Badminton and Swimming. Other Special Olympics Initiatives which are being offered by Special Olympics Nigeria includes: Healthy Athletes Initiative, Family Support Network Programme and Special Olympics Young Athletes Initiative. Special Olympics Nigeria is currently embedded in Special schools and centres across the 5 geo political zones of the country SW, SS, SE, NC NW; though plans are on ground to provide continuing sports training and competitions for athletes who are out of schools (Gill,1994).

Eligibility

To be eligible to participate in Special Olympics, you must be at least 8 years old and identified by an agency or professional as having one of the following conditions: intellectual physically challenged, cognitive delays as measures by formal assessment, or

significant learning or vocational problems due to cognitive delay that require or have required designed instruction.

Benefit

Individuals who compete in Special Olympics develop improved physical fitness and motor skills and greater self confidence. They exhibit courage and enthusiasm and build lasting friendships. These life skills enhance their ability to live normal productive lives.

Official Summer Sports

Aquatics, Athletics, badminton, Basketball, Bowling, Cycling, Equestrian Sports, Football (Soccer), Golf, Gymnastics, Power lifting, Roller-Skating, Softball, Table Tennis, team Handball, Tennis and Volleyball.

Official Winter Sports

Alpine Skiing, Cross Country Skiing, Figure Skating, Floor Hockey and Speed Skating.

Funding

The success of Special Olympics Nigeria lies heavily in the support received from the members of the Special Olympics Nigeria Board, volunteers, families, business community and philanthropists. Although more than 10,000 athletes participate in Special Olympics Nigeria today, there are more than 1 million people with intellectual challenge around the nation that are yet to be reached. Please help us reach them; your willingness to support Special Olympics Nigeria will give these athletes the chance to make their dreams come true. Special Olympics Nigeria welcomes support from individuals, corporations, foundations, government and restricted grants (Gill,1994).

2.13 Benefits of Sports for the Physically Challenged

According to Drake (1994), Sport can play a key role in the lives and communities of people with physical challenge, the same as it can for people without a physical challenge. Sport encompasses all forms of physical activity and includes play, exercise, recreation, organized, casual or competitive sport and indigenous sport or games that contribute to physical fitness, mental well-being and social interaction. There is a wealth of evidence to support participation in sport and physical activity for people with a physical challenge concerning trends, barriers and benefits of participation (Mbaye, 1999). Over the past three decades, research efforts have developed significantly in the area of physically challenged sport and adapted physical activity.

Numerous studies have revealed that physical activity and participation in sports improved functional status and quality of life among people with selected physically challenged (Block, 2007). Scientific research has been conducted across physically

challenged groups that reveal participation in sport and physical activity leads to improved levels of physical health and well-being.

Sport and physical activity has also been shown to improve physical fitness and general mood in psychiatric patients with depressive and anxiety disorders. Additionally, sport and physical activity has been linked to improvements in self-confidence, social awareness and self-esteem and can contribute to empowerment of people with physically challenged (Hahn, 1994). In developing countries, people with physical challenge often face additional barriers to participation in sport and society and these may include for example, complex issues including attitudes towards physical challenge, traditional and religious beliefs, physical education systems, access to sporting infrastructure including services, facilities and equipment. Integration and inclusion of people with physically challenged in mainstream sport has been a key focus in recent decades and has created new opportunities for participation and competition. On a larger scale, participation in physically challenged sport also contributes to nation building and national identity and can also promote rehabilitation of people with physical challenge following natural and man-made disasters (Guttmann, 1996). Sports for the physically challenged is increasingly being used as treatment complementing the conventional methods of physiotherapy. It helps to develop strength, coordination, and endurance (Perry and Evans, 1995).

Some sports develop selected groups of muscles - for example, weight lifting and archery help to strengthen the arm muscles of paraplegic patients, enabling them to gain independence in self care activities. Wheelchair sport such as basketball helps develop coordination as the physically challenged person has to propel the wheelchair and learn to

pass, catch, and intercept the ball. Swimming is generally accepted as a valuable form of exercise and treatment (Drake, 1994).

Another important aspect of sport is the opportunities it provides for physically challenged people to establish social contacts. Physical challenge that persists can cause deterioration of the physically challenged people's attitudes towards themselves and result in self pity, disruption of self esteem, and social isolation (Barnes, 1997).

Steadward (1996), Participation in sports for the physically challenged can help newly physical challenge people to regain self esteem, promotes the development of positive mental attitudes, and helps them to come to terms with their physical challenge and achieve social reintegration. Furthermore, physically challenged people with psycho depressive have been seen to achieve resolution of this aspect of their physical challenge by being able to take part in sport(Akinsanmi, 1995).

Increasing interest in sport has resulted in the development of competitive games. The competitive aspect of sport is important as it indicates a measure of attainment. As with sports for the able bodied, rules and regulations have been established (Steadward, 1996).

Regular physical activity by physically challenged people: may help people become more independent, Contribute to improved health, improves perceptions of feeling healthier, happier and more energetic, reduces the risk of hyperlipidemia (high levels of fat in the blood) may help in broadening horizons and making new friends, promotes a more positive body image, more likely to experience academic success and stay in school, reduces the amount of time off from work, reduces symptoms of stress and depression, builds higher self esteem, confidence and pride, develops leadership skills and team work(Fox, 1999).

2.14 Classification System in Sport for the Physically Challenged

Classification refers to the way in which athletes are grouped for competition. The objective of classification is to inculcate fairness in any competition – a “level playing field.” Classification occurs in most sports. For example in normal sports, wrestlers are classified by body weight. Young swimmers and runners are classified by age. Many events are classified by the gender. Athletes with a physical challenge are classified by their ability/physically challenged characteristics (Shukshin, 2005).

According to Sorensen (2000), the classification systems used in physically challenged sports generally focus on one or more of these variables:

1. the nature and severity of the athlete’s physical challenge;
2. the athlete’s functional ability to perform skills associated with the sport; and/or
3. the athlete’s performances in previous competitions.

There are a wide range of sports that have been adapted to be played by people with varying types of physical challenged as well as several that are unique to physically challenged sports. Within each movement, different sports are practiced at different levels; for example, not all sports in the Paralympic movement are part of the Paralympic Games. In addition, many sports are practiced by persons with a physically challenged outside the formal sports movements.

2.15 Concept of Mainstreaming, Integration and Inclusion

The term 'mainstreaming' has been commonly used to refer to "the placement of a learner with 'physical challenge' in the mainstream or regular school setting, and because the concepts of 'inclusion and inclusive education' have broader implications than the term 'mainstreaming', they are preferred words today" (Donald, Lazarus & Lolwana, 2002). Furthermore, Slee (1993) notes that mainstreaming became popular after several articles appeared in the professional literature criticising the effectiveness of special classes for learners with mild to moderate physically challenged. He further maintained that in mainstreaming education, the regular educator is held responsible for that child's special education.

According to Hardman, Drew and Egan (1996), "mainstreaming had advantages and disadvantages. It began the move away from segregational services. On the one hand, it allowed learners with exceptionalities and other learners to interact. But on the other hand, learners with exceptionalities were often placed into classrooms without necessary support and services." Mainstreaming reinterpreted and extended the issue by physically challenged approaches.

Farman and Muthukrishna (1998), assert that "mainstreaming focuses on how to help a particular category or marginalised learners to fit into the existing system. It is the process of placing learners into ordinary schools from which they have previously been excluded on conditions that they can show that they will be able to meet the requirements of the existing curriculum. The emphasis is on how the learner can fit into the existing school structure and cope with the existing curriculum." Burden (1995), supports this

statement when saying that “according to mainstreaming approach, the one that does not fit in must be helped to eventually fit in.” In other words, “... the person must be changed by the use of certain techniques/strategies to conform to certain criteria” (Meyer, Grenot Scheyer, Harry, Park & Schwartz 1994).

Mainstreaming with none of the professional support services available is inclusion by default. Inclusion cannot be mainstreaming. Donald (1996), explains this by asserting that “the principles that underpin mainstreaming, desirable as they might be, have no meaning at all, unless the education system as a whole, and the education support services which must back it up, are functionally adequate to meet physically challenged of pupils in the mainstream.”

“Mainstreaming is related to the concept integration, which both reinterpreted and extended the issue raised by physical challenge approach in mainstream classes”. Clark, Dyson, Millward and Skidmore (1997), explained that “mainstreaming in the 1970’s and 1980’s selectively integrated learners with physical challenge into mainstream classes on a case-by-case basis, depending on the needs of each learner and demands of the specific class.”

2.15.1 Benefit of Mainstreaming to students with physical challenges

Educating children with physical challenge alongside their non physical challenge peers facilitates access to the general curriculum for children with physical challenge. Studies show that students with physical challenge who are mainstreamed have: Higher academic achievement: Mainstreaming has shown to be more academically effective than exclusion practices. A study carried out by Olukotan (2004), on academic achievement of the

hearing impaired students revealed that academic performance level of the hearing impaired students was better than the normal hearing students. He concluded that if given more support, the hearing impaired students could be academically more serious than the normal counterparts. Omolawon (2000), study on academic performance between the visually impaired and the sighted students also showed that the usually impaired students performed better than their sighted counterparts. Higher self-esteem: By being included in an integrated setting, there would be improvement in the self-concept of physically challenged students and this could positively affect their academic performances. Better social skills: Mainstreaming allows students with physically challenged to learn social skills through observations, gain a better understanding of the world around them, and become a part of the "regular" community. It brings positive warm caring friendships and growth in social cognition (Hardmann, 1998).

2.15.2 Mainstreaming Education for Children with Physical challenged

The educational programme for children with physical challenge globally had undergone series of changes in the last two decades. These changes were inevitable since the education of physically challenged children in Nigeria has to keep pace with the education of the physically challenged children in other parts of the world particularly in the United States of America and United Kingdom (Ogedengbe, 2005). Olukotan (2004) stated that the education of physically challenged children started with segregation. He further stated that this is a system where the physically challenged children were educated in special classroom or schools. However, segregation system has its disadvantages because, it failed to recognize the fact that the physically challenged children are part of the community and the society at large (Okuneye, 2002). Realizing

the shortcomings of segregation, the education of the physically challenged children later changed to mainstreaming/ integration. The National Policy on Education (2004, revised) adopted mainstreaming as a placement for segregation. The policy stated that "government has decided that integration is the most realistic form of special education since the physically challenged children are eventually expected to live in the same society with the normal. In this recent time, inclusive education has become an educational placement for the physically challenged children, which enable them to be fully integrated/ mainstreamed into the larger society.

2.15.3 Challenges of Mainstreaming Programme

(a) Lack of Facilities and Materials: - Evidence suggested that lack of relevant facilities and materials were major obstacles to the implementation of effective mainstreaming in Nigeria (Okuneye, 2002). Fabunmi (1997) found that educational resources (facilities) were differently allocated across secondary schools in Edo state. He further found that most secondary school principals failed to utilize the resources effectively. In another study by Ogedengbe (2005), on the management of special education resources in Ibadan North Local Government, he reported that special education facilities were not adequate. The resources were not evenly distributed across all mainstreamed schools, a few available special education resources were not effectively utilized; and that, these resources were often diverted for use of regular students.

Olukotan (2004), found that essential facilities and materials such as hand railings, hearing aids, brailles, instructional materials and lower toilets were not available in mainstreamed public secondary schools in Southwestern Nigeria, while the few that were available such as wheel chairs, type writers and resource rooms were in poor condition.

(b) Inadequate Personnel Training Programme:- In any educational programme, teachers were perhaps among the most important factors that determined its success. The National Policy on Education (2004), stated that no educational system could rise above the quality of its teachers. To this end, teachers would be encouraged and provided with the intellectual and professional background adequate for their assignment. Adesina (1998) pointed out that the heart of educational growth was the teacher, and the teacher would continue to be the major determinant factor that would make any educational programme move forward. Gratton (2000), observed that many teachers who were in mainstreamed schools appeared to know little or nothing about children with physically challenged. It had been pointed out that just as regular teachers need special training or orientation about the physically challenged children, special educators similarly required regular orientation on how to manage children with different abilities and physically challenged in the classroom (Heinemann, 1995). Cote (2002), identified lack of qualified personnel to work with the physically challenged children as one of the major problems facing administration of mainstreaming in Nigeria.

(c) Lack of Counselling Services:- Hovemann (2009), found that most facilities with children with physically challenged in Africa did not have access to counselling services, and as a result, many children with physically challenged and adult suffered in silence, because their needs had not been met. The main goal of counselling among others was the health development of the child. For example, Kay (2004), believed that a child's education, if restricted to the school alone was not the best, as such a child might not be getting fully what he/ she needed for realizing his/her full potential. Counselling could make a lot of difference to both the child in a mainstreamed society and the family

situation. The range of handicapping conditions were so varied, and the type of services needed was so diverse, that it took an effective inner disciplinary cooperation to maintain an effective counseling services delivery system. Those performing roles as counsellors might include the social workers, psychologists, teachers, medial personnel, psychiatrists, experienced exceptional individuals and many others. The rational for counselling parents of child with physical challenge rest on the fact that real problems have been identified. Ross (2004), pointed out that professionals viewed parents as having one or more of the following problems. Inability to accept the fact that their child was a student with special need manifesting pathological depression, undue over protection of their child; irrational hostility which usually focused on the professional and tenuous marital relationship. It was obvious that destructive stereotypes and a general lack of understanding of handicapped conditions by the public may also contribute to problems faced by parents. Parents are usually very reluctant to enroll their children with physical challenge in school partly because they were often ashamed of being identified with physically challenged children (Moschetti, 2010) and because of hopelessness which some parents often entertain about investing their resources in the education of such children. More than often, parents of children with physical challenge consider it as a waste of resources to register such children in schools.

(d) Negative Attitude of Teachers and Regular students:- Placing children with physical challenge in regular classes did not guarantee their social acceptance or their acquisitions of improved social skills. Lewis (1993), affirmed that the children with physical challenge had legitimate, social, emotional and physical needs which should be attended to. They had the right to live normal lives like other human being; even though their

conditions bring about some limitations and difficulties. Kirk (1992), found that teachers and regular peers were more likely to ignore social interactions initiated by students with physically challenged. Children with physical challenge were often laughed at or devalued in many ways during interaction. It was a known fact that speech and language were crucial tools for interacting with other people and for performing social tasks. Consequently, these children were often left out of social activities because they could not participate well due to inadequate language. These children according to Scheerder, Varuesel and Taks (2005), might fail to conform to the expectations of school and society. One factor that influenced teachers attitude was labeling, when students were identified by a negatively perceived label, for example, mentally retarded. Maddux (1997), opined that teachers were less able to objectively observe, rate and plan appropriate interventions for their behaviours. According to Moschetti(2010), found that the rejection of children with physical challenge by regular teachers and administrators was lack of special training. Many teachers were afraid that they did not have the skills necessary for teaching social needs children, while others felt that working with these children was not gratifying as working with normal individuals.

(e) Lack of Adequate Funding:- Financing special education is inevitable in the education of the physically challenged children. Mba (1995), found that special education is very expensive because it employs expensive equipment and materials, individualized instruction, specially trained personnel like audiologists, ophthalmologists, physiotherapists, psychologists, computer specialists and people from other discipline.

Sallis (2000), stated that the success of any system of education in Nigeria is hinged on adequate funding.

Sallis (2000), however observed that funding of educational programme in Nigeria had been a fundamental problem. He further pointed out that sometimes fund meant for education was diverted to other non-educational areas with the result that educational programmes, particularly mainstreaming programmes suffered a set back. This was why Ogedengbe (2005), noted that education in Nigeria had suffered in terms of quantity and quality. There were yet no Federal laws to back up a direct benefit to the physically challenged children, and thus, there was no clear funding source in budget allocation to Ministries of Education to subsidize special education programme (Kanu, 2000).

UNESCO (1999), established that funding for physically challenged provisions was not a priority of government policy and expenditure in developing countries, as it was considered "too costly", yet, individuals with physically challenged were in the minority. Consequently, financial provision for education and other needs of individuals with physical challenge were largely met by non-governmental organizations.

2.15.4 Integration

The term integration has been used to describe the process of the transfer of learners and young people to mainstreaming schools (Jackson, 2000). Integration focuses on the transfer of learners to regular schools whereas the process of discrimination is still looked into. According to Ainscow (1991), integration is about “additional arrangements in schools which are essentially unchallenged.” According to Barton (1998), integration is about additional unchanged arrangements. Furthermore, Thomas, Walker and Webb (1998), assert “integration was usually used to describe the process of the assimilation of learners with learning difficulties, sensory impairment or physical challenge to mainstream schools.”

Rouse and Florian (1997), counter that integration was too narrowly defined as placement, without any regard to the quality or placement and that much integration practices not only involved the relocation of learners from special to mainstreaming, it also involved the transfer of many special practices. On the other hand, Jenkinson (1997), states “special classes or units in special education provision are seen as a form of integration, providing more opportunity for interaction with mainstream peers than a segregated special school on a separate site.” In addition to this, the author states that special classes are criticised along with special schools for perpetuating segregated education of students with physically challenged, the special classes have been viewed as an alternative provision, especially for students with less severe physical challenge.

According to Rouse and Florian (1997), special classes, like special schools, were initially set up to cater for learners with serious learning problems, but without withdrawing learners from the regular school, meaning mainstream school, integration is the main contributing factor in the development of inclusive schooling.

2.15.5 Inclusion

A new way of thinking about specialised education has led to the policy of inclusion. The term inclusion, according to Bailey (1998), means “being in ordinary school with other learners, learning the same curriculum at the same time in the same classroom with full acceptance by all and in a way which makes the learners feel no different from other learners.” It has been further explained that “inclusion is a process of addressing the diversity of learners’ legitimate needs within regular education provision using all available resources efficiently to create a diversity of opportunities to learn in preparing children for active economic and social life in a culturally diverse and rapidly changing world” (UNESCO, 1999).

Inclusion is the result of a shift in the historical beliefs and practices of education.

Following Hallahan and Kauffman (1994), inclusion is a result of a major shift in such beliefs and practices regarding the provision of services to learners and youth with physical challenge. Inclusion means that learners with physically challenged are educated and supported in heterogeneous, age-appropriate, natural and learner-centred classrooms.

Thomas, Walker and Webb (1998), assert that inclusion is about a philosophy of acceptance; it is about providing a framework within which all learners – regardless of ability, gender, language, ethnic or cultural origin – can be valued equally, treated with respect and provided with equal opportunities at school. Furthermore, the authors explain that physical challenge may arise from a multiplicity of factors related to physically challenged, language, family income, and it is inappropriate to differentiate among these. The reason to try to point out the distinction between the concepts is to indicate that

inclusion is in fact not mainstreaming or integration in new attire. Farman (1992), indicates, "...inclusion is often placed on the most extreme side of the curriculum."

2.16 Concept of Participation in Sports

Participation in sport is one of the best ways to achieve personal affirmation within family and broader social surrounding. Shephard (1991), have stated that participation in sport contributes to the reduction of anxiety and depression, increase self-esteem and feelings of self-efficacy. In addition, people who are involved in sport have more positive perception of their physical health and are at lower risk of chronic diseases, compared to persons who do not engage in sport. Also, according to these authors, sport experience provides an opportunity for the expansion of the network of friends.

Pre Participation Consideration

Currently, a wide variety of sporting activities are accessible to children with physical challenge, and guidelines are available to assist pediatricians in recommending activities appropriate for children with specific conditions. The American Academy of Orthopedic Surgeons has developed a "participation possibility chart" that outlines sporting options for individuals with the most frequently occurring physical challenge. For example, it is recommended that children with Down syndrome, after being screened radiographically for atlantoaxial instability, participate in sports they enjoy, with the exception of those that involve contact or collision. Similarly, children with asthma should have readily available medications for use before participation as needed and should be permitted to modify participation as needed for airway exacerbations or environmental conditions without negative ramifications. Rather than exclusion from sports participation, the goal is inclusion for all children with physical challenge in appropriate activities. It is

important that children are empowered with an “I can do” attitude rather than discouraged by the message “you can't do that.” (Haraway, 1999).

Properly designed and implemented programs of sports and physical activities for children with physical challenge should target cardiovascular endurance, flexibility, balance, agility, and muscular strength and accessibility, safety, and enjoyment. Strategies to minimize the risks of illness or injury to children with physical challenge during sporting activities should be implemented before participation. Exercise that is of longer duration, greater frequency, and lower intensity compared with programs for typically developing children is recommended. In the example of an adolescent with a cervical spinal cord injury, participation in wheelchair rugby should be permitted only after the athlete, parents, and coaches can readily recognize acute sweating, sudden and often severe headache, apprehension, and hypertension as autonomic dysreflexia and quickly identify and remove the triggering factor(s). Latex-safe environments should be provided, and resuscitation medications should be readily accessible when children with spina bifida are participating. Children with neuro developmental challenges often demonstrate abnormalities of thermoregulation secondary to impaired vasomotor control, decreased muscle mass, and impaired central temperature-regulating mechanisms. Anticholinergic medications may further increase the risk of hyperthermia in children with spinal cord injuries. Approximately one half of athletes in a Junior National Wheelchair Games competition experienced hyperthermia, and 9% of swimmers in the same study experienced hypothermia. Careful attention must be directed at proper training, hydration, clothing, and equipment. Some children with physically challenged have impaired motor coordination, decreased endurance, limited mechanical efficiency,

and osteopenia, factors that can predispose to musculoskeletal injuries and overuse syndromes. For example, athletes in wheelchairs have increased rates of shoulder overuse injuries and carpal tunnel syndrome. Pediatricians are encouraged to access published resources for sports-specific and condition-specific guidelines regarding the participation of children with physical challenge in sports and physical activities (Hahn, 1994).

Conditions that may limit a child's participation or predispose the child to injury, individual preferences, and the availability of appropriate local programs must be individually considered. The child's current health status, the level of competition, the specific sport and position to be played, availability of protective or adaptive equipment, whether the sport can be modified to allow safer participation, and the ability of child and parent to understand and accept the risks involved must all be addressed before participation. For example, a child with autism and communication impairments might struggle with verbal instructions from coaches during certain team sports and benefit more from participation in individual sporting activities. Because standardized pre participation forms may not adequately communicate the issues involved in safe participation for children with physical challenge, alternative forms have been developed. Overall, the sports pre participation evaluation for children with physical challenge may not occur in the context of a single office visit, but rather, over a period of time with input from physicians, coaches, physical education teachers, physical and occupational therapists, and others. The American Academy of Pediatrics policy statement on care coordination for children with special health care needs provides guidance on the complexities of this process. With the proper guidance, the risk of injury to physically

challenged children is no greater than that to athletes without physical challenge (Donald, 1996).

2.17 Benefit of Participation in Sports

The term “participation” is defined by the World Health Organization (1999), as the nature and extent of a person's involvement in life situations and includes activities of self-care, mobility, socialization, education, recreation, and community life. Participation in activities is the context in which people form friendships, develop skills and competencies, express creativity, achieve mental and physical health, and determine meaning and purpose in life (Donald, 1996). Children with physical challenge tend to be more restricted in their participation than their peers: a gap that widens as children become adults. One way in which health care professionals can assist children with physically challenged to participate fully in the lives of their families and communities is by promoting participation in sports, recreation, and physical activities in the least restrictive environment(Hahn, 1994).

The primary goals for increasing physical activity in children with physical challenge are to enhance overall well-being. Regular physical activity is essential for the maintenance of normal muscle strength, flexibility, and joint structure and function and may slow their disabling conditions. Sports participation enhances the psychological well-being of children with physical challenge through the provision of opportunities to form friendships, express creativity, develop a self-identity, and foster meaning and purpose in life. Special Olympics participants show heightened self-esteem, perceived physical competence, and peer acceptance when compared with non participants. Parents of Special Olympians reported that their child's participation promoted social adjustment,

life satisfaction, family support, and community involvement. Such events provide a much-needed venue for informal peer support and sharing of experiences among families of children with physically challenged (Haraway, 1999).

Low self-esteem and a lack of confidence can plague children with disabilities. Allowing them to have equal access to sports can enhance their gross motor skills, social and communicating abilities, as well as improve their overall health and well-being. Children with special needs will mature physically, socially and emotionally when participating in a recreational activity.

Haraway (1999) further identified other forms of benefits such as:

Gross Motor Skills

The ability to perform controlled movements that require large muscles is known as gross motor skills. Movements that involve using the large muscles include walking, running, crawling or jumping. Often children with physical challenges perform physical movements properly. When disabled children participate in regular physical activity, it enhances their motor skills by increasing their strength, coordination, flexibility and balance.

Communicating and Socializing

Physically challenged children frequently miss out on social activities, impeding their ability to better their communication skills. Participation in extracurricular activities can overcome this obstacle, providing them with the ability to engage in social interactions, develop friendships and initiate social skills.

Self-Esteem and Academics

Children who suffer with physical challenge often struggle with a lack of self-esteem. They frequently will compare themselves with their able-bodied peers, giving them a decreased sense of self-worth. Recreational participation promotes their self-concept, self-esteem and self-worth, as well as their body awareness. Many children will also show improvements in their academics. The confidence that is gained from the ability to attain success in sports will make them feel like they are capable of achieving almost anything.

Emotional Benefits

There are some major issues that many physically challenged youth will at some point experience. Having physically challenged in a recreational activity can aid in preventing different emotional conditions, including acting out behavior, depression, trouble adjusting to certain situations, stress, anxiety and bad behavior. Providing them with a certain amount of activity can assist their bodies and help them to function optimally.

2.18 General Determinants of Participation in Sports

A changing society and an expanding and pluralizing culture of sport raises questions regarding the consequences of these changes for sport and particularly for participation in sports. This has generated new associations with the practice of sport in people's minds.

Facilities and Equipment as a determinant of Participation in Sports

The importance of facilities and equipment in the participation of sports cannot be underestimated. Ajayi and Momoh (1998), found that facilities and equipment was a determinant of physically challenged youths participation in sport in Akoko Area of Ondo State. Similarly Onohwakpor (2006), reported facilities and equipment as determinants of participation in sports among students who are physically challenged in Colleges of Education . Ogedengbe (2005), reported that marketers who are physically challenged in Badagry were willing to participate in exercise regularly, but the time consuming nature of their business as well as lack of fitness facilities around the markets were of major hindrances to their non- involvement in exercise and sports. It should however be noted that a functional facility will definitely attract the interest of people who are physically challenged in physical activity. Ajayi and Momoh (1998), noted that facilities are important for the performance of physical activity and sports, if facilities are available, adequate and well maintained; there is every possibility of people who are physically challenged participate in sports. Okuneye (2002), Omolawon (2000) and Kanu (2000), observed that standard facilities are essential pre- requisite to students' participation in sports and explained that the availability of facilities and equipment will also make recreational opportunities possible for individuals. Different types of activities require different facilities and equipment. Therefore, any shortage of facilities create problem in participating in one's choice activity. In order to participate effectively in physical activity, effective planning and provision of adequate facilities and equipment must be provided for the physically challenged persons.

. One important determinant in the successful conduct of sports programmes is the provision of adequate facilities and equipment. In Nigeria, modern facilities and equipment are either non-existent or inadequate. The few existing ones are in bad state, poorly maintained, substandard and obsolete. Many studies available have shown that standard facilities and equipment are essential pre-requisites to good and impressive performance and participations in sports at all level (Akinsanmi, 1995).

The first component in the RAMP model is *Access*. Within the context of physical activity, access refers to offering the individual an opportunity to experience typical use of the environment or exercise product (i.e., equipment). The most common access issues for people with physical challenge involve physical access—getting the person into the building, allowing full use of available facilities, and allowing access on and off the equipment. A more subtle aspect of access is information on the availability of facilities, services, programs, and equipment. Without at least *awareness* of the options available, the options are functionally unavailable. One way that health and fitness professionals can make their facilities more accessible is when purchasing new equipment, they could consider *universal design* features such as swivel-away seats that allow wheelchair users to access the machine from their wheelchair; easy reach to changing weight on various resistance machines; easy transfer onto cardiovascular exercise equipment such as seen on recumbent steppers; good color contrasts so that users with visual impairments can operate equipment and reduce the risk of injury; wide enough space between machines to allow a wheelchair user to transfer onto and off of the machine; and similar changes that can make the equipment much more user friendly. Other features of access include entrance ways and exits that are wide enough for wheel chairs; paths of travel that are

free of temporary or permanent obstacles; firm surfaces for supporting people with balance impairments and those who use wheel chairs; locker rooms that contain wide, padded benches to allow individuals to transfer from their wheelchair to allow for dressing and changing; a few lockers that can be reached from the height of a wheelchair; swimming pools with transfer walls, lifts or sloped entries to allow easy entrance and exit for individuals who are unable to climb stairs; and many other features that make the facility accessible to people with physically challenged(Rimmer, 2001).

Some adaptive equipment is required for some athletes to participate in sport and include things like throwing frames for athletes, crutches, sport-specific wheelchairs (such as those used in basketball, tennis and rugby) In developing countries, often lack access to things such as crutches, everyday wheelchairs in additional limited basic sporting equipment. A lack of facilities or limited access to existing facilities is often problematic in developing countries and with limited means to host large sporting events, the onus is on local and national governments to maintain and develop sporting facilities. Some organizations focus on providing much needed equipment to people with physically challenged in developing countries and prosthetic limbs, wheelchairs and crutches are sometimes the focus of equipment donations (Odejide, 2002).

Persons with physical challenge noted that facilities often lack policies relevant to them. They noted too that facilities often lack a dedicated staff member to assist with access issues. Other issues included facilities not allowing physically challenged persons enough time to use the facility and requiring personal assistants to pay membership fees.

Inaccessible transports systems, lack of public transport near facilities, physically challenged person may have to pay more if forced to use a taxi, information on public

transport, lack of awareness of requirements by public transport staff, and community transport not including sports facilities on routes. Peters (2003), observed that the main reason that had prevented participation in sport are lack of time, lack of money and of local facilities to play sport. Other barriers include inaccessible facilities,

Specially Trained Personnel as a determinant of Participation in Sports

Globally we need more well-trained and motivated Specially Trained Personnel. Good Specially Trained Personnel can help ensure that every child learns to their full potential from an early age and enters adult life well-equipped to be active citizens and support the development of their community and country. Many countries do not have enough trained Personnel; let alone have sufficiently high quality pre- and in-service training and access to continuing professional development. The lack of well-prepared and motivated trained personnel impacts on the participation in sports of all children. An estimated 15% of the world's population has physically challenged. Globally, 93 million children are estimated to have moderate and severe physical challenges and many of these children are out of school. That means they are not being given the chance to become empowered as individuals and support their communities. The exclusion of children with physical challenge from school and from fair life chances requires urgent and sustained attention. In particular, attention needs to be paid to preparing the trained personnel who are capable of including children with physical challenge in the sporting process (Ihenacho, 1999).

Children with physical challenges are disproportionately represented among those who are missing out in sports and physical activities. Research indicates that having a physical challenge more than doubles the chance of never participating in sports in school in some

countries. A fundamental reason for poor quality sporting programmes is the severe lack of well-trained personnel who are adequately supported and managed throughout their careers. In Nigeria, for instance, there are just 1,059 trained personnel at lower secondary level for 1.4 million children' that's 1,322 children for every trained personnel. Compare this with a pupil to (trained) personnel ratio in the UK of approximately 16:1 in secondary education, and the massive shortage of trained personnel in developing countries like Niger becomes very obvious. If we are to reignite progress towards quality participation in sports then regular personnel need to be prepared to meet the participation needs of children with physical challenges (Abang, 2000). Abang (2000), further stated that they need to be given appropriate initial training, ongoing sports training and professional development, and ongoing access to adequate high quality support and advice from specialist personnel.

Specially trained personnel often say that including learners with physical challenge is the aspect of inclusive physical education and sports that they find most challenging. Stakeholders with physical challenges (individuals or groups) can play an active role in preparing trained personnel for these challenges in the following ways:

- Ministries of Education should seek the contribution of people with physical challenges policy discussions (at all levels) about personnel training structures, curricula, etc. (as well as during discussions about other sports issues).
- Positive action should be taken to train, deploy and support personnel trainers who have physical challenges, who can act as positive role models and provide 'first-hand' information about sports for the physically challenged, inclusion and exclusion to the trainee personnel.

- Pre-service and in-service training programmes should be designed with the flexibility to feature guest trainers and speakers from among different stakeholder groups, including people with physically challenged.
- Local sports authorities and schools should enable people with physical challenge to be actively involved in school sports, sports management committees and parent-teacher associations, so that serving personnel (and trainee teachers doing practicum) are meeting and working with (and can ask questions to) people with physical challenge regularly and for different purposes (Donald, 1996).

Funding as a determinant of Participation in Sports

There is no organization that can function properly or achieve its stated objectives without adequate funds. Mbaye (1999), stated that it is fallacious to say that money is not important in every man's endeavours. Crompton (2000), stated that successful implementation of sport programmes requires human and material resources which are to be organized, controlled and coordinated. Mbaye (1999), further stated that money is needed to initiate and execute varied sports programmes and that effective organization and performance also depends to a great extent on the amount of money available.

There are various funding sources that Physically Challenged members may be able to apply for. Some of these include the following:

Big Lottery Fund (BIG)

BIG is the largest distributor of lottery funding, giving out 11p of every pound spent on lottery tickets to good causes. This totals £600 million each year. BIG's mission is to bring real improvements to special schools and to the lives of physically challenged

People most in need.

They fund a wide range of projects that achieve at least one of the following outcomes:

- People who are physically challenged have better chances in life – with better access to sports training and development to improve their skills

Awards for All

Awards for All gives physically challenged groups a quick and easy way to get small lottery grants of between £300 and £10,000. Currently they are running a pilot where

Such groups can apply for repeat and on-going activities..

Trust funding

This website is run by the Directory of Social Change and reports on funding sources from the European Community and UK Government – including Government departments, local authorities, charitable trusts and corporate sponsors.

It reports information on grants, loans, venture capital and advisory programmes. The annual subscription rate is £285 + VAT, and there are 4,500 trusts and foundations on line under various categories for the physically challenged.

Grant finder

This is a database carrying over 6000 UK and EU funding programmes. Users need to register to search for funding opportunities for the physically challenged persons which are identified through the following key criteria: location; total project value; who is applying for the funding; what they want the funding for; and number of physically challenged persons.

Community Sport Activation Fund

This is a £40 million Lottery revenue fund developed to support grassroots activity for the physically challenged at a very local level. Projects could be for up to three years and the grants will range from £50,000 – £250,000 with partnership funding required.

The best projects for this fund will demonstrate the following key characteristics:

- A focus on a clearly defined geographical area and community
- Demonstrable understanding of sporting needs for the physically challenged
- Evidence of potential participants want or need in order to take part in sport once a week.

Inclusive Sport

Sport England is determined to create a meaningful and lasting community sport legacy not only from the London 2012 Olympic Games, but also the Paralympic Games, by growing participation in sports by physically challenged people at the grassroots level.

At present, only one in six physically challenged adults plays sport regularly. Sport England want to change this. The Inclusive Sport Fund has been set up by Sport England with £10.2 million of National Lottery Funding. They announced that they were investing in 44 different projects around the country that aimed to help more physically challenged people play sport regularly (Barnes, 1997).

Sports Program as a determinant of Participation in Sports

This hypothesis states that “sports programme is not a significant determinant of sports participation by the physically challenged persons in sporting activities in special schools in Nigeria.” The result of the chi-square test procedure revealed that sports programme had significant determinant on the participation of the physically challenged persons in

sporting activities in special schools in Nigeria. The null hypothesis was therefore rejected. This finding was consistent with Crompton (2000), stated that for a school to function effectively and for full organization, it requires an implemented sports programme. Crompton (2000), further stated that majority of special schools lack implementation of these sports programme.

Sherrill (2004), also agrees with the findings that physically challenged people are deterred from sport participation due to lack of sports programme. He further stated that lack of adequate information on sports programme participation was a reason why they could not participate in sports

Peters (2003), explored internal barriers to sport participation, including sports programmes for special schools. He noted that majority of the special schools do not have adequate sports programme for the physically challenged. This according to Peters (2003), observed that majority of these special schools lack sports personnel to be able to plan and implement the sports programme for the physically challenged.

Perceived Benefits as a determinant of Participation in Sports

Another determinant that needs to be mentioned is motivation. In all human endeavours and activities there must be a certain degree of arousal which stimulates an individual into action. The degree of arousal is necessary to achieve different goals. In sports, motivation plays a vital role in boosting the morale of individuals for better participation and performance (Akinsanmi, 1995). According to Ihenacho (1999), stated that that motivation is a psychological concept which has been described as an urge , arousal, drive, energizer, motive or that which spurs or moves a person into action. Other determinants include qualified personnel (coaches, physical educators and trainers), and sports programmes.

Health/fitness professionals must recognize that many physical activity programs, facilities and services offered in their communities have an element of inaccessibility. From sports and recreation programs for youth to fitness equipment and swim classes for adults and seniors, accessibility is an inherent problem for many people with physical challenge. When concentrating efforts on removing these environmental barriers to participation, a critical feature is to understand the type and nature of the barrier(s) that may prevent individuals with physical challenge from engaging in physical activity (Steadward, 1996) Rimmer (2001), developed a framework for systematically addressing barriers in the built environment experienced by people with physical challenge. The model uses the acronym RAMP—Restoring Activity, Mobility and Participation—to reflect the broad need to create a barrier-free environment The RAMP model consists of four components—Access, Participation ,Adherence, and Health and Function—each building on the previous component and reflecting the

interconnectedness between components in achieving optimal health and well-being among people with physical challenge. The metaphor also reflects the logical sequencing of the four components: Access is necessary for participation, and regular participation and adherence are necessary to obtain benefits in health and function.

Nature of Physically Challenged as a determinant of Participation in Sports

Increasing physical activity participation among people with physical challenge is an important goal for the health and fitness profession. Despite the enormous health benefits that can be attained from regular physical activity, most people with physical challenge are not achieving the U.S. recommended goal of 30 minutes a day or more days of the week (Hahn, 1994). This low level of physical activity participation could be an even greater issue for people with physical challenge compared to a relatively sedentary population. When these conditions overlay chronic conditions (e.g., cancer, type 2 diabetes, asthma and heart disease), health becomes a *front-and-center* issue for millions of people with physical challenge because it threatens their ability to work effectively, shop, participate in leisure and social activities, and live independently. Many health disparities observed in people with physically challenged aren't necessarily a direct result of having a physically challenged and may occur directly or indirectly from a lack of good health promotion practices. While regular physical activity has the potential to offset some of the decline in health and function observed in people with physically challenged, barriers to promoting increased physical activity must first be addressed. Health and fitness professionals have a unique opportunity to impact a large and substantial segment of the population (i.e., people with physically challenged) who are underutilizing fitness and recreation facilities in their community. This research provides

an overview of some of the major issues that health and fitness professionals should be aware of regarding the health status and physical activity levels of people with physically challenged; barriers they commonly encounter when trying to become physically active; a framework for establishing effective strategies for increasing their physical activity levels; and a brief discussion of the National Center on Physical Activity and Physical challenge, a one-stop resource center that will assist professionals in finding relevant and timely information on physical activity and physical challenge (Wilson, 2002)

People with physical challenge report substantially poorer health profiles compared to the general population. Physically challenged individuals tend to have more physical and cognitive impairments, greater functional limitations, more chronic health conditions, less access to community activities ,and poorer health behaviors., People with physical challenge have a substantially higher rating of poor health compared to people without physical challenge and report less frequently that they are in excellent health. People with physical challenge also report a higher incidence of obesity, smoking and physical inactivity (Wilson,2002).

National data indicate that approximately twice as many adults with a physical challenge were physically inactive during the preceding week than adults without a physical challenge. Adults with a physical challenge were more likely than those without a physical challenge to be physically inactive in all states and territories. These results are consistent with those of previous reports finding significant differences in physical activity levels between persons with and without a physical challenge (Ainscow, 1991)..

Attitude as a determinant of Participation in Sports

The second component focuses on promoting *Participation* in healthful levels of physical activity by people with physical challenge. Participation goes beyond physical access and use of universal design and refers to developing modalities of physical activity that are both beneficial and satisfactory for people with physical challenge. While access is primarily concerned with availability of opportunities for recreation, leisure and exercise, participation is primarily concerned with the usability or stage of readiness to use available physical activity opportunities. For a person with a physical challenge, simply having access to a facility (e.g., swimming pool, weight training room, or exercise equipment) is necessary but not sufficient for a successful outcome. For example, someone who has a physical challenge maybe able to get into an exercise room (i.e., weight room) but have little or no success with participating in programs that are available with the existing equipment (e.g., circuit training class). A pool lift allows someone to enter the water (access) but is of little utility if the person is unable to participate in the aqua-aerobics class due to a lack of adaptive equipment. Group exercise classes (Rimmer, 2001).

Information not available in different formats, Discriminatory attitudes, Lack of training and awareness (people may need advice as to what sports are accessible to them or require a coach that understands their physical challenge), Lack of time and Lack of money. People with physical challenge have been considered as dependant and passive rather than independent and self-governing, probably because they have been supported by various careers and professionals. This limited and limiting view has more recently been updated with a social view which recognizes that attitudes, assumptions, myths and stereotyping, along with inadequately designed environments all impose limitations on

physically challenged people. Organizations, which are developed by and for non-physically challenged people, are now seen as the main sources of discrimination (shukshin, 2005).

It is not always possible for physically challenged people to go to events. Transport to facilities may be difficult. This is because venues may be too far away for them to travel and modes of transport for them are limited, depending on their physical challenge. There may not be suitable doors and ramps at entrances to buildings. Modifying buildings for physically challenged people can be expensive, so therefore most buildings lack correct access. Also plans for facilities, funding and events do not always take account of needs of the competitors and spectators with physically challenged (Ikeonu, 1999).

Sherrill(2004), observed that physically challenged people are deterred from sport participation due to personal reasons such as lack of confidence, feeling different etc, and external reasons such as lack of information on how they could participate, lack of physical and emotional support, appropriate facilities etc Peters (2003), explored internal barriers to sport participation, including feeling 'different' from the majority of the population, unable to fit in, self-consciousness or lack of confidence and a fear of failure; and external barriers, including lack of information, of physical and emotional support, appropriate facilities, transport problems, financial constraints, attitudes of others and lack of time. Sherrill (2004), used a 'model of consumer change in social marketing' to illustrate the different stages leading from non-participation to participation in sport by physically challenged people. The study identified three key behavioural types -

- dependants (who are characterised by their lack of confidence and who consider their physical challenge as a severe restriction in their lives);

- unconfident (who are more confident than dependants but still hesitant about participating in sport);
- and independents (characterised by their independent attitude and feel that it should not limit their approach to life);

In relation to sport in general, persons with a physically challenged have been identified as the most excluded group (Donald, 1996). The most significant causes of lower participation in sport for persons with a physically challenged have been identified as: “lack of motivation and confidence, negative school experiences, no support from family and friends, lack of information on opportunities, transport problems, lack of time and money, and poor physical access” (Rowe, 2006).

2.18.1 What Determines Participation?

The most frequently identified barriers to the active participation of children with physical challenges in sports and physical recreation are the child's functional limitations and lack of nearby facilities or programs. In fact, adolescents with physical challenge cited the cost of specialized equipment as the most frequent reason for nonparticipation. Families who engage in physical activities themselves tend to promote similar participation for their children with physical challenge. Moreover, inactive role models, competing demands and time pressures, unsafe environments, lack of adequate facilities, insufficient funds, and inadequate access to quality daily physical education seem to be more prevalent among populations with physical challenge (Oliver, 1990). Overall, environmental and family factors seem to be more significant determinants of participation than characteristics of the children themselves. The establishment of short-term goals, emphasizing variety and enjoyment, and positive reinforcement through

documented progress toward goals can help spark and sustain the motivation for participation (Oliver, 1990). Many individuals with physically challenged are still, to a large extent, socially segregated and experience negative societal stereotypes and low performance expectations, rendering them with limited opportunities for participation in group physical activities. These attitudinal barriers in the community contribute to a lack of awareness regarding current programs and opportunities for participation. Although specialized programs are beneficial, the participation of children with physical challenge with other children in community activities can reduce societal barriers. It is a common misconception that children with physical challenge are susceptible to trauma and, therefore, should avoid rigorous sporting activities that are typically associated with injury. Although athletes with physical challenge have rates of injury similar to those of other athletes, fear of injury frequently remains a barrier to participation. Overall, misconceptions and attitudinal barriers at the level of the individual, the family, and the community need to be addressed to integrate children of all abilities into recreational and sports activities (Gill, 1994).

2.18.2 The Right to Participate

Physical education is a federally mandated component of special education services, including the promotion of physical and motor fitness, fundamental motor skills, and skills in individual and group games and sports. Pediatricians and parents of children with physical challenge can advocate for programs of adapted physical education and recreation in each child's individualized education plan. Schools are required to modify programs or activities according to the abilities of each child. Students with physical challenge have the same right as all students to compete for inclusion on interscholastic teams that use performance criteria to determine who will participate. The combined advocacy efforts of well-informed pediatricians, parents, educators, and others are needed to ensure and promote the participation of all children in sports and physical activity programs, each according to his or her abilities (Drake, 1994).

2.19 Constraints/ Barriers participation in Sports

Today, the idea of people with a physical challenge being able to participate in sport and physical activity is not so uncommon. In many countries, opportunities exist at the grassroots level through to elite competition for people with a physical challenge to showcase their abilities in the domain of sport and physical activity. However, this is not uniform around the world and whilst there has been progressive and positive change in quality of life for people with physical challenge in many developed countries, often this progress is not reflected in developing countries. People with physical challenge in developing countries face major barriers that limit their access to and participation in sport and physical activity. Within a development context, these barriers impact on both the building up of activity pathways for people with physical challenge in developing

countries and also on the use of sport and physical activity programmes for wider development goals (Tsai, 2010).

The World Health Organization (1999), estimates that six hundred and fifty million people live with physical challenge of various types, and the number is increasing due to the rise of chronic diseases, injuries, car crashes, falls, violence and other causes such as ageing. Of this total, 80% live in low-income countries; most are poor and have limited or no access to basic services, including rehabilitation facilities. This rising incidence of physical challenge, particularly in developing countries has the potential to place further burdens on governments and health care systems. Sport can be a low-cost and effective means to foster positive health and well-being, social inclusion and community building for people with a physical challenge. The most common barriers to sports participation were lack of money, health condition and the unsuitability of local sports facilities for young physically challenged people (Ikeonu, 1999). Relatively high proportions of young physically challenged people cited lack of physical challenge facilities or lack of suitable facilities for their own physical challenge. Having no-one to go with and problems with transport were also relatively common (Guttman, 1996).

Low participation in sport by young physically challenged people could therefore, to some extent, be attributed to a lack of facilities suitably adapted to the needs of particular groups of physically challenged young people, namely those with mobility challenges and those with a self-care related physical challenge (Fox, 1999). According to Hahn (1994), increased participation can only be achieved if the barriers faced by young physically challenged people are fully understood and acted upon. Hahn (1994) stated that another important barrier to participation by physically challenged people is their

frequent reliance on other people in accessing sporting facilities. A more problematic issue is that of discrimination towards physically challenged people. An effect of this is the inhibition felt by a small but significant proportion of physically challenged people. Together, these become a barrier to participation, which can only be overcome by a change in public attitudes towards physically challenged people.

Questions as to sports that motivated physically challenged people to take part and those that put them off sports participation. Physically challenged people were more likely than all young people to say that they got embarrassed when they had to do sport. They were more likely to be concerned about some aspects of playing sport such as about being hit or kicked or playing in bad weather (Fox, 1999). According to Sorensen (2000), 10 per cent of physically challenged people reported that lack of motivation had prevented them from taking part in sport during the past years. Analysis by physically challenged type showed that lack of motivation or lack of desire to participate in sport was conversely related to participation in sport (Drake, 1994). Those with a hearing physically challenged were the least motivated towards sport and those with a mobility physically challenged and those with a self-care related physically challenged generally had the greatest desire to participate in sport (Hutzler, 1990). According to Ikeonu (1999), the practical barriers facing individuals with physical challenge will be particular to their specific challenges. However, some of the general obstacles include:

Cost/Economic Barriers – persons with physical challenge noted that ‘membership and transportation costs are the primary economic barriers directly affecting their ability to access recreation and fitness facilities’. This was often accentuated by having ‘fewer economic resources compared to their none physically challenged counterparts.

Equipment-related barriers and facilitators – three main barriers were identified: not enough space between equipment for wheelchair access; poor equipment maintenance; and a lack of adaptive or accessible equipment. Sports equipment and technology is an issue for developing countries and will continue restrict participation and performance in sport. (Ikeonu, 1999).

Barnes (1997) observed that the cost of maintaining facilities, including facility equipment, was mentioned as another barrier by the fitness/recreation professional group participants. With respect to equipment, members in the consumer and fitness/recreation groups indicated that the high cost of adaptive equipment makes its availability limited.

Barnes (1997) further identified three main equipment- related barriers: not enough space between equipment for wheelchair access, poor equipment maintenance, and lack of adaptive and/or accessible equipment. In the area of building codes, and other guidelines, as observed by Barton (1993) guidelines and building code regulations stifles the creativity of architects, preventing them from being more creative in designing buildings or use areas that would be accessible to persons with physically challenged.

Gill (1994) noted that there is a lack of information regarding available and accessible facilities and programs in the community.

Gill (1994) further stated that fitness facility staff, such as personal trainers, is not knowledgeable about physically challenged and do not understand the rationale or “why” behind the physically challenged sports. Further observations were made in that in both the fitness/recreation professional and city planner/park district manager that staff in both

fitness and recreation facilities are not knowledgeable in terms of how to adapt programs and equipment in order to make it more accessible to people with physically challenged.

Maddux (1997) identified several psychological and emotional barriers. The most frequently cited reason for the reluctance of persons with physically challenged to use fitness and recreation facilities were the perception that these facilities are unfriendly environments.

This perception was often made in connection with other comments regarding negative attitudes and behavior of persons without physically challenged, including professionals working in the facility and non-physically challenged individuals who use the facility. Other psychological or emotional barriers identified by Maddux (1997) included fear of the unknown, concerns about needing and requesting assistance, and lack of support from friends and family to access and participate in fitness and recreation facilities or programs.

Drake (1994) stated that facility owners may not wish to include persons with physically challenged in fitness or recreation programs due to fears concerning liability in the event of injury. Members in the fitness/recreational professional focus group identified staff laziness, negative attitudes toward persons with physically challenged, and concerns about liability as major barriers.

There was general consensus that fitness and recreation facilities lack policies that are relevant to persons with physically challenged. Similarly, facilities often do not have a designated staff member who is responsible for accessibility issues. Facilities frequently do not provide sufficient time for persons with physically challenged to use the facility. For example fitness facilities may have open swim periods that are too short to allow an individual with a physically challenged to access the facility and change and enter the

pool. Policies regarding permission to use service animals in facilities and charging membership fees to personal assistants were also mentioned as barriers. Members of the architect group pointed out that facilities often fail to adopt a maintenance plan that would help ensure the accessibility of the facility and facility equipment.

2.20 Promoting the Participation of Children with Physical challenge in Sports

There are a growing number of recreational and sporting opportunities for physically challenged children. Special equipment has been developed for sports such as water skiing, cycling, snow skiing -- even hockey -- and the Paralympics and other organized competitions, such as the American Amputee Soccer Association and the America's Athletes With physically challenged Victory Games allow the physically challenged to compete with people who have the same abilities and limitations (Odejide, 2002).

According to a 1998 study by Emory University and the University of Georgia and published on the Web site of the American Association of physically challenged Sports Programs, children who participate in sports improve in strength, coordination, and flexibility. In addition, parents and teachers report the children are less likely to be depressed and often show improvement in behavior, academics, and social interaction. The study also indicated that many parents noted a decrease in secondary health complications when their children became less sedentary (Shephard, 1991).

Physically challenged children are entitled to participate in organized sports, physical education, and recreational programs unless their presence puts them or someone else in danger, but many schools have been slow to respond to the needs of special children. "That's slowly trickling down to sports programs and school programs," Schiller said. In many cases, nonprofit organizations, citizens groups, and businesses are taking it into

their own hands to ensure that every child has a chance to participate in school sports programme, for instance, the Children's Golf Foundation in West Palm Beach, Fla., is building the country's first golf learning facility for physically challenged children in schools and colleges.

These kinds of grassroots efforts through schools and colleges, when they become pervasive enough, will impact government involvement and funding. Involvement in physically challenged sports and recreation covers a wide range of activities and opportunities, according to heads of schools at Granfield elementary school, a regional school for children with physical challenges,. There is something for everyone, even young people with severe physical challenges Activities include camping, sailing, kayaking, snow boarding, snowmobiling, cycling for the whole family, riding on a personal watercraft, boating, mountain biking, and fishing. In addition, volunteer golf pros teach their sport to the physically challenged. Physically challenged golfers might need special equipment and carts, but "anywhere a golf cart can travel is fairly accessible (Fox, 1999) In promoting the participation of children in sports in schools, the underlisted were suggested as modifications for the following sport:

Golf:

Use a club with a larger head

Use shorter/lighter club

Use colored/larger balls

Practice without a ball

Use tee for all shots

Shorten distance to hole

Soccer:

Use walking instead of running

Have well defined boundaries

Reduce playing area

Play six-a-side soccer

If student uses a wheelchair, allow him to hold ball on his lap

Wheelchair

Use a deflated ball, Nerf ball, beeper ball, brightly colored ball

Use a target that makes noise when hit

Volleyball:

Use larger, lighter, softer, bright colored balls

Allow players to catch ball instead of volleying

Allow student to self toss and set ball

Lower the net

Reduce the playing court

Stand closer to net on serve

Allow ball to bounce first

Hold ball and have student hit it (Hahn, 1994)

The guide offers suggestions for modifying activities and equipment for physically challenged school children. Some of these suggestions are below:

Throwing and catching:

- have a wide selection of balls
- yarn balls do not bounce or roll away easily
- whiffle balls (different sizes and colors) are lightweight
- use Nerf balls
- multi-colored balls for students with visual impairments
- beach balls are large and soft to catch
- balloons for slower action and easier targets
- bell balls for goal ball (students with visual impairments)
- balls from panty hose, foams, tape: they are lightweight and will not easily roll away
- paper balls made of crushed paper bound with masking tape
- sock ball made of a sock stuffed with other socks or paper and tied off
- garbage bag ball made of a garbage bag filled with balloons or
- crumpled newspaper

Kicking:

- use large, light balls (balloons, beach balls) for the student in a wheelchair or using a walker or crutches
- tether a ball to the wheelchair using elastic
- place beanbags on students' feet and ask them to try to kick them off
- remove foot plates on wheelchairs (when appropriate)

Students who use power wheelchairs or manual wheelchairs with assistance have limited movement or no movement of their legs. These students may kick using a two foot thrusting motion. This forward motion of the legs can be developed to perform the skill on request with increasing accuracy and timing:

- use a ball larger than a soccer ball
- move the legs through the kicking action so they understand the concept
- stabilize the ball to be kicked
- have students focus on their leg actions
- try the chairs in different positions, i.e.; facing the direction of the kick or sideways to the direction of the kick

The guide also lists games that physically challenged children can play. For instance, pillow polo can be played using volleyballs and scooter boards, and for "chariot races", students take turns riding scooter boards pulled by other students.

Whatever the activity, when schools and sports leagues automatically separate physically challenged from non-physically challenged athletes, they can offer fewer types of sports to the physically challenged because there are fewer players, Miller said. "Schools do have a role – really good physically challenged P.E. programs and allowing kids to be part of competitive sports" (Jackson, 2000).

2.21 Impact of Sport for the Physically Challenged on Development

2.21.1 Sport as a tool for the inclusion of persons with Physical challenge

Sport for the Physically Challenged has blossomed to include more than 17 international games, including three Olympic-level competitive games targeting athletes with physical challenges— the Deaflympics (for those with hearing impairments), the Paralympics (for those with all other forms of physical challenge such as limb loss and blindness), and the Special Olympics (for those with intellectual challenged) (Sherrill, 2004).

Initiated in the Africa region in 1979 with the founding of Special Olympics Kenya and other African countries have accredited programs with athletes with intellectual

challenge. Special Olympics use sports as a tool to address the needs of African people with an intellectual physically challenged in the areas of sport. Special Olympics contribute significantly in addressing the inclusion of persons with physically challenged in sports as a key issue for the African continent (Sports Africa, 2007).

Furthermore, the Special Olympics Africa Unity Cup is a seven aside football tournament featuring four footballers with intellectual challenged and three without intellectual challenged making a team. The goal of the Unity Cup is to support the movement of inclusion and acceptance for persons with intellectual challenged and is an extension of the Special Olympics Unified Sports program. The inclusion brings Special Olympic athletes together with partners without intellectual challenged on teams for friendly athletic competition.(Sports Africa, 2007).

As part of sports as a tool for the inclusion of persons with physically challenged, Nigerian athletes will be participating in this year's Special Olympics Africa Unity Cup taking place in South Africa billed to hold between *October 3-6*, the games will feature 20 teams across the continent with the top three teams qualifying for the Special Olympics Unity Cup in Brazil in 2013.

We see that people with intellectual challenges can do more than they are actually doing. Parents who allowed their children to be part of events are glad they did because the children returned happy. The children now have a level of independence. Keeping an intellectually challenged child at home is a way of rendering him useless in life. They can also take part in social activities. The Special Olympics is now a household name in Nigeria. There are special schools, like the school for the physically challenged that take care of these children; in Lagos there 46 of such schools. There is what the government

now calls inclusive schools where children with intellectual challenged go to the same school with the normal children and are included in sports programmes. There are 124 special schools that are benefiting from the inclusion of persons with physical challenge in sports.

Sorensen (2000), explained that sports improve the inclusion and well-being of persons with physically challenged in two ways — by changing what communities think and feel about persons with physical challenge and by changing what persons with physical challenge think and feel about themselves. The first is necessary to reduce the stigma and discrimination associated with physical challenge. The second empowers persons with physical challenge so that they may recognize their own potential and advocate for changes in society to enable them to fully realize it. Furthermore, Sorensen (2000) noted that the community impact and individual impact of sport help reduce the isolation of persons with physical challenge and integrate them more fully into community life. Sport changes community perceptions of persons with physical challenge by focusing attention on their abilities and moving their them into the background.

Shukshin (2005) opined that sport changes the person with a physical challenge in an equally profound way. For some, it marks their first experience of human agency — that is, it enables them to make choices and take risks on their own. For others, the gradual acquisition of skills and accomplishments builds the self-confidence needed to take on other life challenges such as pursuing education or employment.

Sport also provides opportunities for persons with physical challenge to develop social skills, forge friendships outside their families, exercise responsibility, and take on leadership roles. Through sport, persons with physical challenge learn vital social

interaction skills, develop independence, and become empowered to lead and make change happen (Krahe and Altwasser, 2006).

2.21.2 Using Sport to Reduce Stigma

In some places, persons with physical challenge have succeeded in being seen for their abilities, rather than their physical challenges. Elsewhere, people suffer from social stigma associated with their physical challenges. Stigma consists of unfounded stereotypes, inaccurate assumptions, negative perceptions and prejudice. In many communities, stigma is deeply rooted. Many of the discriminatory practices and policies that are barriers to persons with physical challenge arise from stigma (Tsai, 2010).

Barnes (1997), stated that stigma is what causes some children to refuse to play with children with physical challenge, teachers to avoid asking what a student with a physical challenge can do, and employers refusing to hire a person with a physical challenge because they believe they are inferior to persons without physical challenge.

The consequences of stigma can be severe and even fatal. In some cultures merely having a family member with a physical challenge makes it difficult for a woman without a physical challenge in the same family to marry. Mothers may be blamed when a child with a physical challenge is born and then abandoned by their husbands. Often unable to work full-time and care for their child (ren), they may be denied help by their families because of their child's physical challenge. Parents, driven by shame or fear for their child's safety, may confine a child with a physical challenge in the home (Barnes 1997). Sport can help combat stigma because it places persons with physical challenge in a position where their skills are highlighted. The focus is not on their physical challenges but their ability to score a goal or make the game-winning assist. This point is

underscored by the Office of the High Commissioner for Human Rights: “For the community, participation by persons with physical challenge in sport provides a means of deconstructing disabling images that portray persons with physically challenged as passive, inactive and lacking capacities to participate in the wider life of the community (Barnes, 1997). Coverage of sport events involving persons with physical challenge can play a major role in creating more positive and accurate perceptions. For example, the growing profile of the Paralympics has significantly contributed to increasing recognition of persons with physical challenge. Over 300 million people watched television coverage of the 2000 Sydney Paralympics Games. This single event significantly increased awareness of the capabilities of persons with physically challenged (Perry and Evans, 1995). Using sport, persons with physical challenge can work to remove the stigma confronting them in their own communities. In rural Bangladesh, where international NGO Handicap International runs the Sport for Children and Youth with Physical challenge Project, staff reports a significant change in villagers’ attitudes toward persons with physical challenge after observing them playing sports alongside their peers (Block, 2007).

Stigma is not only an external barrier, preventing persons with physical challenge from accessing social, economic and political rights, but it is often an internal barrier, causing persons with physical challenge to question their own worth in society. For example, most landmine victims participating in the Cambodian Volleyball League (Physical challenge) report that they contemplated suicide when they first lost a limb. Based on their own previous notions of persons with physical challenge, they had no hope. Through involvement in sports, however, these volleyball players saw that they were

capable of far more than they had imagined. Their own views on the limitations arising from their physical challenge were fundamentally changed, giving them a more optimistic outlook and restoring their belief in their future (Williams, 1994). Stigma presents particular challenges for women with physical challenge. Women with physical challenge often experience double discrimination — on the basis of their gender and their physical challenge. Studies show that 93% of women with physical challenge do not participate in sport or physical exercise and women make up only one-third of athletes with physical challenge in international competitions (Kiefer, 1994).

Women with physical challenge are also more likely to be victims of violence, including sexual violence. They are targeted because their reduced status in society makes them vulnerable and because it is difficult or impossible for them to gain justice and redress. By providing women with physical challenge the opportunity to compete and display their physical ability, sport helps to reduce gender stereotypes and negative perceptions associated with women with physical challenge. Sport creates a more equitable and empowering environment for these women, giving them confidence to pursue goals in other areas of their life with the same confidence and belief in themselves (Drake, 1994)

2.21.3 Sport as an agent of socialization

Persons with physical challenge are generally excluded from education, employment and community life from a young age. Exclusion deprives them of opportunities to engage and develop relationships with others. Sport is well suited to helping persons with physical challenge acquire social skills they may be lacking. It teaches individuals how to communicate effectively as well as the significance of teamwork and cooperation, goal-setting, self-discipline, respect for others, and the importance of rules (Hutzler and Sherrill, 1999). Sport also enables persons with physical challenge to take risks and learn how to manage failure and success in a safe and supportive environment. Coaches and teammates provide important role models and can help persons with physical challenge to develop skills they can apply in other aspects of their lives, such as employment (Block, 2007). Sport's universal popularity makes it ideal for fostering social interaction, even in remote areas. By bringing together people with similar physical challenge, sport contributes to normalization enabling persons with physical challenge to share their experiences and enjoy with others who understand their challenges and capacities. Through this peer interaction, persons with physical challenge develop a positive sense of self and group identity because they no longer feel set apart — they are like everyone else (Oliver, 1990). Sport also brings together the parents and families of those with physical challenge. Often parents of individuals with physical challenge find themselves socially isolated. Social interaction with others who have similar experiences enables families to provide support to one another and empowers them to advocate for positive change to ensure greater inclusion and equality for persons with physical challenge (Taub and Greer, 1998).

2.21.4 Using sport to empower persons with Physical challenges

Empowerment can mean giving power and authority to someone, or giving them confidence and strength. "Giving confidence and strength" best describes the role that sport can play in helping persons with physical challenge to acquire the knowledge, skills, and confidence to become effective advocates for themselves and others (Hutzler and Sherrill, 1999). Many individuals with physical challenge accept the exclusion and discrimination they encounter because they feel powerless to change their situation. Additionally, many persons with physical challenge have never been taught that they deserve more equitable treatment and that they have rights which should be respected. Without role models and information about living with their challenges, persons with physical challenge lack the knowledge and tools to make improvements in their lives and in their community. If they have not seen examples of better conditions, they may have difficulty imagining a different situation (Drake, 1994). Sport is an effective means of building knowledge and awareness among persons with physical challenge because it allows large groups to come together in an enjoyable way. This is especially true in areas where sport is one of the few means of entertainment. In Iran, 3,000 persons with physical challenge, half of whom were women, were introduced to sport through the planning and implementation of a national Paralympics Day.

This festival brought potential athletes from around the country to Tehran where they were introduced to several Paralympics sports and learned about physical fitness, nutrition and preventive health practices (Barnes, 1997). Sport also provides a forum to enable persons with physical challenge to build the skills they need to advocate for and influence change. The awareness and confidence that persons with physical challenge gain through sport are often the impetus for engaging in advocacy work, as the

communication, leadership and teamwork skills they develop are easily transferred into this new arena. For example, Manuel Gaiato contracted polio as a young child in Angola. He became interested in playing sports after seeing photos of wheelchair basketball. Through involvement in a local sports project, Sports for Life, he was given an opportunity to play (Steadward, 1996). Individuals with new challenges can play a bridging role between the physically challenged community and those without physical challenge. Many former soldiers who have a physical challenge as a result of war are respected heroes. Because of their public stature, communities are often more willing to listen to these individuals than to those who have had a physical challenge from birth. Because people with new physical challenge often have not suffered the same social, economic and political exclusion as people born with physical challenge, they often have the ability to be strong role models and effective advocates for all persons with physical challenges (Halliday, 1993).

2.21.5 Enhancing the Full Potential of Persons with Physical Challenge through Sports

2.21.5.1 Physical education and sports as a means to self-actualization for persons with physical challenge

Self-actualization is a psychological "process of establishing oneself as a whole person, able to develop one's abilities and to understand oneself". Physical education is "an educational based subject that aims at total or wholesome development of the learner through use of movement and well selected activities. The overall goal of physical education is to influence and educate learners through physical means, which in turn results in outcomes that go beyond the physical fitness" (Bailey, 1998). Given this definition of physical education, its value in the lives of all persons cannot be over emphasized. Participation in physical education, which includes various physical and

sports activities, leads to a total physical fitness both among persons with and without physical challenge and hence to self-actualization (Bailey, 1998). When persons with physical challenge participate in physical education and sports, they are adapted to their levels of bodily conditions in order for them to benefit fully and attain total physical fitness, enhancing their cognitive, psychomotor and affective development. In other words, when one develops mental fitness, physical strength, and psychosocial well being through sports, one is thus adequately prepared for meaningful undertaking in other activities to the best of his/her capacities (Brever,2004).

It has variously been shown in a number of studies that, persons with physical challenge who participate in sports improve in strength, coordination, and flexibility. Both parents and teachers have always conceded that individuals with physical challenge, who participate in sports activities are less depressed, perform better academically, are more stable in behavior as well as in their overall social interactions. The overall impact of this participation was further emphasized by Nelson Mandela when opening the first annual South African Junior Wheelchair Sports Camp held in Johannesburg in December 1995 saying:Physically challenged 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 physically challenged to equal opportunities become a reality (Stanton,1992).

According to the Olympic Solidarity Manual, 2005 edition, the revival of Modern Olympics by the 19th to 20th Centuries French reformer and aristocrat, Pierre de Coubertin, was basically an educational endeavor. De Coubertin developed this idea out

of the challenge that was posed by a humiliating defeat of France in the Franco-Prussian War of 1871 and attributed the defeat to apparent poor physical condition of the then French population. The athletic programs at the British boys' schools also greatly inspired him. Thus he borrowed heavily from Greek and Latin, which he made to be core subjects in schools, through which he aspired to improve upon the youth's health and athletic talents as well as their international diplomacy. This is the noble foundation upon which the universally renowned Paralympics games are also based as attested by the following quote (Stokes, 2004).

The fundamental principal guiding the Paralympics movement is that, elite level athletes with physical challenge should have opportunities and experiences equivalent to those afforded elite athletes without physical challenge. ... Competitive sports have proven to be an effective vehicle to promote equality, inclusion, accessibility and awareness about the capabilities of those with physical challenge ... and dispel the stigma surrounding their challenge and illuminate the realm of possibility. ... The first Paralympics Games were created in 1948 by Sir Ludwig Guttman, a neurosurgeon ... when he organized the International wheelchair Games to coincide with the 1948 London Olympics. The first deliberate attempt to connect the Olympics with the Paralympics was made in 1960 when the first Paralympics games were held in Rome, just a few weeks after the Rome Olympics. In the first year of the games, 400 athletes from 23 nations competed in wheelchair events (Thomas, 2008). In 2001, an agreement was signed between the International Olympic Committee (IOC) and the International Paralympics Committee (IPC) which says that, the Paralympics would always come immediately after the Olympics and both shall use the same venue and facilities. Thus, as the Olympic athletes

leave the venue, the Paralympics athletes get in; hence both categories use the same village and the same facilities and systems. This ensures equity. It also signifies that both programs are perceived similarly in terms of their benefits to the society and to the participants. In other words, they are both an instrumental vehicle towards self-actualization for the participants irrespective of their physical conditions. Indeed, the Paralympics may be perceived as more significant considering the level and magnitude of effort made both by the officials as well as the participants with physical challenge to get that far (Kiefer, 1994).

2.21.5.2 Enhancement of persons with physical challenge through sports and Physical activity in Nigeria

The World Summit on education for all in 1990 committed all nations to work towards provision of education as a key to social-economic growth and a means to self-empowerment. Thus, learners with physical challenge must be given an attention that is commensurate to their conditions in educational institutions. According to Graham (2001), majority of persons living with physical challenge lead a sedentary lifestyle because their caregivers are either overprotective or they do not know how to handle them and thus their physical participation are tremendously hampered. Consequently, individuals with physical challenge are often sidelined at the peripheries of physical activities venues and are thus forced to remain permanently as passive participants. This is a form of discrimination based on physical conditions of the learners and should be discouraged at all costs (Graham, 2001).

- a. A notable effort has been made in Nigeria towards offering a viable solution to the aforementioned situation. For instance, a report on the Presidential Working Committee on Education recommended integration or mainstreaming of learners with

physical challenge within the Nigerian education system. Similarly, according to the Nigerian Ministry of Education's 2006-2011 Strategic Plan, the Government of Nigeria supports the training of teachers and physically challenged children in special education at various schools of Special Education in Nigeria . This is a highlight of Nigeria's government's commitment towards improving the destiny of persons with physically challenged. The Schools of Special Education trains special education students and teachers at various levels (Kiefer, 1994).

One of the best organized and most vibrant levels of sports competitions in Nigeria, namely Special Schools Sports Competitions included sports for persons with physical challenge for students in special Education Schools. This is a breakthrough in nurturing of persons with impairments through sports at the educational schools in Nigeria. This approach is expected to unearth the hidden sports potentials of individuals with physical challenge. The participants' fitness and self-esteem will also be improved. Individuals with physical challenge now participate in a variety of sporting programmes around the country. These sports are managed under the umbrella of special schools sports that are run by government and non-governmental organizations (Rimmer, 2001).

2.22 Policy Development

A number of international charters and policies have had an impact on the area of physically challenged sport and development.

2.22.1 International Charters and Policies

Early international policies related to sport and development began with the Council of Europe formulating a policy on Sport For All which was passed in 1976 declaring that every individual shall have the right to participate in sport (Perry and Evans, 1995).

In 1978, the United Nations Education Science and Cultural Organization (UNESCO) adopted an International Charter of Physical Education and Sport which stated that every person is entitled to participate in sport, including specifically women, young people, the elderly and those with a physical challenge. The United Nations declared 1981 the International Year of the Physically challenged People and although there was much debate over the term 'physically challenged people' this was the first step in raising global awareness about people with physical challenge and some of the issues they were facing (Perry and Evans, 1995).

The United Nations declared 1981 to 1991 the International Decade of People with a Physical challenge and following this decade developed the United Nations Standard Rules on the Equalization of Persons with Physical challenged (Perry and Evans, 1995).

Another important outcome of these developments was the introduction of an International Day for the Physically challenged People. Some of these early international instruments related to sport have enabled participation in sport to grow around the world and also stimulated policy development in regions of the world (Barnes, 1997).

2.22.2 United Nations Convention on the Rights of Persons with Physical challenge

In December 2006, the United Nations enacted a comprehensive legislation called the United Nations Convention on the Rights of Persons with Physical challenge. The purpose of the convention is to promote, protect and ensure the full and equal enjoyment of all human rights by persons with physical challenge. Importantly, the convention also includes in Article 30.5, specific legislation on the rights of people with a physically challenged to participate on an equal basis with others in recreational, leisure and sporting activities (Williams, 1994).

This convention is a major step toward changing the perception of physically challenged and ensures that societies recognize that all people must be provided with the opportunities to live life to their fullest potential, whatever that may be (Williams, 1994).

Other human rights treaties, such as the conventions on the rights of children and women have had a major effect in addressing rights violations and this new convention is a major milestone in the protection of human rights of people with a physical challenge around the world (Williams, 1994).

2.23 Summary

There was no formal attempt made to educate the physically challenged. They were mainly objects of hidden realities in their parental homes. They were often isolated and allowed limited movements by their various families to avoid public ridicule and shame to members of the families The Americans with Physical Challenge Act (APCA) is responsible for preventing discrimination against students with physical challenge in the education system. The Act contains a section that outlines the guidelines that are specific to the participation of children with physical challenge in interscholastic sports competitions and teams According to the UN Convention on the Rights of Persons with

Physical challenge, include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.” Physical challenge can be permanent, temporary, or episodic. They can affect people from birth, or be acquired later in life through injury or illness. Numerous studies have revealed that physical activity and sport participation result in improved functional status and quality of life among people with selected physically challenged. Scientific research has been conducted across physically challenged groups that reveal participation in sport and physical activity leads to improved levels of physical health and well-being. Mainstreaming focuses on how to help a particular category or marginalized learners to fit into the existing system. It is the process of placing learners into ordinary schools from which they have previously been excluded on conditions that they can show that they will be able to meet the requirements of the existing curriculum. Mainstreaming allows students with physically challenged to learn social skills through observations, gain a better understanding of the world around them, and become a part of the "regular" community. It brings positive warm caring friendships and growth in social cognition Sports participation enhances the psychological well-being of children with physical challenge through the provision of opportunities to form friendships, express creativity, develop a self-identity, and foster meaning and purpose in life. The combined advocacy efforts of well-informed pediatricians, parents, educators, and others are needed to ensure and promote the participation of all children in sports and physical activity programs, each according to his or her abilities.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this study was to find out the determinants of participation in sports by the physically challenged persons in Nigeria. To achieve this purpose, the research design, population, sample and sampling technique, instrumentation, the administration of the instrument, validation of the instrument, pilot study, procedure for data collection and statistical techniques used in this study are described in this chapter.

3.2 Research Design

The research design adopted for this study was the ex-post facto research design. This is a non-experimental research using conditions in which no independent variables were manipulated. Kerlinger (1970), ex post facto research is that which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. She then studies the independent variable or variables in retrospect for their possible relationship to, and effects on, the dependent variable or variables. The researcher is thus examining retrospectively the effects of a naturally occurring event on a subsequent outcome with a view to establishing a causal link between them. It is also used to find out the relationships that exist, effects that are evident, opinions that are held and trends that are developing on a group of people under study by collecting and analyzing data from a sample considered to be representative of the entire group (Ali, 2005, Uever, 2007)).

3.3 Population

The population of this study consists of **5030** comprising of physically challenged students, **38** sports coordinators and **35** coaches in 179 Special Schools in the six(6) Geo-political zone of Nigeria.

3.4 The Sample and Sampling Technique

The country was stratified into six geo-political zones, from which two (2) states were purposively selected making a total of twelve (12) states. The states purposively selected were Sokoto and Jigawa (North West), Bauchi and Adamawa (North East), Kwara and Plateau (North Central), Anambra and Enugu (South East), Edo and Cross-River (South South), Lagos and Oyo (South West).

The criteria for the selection of these states were based on well established special schools as well as having all categories of physically challenged students. Out of the total population of five thousand and thirty (5030) Physically challenged students, thirty-eight (38) sports coordinators and thirty-five (35) coaches, proportionate sampling technique was used in selecting the number of respondents while Simple random sampling technique was used to select the respondents from each of the Special Schools using the dip and pick method. In this technique, each respondent has an equal chance of being selected. Each respondent is assigned a unique number. Each number is placed in a bowl or a hat and mixed thoroughly. The blind-folded researcher then picks numbered tags from the hat. All the individuals bearing the numbers picked by the researcher are the subjects for the study. A total of four hundred and eight (408) made up of physically challenged, Sports coordinators and coaches were used as samples for this study (see **Appendix 8,table 3.2**). According to Krejcie

and Morgan (1970), in determining a sample size of a given population beyond one hundred thousand (100,000), it is acceptable and applicable to any population to choose a sample size which is not less than three hundred and eighty-four (384). The sample size of 408 for this study is therefore within the acceptable range.

3.5 Research Instrument

The purpose of this study was to find out the determinants of participation in sports by the physically challenged persons in special schools in Nigeria. A questionnaire to find out the determinants of participation in sports by the physically challenged persons was designed by the researcher. The questionnaire contains eight (8) sections: Section A to H. Section A consists of six (6) statements on **demographic characteristics**, Section B on **funding**, section C on **sports programme**, section D on **perceived benefit**, section E on **facilities and equipment**, section F on **specially trained personnel**, section G on **attitude** and section H on **nature of physical challenge** persons in Nigeria. The research instrument also consisted of questionnaire interpreted into Braille specifically for the blind students and was labeled Appendix 5. The self designed and validated questionnaire follows the five point Likert type format rating ranging from:

- Strongly Agree (SA) - 5 Points,
- Agree (A) - 4 Points
- Undecided (UD) - 3Points
- Disagree (D) - 2 Points
- Strongly Disagree (SD) - 1 Point.

The questionnaire was administered by research assistants who were trained by the researcher through orientation and were distributed to four hundred and eight (408)

respondents. Out of this figure, three hundred and sixty (360) questionnaire were distributed to physically challenged students, twenty-four (24) questionnaire to coaches and twenty-four (24) questionnaire to sports coordinators of special schools in the twelve (12) states purposively selected. The respondents expressed their feelings to each statement by agreeing or disagreeing on a 5 point Likert Scale as shown above. The likert scale was used because it allows the respondents to place themselves along a feeling (behavior) continuum for each statement in the inventory since feeling cannot be isolated (Kerlinger, 1975; Nisbet and Entwistle, 1977; Gay, 1992).

3.6 Validation of the Instrument

To validate the instrument, the researcher after developing the items on the questionnaire was certified by three (3) supervisors after which four (4) copies were sent to jurors in the field of sports management, adapted Physical education/ special education and other related fields such as public administration for their critical comments on each of the items to establish face and content validity. Based on the suggestions and recommendations of these experts, the questionnaire was harmonized and used for collection of data.

3.7 Pilot Study

A pilot study was conducted in the North-West Zone of the country made up of Kano and Kaduna States. The two states purposively selected have a total population of seven hundred and twelve (712) physically challenged students-Kano (352) and Kaduna (360). Proportionate sampling technique was used to select the number of respondents from each special schools, while simple random sampling technique was used to select the respondents through the dip and pick method. Therefore a total of thirty-four (34)

respondents from each of the states (Kano and Kaduna) were sampled for the pilot study. The dip and pick method was further used by the researcher in which each respondents has an equal chance of being selected. Each respondent is assigned a unique number. Each number is placed in a bowl or a hat and mixed thoroughly. The blind-folded researcher then picks numbered tags from the hat. All the individuals bearing the numbers picked by the researcher are the subjects for the study. While purposive sampling technique was used to select the coaches and sports coordinators. The sampled states purposively selected have all the categories of the physically challenged persons and therefore the information required was obtained from these states. The two states were selected in order to find out the reliability coefficient of the questionnaire and also to ascertain whether the questionnaire were appropriate for the main study. In the sampled special schools, thirty-four (34) copies of questionnaire were distributed to each of the piloted special schools (Kano and Kaduna). Thirty (30) copies to students, two (2) copies to coaches and two (2) copies to sports coordinators (see **Appendix 8, table 3.1**). The data gathered for the pilot study was subjected to computer analysis using the Special Package for Social Sciences (SPSS). Cronbach's Alfa, Spearman-Brown Coefficient and Guttman Split-Half formula were used to determine the reliability and validity of the instrument.

The designed instrument was administered on respondents of special schools in Kano and Kaduna states in the North West zone of the country after the face and content validity of the instrument has been approved . These states Kano and Kaduna were used for the pilot study and will therefore not be used in the main study. Sixty-eight (68) copies of questionnaire were prepared and distributed in these states. The data collected was

subjected to a reliability test using Special Package of Social Sciences (SPSS) specifically, the Cronbach's Alfa, Spearman-Brown coefficient and Guttman Split-Half methods were used to determine the reliability coefficient and the internal consistency of the items of the instrument.. The researcher with the assistance of research assistant made sure that all questionnaires were filled and returned. From the analysis of the data, a reliability index of cronbach's Alfa reliability coefficient was observed at .807, Spearman- Brown equal length yielded the reliability coefficient of .652, while .651 was obtained for the Guttman Split-Half model. Spiegal (1992), Stevens (1996), an instrument is considered reliable if it lies between 0 and 1, and the closer the calculated reliability coefficient is to 0, the less reliable is the instrument, and the closer it is to 1, the more reliable is the instrument. Since the reliability coefficient from this study is very close to 1, the instrument can be adjudged to be very reliable for this study.

3.8 Administration of the Instrument

The researcher obtained a letter of introduction from the Department of Physical and Health Education, Ahmadu Bello University, Zaria to the Special Schools under study in order to conduct research on determinants of participation in sports by the physically challenged persons in Nigeria. The researcher with the assistance of an expert in Braille interpretation in the Department of Special Education, Bayero University, Kano interpreted the questionnaire into Braille which is a system of printing for blind people in which the letters of the alphabets and the numbers are printed as raised dots that can be read by touching them. The research assistants, who were specially trained through orientation in the use of Braille as questionnaire specifically for the blind administered the questionnaire which was labeled Appendix 5 while the deaf and dumb and the

crippled were administered with the uninterpreted questionnaire which was labeled Appendix 4. A total of three hundred and ninety three (393) questionnaires were further retrieved after completion by the research assistant.

3.9 Statistical Techniques

The data collected for the study was organized and presented in tables and the statistical techniques used to analyze the data include:

- i. Descriptive statistics of frequencies, means and standard deviations for personal information of the respondents.
- ii. Chi-square was used to test significant difference among the different aspects of the determinants of participation in sports by the physically challenged persons in Nigeria.
- iii. 0.05 level of significance was used for all statistical tests of significance
- iv. All mean scores from 3.50 above were considered positive, while scores lower than 3.50 were considered negative. All the hypothesis were either rejected or accepted at 0.05 level of significance.

CHAPTER FOUR RESULTS AND DISCUSSION

4.1 Introduction

The purpose of the study was to examine the determinants of participation in sports by the physically challenged persons in Nigeria. To achieve this purpose, the data collected

were statistically analyzed using the seven postulated hypotheses and research questions. The results were presented and discussed in this chapter as follows:

The results of the data presented in this chapter are structured along with the research questions and objectives of the study. The study’s hypotheses were tested within the chapter followed with a discussion of the findings from the analyzed data. A total of four hundred and eight (408) respondents selected from twelve states special schools of the six (6) geo-political zones in Nigeria were involved in the study. Out of four hundred and eight (408) questionnaires distributed, three hundred and ninety three (393) completed questionnaires were returned and analyzed. (See **Appendix 8, table 3.2**).

4.2 RESULTS- Table 4.2 below shows the Analysis of Biodata of Respondents:

Table 4.2.1: Analysis of Biodata of Respondents

Variable	Frequency	Percent
Type of School		
Deaf, Dumb, Blind and Crippled	393	100.0
Total	393	100.0
Age Group		

12 – 15 years	342	87.0
16 – 20 years	21	5.3
26 – 30 years	14	3.6
31 – 36 years	13	3.3
37 and above	03	0.8
Total	393	100.0
Gender		
Male	279	71.0
Female	114	29.0
Total	393	100.0
Designation		
Coach	18	4.6
Sports Coordinator	15	3.8
Student	360	91.6
Total	393	100.0
Educational Qualification		
Student	360	91.6
NCE/Diploma	17	4.3
B.Sc./B.Ed./B.A.	15	3.8
Ph.D	1	0.3
Total	393	100.0
Total years of sports experience		
1 – 5 years	214	54.5
6 – 10 years	13	3.3
16 and above	1	0.3
None	165	41.9
Total	393	100.0

Table 4.2.1 shows the Biodata of the respondents. Several observations were noted from the demographic characteristics as shown on the table above. The classifications of the demographic characteristics are in frequencies and percentages. The table shows the types of school of the respondents. This revealed that 393 respondents (100%) belong to one type of special school. This is because all the categories of physically challenged students are found in this type of school. As a result of this, the researcher used the purposive sampling technique for the study.

Majority of the respondents 342 (87.0%) were within the ages of 12-15 years, 21 (5.3%) respondents were within the ages of 16-20 years, 14(3.6%) were within the ages of 26-30 years, 13 (3.3%) were within the ages of 31-36 years while 3(0.8%) were within the ages of 37 and above.

Most of the respondents 279(71.0%) were male while 114 (29%) were females meaning that there were more male than female among the respondents in this study.

By designation, 18 representing 4.6% were coaches, 15 representing 3.8% were sports coordinators while 360 representing 91.6% were students. The table revealed educational qualification of the respondents. The table revealed that 360 (91.6%) of the respondents were students, 17(4.3%) were NCE/Diploma holders, 15(3.8%) were B.Sc/B.Ed/ B.A holder while 1 (0.3%) is a PhD holder. In terms of total years of sports experience in sports competition, 214 of the respondents representing 54.5% have between 1-5years sports experience, 13(3.3%) have experience of between 6-10 years, 1(0.3%) of the respondents have between 16 years and above while 165 respondents representing 41.9% have no experience in sports .

4.2.2 Mean/ SD Analysis of Variables- The mean/SD Analysis will be used to answer the following Research Questions.

Does funding, Sports Programme, Perceived Benefit, Facilities and Equipment, Availability of Specially Trained Personnel, Attitude and Nature of Physically Challenged determine the participation of the physically challenged persons in special schools in Nigeria ?

Table 4.2.2: Mean/SD Analysis on Funding, Sports Programme, Perceived Benefit, Facilities and Equipment, Availability of Specially Trained Personnel, Attitude and

Nature of Physically Challenged as a Determinants of Participation in Sports by the Physically Challenged Persons in Special Schools in Nigeria.

S/N	Variables	Aggregate Mean Score	Std. Dev	Std. Err	Remarks
1	Funding	3.95	1.08283	.05462	Significant
2	Sports Programme	3.71	1.01499	.05120	Significant
3	Perceived Benefit	3.996	.52616	.02654	Significant
4	Facilities and Equipment	4.00	.75098	.03788	Significant
5	Availability of Specially Trained Personnel	4.25	1.19470	.06026	Significant
6	Attitude	4.92	.32778	.01653	Significant
7	Nature of Physically Challenged	4.49	.20897	.01054	Significant

DECISION MEAN = 3.50

Table 4.2.2 above is a breakdown of information on funding, Sports Programme, Perceived Benefit, Facilities and Equipment, Availability of Specially Trained Personnel, Attitude and Nature of Physically Challenged as a determinant of Participation in Sports by the physically challenged persons in special schools in Nigeria. The research question formulated for this purpose was stated as: Does funding, Sports Programme, Perceived Benefit, Facilities and Equipment, Availability of Specially Trained Personnel, Attitude and Nature of Physically Challenged determine the participation of the physically challenged persons in special schools in Nigeria? The respondents were of the opinion

that they do not participate in sports due to lack of government funding, that funds are not properly utilized for sports while funds are not allocated for sports. Overall, funding can be regarded to be a significant determinant of participation in sports since the aggregate mean score of 3.95 is higher than the decision mean of 3.50.

From table 4.2.2, on Sports Programme showed lack of organized training schedule, lack of time allocated to sports, lack of specially trained sports personnel and competent coaches and sports coordinators, lack of organized sports competition and, above all, lack of incentives contributed to non-participation of the physically challenged persons in special schools in Nigeria. Overall, the respondents agree that sports programme determines participation in sports with an aggregate mean score of 3.71 higher than the decision mean of 3.50.

The respondents on table 4.2.2 are neutral on whether reward or incentives attached to participation in sports determine the participation of the physically challenged in sports. Majority disagree that not taking part in sports is to improve health status. There is also substantial agreement on whether participation is to remedy handicapped position. Participation in sports is in order to socialize with others and also to reduce stress and depression because majority of the respondents strongly agree to that. Overall from the opinion expressed by the respondents, perceived benefits determine participation in sports by the physically challenged persons in special schools in Nigeria with an aggregate mean score of 3.996 higher than the decision mean of 3.50

Table 4.2.2 indicates that the respondents are of the opinion that there is the lack of modified sports facilities and equipment , that the respondents do not participate in sport due to inadequate sports facilities and equipment, that they do not participate in sport due

to lack of knowledge on how to use the sports facilities and equipment, that they do not participate in sport due to lack of adequate means of transportation and that they do not participate in sport due to distance of sports facilities from school. Overall as observed in the aggregate mean score of 4.00, the respondents agreed that facilities and equipment determines participation in sports by the physically challenged persons in special schools in Nigeria which is higher than the decision mean of 3.50

From the table 4.2.2, it can be deduced that the physically challenged do not participate in sport as a result of untrained and incompetent coaches and sports coordinators, that they do not participate as a result inadequate coaches and sports coordinators, that the physically challenged do not participate in sport because coaches and sports coordinators do not have the knowledge on the use of modern sports facilities and equipment, that the physically challenged do not participate in sport because coaches and sports coordinators are not available, that coaches and sports coordinators are not motivated and this affects the participation of the physically challenged in sporting activities and that coaches and sports coordinators are inactive and this affects the participation of the physically challenged persons in sporting activities. As observed in the aggregate mean score of 4.25 higher than the decision mean of 3.50, the respondents were unanimous that specially trained personnel have significant influence on participation in sports by the physically challenged persons in in special schools in Nigeria.

From table 4.2.2, it indicates that attitude is a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria. Fear of failure, ashamed of their physically challenged, fear of being laughed at, distance of sports facility, lack of awareness and ignorance lead to non-participation of the physically

challenged in sporting activities because the calculated aggregate mean of 4.92 is higher than the decision mean of 3.50

Table 4.2.2, nature of physically challenged determines participation in sports. Age does not stop the physically challenged from participating in sports but fitness level, handicapped condition, health condition, injury and physical physical challenged do hinder the participation in sports by the physically challenged in special schools in Nigeria. From the opinion expressed by the respondents, nature of physically challenged significantly determine the participation in sports by the physically challenged in special schools in Nigeria as the aggregate mean of 4.49 is higher than the decision mean of 3.50

4.2.3 Hypotheses Testing

In hypotheses testing, chi-square statistics was adopted and used in testing hypotheses one to hypotheses seven as shown below:

Hypothesis one: The null hypothesis state that funding is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria

Table 4.2.3.1: Chi-square statistic on Funding as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

X² calculated	χ² critical	Df	P value
441.18	34.17	20	0.000

(χ² critical =34.17, P< 0.05)

The results of the chi-square test on table 4.2.3.1 showed that the calculated chi-square value of 441.18 is higher than the critical chi-square value of 34.17 at df 20 while the observed P value of 0.000 is lower than the 0.05 level of significance, indicating that funding is significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria. Consequently, the null hypothesis which states that funding is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria is hereby rejected.

Hypothesis Two: The null hypothesis states that sports programme is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria

Table 4.2.3.2: Chi-square statistics on Sports Programme as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

X² calculated	X² critical	Df	P value
1100.46	34.17	20	0.000

(χ^2 critical =34.17, P< 0.05)

The results of the chi-square test on table 4.2.3.2 showed that the calculated chi-square value of 1100.46 is higher than the critical chi-square value of 34.17 at df 20 while the observed P value of 0.000 is less than the 0.05 alpha level. This is an indication that sports programme is a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria. Consequently, the null hypothesis which states that sports programme is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria is hereby rejected.

Hypothesis Three: The null hypothesis states that perceived benefit is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.

Table 4.2.3.3: Chi-square statistic on Perceived Benefit as a Determinant of Participation in sports by the Physically Challenged Persons special schools in Nigeria

χ^2 calculated	χ^2 critical	Df	P value
1184.06	34.17	20	0.000

(χ^2 critical =34.17, P< 0.05)

The results of the chi-square test on table 4.2.3.3 showed that the calculated chi-square value of 1184.06 is higher than the critical chi-square value of 34.17 at df 20 while the observed P value of 0.000 is less than the 0.05 level of significance. This is an indication that perceived benefit is a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria. Consequently, the null hypothesis which states that perceived benefit is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria is hereby rejected

Hypothesis Four: The null hypothesis states that facilities and equipment is not a significant determinant of participation in sports by the physically challenged persons in sporting activities in special schools in Nigeria.

Table 4.2.3.4: Chi-square statistic on facilities and equipment as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

χ^2 calculated	χ^2 critical	Df	P value
1092.52	34.17	20	0.000

(χ^2 critical =34.17, P< 0.05)

The results of the chi-square test on table 4.2.3.4 showed that the calculated chi-square value of 1092.52 is higher than the critical chi-square value of 34.17 at df 20 while the observed P value of 0.000 is less than the 0.05 level of significance. This is an indication that facilities and equipment is a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria. Consequently, the null hypothesis which states that facilities and equipment is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria is hereby rejected

Hypothesis Five: The null hypothesis states that specially trained personnel is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.

Table 4.2.3.5: Chi-square statistic on specially trained personnel as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

X² calculated	χ² critical	Df	P value
311.97	34.17	20	0.000

(χ² critical =34.17, P< 0.05)

The results of the chi-square test on table 4.2.3.5 showed that the calculated chi-square value of 311.97 is higher than the critical chi-square value of 34.17 at df 20 while the observed P value of 0.000 is less than the 0.05 level of significance. This is an indication that specially trained personnel is a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria. Consequently, the null

hypothesis which states that specially trained personnel is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria is hereby rejected

Hypothesis Six: The null hypothesis states that attitude is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.

Table 4.2.3.6: Chi-square statistic on attitude as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

X² calculated	χ² critical	Df	P value
352.35	34.17	20	0.000

(χ² critical =34.17, P< 0.05)

The results of the chi-square test on table 4.2.3.6 showed that the calculated chi-square value of 352.35 is higher than the critical chi-square value of 34.17 at df 20 while the observed P value of 0.000 is less than the 0.05 level of significance. This is an indication that attitude is a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria. Consequently, the null hypothesis which states that attitude is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria is hereby rejected

Hypothesis Seven: The null hypothesis states that nature of physically challenged is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.

Table 4.2.3.7: Chi-square statistic on nature of physically challenged as a Determinant of Participation in Sports by the Physically Challenged Persons special schools in Nigeria

χ^2 calculated	χ^2 critical	Df	P value
2154.03	34.17	20	0.000

(χ^2 critical =34.17, P< 0.05)

The results of the chi-square test on table 4.2.3.7 showed that the calculated chi-square value of 2154.03 is higher than the critical chi-square value of 34.17 at df 20 while the observed P value of 0.000 is less than the 0.05 level of significance.

This is an indication that nature of physically challenged is a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria. Consequently, the null hypothesis which states that nature of physically challenged is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria is hereby rejected

4.3: DISCUSSION

This study investigated the determinants of participation in sports by the physically challenged persons in special schools in Nigeria. The determinants investigated were funding, sports programme, perceived benefit, facilities and equipment, availability of specially trained personnel, attitude and nature of physical challenge. To achieve these purposes, one major hypothesis and seven null sub-hypotheses were tested.

Findings on Funding: The findings on funding shows that “funding is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria”. The results revealed that funding has significant determinant on physically challenged participation in special schools in Nigeria. The null hypothesis was therefore rejected. This findings agrees with Mbaye (1999), where it was stated that at the special schools, less attention was given to sports and that no attention was given to either the physically challenged students or the coaches and sports coordinators involved in sports. This lack of attention was attributed to inadequate or complete absence of fund allocation for sports at the special schools.

This findings also agrees with Sallis (2000), that funding of sports for the physically challenged in Nigeria had been a fundamental problem. He further pointed out that sometimes fund meant for sports was diverted to other non-sports areas with the result that sports programmes, particularly mainstreaming programmes suffered a set back due to lack of funds. This was why Ogedengbe (2005), noted that sports in Nigeria had suffered in terms of quantity and quality. There were yet no Federal laws to back up a direct benefit to the physically challenged children, and thus, there was no clear funding source in budget allocation to Ministries of Education to subsidize special education and sports programme.

Furthermore, UNESCO (1999), established that funding for physically challenged provisions was not a priority of government policy and expenditure in developing countries, as it was considered "too costly", yet, individuals with physically challenged were in the minority. Consequently, financial provision for participation in sports and other needs of individuals with physical challenge were largely met by non-governmental

organizations. Mba (1995), found that special education is very expensive because it employs expensive equipment and materials, individualized instruction, specially trained personnel like audiologists, ophthalmologists, physiotherapists, psychologists, computer specialists and people from other disciplines. Sallis (2000), stated that the success of any system of education in Nigeria is hinged on adequate funding.

Findings on Sports Programme: The findings on Sports Programme shows that “ sports programme is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.” The result of the chi-square test procedure revealed that sports programme had significant determinant on the participation in sports by the physically challenged persons in special schools in Nigeria. The null hypothesis was therefore rejected. This finding was consistent with Crompton (2000), stated that for a school to function effectively and for full organization, it requires an implemented sports programme. Crompton (2000), further stated that majority of special schools lack implementation of these sports programme.

Sherrill (2004), also agrees with the findings that physically challenged people are deterred from sport participation due to lack of sports programme. He further stated that lack of adequate information on sports programme participation was a reason why they could not participate in sports

Peters (2003), explored internal barriers to sport participation, including sports programmes for special schools. He noted that majority of the special schools do not have adequate sports programme for the physically challenged. This according to Peters (2003), observed that majority of these special schools lack sports personnel to be able to plan and implement the sports programme for the physically challenged.

Findings on Perceived Benefit: The findings on Perceived Benefit shows that “ Perceived benefits is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.” The result of the chi-square test which was used revealed that perceived benefit for sports participation by the physically challenged had significant determinant on their participation in sports. The null hypothesis was therefore rejected. This finding was consistent with Fox (1999), stated that it is a fact that many physically challenged students in Nigerian special schools are not very active in sports. The reasons given were that morale of physically challenged students, the condition of facilities and inefficiency and ineffectiveness of the general conditions of sports activities, reward and incentives, their fitness level, their handicapped condition and their stress level discourages participation in sports and organization.

Donald (1996), although agrees that specialized programs are beneficial, the participation of children with physical challenge with other children in community activities can reduce societal barriers. Abang (2000), was of the view that it is a common misconception that children with physical challenge are susceptible to trauma and, therefore, should avoid rigorous sporting activities that are typically associated with injury, and this most times prevent their participation in sport. Downward (2007), also agrees that athletes with physical challenge have rates of injury similar to those of other athletes, fear of injury frequently remains a barrier to participation in sports.

Peters (2003), explored internal barriers to participation in sports, including feeling 'different' from the majority of the population, unable to fit in, self-consciousness or lack of confidence and a fear of failure and lack of time.

Findings on Facilities and Equipment: The findings on facilities and equipment shows that “ Facilities and Equipment is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.” The chi-square test procedure was used for the test. The result revealed that the available sports facilities and equipment has significant determinant on participation in sports by the physically challenged persons in special schools in Nigeria. The null hypothesis was therefore rejected. This finding agrees with Akinsanmi (1995), which states that one important determinant in the successful conduct of sports programme is the provision of adequate sports facilities and equipment. Akinsanmi (1995), further stated that in Nigeria, modern facilities and equipment are either non-existent or inadequate. The few existing ones are in bad state, poorly maintained, substandard and obsolete. Many studies available have shown that standard facilities and equipment are essential pre-requisites to good and impressive performance and participations in sports at all level (Akinsanmi, 1995).

Guttmann (1996), agrees with this statement that high proportions of young physically challenged people lacked physical challenge facilities or suitable facilities for their own participation and that having no-one to go with and problems with transport were also relatively common.

Low participation in sport by young physically challenged people could therefore, to some extent, be attributed to a lack of facilities suitably adapted to the needs of particular groups of physically challenged young people, namely those with mobility challenges and those with a self-care related physical challenge (Fox, 1999). According to Hahn (1994), increased participation can only be achieved if the barriers such as facilities and equipment for physically challenged people are fully provided and acted upon.

Mbaye(1990), stated that another important barrier to participation in sports by the physically challenged people is their frequent reliance on other people in accessing sporting facilities. A more problematic issue is that of discrimination against physically challenged people towards the use of sports facilities and equipment.

Peters(2003) observed that inaccessible transports systems, lack of public transport near facilities, physically challenged person may have to pay more if forced to use a taxi, information on public transport, lack of awareness of requirements by public transport staff, and community transport not including sports facilities on routes are barriers to participation in sports.

This findings also agrees with Mbaye (1990), No enough space between equipment for wheelchair access; poor equipment maintenance; and a lack of adaptive or accessible equipment. Sports equipment and technology is an issue for developing countries and will continue restrict participation and performance in sport.

In developing countries, often lack access to things such as crutches, everyday wheelchairs in additional limited basic sporting equipment. A lack of facilities or limited access to existing facilities is often problematic in developing countries and with limited means to host large sporting events, the onus is on local and national governments to maintain and develop sporting facilities. Some organizations focus on providing much needed equipment to people with physically challenged in developing countries and prosthetic limbs, wheelchairs and crutches are sometimes the focus of equipment donations (Crompton, 2000).

This finding agrees with Fox (1999), that persons with physical challenge noted that facilities often lack policies relevant to them. They noted too that facilities often lack a

dedicated staff member to assist with access issues. Other issues included facilities not allowing physically challenged persons enough time to use the facility and requiring personal assistants to pay membership fees.

It is not always possible for physically challenged people to go to events. Transport to facilities may be difficult. This is because venues may be too far away for them to travel and modes of transport for them are limited, depending on their physical challenge. There may not be suitable doors and ramps at entrances to buildings. Modifying buildings for physically challenged people can be expensive, so therefore most buildings lack correct access. Also plans for facilities, funding and events do not always take account of needs of the competitors and spectators with physically challenged (Ikeonu, 1999).

Findings on Availability of Specially Trained Personnel: The findings on availability of specially trained personnel shows that “ Specially trained personnel is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.” The chi-square test procedure was used for the test. The result revealed that the availability of specially trained personnel has significant determinant on participation in sports by the physically challenged persons in special schools in Nigeria. The null hypothesis was therefore rejected. This finding agrees with Crompton (2000), which states that successful implementation of sports programmes requires human resources which are to be controlled and organized. Crompton (2000), further stated that specially trained personnel are motivators that aroused, drives, energize, spurs or moves persons into action.

This findings agrees with Gratton (2000), observed that many sports personnel who were in mainstreamed schools appeared to know little or nothing about children with physical

challenge. It had been pointed out that just as regular teacher's need special training or orientation about the physically challenged children, special trained sport personnel similarly required regular orientation on how to manage children with different physical challenges in the classroom (Heinemann, 1995).

Cote (2002), identified lack of qualified sports personnel to work with the physically challenged children as one of the major problems facing administration of sports participation in special schools in Nigeria.

Findings on Attitude of the Physically Challenged: The findings on attitude of the physically challenged shows that “ Attitude is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.”

The chi-square test procedure was used for the test. The result revealed that attitude has significant determinant on participation in sports by the physically challenged persons in special schools in Nigeria. The null hypothesis was therefore rejected. This finding agrees with Peters (2003), explored internal barriers to participation in sports, including feeling ‘different’ from the majority of the population, lack of confidence, fear of failure, lack of information(awareness) and transport problems (distance).

Bock and Kim (2002), agrees with the findings that destructive stereotypes and a general lack of understanding of physically challenged conditions by the public may also contribute to problems faced by parents. Parents are usually very reluctant to enroll their children with challenges in school partly because they were often ashamed of being identified with physical challenged children (Moschetti, 2010), and because of hopelessness which some parents often entertain about investing their resources in the education of such children in sports participation. More than often, parents of children

with physical challenge consider it as a waste of resources to register such children in schools.

Questions as to sports that motivated physically challenged people to take part and those that put them off in participating in sports. This findings agrees with Fox (1999), that physically challenged people were more likely than all young people embarrassed when they had to do sport. They were more likely to be concerned about some aspects of playing sport such as about being hit or kicked or playing in bad weather.

According to Sorensen (2000), 10 per cent of physically challenged people reported that lack of motivation had prevented them from taking part in sport during the past years. Analysis by physically challenged type showed that lack of desire to participate in sport was conversely related to participation in sport (Drake, 1994). Those with a hearing challenged were the least desired towards participation in sports (Hutzler, 1990).

Findings on Nature of Physically Challenged: The finding on nature of physical challenge shows that “nature of physical challenge is not a significant determinant of participation in sports by the physically challenged persons in special schools in Nigeria.” The chi-square test procedure was used for the test. The result revealed that nature of physical challenge has significant determinant on participation in sports by the physically challenged persons in special schools in Nigeria. The null hypothesis was therefore rejected. This finding agrees with Ikeonu (1999), stated that the most common barriers to sports participation were health conditions, fitness level and injury.

This findings also agrees with Sherrill(2004), observed that physically challenged people are deterred from sport participation due to personal reasons such as lack of confidence,

feeling different, fitness level, health problems, and external reasons such as lack of information on how they could participate, lack of physical and emotional support.

Peters (2003), explored internal barriers to participation in sports, including feeling 'different' from the majority of the population, unable to fit in, self-consciousness or lack of confidence and a fear of failure; and external barriers, including lack of information, of physical and emotional support, age, attitudes of others, lack of time, health conditions and fitness level.

Sherrill (2004), used a 'model of consumer change in social marketing' to illustrate the different stages leading from non-participation to participation in sport by physically challenged people. The study identified three key behavioural types -

- dependants (who are characterised by their lack of confidence and who consider their physical challenge as a severe restriction in their lives);
- unconfident (who are more confident than dependants but still hesitant about participating in sport);
- and independents (characterised by their independent attitude and feel that it should not limit their approach to life)

Physically challenged people were more likely than all young people to say that they got embarrassed when they had to do sport. They were more likely to be concerned about some aspects of playing sport such as about being hit or kicked or playing in bad weather (Fox, 1999). This limited and limiting view has more recently been updated with a social view which recognizes that attitudes, assumptions, myths and stereotyping, along with inadequately designed environments all impose limitations on physically challenged

people. Organizations, which are developed by and for non-physically challenged people, are now seen as the main sources of discrimination (shukshin, 2005).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, recommendations and suggestions for further studies.

5.2 Summary

The report on determinants of participation in sports by the physically challenged persons in special schools in Nigeria is presented in five chapters. Introduction, background of the study, statement of the problem and the purpose of the study were stated. Research questions and hypothesis were also stated in the first chapter. The chapter was concluded with the delimitations and limitations of the study. Review of related literature on the basis of concept, history and development of sports, concept of participation in sports, sports for the physically challenged, special schools in Nigeria, policies and development of sports for the physically challenged and general determinants of participation in sports were stated in chapter two. Research Methodology including research design, population, sample and sampling technique, research instrument, validation of instrument, administration of questionnaire and methods of statistical techniques used in treating the data collected were also stated. The questionnaire was validated by physical and health education professionals, sports management, special education experts through face and content validity and found it valid for the study. The questionnaire was then pilot tested to establish its reliability and internal consistency of the items within the instrument. The reliability coefficients obtained from the pilot study are as follows: Cronbach's Alpha .807, Spearman Brown Coefficient was .652 while the Guttman Split-Half Coefficient

was .651. It was found to be highly reliable and internally valid for the study. It was then administered to 408 respondents out of 4,957 study population. through purposive sampling techniques, proportionate sampling and simple random sampling technique across the twelve(12) states in the six (6) geo-political zones in Nigeria. Out of 408 questionnaires distributed, three hundred and ninety three (393) questionnaires were successfully returned and therefore used for the study. Fifteen (15) copies of the questionnaire were not completed and returned.

One major hypothesis and seven sub-hypotheses were formulated to establish the significance of the determinants of participation in sports by the physically challenged persons in Nigeria. The research questions of the study were addressed with means and standard deviation, while the Biodata variables were analyzed using frequencies and percentages. The sub-hypotheses were tested with chi-square test. The result of the findings from the analyzed data and tests of the hypotheses are summarized as follows:

1. Funding is a significant determinant for participation in sports by the physically challenged persons in special schools in Nigeria
2. Sports programme is a significant determinant for participation in sports by the physically challenged persons in special schools in Nigeria.
3. Perceived benefit is a significant determinant for participation in sports by the physically challenged persons in special schools in Nigeria

5.3: Conclusion

Based on the findings from the study, the following conclusions were made:

1. Funding is a significant determinant for the physically challenged participation in sports in Special Schools in Nigeria
2. Sports programme is a significant determinant for the physically challenged participation in sport in Special Schools in Nigeria.
3. Perceived benefit is a significant determinant for the physically challenged participation in sports in Special Schools in Nigeria.
4. The availability of sports facilities and equipment is a significant determinant for the physically challenged participation in sports in Special Schools in Nigeria.
5. Availability of specially trained personnel is a significant determinant for the physically challenged participation in sports in Special Schools in Nigeria.
6. Attitude of the physically challenged is a significant determinant for the physically challenged participation in sports in Special Schools in Nigeria.
7. Nature of physical challenge is a significant determinant for the physically challenged participation in sports in Special Schools in Nigeria.

5.4: Recommendations

Based on the findings from this study, the following recommendations were made:

1. Government (Federal in conjunction with State and Local) should provide funds and set up a monitoring committee involving the physically challenged students, sports coordinators, coaches and parents on the utilization of these funds.

2. A well drawn sports programme should be planned, enhanced and implemented by school administrators in conjunction with the physically challenged students, coaches, sports coordinators and parents that have the interest in sports development and sports competition among the physically challenged.
3. More organized sports programme and organized sports competition should be encouraged among the physically challenged within and outside to enable them socialize
4. Government (Federal in conjunction with the State and Local) should provide adequate modern and modified sports facilities and equipment in the special schools; provide expertise on the use of such modified sports facilities and equipment, and adequate means of transportation to and from sports arena.
5. There is the need by the government local, state or federal to provide specially trained personnel at all levels to implement sports programmes and be a source of motivation to the physically challenged students in special schools in Nigeria.
6. The physically challenged should be provided with adequate information (awareness) on the use of sports facilities and equipment by constantly viewing videos and pictures of world class para-lympians in special Olympics and Paralympics. This when done will discourage their fear, being ashamed, being laughed at, and have knowledge of participation in sports.
7. Coaches and sports coordinators should constantly engage the physically challenged in competitions among themselves to aid their fitness level and well being.

Suggestion for further study

It was found that the blind, have difficulties participating in sports in Nigeria compared to other countries where blind sports triumph.. The researcher suggested the following research topics for further study:

1. Perceived Hindrance of participation in sports by the visually impaired in Special Schools in Nigeria.
2. Organization and Administration of Sports for the blind in Special Schools in Nigeria

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DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA
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Head of Department: PROFESSOR C. E. DIKKI, NCE, B.Sc.Ed., M.Ed., Ph.D. (ABU)

Ph.D/Educ/5561/2009-2010

27th February, 2013

Our Ref: _____

Date: _____

Your Ref: _____

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.....
.....

Dear Sir/Madam,

REQUEST TO VET A QUESTIONNAIRE

The bearer, **MOHAMMED USMAN SANI** with Registration Number Ph.D/Educ/5561/2009-2010 is a postgraduate student of this Department. He is currently conducting a research on **“Determinants of Sports Participation by the Physically Challenged Persons in Nigeria.”**

On the basis of your professional expertise and experience, you have been selected to serve as jurors to critically vet the questionnaire and make necessary corrections and suggestions for its improvement.

Please kindly return it to the researcher

Thank you.

Yours faithfully,

Prof. (Mrs.) F.B. Adeyanju
Major Supervisor



DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA
(OFFICE OF THE HEAD OF DEPARTMENT)

Vice-Chancellor: PROFESSOR ABDULLAHI MUSTAPHA, B.Sc. (Hons) Pharm. (A.B.U), Ph.D. (London), FPSN

Head of Department: PROFESSOR C. E. DIKKI, NCE, B.Sc.Ed., M.Ed., Ph.D. (ABU)

Ph.D/Educ/5561/2009-2010

9th April, 2013

Our Ref: _____

Date: _____

Your Ref: _____

Dear Sir/Madam

LETTER OF INTRODUCTION

The bearer, **MOHAMMED USMAN SANI**, with Registration No. Ph.D/Educ/5561/2009-2010 Ph.D. is a postgraduate Sports Management student of this Department. In partial fulfillment of the requirement of his Ph.D degree programme, he is conducting a research on, "**Determinants of Sports Participation by the Physically Challenged Persons in Nigeria**"

Your School has been chosen as one of the special schools from which the candidate is to collect information by administering copies of questionnaire to your students in school.

I therefore request your kind permission to allow him administer his questionnaire as well as attain your fullest possible cooperation

Thank you.

Yours sincerely,

Prof. (Mrs.) F.B. Adeyanju
Major Supervisor



DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA
(OFFICE OF THE HEAD OF DEPARTMENT)

— **Vice-Chancellor:** PROFESSOR ABDULLAHI MUSTAPHA, B.Sc. (Hons) Pharm. (A.B.U), Ph.D. (London), FPSN
Head of Department: PROFESSOR C. E. DIKKI, NCE, B.Sc.Ed., M.Ed., Ph.D. (ABU)

Ph.D/Educ/5561/2009-2010

4th April, 2014

Our Ref: _____

Date: _____

Your Ref: _____

Dear Sir,

INTRODUCTION OF COLLECTION OF DATA – MOHAMMED USMAN SANI

The bearer is a Ph.D student of this Department, and he is currently conducting a research on “**Determinants of Sports Participation by the Physically Challenged Persons in Nigeria**” in which your school has been selected for data collection.

In this regard, I wish to request for your kind permission and support for him to use your school to collect data.

Please assist him.

Thanking you.

Prof. (Mrs.) F.B. Adeyanju
Major Supervisor

APPENDIX 4

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA

QUESTIONNAIRE

The researcher is a postgraduate student in the department of Physical and Health Education, Ahmadu Bello University, Zaria undergoing a PhD programme in Sports Management on the “ **Determinants of Participation in Sports by the Physically Challenged Persons in Nigeria**”. This questionnaire contains statements on Determinants of participation in sports by the physically challenged persons in Nigeria. This questionnaire comprises eight (8) sections; Section A is on Demographic Data, Section B is on Funding for sports, Section C is on Sports Programme for the Physically Challenged, Section D is on Perceived Benefit of Sports Participation, Section E is on Facilities and Equipment use for Sports, Section F is on Specially Trained Personnel for Sports, Section G is on Attitude of the Physically Challenged and Section H is on Nature of Physical Challenge. In this regard, the researcher seeks your cooperation to respond to the best of your knowledge by a tick (✓) in the appropriate column, the statement that best represents your feeling. You are assured that any information given will be treated confidentially. Thanks for your anticipated cooperation

Section A: Bio Data of Respondents

Name of School -----

Instructions: Please tick (√) the appropriate box

1. Type of School

- (a) Deaf and Dumb ()
- (b) Deaf, Dumb and Blind ()
- (c) Deaf, Dumb, Blind and crippled ()
- (d) Blind only ()
- (e) Crippled and mentally disturbed ()
- (f) All of the above ()

2. Age:

- (a) 12-15 years ()
- (b) 16-20 years ()
- (c) 21-25 years ()
- (d) 26- 30 years ()
- (e) 31-36 years ()
- (f) 37 and above ()

3. Gender:

- (g) Male ()
- (h) Female ()

4. Designation

- (i) Coach ()
- (j) Sports Coordinator ()
- (k) Student ()

5. Educational Qualification:

- (a) Student ()
- (b) NCE/ Diploma ()
- (c) B.SC/B.Ed / B.A ()
- (d) M.Sc / M.Ed / M.A ()
- (e) Ph.D ()

6. Total years of experience of participation in sports

- (a) 1-5 years ()
- (b) 6-10 years ()
- (c) 11-15 years ()
- (d) 16 and above ()
- (f) None ()

Please tick (√) the appropriate statement that best represent your feelings.

SECTION B –FUNDING FOR SPORTS AS A DETERMINANT

S/NO		SA	A	U	D	SD
1	The physically challenged do not participate in sport due to lack of government funding of the programme.					
2	The physically challenged do not participate in sport due to lack of funding from the private sector.					
3	The physically challenged do not participate in sport due to lack of funding from philanthropic organizations.					
4	The physically challenged do not participate in sport due to lack of funding from communities and individuals.					
5.	The physically challenged do not participate in sport because funds are not properly utilized for sports.					
6.	The physically challenged do not participate in sport because funds are not allocated for sports.					

SECTIONC-SPORTS PROGRAMME AS A DETERMINANT

S/NO		SA	A	U	D	SD
1	The physically challenged do not participate in sport because of lack of organized training schedule.					
2	The physically challenged do not participate in sport due to lack of time allocated to sports.					
3.	The physically challenged do not participate in sport due to lack of specially trained and competent coaches and sports coordinators.					
4.	. The physically challenged do not participate in sport because there are no organized competitions.					
5	The physically challenged do not participate in sport because there are no incentives attached.					
6.	The physically challenged do not participate in sport because it affects their studies..					

SECTION D- PERCEIVED BENEFIT OF PARTICIPATION IN SPORTS AS A DETERMINANT

S/NO		SA	A	U	D	SD
1.	The physically challenged participate in sport because of the reward attached to sport.					
2	The physically challenged do not participate in sport because there are no incentives attached...					
3	The physically challenged do not participate in sport in order to improve their health status and fitness level					
4	The physically challenged participate in sport to remedy their handicapped condition.					
5	The physically challenged participate in sport to socialize with others.					
6	The physically challenged participate in sport to reduce stress and depression.					

SECTION E –FACILITIES AND EQUIPMENT USE FOR SPORTS AS A DETERMINANT

S/NO		SA	A	U	D	SD
1.	The physically challenged do not participate in sport due to lack of modified sports facilities and equipment.					
2.	The physically challenged do not participate in sport due to inadequate sports facilities and equipment.					
3.	The physically challenged do not participate in sport due to lack of knowledge on the use of sports facilities and equipment.					
4.	The physically challenged do not participate in sport due to lack of adequate means of transportation.					
5.	The physically challenged do not participate in sport due to distance of sports facilities from school.					
6	The physically challenged do not participate in sport due to lack of maintenance of sports facilities.					

SECTION F – AVAILABILITY OF SPECIALLY TRAINED PERSONNEL AS A DETERMINANT

S/NO		SA	A	U	D	SD
1.	The physically challenged do not participate in sport as a result of					

	untrained and incompetent coaches and sports coordinators.					
2.	The physically challenged do not participate in sport as a result of inadequate coaches and sports coordinators.					
3.	The physically challenged do not participate in sport because coaches and sports coordinators do not have the knowledge on the use of modern sports facilities and equipment.					
4.	The physically challenged do not participate in sport because coaches and sports coordinators are not available.					
5.	Coaches and Sports coordinators are not motivated and this affects the participation of the physically challenged in sports.					
6.	Coaches and sports coordinators are inactive and this affects the participation of the physically challenged in sports.					

SECTION G –ATTITUDE OF PHYSICALLY CHALLENGED AS A DETERMINANT

S/NO		SA	A	U	D	SD
1.	The physically challenged do not participate in sport because of fear of failure.					

2.	The physically challenged do not participate in sport because they are ashamed of their disability					
3.	The physically challenged do not participate in sport because they will be laughed at.					
4.	The physically challenged do not participate in sport because of distance of sports facilities.					
5.	The physically challenged do not participate in sport because of lack of awareness.					
6.	The physically challenged do not participate in sport because of ignorance.					

SECTION H- NATURE OF PHYSICAL CHALLENGE AS A DETERMINANT

S/NO		SA	A	U	D	SD
1.	The physically challenged do not participate in sport because of their fitness level.					
2.	The physically challenged do not participate in sport because of their handicapped condition.					
3.	The physically challenged do not participate in sport because of health condition.					
4	The physically challenged do not participate in sport because of injury.					
5	The physically challenged do not participate in sport because of physical disability..					
6	The physically challenged do not participate in sport because of age.					

Table 3.1 Respondents in the two (2) piloted state special schools

States Selected	Popln.	Proportionate Sample	Deaf/dumb	Bld	Cripd	Co.	Sports Cord..	No Given	No Returned
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Kano	352	34	10	10	10	2	2	34	34
Kaduna	360	34	10	10	10	2	2	34	34

Table 3.2: Respondents in the twelve (12) state special schools in the six (6) Geo-Political zones in Nigeria

S/N	Geo-Political Zones	Sampled States	Total Popln.	Sample Size	Sampled stds /Coaches/Sports Cord.					Total
					Blind	Deaf/ Dumb	Cripd.	CO.	S/C	
1	North West	Sokoto	154	12	3	3	2	2	2	12
		Jigawa	180	15	6	2	3	2	2	15
2	North East	Bauchi	145	11	3	2	2	2	2	11
		Adamawa	163	13	5	2	2	2	2	13
3	North Central	Kwara	165	14	5	4	1	2	2	14
		Plateau	172	15	6	3	2	2	2	15
4	South East	Anambra	210	17	5	4	4	2	2	17
		Enugu	225	19	5	5	5	2	2	19
5	South South	Edo	250	21	6	6	5	2	2	21
		CrossRiver	142	12	3	3	2	2	2	12
6	South West	Lagos	2128	175	57	57	57	2	2	175
		Oyo	1096	84	27	27	26	2	2	84
	06	12	5030	408	131	118	111	24	24	408

Table 3.3: Table for Determining the Needed Size of a Randomly Chosen Sample from a Given Finite Population

Population	Sample		Population	Sample		Population	Sample
10	10		220	140		1200	291
15	14		230	144		1300	297
20	19		240	148		1400	302
25	24		250	152		1500	306
30	28		260	155		1600	310
35	32		270	159		1700	313
40	36		280	162		1800	317
45	40		290	165		1900	320
50	44		300	169		2000	322
55	48		320	175		2200	327
60	52		340	181		2400	331
65	56		360	186		2600	335
70	59		380	191		2800	338
75	63		400	196		3000	341
80	66		420	201		3500	346
85	70		440	205		4000	351
90	73		460	210		4500	354
95	76		480	214		5000	357
100	80		500	217		6000	361
110	86		550	226		7000	364
120	92		600	234		8000	367
130	97		650	242		9000	368
140	103		700	248		10 000	370
150	108		750	254		15 000	375
160	113		800	260		20 000	377
170	118		850	265		30 000	379
180	123		900	269		40 000	380
190	127		950	274		50 000	381
200	132		1000	278		75 000	382
210	136		1100	285		1 000 000	384
Population	Sample		Population	Sample		Population	Sample

Krejcie, R. V., & Morgan, D. W. (1970)

Table 4.2.1: Analysis of Biodata of Respondents

Variable	Frequency	Percent
Type of School		
Deaf, Dumb, Blind and Crippled	393	100.0
Total	393	100.0
Age Group		
12 – 15 years	342	87.0
16 – 20 years	21	5.3
26 – 30 years	14	3.6
31 – 36 years	13	3.3
37 and above	03	0.8
Total	393	100.0
Gender		
Male	279	71.0
Female	114	29.0
Total	393	100.0
Designation		
Coach	18	4.6
Sports Coordinator	15	3.8
Student	360	91.6
Total	393	100.0
Educational Qualification		
Student	360	91.6
NCE/Diploma	17	4.3
B.Sc./B.Ed./B.A.	15	3.8
Ph.D	1	0.3
Total	393	100.0
Total years of sports experience		
1 - 5 years	214	54.5
6 – 10 years	13	3.3
16 and above	1	0.3
None	165	41.9
Total	393	100.0

Mean/SD Analysis of Variables

Table 4.2.2: Information on Funding, Sports Programme, Perceived Benefit, Facilities and Equipment, Availability of Specially Trained Personnel, Attitude and Nature of Physically Challenged as Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

S/N	Variables	Aggregate Mean Score	Std. Dev	Std. Err	Remarks
1	Funding	3.95	1.08283	.05462	Significant
2	Sports Programme	3.71	1.01499	.05120	Significant
3	Perceived Benefit	3.996	.52616	.02654	Significant
4	Facilities and Equipment	4.00	.75098	.03788	Significant
5	Availability of Specially Trained Personnel	4.25	1.19470	.06026	Significant
6	Attitude	4.92	.32778	.01653	Significant
7	Nature of Physically Challenged	4.49	.20897	.01054	Significant

DECISION MEAN = 3.50

Question one: Does funding determine the participation in sports by the physically challenged persons in special schools in Nigeria?

Table 4.2.3: Information on Funding for Sports as a Determinant of Participation in sports by the Physically Challenged Persons in special schools in Nigeria

S/N	Items	Mean	Std. Dev	Std. Err
1	The physically challenged do not participate in sport due to lack of government funding of the programme.	4.17	1.53	0.077
2	The physically challenged do not participate in sport due to lack of funding from the private sector.	3.33	1.828	0.092
3	The physically challenged do not participate in sport due to lack of funding from philanthropic organizations.	3.40	1.806	0.091
4	The physically challenged do not participate in sport due to lack of funding from communities and individuals.	3.28	1.834	0.093
5	The physically challenged do not participate in sport because funds are not properly utilized for sports.	4.77	0.634	0.032
6	The physically challenged do not participate in sport because funds are not allocated for sports.	4.74	0.677	0.034
	Aggregate mean score	3.95		

DECISION MEAN = 3.50

Table 4.2.4: Information on Sports Programme as a Determinant of Participation in Sport by the Physically Challenged Persons in special schools in Nigeria

S/N	Item	Mean	Std. Dev	Std. Err
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1	The physically challenged do not participate in sport because of lack of organized training schedule.	3.96	1.564	0.079
2	The physically challenged do not participate in Sport due to lack of time allocated to sports.	3.94	1.502	0.076
3	The physically challenged do not participate in sport due to lack of specially trained and competent coaches and sports coordinators.	3.95	1.574	0.079
4	The physically challenged do not participate in Sport because of lack of organized competitions.	4.01	1.454	0.073
5	The physically challenged do not participate in Sport because there are no incentives attached.	4.53	0.939	0.047
6	The physically challenged do not participate in Sport because it affects their studies.	1.88	1.075	0.054
	Aggregate mean	3.71		

DECISION MEAN = 3.50

Table 4.2.5: Information on Perceived Benefit as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

S/N	Item	Mean	Std. Dev	Std. Err
1	The physically challenged participate in sport because of the reward attached to it.	3.20	1.758	0.089
2	The physically challenged do not participate because there are no incentives attached...	2.85	1.688	0.085
3	The physically challenged do not participate in sport in order to improve their health status and fitness level.	1.67	1.108	0.056
4	The physically challenged participate in sport to remedy their handicapped condition.	3.49	1.760	0.089
5	The physically challenged participate in Sport to socialize with others.	4.90	0.549	0.028
6	The physically challenged participate in Sport to reduce stress and depression.	4.90	0.540	0.027
	Aggregate mean	3.996		

DECISION MEAN = 3.50

Table 4.2.6: Information on Facilities and Equipment as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

S/N	Item	Mean	Std. Dev	Std. Err
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1	The physically challenged do not participate in sport due to lack of modified sports facilities and equipment.	4.16	1.573	0.079
2	The physically challenged do not participate in sport due to inadequate sports facilities and equipment.	4.85	0.650	0.033
3	The physically challenged do not participate in sport due to lack of knowledge on the use of sports facilities and equipment.	4.34	1.378	0.069
4	The physically challenged do not participate in sport due to lack of adequate means of transportation.	3.50	1.750	0.088
5	The physically challenged do not participate in sport due to distance of sports facilities from school.	4.87	0.604	0.030
6	The physically challenged do not participate in sport due to lack of maintenance of sports facilities.	2.24	1.419	0.072
	Aggregate mean	4.00		

DECISION MEAN = 3.50

Table 4.2.7: Information on availability of Specially Trained Personnel as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria.

S/N	Item	Mean	Std. Dev	Std. Err
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1	The physically challenged do not participate in sport as a result of untrained and incompetent coaches and sports coordinators.	4.10	1.590	0.080
2	The physically challenged do not participate in sport as a result of inadequate coaches and sports coordinators.	4.18	1.527	0.077
3	The physically challenged do not participate in sport because coaches and sports coordinators do not have the knowledge on the use of modern sports facilities and equipment.	4.09	1.570	0.079
4	The physically challenged do not participate in sport because coaches and sports coordinators are not available.	4.06	1.544	0.078
5	Coaches and sports coordinators are not motivated and this affects the participation of the physically challenged in sports.	4.84	0.712	0.036
6	Coaches and sports coordinators are inactive and this affects the participation of the physically challenged in sports.	4.21	1.423	0.072
	Aggregate mean	4.25		

DECISION MEAN = 3.50

Table 4.2.8: Information on attitude as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

S/N	Item	Mean	Std. Dev	Std. Err
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1	The physically challenged do not participate in sport because of fear of failure.	4.89	0.560	0.028
2	The physically challenged do not participate in sport because they are ashamed of their disability.	4.89	0.535	0.027
3	The physically challenged do not participate in sport because they will be laughed at.	4.92	0.405	0.020
4	The physically challenged do not participate in sport because of distance of sports facility.	4.96	0.369	0.019
5	The physically challenged do not participate in sport because of lack of awareness.	4.98	0.150	0.008
6	The physically challenged do not participate in sport because of ignorance.	4.86	0.596	0.030
	Aggregate mean	4.92		

DECISION MEAN = 3.50

Table 4.2.9: Information on Nature of Disability as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

S/N	Item	Mean	Std. Dev	Std. Err
1	The physically challenged do not participate in sport because of their fitness level.	4.99	0.112	0.006
2	The physically challenged do not participate in Sport because of their handicapped condition.	4.99	0.100	0.005
3	The physically challenged do not participate in Sport because of their health condition.	4.99	0.087	0.004
4	The physically challenged do not participate in Sport because of injury.	4.98	0.123	0.006
5	The physically challenged do not participate in Sport because of physical disability.	4.98	0.123	0.006
6	The physically challenged do not participate in Sport because of age.	2.00	1.157	0.058
	Aggregate mean	4.49		

DECISION MEAN = 3.50

Table 4.3.1: Chi-square analysis on Funding as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

X² calculated	χ² critical	Df	P value
441.18	34.17	20	0.000

(χ² critical =34.17, P< 0.05)

Table 4.3.2: Chi-square analysis on Sports Programme as a Determinant of Participation in Sports Participation by the Physically Challenged Persons in special schools in Nigeria

χ² calculated	χ² critical	Df	P value
1100.46	34.17	20	0.000

(χ² critical =34.17, P< 0.05)

Table 4.3.3: Chi-square analysis on Perceived Benefit as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

χ² calculated	χ² critical	Df	P value
1184.06	34.17	20	0.000

(χ² critical =34.17, P< 0.05)

Table 4.3.4: Chi-square analysis on facilities and equipment as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

X² calculated	X² critical	Df	P value
1092.52	34.17	20	0.000

(χ^2 critical =34.17, P< 0.05)

Table 4.3.5: Chi-square analysis on specially trained personnel as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

χ^2 calculated	X² critical	Df	P value
311.97	34.17	20	0.000

(χ^2 critical =34.17, P< 0.05)

Table 4.3.6: Chi-square analysis on attitude as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

χ^2 calculated	X² critical	Df	P value
352.35	34.17	20	0.000

(χ^2 critical =34.17, P< 0.05)

Table 4.3.7: Chi-square analysis on nature of disability as a Determinant of Participation in Sports by the Physically Challenged Persons in special schools in Nigeria

χ^2 calculated	χ^2 critical	Df	P value
2154.03	34.17	20	0.000

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(χ^2 critical =34.17, P< 0.05)

Table 4.3.8:Summary of Mean/SD on Chi-square analysis on funding, sports programme, perceived benefit, facilities and equipment, trained personnel, attitudes and nature of physically challenged.

	Mean	Std. Deviation	Std. Error Mean
Funding	3.9478	1.08283	.05462
Sports Programme	3.7125	1.01499	.05120
Perceived Benefits	3.9962	.52616	.02654
Facilities and Equipment	3.9953	.75098	.03788
Trained Personnel	4.2464	1.19470	.06026
Attitudes and Behaviour	4.9152	.32778	.01653
Nature of Disability	4.4899	.20897	.01054

CHI-SQUARE TESTS

- When calculated values of the chi-square statistics are higher than the tabulated critical values at the set levels of significance (or the p values are less than the set levels of significance), the hypotheses of independence are rejected. It is then said significant relationships exist.

Chi-square statistic on Funding for Sports as a Determinant of Participation in sports by the Physically Challenged Persons in special schools in Nigeria

Item	SD	D	U	A	SA	Total	χ^2 calculated	χ^2 critical	Df	P value
V1	66	5	20	7	295	393	441.18	34.17	20	0.000
V2	132	14	43	2	202	393				
V3	122	17	44	1	209	393				
V4	135	17	14	29	198	393				
V5	1	0	38	10	344	393				
V6	2	0	40	14	337	393				

Chi-square statistic on Sports Programme as a Determinant of Participation in sports by the Physically Challenged Persons in special schools in Nigeria

Item	SD	D	U	A	SA	Total	χ^2 calculated	χ^2 critical	Df	P value
V1	73	14	8	59	239	393	1100.46	34.17	20	0.000
V2	65	18	10	81	219	393				
V3	76	13	0	68	236	393				
V4	64	9	1	103	216	393				
V5	19	2	4	95	273	393				
V6	219	31	124	11	8	393				

Chi-square statistic on Perceived Benefit as a Determinant of Participation in sports by the Physically Challenged Persons in special schools in Nigeria

Item	SD	D	U	A	SA	Total	χ^2 calculated	χ^2 critical	Df	P value
V1	139	1	51	46	156	393	1184.06	34.17	20	0.000
V2	89	106	21	16	162	393				
V3	12	14	83	6	278	393				
V4	121	3	23	54	192	393				
V5	5	4	0	6	378	393				
V6	6	1	1	9	376	393				

Chi-square statistic on Facilities and Equipment Use as a Determinant of Participation in sports by the Physically Challenged Persons in special schools in Nigeria

Item	SD	D	U	A	SA	Total	χ^2 calculated	χ^2 critical	Df	P value
V1	75	1	6	16	295	393	1092.52	34.17	20	0.000
V2	9	1	1	17	365	393				
V3	52	5	1	35	300	393				
V4	112	15	32	34	200	393				
V5	7	0	7	10	369	393				
V6	197	12	122	12	50	393				

Chi-square statistic on Availability of Specially Trained Personnel as a Determinant of Participation in sports by the Physically Challenged Persons in special schools in Nigeria

Item	SD	D	U	A	SA	Total	χ^2 calculated	χ^2 critical	Df	P value
V1	64	31	0	3	295	393	311.97	34.17	20	0.000
V2	69	3	5	28	288	393				
V3	74	2	17	22	278	393				
V4	74	2	6	55	256	393				
V5	10	3	4	6	370	393				
V6	60	0	5	62	266	393				

Chi-square statistic on Attitude as a Determinant of Participation in sports by the Physically Challenged Persons in special schools in Nigeria

Item	SD	D	U	A	SA	Total	χ^2 calculated	χ^2 critical	Df	P value
V1	5	2	6	6	374	393	352.35	34.17	20	0.000
V2	4	3	4	10	372	393				
V3	0	5	2	14	372	393				
V4	3	0	1	2	387	393				
V5	0	0	0	9	384	393				
V6	6	0	10	11	366	393				

Chi-square statistic on Nature of Disability as a Determinant of Participation in sports by the Physically Challenged Persons in special schools in Nigeria

Item	SD	D	U	A	SA	Total	χ^2 calculated	χ^2 critical	Df	P value
V1	0	0	0	5	388	393	2154.03	34.17	20	0.000
V2	0	0	0	4	389	393				
V3	0	0	0	3	390	393				
V4	0	0	0	7	386	393				
V5	0	0	0	7	386	393				
V6	189	67	104	13	20	393				