

Factors Determining Successful Organization and Participation in Special Schools Sports in Trans Nzoia Region, Kenya



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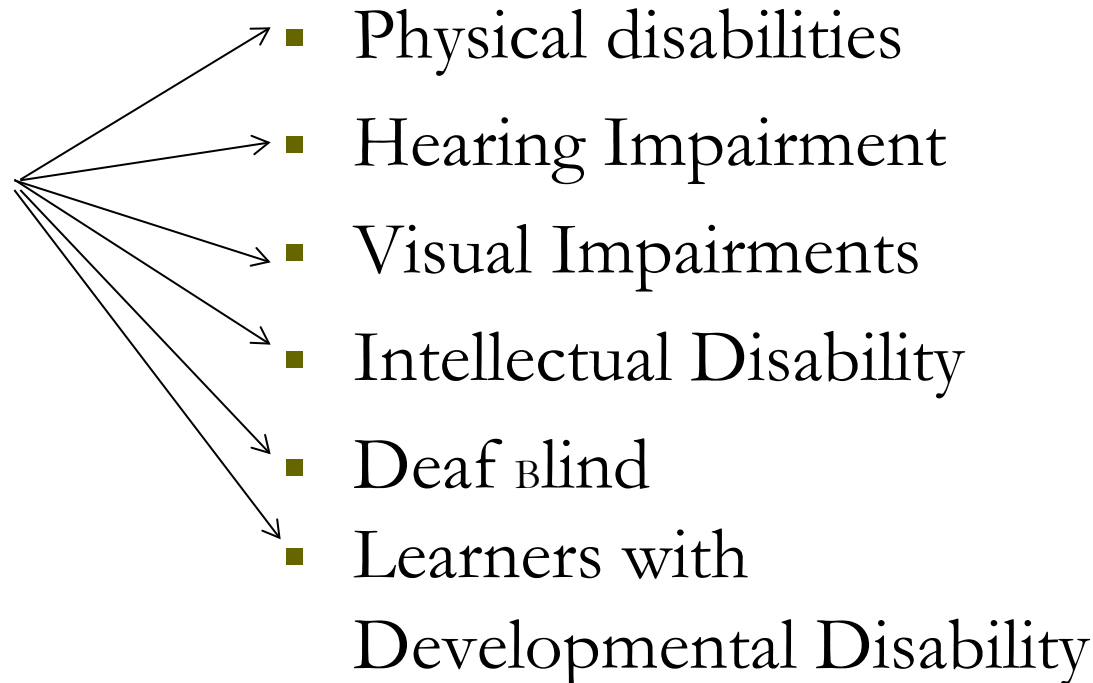
Introduction

- ❑ **Sports provide opportunity for physical activity, geared toward a holistic development of an individual (UNOSDP ,2014)**
- ❑ **Sports participation among children and adolescents with disabilities**
 - Improves socialization
 - Improves health and fitness
 - Empowerment
- ❑ **In the Kenya, school games and sports fulfill some national goals of education - fostering unity and cultural heritage. (Thinguri, Waudu & Sankale, 2014)**

Intro'

- ❑ All schools mandated to provide for games and sports participation at school level and beyond

- ❑ ***'Special Schools Sports Association of Kenya' (SSSAK)***



(MOE, 2005)

Intro'

- ❑ **Opportunities that can tapped to identify and nurture talent for greater participation.**
- ❑ **Low participation rate in primary and secondary school disability sports championship**
 - the needs
 - number
 - different abilities of learners

(Thinguri, Waudo & Sankale, 2014))
- ❑ **Limited knowledge on factors that influence this participation (Matheri 2007).**

Objectives of the Study

- ❑ To investigate the types of sports disciplines offered during primary and secondary disability sports championship
- ❑ To identify facilitators to organizing and participating in primary and secondary disability sports championship
- ❑ To identify constraints to organizing and participating in primary and secondary disability sports championship

Data collection

- ❑ **Data was collected through questionnaire, Phone interviews and observation.**
- ❑ **Random stratified sampling to represent different stakeholders**
- ❑ **n=120 respondents.**
 - Teachers-50
 - Volunteer coaches -50
 - Federation officials-5
 - School heads-10
 - Ministry of education officials-5

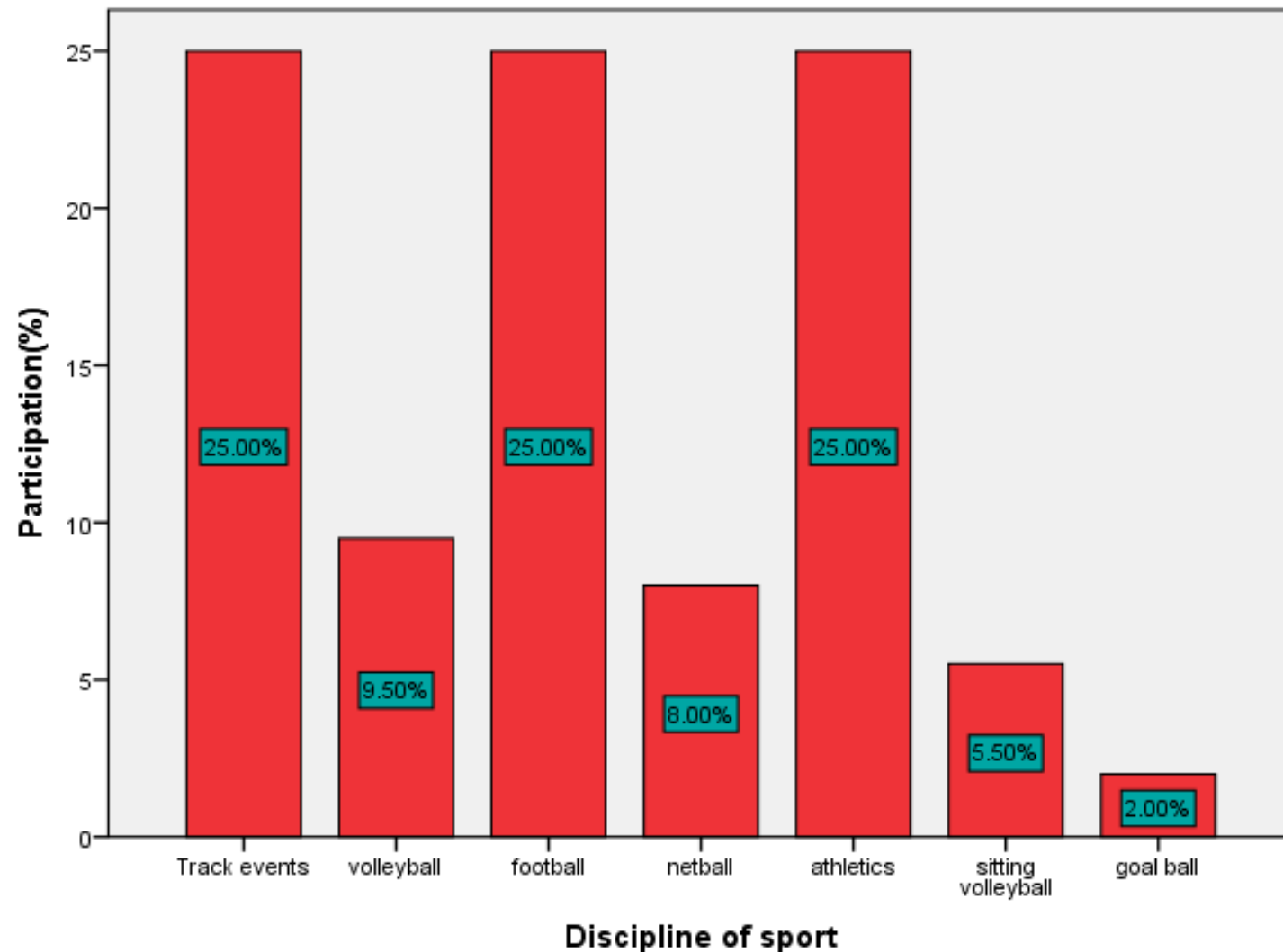
Demographic characteristic

- About 71% of teachers & volunteer coaches are aged 40 years and above
- Majority (45.7%) from special schools. They are given more slots due to bigger numbers
- 58.3% of teachers trained in special needs but only 5.6% trained in Adapted physical activity.

	N	Percent
Adapted physical activities	4	5.6
Special needs education	42	58.3
Inclusive education	24	33.3
Total	35	97.2

Variable		Gender		Total
		female	Male	
Age	20-25	4 (100.0%)	0(0.%)	4
	26-30	0 (0.0%)	1(100.0%)	2
	31-35	6 (60.0%)	4(40.0%)	10
	36-40	0 (0.0%)	2(100.0%)	2
	40 & above	24(44.4%)	30(55.6%)	54
Level of education	Primary	2(100.0%)	0(0.0%)	2
	Secondary	2(50.0%)	2(50.0%)	4
	College	10(38.5%)	16(61.5%)	26
	University	20(50.0%)	20(50.0%)	40
School category	Special school	16(50.0%)	16 (50.%)	32
	Special Unit	14(53.8%)	12 (46.2%)	26
	Integrated	4(33.3%)	8(66.7%)	12

Sports disciplines provided



Sports participation

- ❑ 25% of learners participate in Track and field (wheelchair races, amputee races, javelin, discuss, short put), 25% participate in soccer.
- ❑ Low participation in Goal ball(2%).
- ❑ Tennis, wheelchair basketball were not represented in the region (expensive)



Facilitators

❑ Existence of a policy and schools disability sports structure

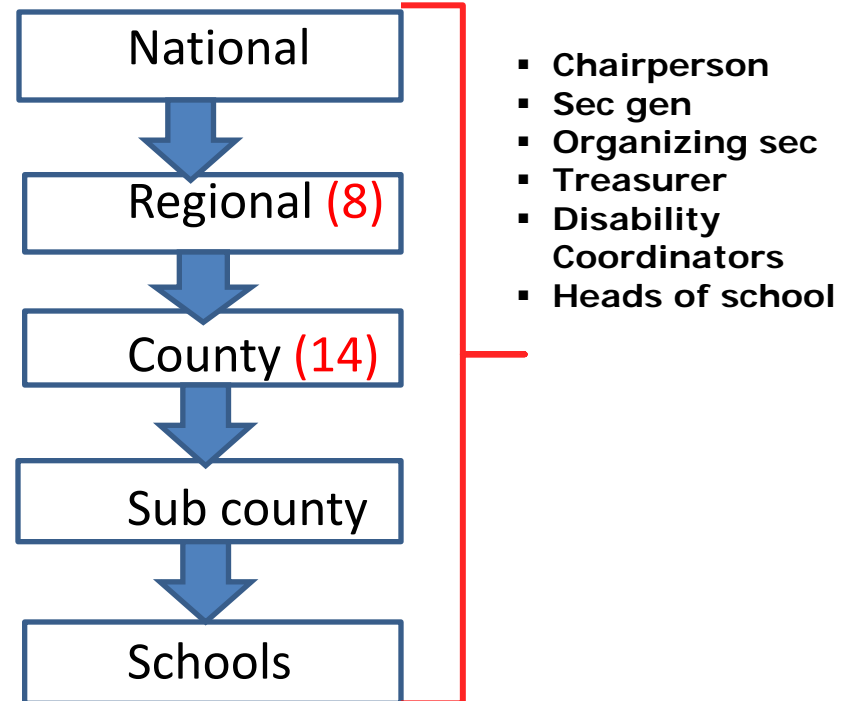
❑ Sports are centrally organized by the ministry of education

Persons With Disabilities

CAP. 133, 2003

Persons with disabilities shall be entitled to participate in all national and international sports events

Special school sports structure



Challenges

Variable	N	Not at all	A little	Mostly	Completely
Inappropriate facilities	105	0.0%	39.4%	51.5%	9.1%
Inadequate equipment and uniform	105	5.7%	28.6%	49.3%	16.4%
Inadequate time To hold the sport	105	2.9%	14.3%	60.0%	22.9%
Organizational skills	105	17.6%	41.2%	29.4%	5.9%
Lack of funds	105	2.9%	25.7%	42.9%	25.7%
Inadequate training of teachers/coaches	105	0.0%	34.3%	42.9%	20.0%
Insufficient preparation of learners	105	0.0%	17.1%	57.1%	25.7%
Improper classification	105	14.3%	28.6%	48.6%	5.7%



Challenges cont'

- ☐ Inadequate time to hold the sport (Once a year)
- ☐ Improper classification
- ☐ Insufficient preparation of learners
 - teacher training inadequacy
 - Poor implementation of PE and games
- ☐ Agrees with Frantz & Phillips (2011)

THE
UMU SPECIAL UNIT FOR HEARING IMPAIRED

Time UPPER CLASSES

DAY	9:25 9:30	9:55 10:00	10:25 10:30	10:55 11:00	11:25 11:30	11:55 12:00	12:25 12:30	12:55 13:00	13:25 13:30	13:55 14:00
MON	Eng 2	B KSL 1	S/S 2	B SCI 3	CRE 3	L CA 2	SPT 1	G		
TUE	Eng 2	KSL 3	S/S 2	SCI 2	CRE 2	CA 2	SPT 1	A		
WED	MATH 3	R SCI 3	PE 2	R CRE 2	SPT 2	U S/S 2	SL 1			
THU	MATH 1	SCI 2	PE 2	CRE 2	SPT 2	S/S 2	SL 1			
FRI	Eng 2	E SCI 2	ENG 2	E MATHS 1	PE 2	N CA 2	SPT 1	M		
SAT	Eng 2	SCI 2	ENG 2	MATHS 2	PE 2	CA 2	SPT 1			
SUN	MATH 3	A KSL 1	S/S 2	A ENG 2	PE 2	C SPT 1	CA 2	E		
	MATH 1	KSL 3	S/S 2	ENG 2	PE 2	SPT 1	CA 2			
	Eng 2	K MATHS 3	S/S 2	K MATHS 2	PE 2	H CRE 3	SCI 1	S		
	Eng 2	MATHS	S/S 2	MATHS 1	PE 2	CRE 2	SCI 1			

KEY Teachers
1 Mark A. Mphahlele
2 Godfrey Al-Khatib
3 Violet Mphahlele



Challenges Cont'

Lack of enough funding

- Inadequate equipment
- Lack of proper facilities
- Reduced number of learners represented
- Limited of volunteer coaches/teachers/officials

The chair of KSSSA in an interview

"Money given by the ministry of education is insufficient to meet the budgetary requirements of organizing sports championship. This cripples our effort to harness talent"

Relates to Thinguri, Waudu & Sankale (2014)

The citizen (2017)

Relationship

- ❑ Weak association between constrains and level of education and gender
- ❑ Strong association between constrains and type of disability
- ❑ Disagrees with Frantz & phillips (2011)

Variable	Constraints		
	N	r	Sign.
Type of disability	105	.344	.054
Level education	105	.188	.302
Gender	105	.034	.856

Recommendations

- Increase funding through advocacy, Media coverage. Get private sponsors, government sponsorship is insufficient
 - Improve facilities and equipment provisions.
 - Increase number of learners participating.

- Teachers training in adapted PE and sports, high education institution need to provide for APA
 - Will increase teacher/volunteer coach's confidence
 - Proper implementation of PE and games in schools

Cont'

- ▣ **Training government** and federation officials to improve on organizational skills
- ▣ Increase opportunity for participation, Through out the year
- ▣ Empowering **EARCs** to improve on classification and placement of learners with disabilities.