Adaptive Sports and Enrolment of Learners with Disabilities in the Government aided Primary Schools in Uganda. A case study of Aswa County, Gulu District- Uganda.



Ojara Sunday Braxton

20/U/1882/MED/PS

B.Sc Education -Gulu University (2016), Dip. Primary Education-Kyambogo University (2010)

A Dissertation Submitted to the Institute of Research and Graduate Studies for examination in Partial Fulfillment of the Requirements for the Award of Degree of Master of Education in Education Management

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Declaration

I, Ojara Sunday Braxton hereby declare that this research report entitled; 'Adaptive Sports and Enrolment of Learners with Disabilities in Uganda' is my original work and has not been submitted to any institution of higher Learning for any academic award.

Signed: ..... Date: 18/9/2024

Ojara Sunday Braxton

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Approval

This is to certify that this research report entitled; 'Adaptive Sports and Enrolment of Learners with Disabilities in Uganda' was prepared under my supervision and is now submitted to the Institute of Research and Graduate Studies, Gulu University for assessment with my approval.

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Dedication

This piece of work is dedicated to my beloved parents, Mr. Rackara Joseph Tobel (RIP) and Mrs. Ajulina Angee Tobel (RIP) for giving me life and grooming me into a responsible adult. My brothers, Aginya Walter (RIP), Mr., Okwonga Lutara, my wife Atim Beatrice Ojara and my children Otol Emmy Andrew, Opiyo Phillip Omony, Lakarabe Gracious Naomi, Lamaro Pecillia Sally, Onen Emmanuel, Lagum Claudia Faith and Rwotomara Josiah for whom my endeavors in this course are meant to serve as a lasting inspiration for setting precedence for much higher educational attainment in the family.

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Abstract

According to Universal Primary Education (UPE) policy (1998), all categories of learners should be enrolled, retained and empowered to complete primary education cycle. Despite the fact that access to education in Uganda has significantly improved over the years, enrolment of learners with disabilities has not been impressive according to National Union of Disabled Persons of Uganda (2018).

Objectives:The purpose of the study was to establish the influence of adaptive sports on the enrolment of learners with disabilities in the selected grant aided Primary Schools in Aswa County, Gulu District with the view to improve the enrolment of learners with disabilities in schools. The specific objectives were to investigate the prevalence of adaptive sports interventions for learners with disabilities in Government-aided Primary Schools, establish the rate of enrollment of learners with disabilities in Government aided Primary Schools and to find out the relationship between adaptive sports interventions and enrollment of learners with disabilities in Government aided Primary Schools in Aswa County, Gulu District.

Methodology: The study utilized a cross-sectional study design and comprised of 176 respondents from the four Sub-Counties of Gulu District. Data collection was by use of questionnaires, interviews and documents analysis. Simple random sampling technique, purposive sampling and proportionate sampling were used to obtain the participants.

Results: The findings showed that that the influence of adaptive sports interventions and enrolment of learners with disabilities exists but it's not very significant, meaning that there are other factors that influence the enrolment of learners with disabilities other than adaptive sports interventions.

Recommendations:

The government through the teachers" service commission needs to organize regular training programs for all the Head teachers and teachers.

Improvement of infrastructure to help the children with disabilities to use these facilities

Expansion of adaptive sports by District Local Government to more primary schools in the district, regular refresher courses for teachers, increases the number of teachers, their remunerations, and massive sensitization of the parents and the community.

Allocation of enough resources and adequate time for adaptive sports in schools.

Suggestion for area of further research

Other researchers need to carry out further research to establish the significant factors that influence enrolment of learners with disabilities in combination with adaptive sports.

Chapter One

Introduction

1.0 Introduction

This study was conceptualized with the main aim of establishing the influence of adaptive sports on the enrolment of learners with disabilities in the selected government aided Primary Schools in Aswa County, Gulu District with the view to improve the enrolment of learners with disabilities in schools.

The study further sought to determine the prevalence of adaptive sports interventions for learners with disabilities in Government-aided Primary Schools, establish the rate of enrollment of learners with disabilities in Government aided Primary Schools and to find out the relationship between adaptive sports interventions and enrollment of learners with disabilities in Government aided Primary Schools in Aswa County, Gulu District. The chapter examined the background to the study, statement of the problem, the specific objectives of the study, research questions, purpose of the study, scope of the study, significance of the study, the conceptual frame work and anticipated constraint.

1.1 Background of the Study

1.1.1 Historical Background.

Globally, it is acknowledged that there is no clear estimate of the total number of children with disabilities and their enrolment in school. It is estimated that 93 million children under age 14, or 5.1% of the world's children, live with a 'moderate or severe disability'. Of these, 13 million, or 0.7% of the world's children, experience severe disabilities (United Nations Education Scientific and Cultural Organization and Global Education Monitoring Report; GEM Report, 2020, p. 6). In terms of enrolment, it is estimated that a quarter to a half of children with disabilities are not in school. Also, children with disabilities are one of the most marginalized and excluded children; in most cases they are denied their right to education.

In South Africa, analysis of census (2011) and General Household Survey (2011, 2013-2015 and 2014) have shown that school enrolment is lower for children with disabilities than for their peers without disabilities (Statistics South Africa, 2014) (Department of social development Republic of South Africa, 2015) Budlender, 2015) (Statistic South Africa 2017) (Nuga-Deliwe, 2016). In 2015, disability was the main reported reason why learners were not reporting to school (Statistics South Africa, 2017). A number of small-scale, qualitative studies conducted covering one or two of the ordinary Districts and documented cases where there is little / lack of support for learners in the ordinary schools or knowledge and practical skills among others according to Human Rights Watch, (2015), Budlender,(2015: Fish Hodgson and Khumalo,2016).

In South Africa, the British colonial officials, soldiers, traders and missionaries introduced European sports to South Africans by the end of the 1880s; such sports included soccer, crickets and rugby and taught the games to indigenous population (Odendaal, 1990). Adaptive sports were initiated in the earlier 1990s opportunities expanded greatly in the Post World War II era. It began to be used for rehabilitation of the veterans (Greer N, Balsers, McKenzie L et al, 2019).

Adaptive sports were introduced in the mid-20th century as a tool for the rehabilitation of injured war veterans. It began as a means to rehabilitate veterans from World War II, Korea, and the Vietnam War of 1939 (Katherine et al, Seeman, Diane, and Lauren, 2011). Among the early pioneers of adaptive sports was Jim Winthers, a World War II veteran who was a member of the U.S. 10th Mountain Division – the Skiing 10th, an elite group specifically trained for alpine warfare (Move United, 1956)

In 1953, Winthersreunited with two buddies who lost their legs in the war, and using techniques he saw in Europe, he taught them to ski on one leg. He was later accompanied by Jim Graham, a former skier who lost his leg to cancer and wanted to learn Winthers' techniques (Mountain Town Magazine, 2015). Two years later, they began developing skiing techniques and teaching methods at clinics. Eventually, Graham and Dan McPherson became the first and second certified ski instructors with disabilities. In 1967, the National Amputee Skiers Association (NASA) was founded with three chapters, and later renamed as the National Handicapped Sports and Recreation Association (Move United, 1956).

Adaptive sports were pioneered by Register after his 1994 amputation in Sydney Australia. Register became physically disable after a faulty landing over a hurdle which damaged his left knee resulting in an injury severing the popilaterial artery. An attempt to reconstruct the artery using a vein from his right leg failed; within days, gangrene turned the muscle black and amputation was suggested. Although devastating, the injury did not stop him from his intention. With a strong faith in Christ and the support of his wife Alice, he chose amputation. (Bragaru, 2011).

In East Africa, Rwanda used sports to recover from Genocide against the Tutsi in 1994, where up to one million people were killed, as well as many persons acquired physical and mental disability (UN, 2012. NURC, 2016). It was from the results of that Genocide that para-sports were introduced in Rwanda (2000) by war victims and the creation of the National Paralympics Committee Rwanda in 2001, in order to integrate and include Persons with disabilities in Rwanda society (National Paralympics Committee Rwanda, 2001). Adaptive sports were introduced for regaining hope, wellbeing and also contribute to the

change in mindset of the society in regards to Person with Disabilities by showing that they are still useful and active society (Scruton, 1998). The strategy of using adaptive sports went beyond the rehabilitation and social inclusion, ambition on reaching high level performance in actual organization of World Championship and International Paralympics Committee Games (IPC, 2020).

In Uganda, adaptive sports, is a new development initiated by Uganda Disability Sports Summit (2012) to ensure participation by disable pupils in all Education Institutions under Ministry of Education and Sports (Uganda Disability Sports Summit, 2012). Adaptive sports have been implemented for 9years.The initiation meeting took place on the 16th April,2012 with over 40 representatives of schools, Non-Governmental Organizations, sports organizations and Uganda Paralympics Committee together with a national Disability Sports Summit to discuss their vision for how to expand opportunities for young people with disabilities to participate in sports (Jennifer, Howitt, Browing,2012)

According to the Government White Paper on Education (1992), the overall goal of the education sector in Uganda was to achieve Universal Education by 2015. Although access to basic education has risen substantially over the last decade, some learners still do not have access to school, leave prematurely or fail to acquire the required basic skills (Moyi 2012). Because of this, a number of interventions have been initiated and implemented to ensure that all pupils attend school. One of such intervention has been the implementation of adaptive sports (UNESCO, 2010).

There are a number of reasons attributed to out of school children, financial constraints by households to ably provide for school requirements such as pens, papers, exercise books, uniforms, exams, school feeding, development fees among others are one of the major impediments to regular school attendance and completion. Some parents consider their children to be too young to be enrolled in school and others attribute their failure to enroll their children in school on ground of being disabled among others (Odongo, 2018).

The enrolment trends in access to Basic Education (Pre-primary and Primary) as well as secondary school are also major causes of concern. A review of pupils and students with disabilities enrolled in Pre-primary, Primary and Secondary Education levels indicates a major declining trend since calendar year 2010 (Education Abstract, 2016).

In Northern Uganda, adaptive sports were initiated in August, 2007 in previous greater Gulu District by Gulu Disable Person's Union (GDPU). It was initiated with the aims of benefiting an active lifestyle including not only fitness but the promotion of inclusion and improved self-esteem (Pamela E. MD, Gerald H. Clayton, 2010). Gulu Disable Persons Union took the lead that resulted into lobbying for funds to enhance on disability sports through selling the

ideas to development partners. In response, War child Canada supported the project initiated through Motivation Charity Foundation (GDPU, 2009). A three-year project that resulted to the constructions of Show Down game pitches at Gulu High School and Gulu Primary School to promote Ball games for the respectively(GDPU,2007).

In addition, Gulu District Education Authorities (GDEA) has undertaken deliberate efforts to collect data on enrolment of school children with disabilities in the district. Ministry of Education and Sports (MOES) DHIS2/EMIS (2020) indicates that 7,691 enrolled country wide and 1,354 children with disabilities enrolled in primary schools in Gulu District. More so, the Gulu District Schools Inspector reported that after an inspection of 47 Government aided primary schools, they counted only 300 learners with Disabilities out of 35,791(3.8%) pupils enrolled in the schools (GDLG Schools Inspection report, 2023). This points out that there are few children with disabilities enrolled in schools in comparison with the total population of those schools (DHIS2/ EMIS, 2020). Despite lack of data on out of school children with disabilities, the district and school authorities are aware that there are a number of children with disabilities who are out of school. (GDLG, 2022)

More so, Gulu District supported by Save the Children Together for Inclusion (TOFI) and Gulu Disable Persons Union initiated adaptive sports as a way of enhancing the enrolment, retention and completion of primary education cycle. It was introduced in Aswa County on 3rd March, 2022 with effective training of Games and Sports teachers in the school supported by Save the Children-TOFI project later rolling was done in those schools (Ability sports, 2022). Total 35,791 pupils were enrolled in the primary schools in Aswa County, Gulu District. Out of this, 1,354 learners with disabilities were enrolled which is 3.8% of the total of learners enrolled in primary schools of Gulu District (DHIS2/ EMIS, 2020).

1.1.2 Theoretical Background

The theoretical basis of this research comes from Self-Determination Theory, proposed by psychologists Edward Deci and Richard Ryan in 1985, and is based on the idea that there are three basic human needs, which are autonomy, competence, and relatedness. People have autonomy when they can make their own decisions. They have competence when they believe they can have successful outcomes in their efforts. And finally, they have relatedness when they have a feeling of satisfaction about their place, or involvement, in society.

It also refers to a person's own ability to manage them, make confident choices, and think on their own (Deci, 1971). According to Lepper et al. (1973), if the behavior is purely self-determined, there is a very high chance that it will be both intrinsically driven and that the

behavior is done not for the reward or the prize, but rather for self-satisfaction, interest, and enjoyment for the behavior itself.

Self determination theory posits that people are driven by three innate and universal psychological needs, and that personal well-being is direct function of satisfaction of these basic psychological needs (Deci and Ryan, 1991; Ryan, 1995)

It surely is a given that athletes are driven to perform better in their designated sport if they themselves believe that they are capable of overcoming the hurdles that may arise along the way (Hagger & Chatzisarantis, 2008).

According to Gabriel Lopez-Garrido (2023), Feelings of autonomy are enhanced when individuals are given choice and are able to govern their own behavior, and when other people acknowledge their feelings. Alternatively, the individual lacks autonomy if they feel controlled or threatened by others, or have to operate according to deadlines.

In this research, it's believed that participation in adaptive sports such as hula hoops, goal ball, football, boccia games and athletics builds confidence, creates good relationship and good morals.Therefore, participation in adaptive sports enhances self-efficacy, self-control, and personal responsibilities, consciousness and reduction in self-blame. This in turn empowers learners with disabilities to live with their surroundings, enroll in schools and complete their education cycle easily.

1.1.3 Conceptual Background.

The adaptive sport also known as disability sports or Para -sports, was initiated as a repercussion of the World War II around 1940 at Stoke Mandeville Hospital in England (Brittain, 2016). The World War resulted to large number of casualties in the society. Under close watch, intensive care and treatment of the servicemen at the hospital, with the interest of enjoying the sports such as archery, basketball or netball among others.

According to Tower, et al, (2020). Adaptive sport refers to any sports that can be adapted to meet the needs of an individual who may have some form of disabilities. Adaptive sports run parallel to typical sports, such as biking, basketball, and track (Blankenburg, 2020). They are adapted for people with disabilities, allowing many more people to participate with increased independence, comfort, and confidence. Sometimes special equipment is needed to make participation possible, such as sit-volleyball, hula-hoop, ball games that allow athletes to sit when they play. These sports can be purely recreational or highly competitive. Doll-Tepper, Dahms, Doll, & Selzam, (1990) on the other hand, defines adaptive sports as sports that are modified and performed by modifying common physical activities to include the participation of individuals with disabilities, provides the same physiological benefits from physical activity as for individuals without disabilities. It's also known as disability sports or Para -

sports, that was initiated as a repercussion of the World War II around 1940 at Stoke Mandeville Hospital in England (Brittain, 2016). The World War resulted to large number of casualties in the society. Under close watch, intensive care and treatment of the servicemen at the hospital, with the interest of enjoying the sports such as archery, basketball or netball among others.

In this study, an adaptive sport is defined as sporting activities designed to be done by learners with disabilities in an inclusive setting. It's believed that participation in adaptive sports such as hula hoops, goal ball, football, boccia games and athletics builds confidence, creates good relationship, good morals, respect for teachers and fellow learners. It increases socialization and enrollment of learners with disabilities in schools.

Disability has been referred to physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions" (Merriam-Webster., n.d., Definition 1). According to Moyi,(2012), Disability is complicated and controversial, this makes it difficult to define disability. The definition of disability has evolved from an individual/medical model that viewed disability as a medical problem located within the individual, to the current social model, that views disability as a social construction (UNICEF 2008).

United Nations Education Scientific and Cultural Organization and Global Education Monitoring Report; GEM Report, (2020, p. 6) states that it is estimated that enrolment of learners with disabilities is a quarter to a half of children with disabilities are not in school. Also, children with disabilities are one of the most marginalized and excluded children; in most cases they are denied their right to education.

1.1.4 Contextual Perspective

Engagement in sports programs at a young age can play a large role in the physical and psychological development of children (Aytur, et al., 2018; Frumberg, etal., 2019; Moss, Lim, Prunty, & Norris, 2020). However, for those with disabilities, participation in sports programs can be difficult due to a poor match between occupational demands of the sports, the environment, and the individual's ability levels. To address this, adaptive sports have been created to promote a successful match between these factors through use of adaptive equipment (Tow, Gober, & Nelson, 2020). Blinde, & McClung, (1997) states that participating in adaptive sports activities enhanced both physical and social self, increasing confidence, thus supporting involvement in adaptive sports which positively influence self-efficacy.

Aswa County in Gulu district has experienced the longest war dispute in the history of Uganda 20years' long war between the Uganda Government and Lord's Resistance Army

(LRA) that resulted into violence with emerging disabilities in various forms. Basing on the study conducted by Trocaire (2017) in Northern Uganda Particularly Gulu district, basing on District Health Information System two/ Education Management Information System (DHIS2/ EMIS, 2020) 35,791 pupils were enrolled in the primary schools in Aswa County, Gulu District- Uganda. Out of this enrollment, 1,354 learners with disabilities were enrolled which is 3.8% of the total of learners enrolled in primary schools of Gulu district.

1.2 Statement of the Problem

Adaptive sports contribute to establishing a sense of autonomy, independence, and self-determination for people with disabilities (Heo, Lee, Lundberg, McCormick, & Chun, 2008). Additionally, individuals with disabilities benefit from adaptive physical education since they are able to actively participate. Despite the fact that access to education in Uganda has significantly improved over the years, enrolment of learners with disabilities has not been impressive according toNational Union of Disabled Persons of Uganda (2018). This situation has been highlighted by UNESCO (2010) which argues that disability is one of the least visible but most important factors in educational marginalization. Access by learners with disabilities on education in Gulu District is sub optimal (Gulu District schools' inspection reports, 2018), meaning that there is a gap that needs to be filled.

The scenario is worrying and should not be left unattended to. It may lead to low enrolment, attendance, participation and poor performance of pupils with disabilities in the primary schools in Aswa County Gulu District. This means that resources invested by the government in providing inclusive education to all children including disabled children may be wasted. To ensure participation by learners with disabilities improve, adaptive sports have been introduced in education institutions by Uganda Disability Sports Summit (2012).Adaptive sports contribute to establishing sense of autonomy, independence and self-determination (Hoe, Lee, Lundberg, McCormick, and Chun, 2020). It also offers physical and psychological (Costanger, Crozier, Stenner, and Baldock, 2020)

Many research works have been done on factors that influence enrolment of learners with disabilities in schools including Wanjala (2017), Moyi (2017) among others but none of these was conducted on adaptive sports as a factor that can increase enrolment of learners with disabilities. There are also scanty literatures on adaptive sports as a factor that increases the enrolment of learners with disabilities in schools. The researcher therefore, seeks to investigate the influence of adaptive sports on enrolment of learners with disabilities in selected primary schools in Aswa County, Gulu District with the intention to improve the enrolment of learners with disabilities in schools.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of adaptive sports on the enrolment of learners with disabilities in the selected Government aided Primary Schools in Aswa County, Gulu District with the view to improve the enrolment of learners with disabilities in schools.

1.4 Research Objectives

The objective of this study was guided to:

1) Investigate the prevalence of adaptive sports interventions for learners with disabilities in Government-aided Primary Schools in Aswa County, Gulu District-. Uganda.
2) Establish the rate of enrollment of learners with disabilities in Government aided Primary Schools in Aswa County, Gulu District- Uganda.
3) Find out the relationship between adaptive sports interventions and enrollment of learners with disabilities in Government aided Primary Schools in Aswa County, Gulu District-Uganda.

1.5 Hypothesis

1) There is no statistically significant relationship between adaptive sports interventions for learners with disabilities and enrolment in government aided primary schools in Aswa county Gulu District- Uganda.

1.6 Research Questions

The study sought to answer the following research questions;

1) What is the prevalence of adaptive sports interventions for learners with disabilities in Government aided Primary Schools in Aswa County- Gulu District- Uganda?
2) What is the enrolment rate of persons with disabilities in Government aided Primary Schools in Aswa County- Gulu District- Uganda?
3) How is adaptive sports interventions related to enrolment of learners with Disabilities in Government aided Primary Schools in Aswa County, Gulu District- Uganda?

1.7 Significance of the Study

It would provide deep insight to all administrators into adaptive sports, Second, it would provide relevant information to policy makers/ activists, implementers and education agencies through the findings and recommendations which can be used as a reference point and bench mark on the formulating policies/ guidelines in relation to improving participation and reviewing education policy thirdly, provide knowledge and information to academia.

1.8 Scope of the Study

Geographical scope

The study was conducted in 16 Government aided Primary Schools in Aswa County, Gulu District. Gulu District is located in Northern Uganda, bordered by Lamwo District from the North, Amuru and Nwoya Districts from the West, Omoro District from the South and Pader District from the East, the coordinates of Gulu District are 2°46'54.0 N 32°17'57.0'E and its distance from Kampala, Uganda's capital and the largest city is estimated at 333 kilometer (207 Miles) by road.

Content scope

The researcher focused on establishing the influence of adaptive sports on enrolment of learners with disabilities in Government aided primary schools in Aswa County Gulu District. The study was limited to; investigating the prevalence of adaptive sports interventions for learners with disabilities in the government aided primary schools in Aswa County, Gulu District, Establishing the enrolment rate of learners with disabilities in government aided Primary Schools in Aswa County Gulu District and finding out relationship between adaptive sports interventions and enrolment of learners with Disabilities in Government aided primary schools in Aswa County Gulu District.

Time scope

This researcher considered time period within the span of 2015 to 2022 and data was collected in 2023.

1.8 Conceptual Framework

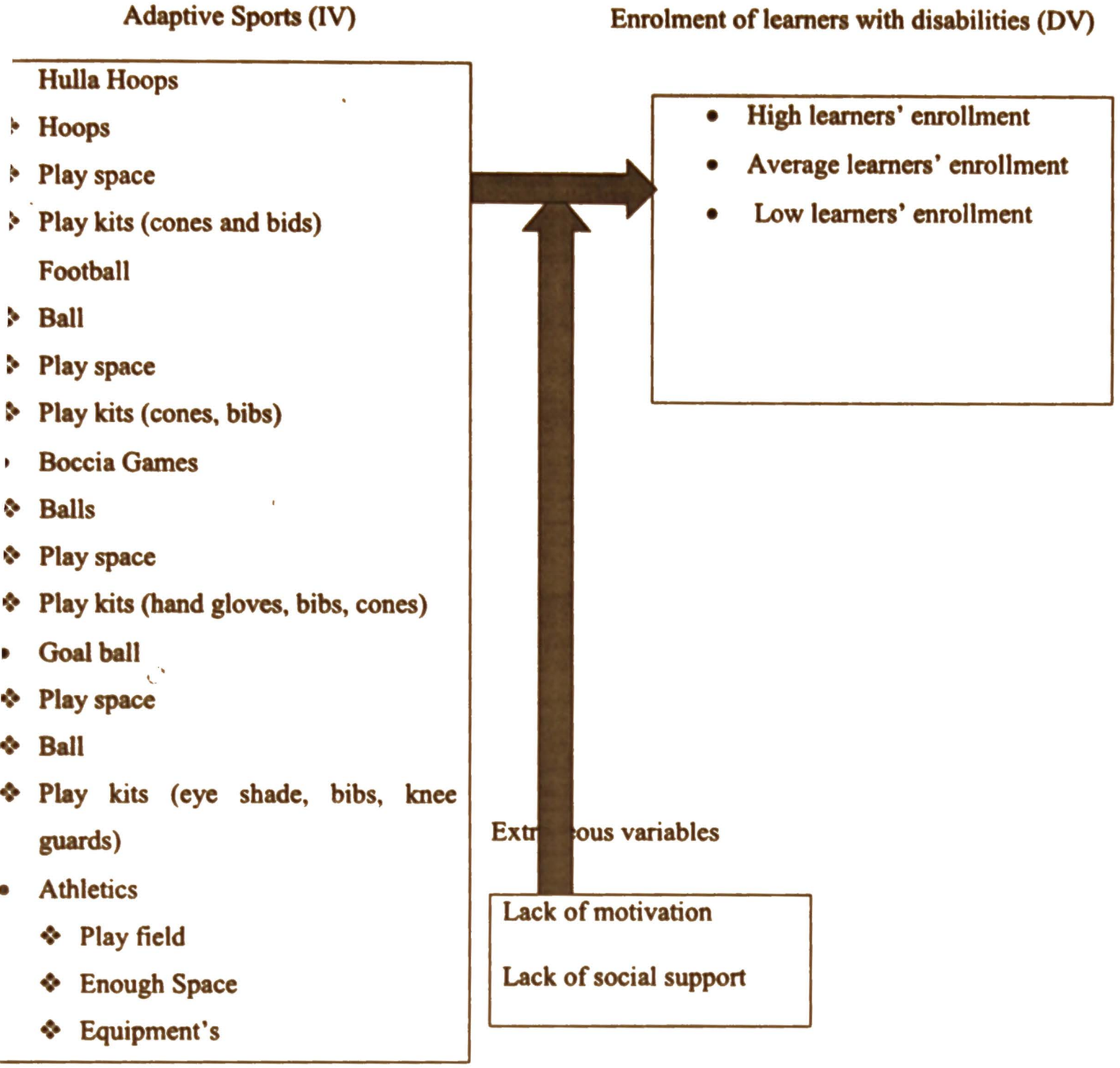


Figure 1: A Conceptual Framework Showing the Relationship between Adaptive Sports and Enrolment of learners with Disabilities

(Source: Adopted from Probst, (2005), ICUN and PBWB (2011), Zakour and Swager, (2018) and modified by the researcher (2022))

In the conceptual framework depicted in Figure 1, Shows that participation in adaptive sports such as hulla hoops, goal ball, football, boccia games and athletics builds confidence, creates good relationship, good morals, respect for teachers and fellow learners.

Extraneous variables are factors that affect the enrolment of learners with disabilities in primary schools, such variables include; lack of motivation and lack of social support.

They have negative effects on learners with disabilities enrolment in schools if not well handled. Provision of supportive devices, use of persuasive words for encouraging and sensitization, and the researcher will focus on the subject matter that is the dependent variables which will be measured in terms of rate of enrolment in schools.

Operational of Definitions

Adaptive sport is defined as sporting activities designed to be done by learners with disabilities in an inclusive setting.

Adaptive device (equipment): "A tool or piece of equipment that provides assistance in activities of daily living and instrumental activities of daily living to a person with a disability to allow a higher level of independence" (Medical Dictionary for the Health Professions and Nursing,(2012).

Disability is defined as physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions.

Enrolment of learners with disabilities refers to children who have additional learning needs which should be met in order for them to attain a designed learning target.

Chapter Two

Literature Review

2.0 Introduction

Adaptive sports refer to any sport that have been adapted to meet the skills and needs of an individual who may have some form of physical limitation (Tow, Gober, & Nelson, 2020). This chapter presents the review of the related literature according to the specific objectives of the study.

2.1 The concept; benefits/importance; challenges

Adaptive sports are sports that are modified to allow people with disability and sometimes mental disabilities to participate. Majority of sports have an adaptive component

Celestin, (2019) conducted a study on women players with disability participating in adapted sports in Rwanda, revealed that it increased their self-confidence, wellbeing and positive attitudes towards disability. However, it did not reveal that adaptive sports can contributes to active participation of learners with disabilities in schools. This has provoked the researcher to investigate the significance of adaptive sports in the learning of learners with disabilities.

Moss et al. (2020) studied the impact of a community based wheelchair basketball program on the participants' physical and mental health. Wheelchair basketball has slightly different rules than the standard game of basketball. In the process of play, players must wheel the chair and dribble the ball simultaneously to maneuver around the court (International Wheelchair Basketball Federation).

A study conducted by Baker, Linda Kaempfer, (2015) proposed the implementation of a strategy called reverse integration in which both children with and without disabilities participate in adaptive sports to reduce barriers for children with disabilities in sports programs and promote social equality, inclusion, and positive interactions with peers. However, it revealed that participants reported happiness when engaging in wheelchair basketball, an increase in social participation, and increased positive perception of their abilities, with an increased quality of life. Much as the proposed implementation strategy above exists, it does not reveal that wheel chair basketball as adaptive sports can contributes to active participation of learners with disabilities in schools' activities. This has provoked the researcher to investigate the significance of wheelchair basketball in the learning of learners with disabilities. Therefore, this forms the basis for carrying out this research. Additionally, the study was done using narrative methods from 1988 to 2018. However, this study will be conducted in the primary schools in Gulu District using mixed methods to

establish the presence and impact of wheel chair Basketball on the enrolment of learners with disabilities.

Boccia is a competitive adaptive game that can be played one-on one, in pairs or with teams of three members/ players (Roldan et al., 2020). This game takes place on a hard surface that is marked as a court. The goal of the game is for players/teams to throw/bowl game balls so that they get them as close as possible to a special target ball (Roldan et al, 2020). Consequently, playing Boccia is a very important form of physical rehabilitation for those with severe mobility limitations. In addition, the sport entails precision which helps with the limitations to improve their motor skills (Lapresa et al., 2017. Eliso, 2017).

The sport involves grabbing, gripping, and releasing hand movements as the motor skills.(Huang et al., 2014). Many studies (Fawcett and Nicholas, 1999; Vicari et al., 2003. Zelanik and Goffman, 2010) have shown that learners with Specific Learning Disability have poor and fine motor performance compared to other learners. It was also found out that learners with specific learning disabilities have also movement disorders, resulting to poor rhythm, running, jumping, receiving objects and throwing. However, this study will be done in Gulu District to establish the presence and impact of Boccia game on the enrolment of learners with disabilities.

To add on, individuals with severe disabilities can participate and develop a high level of skill. The game can be easily adapted to allow players with functional limitations to use chutes and ramps in order to place their game balls into play. Chutes and ramps allow many individuals to participate who might otherwise be unable to compete. A player may use an assistant when using a ramp and the assistant places the ball at a certain height he/she may not initiate throws. Basically, Anguera, 1979; Lapresa, et al, 2017 used observational methodology and observational design when carrying out the study. The study points out the observation methodology and observation research design is only used methods that can be used while observing learners with disabilities. However, this study was done in Gulu District using mixed methods to establish the presence and impact of Boccia game on the enrolment of learners with disabilities.

According to Ability Sports Africa (2021), the game of goal ball was invented in 1946 by an Austrian named Hanz-Lorenzen and Sepp Reindle to relieve blind war veterans during their rehabilitation. The first idea for the sport was a rehabilitation activity for blind veterans of World War II. It was first introduced to the world during the Paralympics held in Toronto in 1978. Since that time the sport of goal ball has grown throughout the world. Goal ball is a widely practiced sport in different levels ranging from school and leisure time (Furtado et al., 2016) to the national Paralympics level setting (Akinoğlu and Kocahan, 2018; Alves, et al.,

2018; Bednarczuk, et, al., 2017; Goulart-Siqueira et al., 2019). There are three members of each team on each end protecting the goal line with one center and two wings on each team (Palacin, et al., 2022). The game is 14 minutes long, made up of two seven minute halves period using rubber ball with bells inside for auditory tracking is used and each player must wear a blindfold regardless of the degree of visual impairment. An option is given to each player to wear elbow pads, kneepads, hip pads and face protection.

Volleyball is an activity that can be played by individuals with several different ability levels in either a recreational or competitive setting. According to Reeser, (2017), there are two main forms of volleyball. Standing volleyball involved participants with or without amputations, depending on individual preferences. In certain recreational volleyball settings, a beach ball balloon can be substituted for a standard volleyball. Volleyball is an adapted version of volleyball played on a racquetball court. Sitting volleyball involves a court of six players and a lowered net. This version of volleyball enables double leg amputees and individuals with spinal cord injuries, polio, and various other lower extremity disabilities to participate. Some part of the body from the buttocks to the shoulders must remain in contact with the floor at all times.

When hitting, players must remain seated. The use of prosthetic or orthopedic devices is not allowed. Sitting volleyball has the merits of physical education classes that create a sense of team participation. However, this study will be done in Gulu District to establish the presence and impact of Volleyball on the enrolment of learners with disabilities.

According to Depdikna, (2003), a physical activity is the basis for humans to get to know the world and themselves which naturally develops in line with the times. Physical education, sports and health aim to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral actions through physical and adaptive sports activities.

Hula hoop is a fun game, which is a widely practiced form of exercise whose function is to maintain a hoop in continuous oscillation parallel to the ground through coordinated body movement. Balasubramania and Turvey, (2004) and Cluff et al., (2008) have studied the Kinematics of hula hoops and demonstrated that hip movement is paramount in maintaining hoop Oscillations. On the other hand, Park et al. (2007) emphasis paying attention to the amount of movement essential while using hula hoop as part of the fitness exercise regime. There is scanty literature on hula hoop game. The scanty literature focuses at the development of elastic motion from hula hoop media, classroom action research to improve the gross motor skills of early childhood through playing hula hoops and a case study

focusing on the implementation of hula hoop dance. Much as the scanty literature above exists, it does not reveal that hula hoop game as an adaptive sport can contributes to active participation of learners with disabilities in schools' activities. This has provoked the researcher to investigate the significance of adaptive sports in the learning of learners with disabilities. Therefore, this forms the basis for carrying out this research.

One of the best benefits of goal ball is that it promotes teamwork and cooperation among teammates because goal ball can be played by individuals with and without visual impairments together acting as a medium for breaking down stereotypes. However, the practice of this sport leads physical disable athletes to present different peculiar features in physical, psychological, and cognitive spheres.

2.2 The prevalence of adaptive sports for learners with disabilities.

Worldwide, the American Association of Adapted Sports Program (AAASP) push for the inclusion in school sports with a changing tide, one school system at a time. Playing sports is a chance to join team and to practice a shared love, ability to work as a team and have fun as they enroll in schools. Today AAASP has structured the program to build the child's and carryout the mantle to participation and competition in schools that included Adapted Athletics (track and field), wheelchair basketball, wheelchair football, among others. According to United State Government Accountability Office,(2010), individual with Disability Education Act (IDEA) mandates full participation of learners with disabilities in adaptive sports. 12% of the learners with disabilities in grade seven to 12 did not take part in the traditional physical education and sports.

Participation in adaptive sports for abled learners has been demonstrated to improve one's physical, social, spiritual and cognitive well-being particularly disable children (Zdrok, Piletic, Veilz, 2022).

According to Novaka, (2014) the diffusion of the modern sports to the entire world occurred slowly and rapidly, resisted and accepted by the society with disparities in wealth, power and race. In South Africa, the disparities lead to implementation of sports by different categories /groups of people i.e. Crickets by English speaking elite, Rugby by Afrikanernationalism, and soccer for black majority (Black and Nauright, 1998). As a member of African Sports Confederation for the disabled (ASCOD), South Africa disability teams participated in all events organizes by the organization including swimming, track and field events (Athletics) in all African Games which started in 1999 at the seventh All Africa Games in Johannesburg (Novaka,2014).

According to Ability Sports Africa, (2022), an organization working to promote sports for the disabilities introduces adaptive sports in Northern Uganda as a start with four schools

implementing the sports. The schools included thump up Academy primary schools, Laroo Primary School, Gulu primary School and Gulu Prison Primary school. Over 230 learners with disabilities with visual impairment, physical disabilities, intellectual disabilities, hearing disabilities and autism learners were enrolled and engage in the sports with adaptive sports including Wheelchair basketball, Goalball, Sitting volleyball among others.Every new school term children with disabilities and their peers are always excited and motivated to get back to school, the motivation behind this is the different inclusive sports and adaptive sports and games introduced to them, these games are inclusive with the power of reverse inclusion and unified Sports which encourages team work and social well-being. Over 560 children with and without disabilities are actively involved in adaptive sports and game which has contributed towards inclusion, equal opportunities and social wellbeing of children in schools leading to increased enrollment in schools.

2.3 Enrolment of learners with disabilities in the Government aided Primary Schools in Aswa County Gulu District.

Globally, it is estimated that 93 million children under age 14, (5.1%) of the world's children, live with a 'moderate or severe disability (United Nations Education Scientific and Cultural Organization and Global Education Monitoring Report; GEM Report summary on disabilities and education, 2020, p. 6). Of these, 13 million, or 0.7% of the world's children, experience severe disabilities (ibid). In terms of enrolment, it estimated that quarter to a half of children with disabilities are not in school (The International Commission on Financing Global Education Opportunity; The Learning Generation; investing in education for a changing world, P.142).Also, children with disabilities are one of the most marginalized and excluded children; in most cases they are denied their right to education (Enable-Ed and USDC (2017)). It is estimated that one-third of all out-of-school children at the primary level have a disability (UBOS (2017). There is no literature pointing out clearly whether quarter to half of children with disabilities are out of schools due to absent of adaptive sports in those learning centers.

UNICEF (2014), a research study on learners with disabilities living in Uganda: Situational analysis on the rights of children with disabilities in Uganda reported that only 9% of Learners with Disability at school-going age attend primary school, compared to 92% of all children, and only 6% continue to secondary schools. Also, 19% of learners with Disabilities aged seven to sixteen have never been to school and 39% of those aged seventeen to twenty-two have completed fewer than four years of education (Ibid, P.37). One wonders why the above situation is existing. The researcher wants to establish whether this situation exist because of the absences of adaptive sports in schools.

A study conducted by Moyi, (2017) on school enrolment and attendance patterns for children with disabilities in Kenya using a sample of 6,828 households from six counties of Nyanja region; Siaya, Kisumu, Homa Bay, Migori, Kissii, Nyamira found that children with disabilities were enrolled in schools but internal school environment failed to facilitate their retention and completion of the learning cycle. Nobody knows whether learners with disabilities were not attending school because of the absence of adaptive sports. The researcher wishes to investigate if adaptive sports can promote attendance of learners with disabilities in schools.

The Ministry of Education and Sports has not been consistent in collecting and keeping data on the percentage of children with special needs who are in and out of school (Initiative for Social & Economic Rights (ISER), 2019). Available data indicate that there are 2.5million children with disabilities in Uganda. Of these, only 5% can access education within inclusive schools and 10% in special schools and annexes (Ministry of Gender, Labour and Social Development and UNCIEF (2015). One wonders why the above situation is existing. The researcher wishes to establish whether this situation exist because of the absences of adaptive sports in schools. Therefore, this forms the basis for carrying out this research.

Furthermore, Government of Uganda, Education and Sports Sector Analysis, (2019), P. 158. through Ministry of Education and Sports revealed that during annual Education and Sports sector performance in the financial year 2016/17, P.195 that the percentage of learners with disabilities enrolled in primary school constitute 1.79% in 2015, 2.06% in 2016 and reduced to 2.0% in 2017. One wonders why the above situation is existing. The researcher wants to establish whether this situation exist because of the absences of adaptive sports in schools.

With all the efforts and achievements registered by the Millennium Development Goals, which emphasis Education for All as well as Sustainable Development Goals in terms of access to education, a number of children across the world are not accessing education (Moyi, 2012) Worldwide, 63million of primary school going age are out of school, and in sub – Saharan Africa 20.8% (UNESCO, 2018). While in Uganda, data analyzed from the National Census of 2014 indicate that 12.5% of the primary school age children (6 – 12 years) were not attending school), disability children inclusive. The study conducted by National Union of Disabled Persons of Uganda, (2018) reveals that access to education in Uganda has significantly improved over the years. However, the levels of access to education for learners with disabilities have both been low and declining over the years. Enrollment in primary school by learners with disabilities declined drastically by 13%, falling from 205,018 in the year 2010 down to 178,450 learners in the year 2016. However, it did not reveal that adaptive sports can contributes to active participation of learners with disabilities in schools'

activities. This has provoked the researcher to investigate the significance of adaptive sports in the learning of learners with disabilities.

However, there are indications of shifting from emphasizing the special needs education model to inclusivity. The Special Needs Education Policy, 2006 has been reviewed and the new policy has been drafted. The draft National Inclusive Education Policy is proposing to approach education service delivery from the angle of creating an education system that is responsive to the learner's diversity.

Salah (2014), a Minister of Education of Egypt in his speech during a meeting entitled "First Conference on Education for All including people with special needs in public schools" held in Cairo in March 2002, pointed out that the Ministry is experimenting the principle of inclusion in 270 schools nationwide level in collaboration with the World Bank, UNESCO, Save the Children Agency (UK), the City Center and Caritas Egypt. It is hoped that the experiment would be implemented successfully in all schools in Egypt in order to achieve full inclusion of students with special needs. However, this research on adaptive sports and learners' enrolment was conducted in the primary schools in Gulu District using mixed methods with sample population of 227.

Wanjala (2017) conducted a study to establish the factors which influence the enrolment of learners with disabilities in the primary schools with inclusive education in Nandi South District, Kenya. Their study which used expost-facto research design with a sample of 350 respondents found out that finance, physical facilities and instructional materials motivate learners with disabilities to participate in adaptive sports, hence, increases their enrolment in schools. The finding of this research cannot be implied for this study because it used expost facto research design and the findings show that finance, physical facilities and instructional materials are the only factors which encourages learners with disabilities to participate in schools' activities. However, it did not reveal that adaptive sports can contributes to active participation of learners with disabilities in schools' activities. This has provoked the researcher to investigate the significance of adaptive sports in the learning of learners with disabilities.

According to a study conducted by Kasberger, (2021) adaptive sports contribute to the growth of school's enrolment, increases access to education, promote pupil's participation, retention and completion.

UBOS, (2017) assert that the enrolment increased from 8.5 million in 2013 to 8.8 million pupils in 2017. The enrolment decreases as pupil's progress to higher classes. According to Annual School Census, Ministry of Education and Sports, 2013-2017, the enrolment decreased from about 2.0 million in Primary One to about 0.62 million in primary seven.

Similarly, the results from ASC 2016 revealed that at total of 178,450 disabled children enrolled in the primary schools. Of these, 94,158 are male and the rest are female.

Education Abstract, (2016) pointed out that the enrolment trends in access to Basic Education (Pre-primary and Primary) as well as secondary school are major causes of concern. A review of pupils and students with disabilities enrolled in Pre-primary, Primary and Secondary Education levels indicates a major declining trend since calendar year 2010.Nobody knows whether learners with disabilities were not attending school because of the absence of adaptive sports. The researcher wishes therefore to investigate if adaptive sports can promote access to Basic Education of learners with disabilities in schools.

2.4 Adaptive Sports Interventions and Enrolment of Learners with Disabilities.

Pisapia (2018), Boccia et al (2019),D'Isanto (2020), Latorella (2020) and Raiola (2015); more extensive interaction between adaptive sports and education is needed to promote sharing of good practices and help to; provide young high level athlete with quality education alongside their sports training, he or she use them for both study and completion of education. Improve the quality of physical education program and enhance on education enrolment, teachers and coaches' competences and skills level about inclusion.

According D' Ella, (2021); Adaptive sports and physical activity have a remarkable value in the context of social inclusion and integration, it encourages an active social inclusion because they offer opportunities for special groups. In particular, to people with disabilities, the adaptive sports offer the possibility to bring out their talents and the potential to involve everyone in an inclusive perspective thus allowing pupils to enroll in schools and complete their education. The study used a sample of 137 which is small sample. This study used 227 participants which is a better number for generalization of the findings.

Adaptive physical education can introduce children to and provide opportunities for physical activity, providing inclusionary opportunities for people with disabilities for ongoing recreation and sport is part of allowing them to integrate with society as a whole and develop a full life (Murphy, 1975, D' Ella F 2021). Physically literate people are competent movers who are able to transfer their skills from one person to another and determine how to continue to be active throughout their life (Kiuppis, 2018). For athletes to be physically literate, he/she needs to enroll in schools to get such knowledge. It is through adaptive sports that the athletes with disabilities can discover new strengths and talents, improve health, build confidence, and develop physical fitness. The study was conducted in Nigeria. This study was conducted in Uganda, Gulu District which is geographically a different country and can generate different findings.

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A study conducted by Moyi (2012) on access to education for children with disabilities in Western Uganda using descriptive statistics highlighting the different consequences of impairment on education in Uganda found that fewer disabled children enroll in school on time and when they do, very few successfully progress through school in bid to provide Universal Education. However, the study did not reveal that adaptive sports can contribute to active participation of learners with disabilities in school activities which eventually enhance on the enrolment of learners with disabilities. This has provoked the researcher to investigate the significance of adaptive sports in increasing the enrolment of the learners with disabilities in government aided primary schools in Gulu District.

Laskowski, (2015) pointed out that adaptive sports programs offer many health benefits to those with disabilities of all ages and engagement in sports programs at a young age can play a large role in the physical and psychological development of children (Aytur, et al., 2018; Frumberg, et al., 2019; Moss, Lim, Prunty, & Norris, 2020). Although it was discovered that there is an increasing number of adaptive sports programs for adults with disabilities in United States, there was very little on adaptive sports programs for children with disabilities. This study was conducted in Northern Uganda, Gulu District with focus to establishing the influence of adaptive sports on the enrolment of learners with disabilities in Primary schools.

Kayle, (2021) Creating accessible adaptive sports programs for children can reduce the negative impact that their limitations have on their physical and mental health and also increase enrolment of pupils in schools. Having access to adaptive sports programs has shown to change a communities' attitude towards individuals that are disabled and allows for the opportunity to build a more inclusive social environment (Côte-Leclerc, et al., 2017). Playing adapted sports allows individuals who have mobility limitations to be more involved in their community and increases their self-esteem while participating in a meaningful activity implies that they can enroll in schools and participate actively. The study was conducted in Western Uganda with focus to the consequences of impairment of learners to their education. This study was conducted in Northern Uganda, Gulu District with focus to establishing the influence of adaptive sports on the enrolment of learners with disabilities in schools.

2.5 Summary of Literature Reviews

The study sought to establish the influence of adaptive sports intervention on enrolment of learners with disabilities in the government aided Primary Schools in Aswa County in Gulu District. Such studies had not been conducted in Gulu District. It was also important to note that studies done earlier like Wanjala (2017), on factors which influence the enrolment of learners with disabilities in the primary schools with inclusive education in Nandi South

District, Kenya, found out that finance, physical facilities and instructional materials motivate learners with disabilities to participate in adaptive sports, hence, increases their enrolment in schools.

Moyi (2012) presented an analysis of access to education for children with disabilities in Western Uganda using descriptive statistics highlighting the different consequences of disabilities on education in Uganda found that fewer disabled children enroll in school on time and when they do, very few successfully progress through school in bid to provide Universal Education. However, the study did not reveal that adaptive sports can contribute to active participation of learners with disabilities in school activities which eventually enhance on the enrolment of learners with disabilities.

Focusing the dynamism of the society today this study is necessary to address the recent development and progress in education particularly concerning in enrolment of learners with disabilities in schools (increase in learners with disabilities in educational institutions). There is need to address factors that influence their enrolment and plan ways of enhancing our education system to improve their access,equity, retention, participation and completion (enrolment)

Conclusions

The chapter explored the findings of the early researcher relating to adaptive sports interventions and enrolment of learners with disabilities.

The review found some agreement and divergence of views that could be attributed to differences in the research settings, methodologies and objectives of the study.

Most of the studies, however, did not specifically concern their focus to Adaptive Sports intervention and enrolment of learners with disabilities in schools.

This review could not identify any study that drew samples from Aswa County, Gulu District in particular. Similarly, the setting of the earlier studies reviewed varied significantly from that of Gulu in socio economic terms. The discussion, thus pointed out the needs for this study based on the responses as guided by the objectives.

Chapter Three

Methodology

3. 0 Introduction

Chapter was compost of the processes the researcher followed in collecting, processing and analyzing data to ensure its relevancy, accuracy, adequacy with the focus to proving generalized information. It includes; (i) research approach, (ii) research design, (iii) study population, (iv) sample size determination, (v) sampling technique and procedure, (vi) quality controls, (vii) data collection methods and instruments, (viii) data analysis plan and ethical clearance.

3.1 Research Approach

This study used mixed method. Quantitative research approach was used to quantify the findings of the descriptive statistics, measures of central tendency and regression analysis while qualitative research approach was used to enable the researcher obtain opinions, views and feelings in regards to the influence of adaptive sports on enrolment of learners with disabilities in the selected government aided primary school in Aswa county, Gulu District built on the quantitative findings. Thus the uses of both methods enriched data and produce a fuller and more complete analysis, interpretation and discussion of the study findings.

3.2 Research design

The researcher employed a cross -sectional study design. Cross-sectional study design is a type of observational study design. In a cross-sectional study, the investigator measures the outcome and the exposures in the study participants at the same time.

3.2 Study population

The study population comprised of head teachers of the primary schools in Gulu District (head of the institutions), teachers of the primary schools who are handling adaptive sports and work with the beneficiaries, education officials are the education managers at Higher local government in Gulu District and learners with disabilities (LWDs) who are engaged in the adaptive sports within Gulu District. The population was chosen for the study because they were either beneficiaries of adaptive sports or managers of the education institutions, bringing out learners with disabilities.

3.3 Sample size

The study was based on a sample size derived using Krejcie and Morgan, 1970. The total of 176 respondents that was drawn from a study population of 227.

Table 1: Sample Size Determination

Category	Target Population	Sample Size	Sampling Technique
Head teacher	17	16	Stratified
Teachers	68	56	Stratified
Education Officials	02	02	Stratified
Learners with Disabilities	170	103	Stratified Randomization
Total	227	176	

3.4 Sampling techniques and procedures

Schools were selected based on their strategic location and where adaptive sports implemented. From the list of schools, one school picked randomly. Researcher got the list of schools arrange them in alphabetical order and numbered them then picked the number 1 in each sub-county to form a sample.

3.4.1 Probability sampling techniques (stratified sampling)

Probability sampling technique (Stratified sampling) was used to help in sampling learners with disabilities and teachers. This is the type of samples that focus on the characteristic of certain subgroups and those that facilitate comparison.The researcher put the population units in strata and later on obtained the lists of individuals for each individual stratum.

3.4.2 Non probability sampling techniques (purposive sampling)

This researcher utilized purposive sampling method to recruit key informants into the study.This technique was employed to select respondents because of the valuable information they hold and this key informant includes; DEO, Head teachers.

In this research, non-probability sampling technique (purposive sampling method) was used to recruit key informants (Head teachers of the primary schools, and District Education Officials Gulu District into the study) basing on their experience and level of engagement with learners with disabilities using Random numbers to select key informants randomly.

3.5 Data Collection Methods

The techniques that were used for data collection basically involved questionnaire survey, Interviews and document analysis. The choices of the techniques were guided by the nature of the respondents and the size of the target population against the available space and time.

3.5.1 Questionnaire survey

The researcher used questions as suitable method for data collection because a lot of information can be collected over a short period of time from a population of interest and

able to provide needed information in writing. The researcher used Questionnaire method for collecting statistical information about the attributes, attitudes, or actions of a population by a set of questions. Questionnaire was used because responses were collected from a large sample in a short period of time. It was administered by researcher and research assistant with limited difficulty to its validity and reliability. Questionnaires with close-ended questions, and administered them on learners with disabilities and the teachers of the primary schools.

3.5.2 Interview method

An interview method is a qualitative research technique that involves asking open-ended questions to gather data about a subject. It helps researchers seek clarification, probe responses, identify issues, and judge non-verbal behavior, enabling further exploration and understanding of the respondent's responses; the interview method was used to collect data from the head teachers and education officials.

3.5.3 Document Analysis

The researcher reviewed documents to gather secondary data on enrolment of learners with disabilities in government aided primary schools. Document review aims at establishing data on the dependent variable of the study. The method allows the researcher to get the data at his convenience time without interfering with the normal study process in the schools.

3.6 Data Collection Instruments

3.6.1 Questionnaire

The questionnaire contained close ended questions for quantitative data. The questionnaire contained a set of questions pertaining to each of the independent variables and the dependent variable of the study. Questionnaire was used to ensure confidentiality of the responses and time saving. It is a research instrument that gathers data over a large sample, reducing bias on the side of the researcher and the respondents.

3.6.2 Interview guide.

The interview guide contained open ended questions which enable the researcher to elicit opinions; views with regards to participation of Learners with disabilities in adaptive sports in Government aided primary schools in Gulu District.

3.7 Validity and Reliability

3.7.1 Quantitative measurement of Validity and Reliability

3.7.1.1 The validity of the instruments was tested using Content Validity Index (CVI) using expert judgment. Taking only variables above 0.7 accepted for research (Amin, 2005).

The content validity index was measured as below:

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

3.7.1.2 Internal reliability or consistence of the instrument was measured using the Cronbach's Alpha Coefficient and which was generated through the use of SPSS Software.

3.7.2 Qualitative measurement of Validity and Reliability

This was done through conducting member checks and collecting data until the point of saturation. In addition, the researcher ensured coding done until the point of saturation attained and the researcher will use two or more qualitative data analyst.

3.8 Procedure for Data Collection

Introductory letter was obtained from Gulu University (Community Transformation) to introduce the researcher to management of Education Institutions in Gulu district. The researcher sought consent and informs respondents that participation was voluntary and assures them of confidentiality during and after data collection.

Two research assistants enrolled and trained on how to use the data collection instruments. Research assistants were recruited basing on their prior experiences in administering questionnaires within Gulu district, familiarity of local language (Acholi), good sign language skills, and having a minimum qualification of a diploma education. The questionnaires were administered to learners with disabilities who took active parts in adaptive sports.

The researcher checked for completeness of the questionnaires returned on a daily basis.

3.9 Data Analysis

3.9.1 Quantitative Data Analysis

Statistical Package for Social Science (SPSS) was used to analyze quantitative data using descriptive statistic. Central tendency (mode, mean and median), measurement of dispersion (range, variance, standard deviation, frequency distributions and percentage differences) and inferential statistics used to determine correlation analysis.

3-9.2 Qualitative Data Analysis

Qualitative data analyzed by content analysis where written texts studied to obtain information relating to topic. Data obtained through questionnaire arranged systematically and converted to a text. It involves arranging data according to the research objective and research question. After analysis, responses were simplified into narrative form to show major study findings.

3.10 Research Limitation

The questionnaires used for data collection instruments could have captured data that might be outside the study from respondents and this might have had influence on the study results, however, the researcher used more than one instrument that is documentary analysis to get more information to answer research questions.

3.11 Assumptions

The researcher assumed that all respondents completed and returned the questionnaires in time and the information given were correct.

3.12 Ethical Clearance

Research ethical conduct includes; Anonymity the researcher ensures confident information given by respondents were protected by using unique identifier code for each respondent.

Confidentiality; The researcher avoided identifiers like names on respondents' information and maintained honesty throughout the research process.

Voluntary Participation; the researcher gave respondents reasons as to why he was interviewing them and had the right to withdraw at any time of the study

Informed consent; The researcher informed the respondents about the nature of the study, purpose of the study, benefits of the study and assures the respondents about no known risk associated with participating in the study and a verbal consent to participate was obtained from the respondent.

Chapter Four

Presentation of Research Findings

4.0 Introduction

This chapter presents the findings that were derived from qualitative and quantitative analysis done on the data collected. Quantitative data was collected using questionnaires that were administered to the teachers and learners. Key Informant interviews were conducted in order to get qualitative data through interviewing the Head Teachers of the government aided schools in Aswa, as well as the DIS and DEO. Through this, several findings were made that significantly helped to answer the research questions.

4.1 Response Rate of the respondents.

The study involved sixteen government primary schools out of seventeen government aided primary schools in the study area in the district. Sixteen head teachers, fifty-six class teachers, two education officers and one hundred and three leaner's living with disabilities. Fifty-six questionnaires administered to teachers and were all returned transmitting to 100% return rate. One hundred and threequestionnaires to learners living with disabilities were administered and returned at 98% return rate. The researcher administered observation checklist on sixteen Government aided primary schools. Interviews were held on sixteenhead teachers and education official giving100% return rate.

S/No	Respondents	Target population	Sample Size	Percentage
01	Head teachers	17	16	100
02	Teachers	68	56	100
03	Learners with Disabilities	170	102	98
04	Education Officials	2	01	100
	Total	227	176	100

Table 2 Respondents Response Rate

4.2 Characteristics of the respondents

The sample of 56 teachers was taken from 16 schools in Aswa County. These schools include, but not limited to Abaka Primary School, Ajulu Primary School, Aswa Camp

Primary School, Kiju Hills Primary School among others, as seen in Table 3 below. The same said table elucidates on the distribution of the teachers across the different schools to which the questionnaires were administered using stratified sampling. The numbers vary because proportionate sampling across the strata was used; with majority of the teachers coming from Ajulu Primary School (8.9%) and Omoti Hills Primary School (8.9%) while the least numbers came from Oywak Primary School (3.6%) and Teladwong Primary School (3.6%). These teachers were able to provide the number of pupils in their schools with disabilities and the total numbers of the children living with disabilities was aggregated for the County and then disaggregated by the different categories of disabilities.

Table 3: Government Schools from which teachers were interviewed

Name of schools reached	Teachers who were interviewed about adaptive sports	Percentage
Abaka Primary School	4	7.1
Ajulu Primary School	5	8.9
Aswa Camp Primary School	4	7.1
Awoonyim Primary School	3	5.4
Kiju Hills Primary School	4	7.1
KitenyOwalo Primary School	4	7.1
Kulu Opal Primary School	4	7.1
Kulukeno Primary School	3	5.4
Omoti Hills Primary School	5	8.9
Oywak Primary School	2	3.6
Palaro Primary School	3	5.4
Patiko Primary School	4	7.1
Pawel Angany Primary School	3	5.4
Pok-Ogali Primary School	3	5.4
Rwotobilo Primary School	3	5.4
Teladwong Primary School	2	3.6
Total	56	100.0

The socio-demographic characteristics of the teachers are as summarized in the Table 4 below;

Table 4: Socio-demographic characteristics of teachers

		Frequency	Percent
Gender	Male	31	55.4
	Female	25	44.6
	Total	**56**	**100.0**
Age groups of teachers	20-30	30	53.6
	30-40	14	25.0
	40-50	12	21.4
	Total	**56**	**100.0**

The socio-demographic characteristics of the learners are as summarized in the Table 5 below;

Table 5: Learners socio-demographic characteristics

		Frequency	Percent
Age groups in years	7-9	46	44.2
	10-12	28	26.9
	13-14	28	26.9
	Total	102	98.1
	Missing	2	1.9
	Total	**104**	**100.0**
Gender	Male	48	46.2
	Female	56	53.8
	Total	**104**	**100.0**

4.3 Prevalence of adaptive sports interventions for learners with disabilities in Government aided Primary Schools in Aswa County- Gulu District.

The study investigated the prevalence of adaptive sports intervention in the government aided primary schools in Uganda, a case study of Aswa County, Gulu District. With the implementation of the adaptive sports still on-going, several lessons were learnt; such as when the parents are sensitized and scholastic materials are provided, children with

disabilities are able to study very comfortable with other learners, disability is not inability as every child has a right to enroll and participate in all activities in the school, learners with disabilities are able to participate in all school activities just like other normal learners, all learners are equally important regardless of their status, and their different talents that all need to be developed.

When respondents were asked whether they enrolled in special schools before enrolling in their current schools, their responses were presented in pie-chart below;
It is evident that majority (97.21%) of the pupils did not attend any special schools before they enrolled in their current schools. In addition to this, 98.08% of the pupils who attended special schools never participated in adaptive sports.

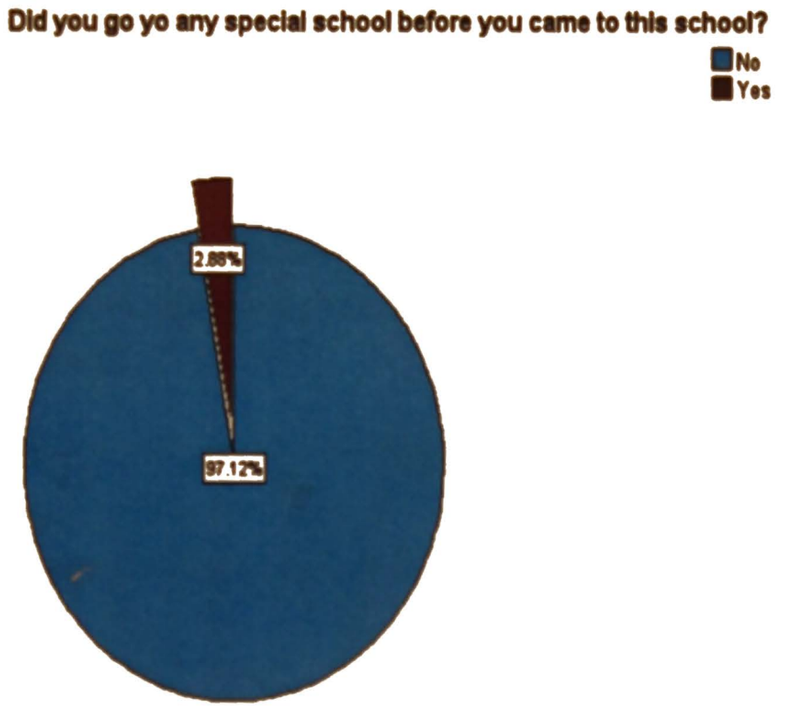


Figure 2: History of attendance of special schools

The head teachers were asked whether they participate in implementing adaptive sports in their schools or not

In their response, majority of the Head Teachers revealed that their schools participate in implementing adaptive sports by identifying sports that can be played by both the able and disabled learners and organizing inter-class competitions that holistically involves both categories of learners.

In relation to the teachers trained on how to manage adaptive sports, the head teacher of Awoonyim Primary School said that "*the teachers were trained on how to guide the learners with disabilities on how to play the adaptive sports while the prefects were trained in the*

evening after classes." The Head Teacher of Kulu Keno Primary School said that "*the training of teachers was supported by Save the Children*". Kulu Keno Primary School clears and levels the ground in order to create a relatively flat terrain for easier movement of the learners with disabilities.The learners with disabilities are able to effectively participate in the sports in several ways. The sports are chosen technically basing on the type of disability in order to ensure effective participation; for example, The Head Teacher of Kulu Keno Primary School expressively said that "*learners with difficulty in moving their legs are engaged in sports that entail them throwing balls using their arms / hands e.g. roll-ball and goal ball.*" One of the learners with disability from Kulu Keno Primary School showed up with a gold and silver medal from the national competitions. The schools participate in adaptive sports during public sports days where learners with disabilities are also engaged.

When it comes to Physical Education time, children with disabilities take care of their colleague's belongings. We thought this practice was normal to every disability child but after the training we realize that we were not inclusive and we did not meet the needs of children with disabilities. With the introduction of adaptive sports/games, our schools witnessed increased involvement of children with disabilities in different activities with their increased enrollment in schools.

Furthermore, the teachers have specific roles that they play in the implementation by making a scheme of work and lesson plans that caters for both the normal and disabled learners, guiding the learners on how to play the adaptive sports.

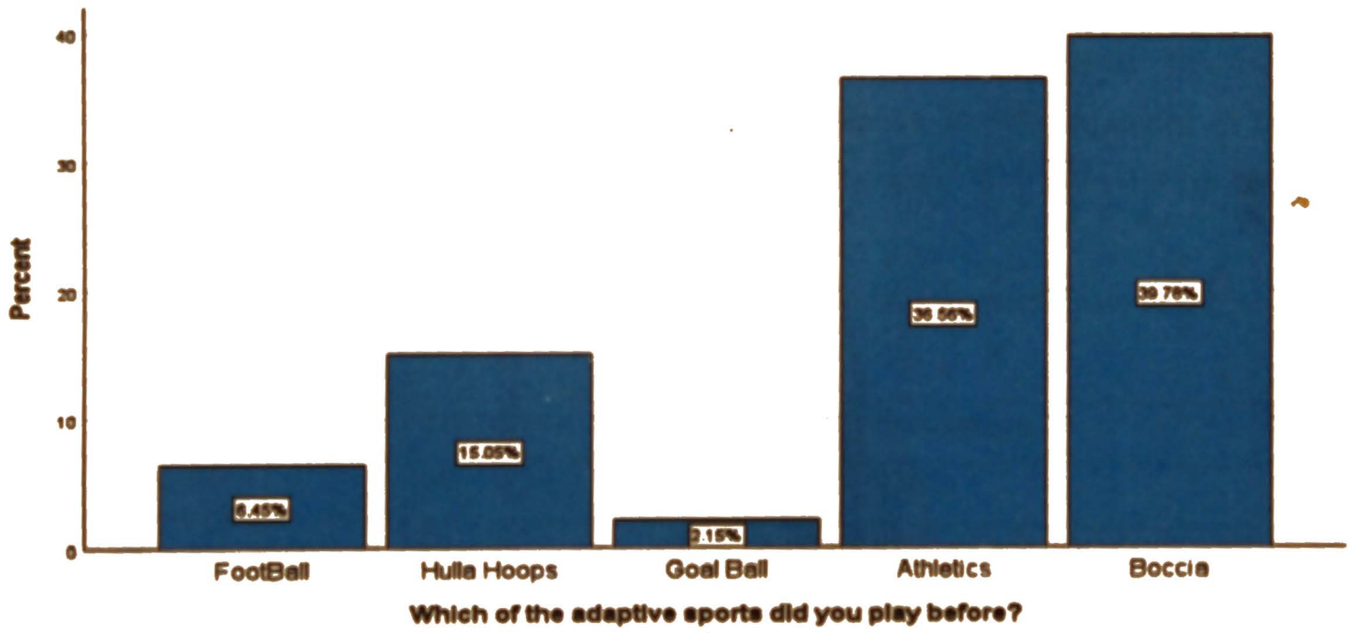


Figure 3: Adaptive sports played

Looking deeper into the adaptive sports played, boccia (39.78%) and athletics (36.56%) are most played adaptive sports while goal ball (2.15%) and football (6.45%0 are the least played adaptive sports.

The head teachers were asked numbers of learners with disabilities that participate in adaptive sports in the school. According to thehead teachers who were interviewed as key informants; Oywak Primary School has 58 learners with disabilities, Palaro Primary School has 12 learners with disabilities, Aswa Camp has 46 learners with disabilities, Awoonyim Primary School has 8 learners with disabilities, Abaka Primary School has 20 learners with disabilities, Kulukeno Primary School has 73 learners with disabilities, Pawel Angany has 51 learners with disabilities, Rwot Obilo Primary School has 27 learners with disabilities, Ajulu Primary School has 06 learners with disabilities and so on. All these learners with disabilities participate in adaptive sports depending on their abilities.

Both the head teachers and teachers were asked about the type of adaptive sports program available for learners with disabilities in the schools and how often they participate in.

The responses are as seen on the table 6.

Types of Adaptive Sports	Frequency	Percentage	How Often	Frequency	Percentage
Football	07	6.45%	Daily	80	78%
Hulla Hoops	15	15.05%	Weekly	20	20%
Goal Ball	02	2.15%	Monthly	02	02%
Athletics	37	36.56%	Others	00	00%
Boccia	41	39.79%	-	--	-
Total	102	100%	Total	102	100%

The table above indicates that majority of the schools participate in the different types of adaptive Sports to meet standards needed for some disable learners in schools. The most played adaptive sports are Boccia 39.79% followed by athletics 36.56%. Majority of the respondents expressively said adaptive sports are done daily with 78% followed by 20% weekly

Table 7; Preparedness of teachers to handle learners with disabilities to participate in adaptive sports

	Frequency	Percentage
Strongly agree	40	71%
Agree	05	9%
Disagree	03	05%
Strongly Disagree	06	11%
Undecided	02	04%
Total	56	100%

Majority of the adaptive sports teachers agree that most schools have shortage of trained teachers to handle learners with disabilities in manning adaptive sports. The inadequacy of trained teachers significantly lowered the enrolment of learners with disabilities negatively. Sodium, (1998) note that human resources had significant effects in the students' performance.

The teacher's responses majority agree that 80% school based programs, capacity building by partners and education departments have been rolled out to government to equipped teachers on the relevant knowledge, skills and attitudes to handle disabilities sports.

4.3 Enrolment rate of persons with disabilities in Government aided Primary Schools in Aswa County- Gulu District.

The research sought to find out the numbers of pupils with disabilities in government aided primary schools and the findings are as presented in the table below.

Table 8: Enrolment status of learners with disabilities in Government aided Primary Schools data base.

S/No	School	Number of learners with disabilities	Total school enrolment
1	Oywak Primary School	58	484
2	Palaro Primary School	12	595
3	Aswa Camp Primary School	46	247
4	Awoonyim Primary School	8	463
5	Abaka Primary School	20	374
6	Kulu Keno Primary School	73	531
7	Pawel Agany Primary School	51	550
8	Rwotobilo Primary School	27	834
9	Ajulu Primary School	6	606
10	Kiju Hill Primary School	3	843
11	KitenyOwalo Primary School	8	561
12	Kulu Opal Primary School	11	708
13	Omoti Hill Primary School	5	622
14	Pok – Ogali Primary School	8	411
15	Teladwong Primary School	3	430
16	Patiko Prison primary School	4	688

According to the Head Teachers who were interviewed as Key Informants, Oywak Primary School has 58 learners with disabilities. Palaro enrolled 12 learners with disabilities,Aswa Camp enrolled 46 learners with disabilities, Awoonyim enrolled 08, Abaka enrolled 20, Kulukeno enrolled 73 learners, Pawel Angany has 51 learners, RwotObilo has 27 learners to mention a few.

Table 9: The level of disabilities that the learners with disability have in schools.

Disability	Number of learners	Percentage of (yes)
Difficulty in moving arms	22	21.43
Difficulty in moving hands	26	25.00
Difficulty in moving legs / feet	32	30.36
Use wheel chairs	24	23.21
Use crutches	37	35.71
Mental disability	72	69.64
Partial Visual disability	89	85.71
Physical disability	85	82.14
Hearing disability	91	87.50

Table 9 above shows that 21.43%% of the pupils have difficulty in moving their arms while 25% of the pupils had difficulty in moving their hands. Similarly, 30.36% of the pupils have difficulty in moving their feet while 23.1% of the pupils use wheel chairs where as 35.71% of the pupils that use crutches. There is a noticeable increase in the distribution where 69.64% of the pupils have mental disability and even a greater proportion of 85.71% of the pupils having visual disabilities. Following the incremental trend in comparison to the other types of disabilities, there is also 82.14% of pupils having physical disabilities, and 87.50% having hearing disabilities.

Table 10: ANOVA for enrolment of learners with disabilities in government aided primary schools

ANOVA					
How many learners with disabilities are in the grade?					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3309.706	15	220.647	10.120	.000
Within Groups	872.133	40	21.803		
Total	4181.839	55			

Since the F-statistic is 10.120 and the p-value is 0.000 where the p-value is less than 0.05, we reject the null hypothesis that there is no significant difference in the average enrolment of learners with disabilities in the government aided primary schools. This implies that the

average enrolment of learners with disabilities in the government aided primary schools is significantly statistically different in the different schools.

The enrollment trends in access to basic education (pre-primary and primary) as well as secondary school are also a major cause of concern. A review of pupils and students with Disability enrolled in pre-primary, primary and secondary education levels indicates amajorly declining trend since calendar year 2010. While the year 2016 marks an increase in Enrollment from the preceding year across all levels of education considered, it is still lowerthan the enrollment levels attained in 2010 (UBOS).In primary school, the total enrollment of pupils with disabilities has declined from 205,018 in the year 2010 down to 178,450 pupils in the year 2016 (*Education Abstract, 2016*).

The enrolment increased from 8.5 million in 2013 to 8.8 million pupils in 2017. The enrolment decreases as pupil's progress to higher classes. According to Annual School Census, Ministry of Education and Sports, 2013-2017, the enrolment decreased from about 2.0 million in Primary One to about 0.62 million in primary seven. Similarly, the results from ASC 2016 revealed that at total of 178,450 disabled children enrolled in the primary schools. Of these, 94,158 are male and the rest are female.

4.4 Relationship between adaptive sports interventions and enrolment of learners with Disabilities in Government aided Primary Schools in Aswa County, Gulu District.

In order to establish the relationship between adaptive sports interventions and enrolment of learners with disabilities, a Pearson correlation test analysis was done using the number of learners with disabilities enrolled in schools and the numbers of leaners with disabilities enrolled and participating in the different types of adaptive sports played.

When running the Pearson correlation test, the results is that there is strong negative correlation relationship between school enrolment of pupils with disabilities and the adaptive sports interventions.

Table 11: Pearson Correlation test for learner's enrolment and enrolment learners with disabilities.

Correlations

		Numbers of learners with disabilities	total enrolment
Numbers of learners with disabilities	Pearson Correlation	1	-.400
	Sig. (2-tailed)		.125
	N	16	16
total enrolment	Pearson Correlation	-.400	1
	Sig. (2-tailed)	.125	
	N	16	16

The statement of the problem was well stated. The purpose of the study was well outlined and objectives to the study were developed. These were to investigate the prevalence of adaptive sports intervention for learners with disabilities, establish the enrolment rate of learners with disabilities, and to find out the relationship between adaptive sports interventions and enrollment of learners with disabilities in schools. Research question were derive from research objectives of the study as well significance were well outlined. Limitations were well stated.

The basic assumptions, definitions of significant terms and organization of the study were well outlined. Literature was reviewed in chapter two under the following Sub heading the concept; benefit/ importance and challenges of adaptive sports, Prevalence of adaptive sports for learners with disabilities, enrolment of learners with disabilities in schools, relationship between adaptive sports interventions and enrolment of learners with disabilities, summary of literatures and conclusion.

Chapter three presented a cross-sectional study design; it investigated the cause and effect relationship. The target population was 17 headteachers, 68 teachers, 170 learners with disabilities and 2 education officials managing education intuitions in Aswa county Gulu District.

Descriptive statistics were used to analyze data using statistical package for social science(SPSS)software. Research questions were administered and answered;Frequencies and percentages were tabulated and used to establish the relationship between the dependent and independent variables. The independent variable is adaptive sports while dependent variable is enrolment of learners with disabilities. The researcher answered the following questions basing on the investigations; what is the prevalence of adaptive sports interventions for learners with disabilities in schools? What is the enrolment rate of learners with disabilities in schools? And how are adaptive sports interventions related to the enrolment of learners with disabilities in schools?

Chapter Five

Discussion, Conclusions and Recommendation

5.0 Introduction

This chapter basically presents a discussion of the major findings of the study in chapter four with respect to the hypothesis, research question and review of the related literature, and recommendations.

5.1 Discussion

5.1.1 The prevalence of adaptive sports for learners with disabilities.

The study found that majority of the respondents (39.78%) indicated that Boccia is the most commonly played adaptive sports. This is in line with the finding of a study conducted by Rashid et al., (2022) who found that participation in sports for persons with disabilities improved their quality of life not only in terms of health but also in social relations with other people, so that they can be accepted by the society.

According to Suchecki, (2021) Boccia is a game that encourages thinking, planning game tactics and trying to predict the opponent's moves which clearly shows why it's mostly played. Sucheeki, (2021) added that managing players and providing training methods that involves interesting materials can stimulate players' interest in training so that they don't get bored easily and enrolled till completion of their education cycle. With the on-going participation of the learners, learners show increased confidence since they interact with one another, they are able to favorably compete in the sports in the positive and healthy way. Roldenet al., (2020) indicated that Boccia is a competitive game that can be played one on one, in pairs or with teams which gives rooms for everybody to participate actiively.

The study also found that athletics is the second most played adaptive sports indicated by (36.56%) of respondents this in line with the assertion by Angba (2022) that athletics can help reduce stress as well as anxiety. it helps in dealing with depression, aids in the overall improvement fitness and health which in turn reduces the chances of having series of chronic diseases and pressures that come with life. Similarly, Bailey et al., (2015) indicated that athletics are most effective preventive treatment for combating the increasing worldwide problem of obesity, enhances physical fitness and strategy to prevent chronic disease.Heckman et al. (2021) stated the benefits of athletis as access to top academic programs, sports training, team participation experiences, and social benefits from playing for a high-profile program, such as a Division I school, enrolled in school resulting to improved knowledge on exercise, eating habits, and general life, leadership and teamwork skills that were acquired or enhanced through participation.

The prevalence of adaptive sports is not affected by the government aided primary school that the learners decide to enroll in. The findings that adaptive sports is played by the majority of the disabled children implies that their enrolment increases in schools hence creating a spirit of inclusiveness, parents support to the school feeding program. This promotes cooperation between the teachers and community through the public adaptive sports days that are organized by the schools, therefore, learning new skills e.g. hulla-hoop, sitting volley ball, the children are kept pre-occupied hence preventing idleness. This is in line with what Baker, Linda Kaempfer, (2015) called reverse integration in which both children with and without disabilities participate in adaptive sports to reduce barriers for children with disabilities in sports programs and promote social equality, inclusion, and positive interactions with peers. Similar to Celestin, (2019) suggestion, the learners are physically fit and healthy. Celestin, (2019) revealed that wheel chair basketball increased learners' self-confidence, wellbeing and positive attitudes towards disability.

Furthermore, adaptive sports create a sense of inclusiveness for the learners with disabilities by creating an avenue for interaction among the learners, they develop love and passion for school hence improving school attendance and consequently improving the school retention rate, it is a source of motivation for the learners to come to school. This is in agreement with what Sucheeki, (2021) presents by saying that managing players and providing training methods that involves interesting materials can stimulate players' interest in training so that they don't get bored easily and enrolled till completion of their education cycle. With the on-going participation of the learners, learners show increased confidence since they interact with one another, they are able to favorably compete in the sports in the positive and healthy way. One of the learners from Pawel Agany Primary School always requests to be rolled down to the pitch to play with the others.

Based on psychological sports, the study revealed that majority of the learners (54.8%), are scared to participate in them while the others do not have the confidence that they are capable of participating in them (27.9%), and (17.3%) of the pupils are too sick to participate. This is not in agreement to a study conducted by Kasberger, (2021) that indicated adaptive sports contributes to the growth of school's enrolment, increase access to education; promote pupil's participation, retention and completion.

The study findings also revealed that 39.4% of the learners claimed not to have time to play sports, while 33.7% expressed the lack of a coach as the hindrance to their participation. In addition, 13.5% of the learners said that they lacked physiotherapist, as well as refusal by parents (8.7%) to participate in adaptive sports.

In conclusion, when the Learners were engaged on the accessibility of sports equipment, majority of them (61.71%) expressed that they do not have access to adaptive sports equipment. This is in support with the findings from Bloemen, et. al., (2015); Shields & Synnot, (2016) which found that Children faced many barriers that cause participation in sports programs to be less accessible compared to their peers who do not have disabilities.

5.1.2 Enrolment of learners with disabilities

Access and equity means that all children of school going age regardless of their strength, weakness, ability and disability should be part of schooling community. In view of the above, Annual School Census (ASC); MOES collects and reports enrolment data to give an in-depth analysis of the different categories of learners. The result from ASC 2016 revealed that a total of 178,450 disabled Children enrolled in the primary schools from a total population of 8,655,473 (Male=4,294,473: Female=4,361,451). 2.1% is the enrolment of learners with disability that year which is very low in comparison with the total enrolment.

The proportion of learners with disabilities to the general enrolment of the other learners was relatively low, for example Kulu Keno Primary School has a general enrolment of 674 learners with only 73 learners with disabilities. This agrees with what Moyi, (2012) found on access to education for children with disabilities in Western Uganda that revealed fewer disabled children enroll in school on time and when they do, very few successfully progress through school.

However, there has been a general increment in the enrolment of learners with disabilities as revealed by the Head Teachers during Key Informant Interviews to ascertain learners with disabilities enrolment for example the Head teacher of Awoonyim Primary School expressed that there was a 75% increment in the enrolment. In addition to this, there has also been a general improvement in transition / promotion rate, for example Oywak Primary School has 58 learners with disabilities and 10 of them were promoted to the next classes, Palaro Primary School had 12 learners and 11 were promoted, and Aswa Camp has 46 learners with disabilities 30 of them being promoted to the next class in the past five years.

Much as there was improvement in enrolment, there are still certain challenges like scarcity of equipment such as wheel chairs (2 children have succumbed to this in Aswa Primary School). However, there are certain challenges that these learners encounter during their participation in the different sports such as 'lack of a chance to take part' (51.0%), and being unable to participate due to lack of the necessary fitness (36.5%), parents not taking the disabled pupils to participate (5.8%) and lack of playing fields (1.9%) as well as special aids

like wheel chairs. (4.8%). This is in line with the findings by Braza et al. (2018), Bloemen et al. (2015), and Shields & Synnot (2016) indicated that participation in adaptive sports and recreation programs were limited to transportation, access to equipment, expense, physical limitations, caregiver availability, need for instruction, fear of injury, self-consciousness, caregiver disapproval, children not being interested in physical activity, lack of opportunity, lack of time, and negative societal attitudes.

5.1.3The relationship between adaptive sports interventions and enrolment of learners with Disabilities.

The findings of this study revealed that there was a strong negative correlation between adaptive sports interventions and enrolment of learners with disabilities in schools meaning that relationship between adaptive sports interventions and enrolment of learners with disabilities exist but not very significant. This was contrary to other studies that were conducted and came up with different findings; for example, Kasberger, (2021) found that adaptive sports interventions contribute to the growth of school's enrolment, increased access to education, hence promoting pupil's participation, retention and completion. Similarly, D' Ella, (2021), asserted that adaptive sports offer an inclusive perspective thus allowing learners with disabilities to enroll in schools and complete their education.

However, since this study has revealed that there is no significant relationship between adaptive sports and enrolment of learners with disabilities, this implies that there are other factors that influence the enrolment of learners with disabilities other than adaptive sports. This can be compared to the study by Moyi, (2017) on school enrolment and attendance patterns for children with disabilities where it was found that children with disabilities were enrolled in schools but internal school environment failed to facilitate their retention and completion of their learning cycle. Similarly, Wanjala (2017) conducted a study to establish the factors which influence the enrolment of learners with disabilities in the primary schools with inclusive education in Nandi South District, Kenya and he found out that finance, physical facilities and instructional materials motivate learners with disabilities to participate in adaptive sports, hence, increased in their enrolment in schools. This shows that internal school environment, finance, physical facilities and instructional materials are some of the factors in addition to adaptive sports that contribute to enrolment of the learners. There is need to do a study with a model that shows the collective effect of these different factors that affect enrolment, including adaptive sports.

5.2 Conclusions

From the study, it is observed that the above-named factors have influence on the enrolment of learners with disabilities in the government aided primary schools in Aswa County Gulu District. Notably there has been increase in the enrolment of learners with disabilities in schools referring to the Head teachers' responses. However, the enrollment rate of learners with disabilities is significantly, statistically different in the different schools.

5.3 Recommendations.

The government through the teachers" service commission needs to organize regular training programs for all the Head teachers and teachers to impart them with the required skills necessary to effectively run adaptive sports in their school. This will ensure that they are well equipped with the necessary skills needed to effective strike a balance between curricular and co-curricular activities in the schools.

The government and education stakeholders should jointly provide expansion of enough facilities in the schools. This would accommodate new enrolments and reduce risk of losing learners with disabilities in school.

The government and all education stakeholders should modify physical facilities in all primary schools to accommodate more learners with disabilities enrolled in those institutions.

Expansion of adaptive sports by District Local Government to more schools in the district, regular refresher courses for teachers handling learners with disabilities, increase the number of teachers as well as their remunerations, giving incentives for children with disabilities who perform well, intensify and expand sensitization to reach out to a larger audience in the communities in order to improve their attitude towards education of children with disabilities.

People with disability need to be treated and given equal opportunity in education and employment, all schools should embrace adaptive games in order to increase enrolment in the schools, more schools for children with disabilities need to be established, higher levels of education need to adopt adaptive sports, buddy -system and systematic placements need to be adopted where children with disabilities are paired with other normal learners to help guide them while participating in the adaptive sports.

Capacity building should be facilitated by the ministry of education and sports to the head teachers and teachers on improvisation address shortages of materials and facilities for adaptive sports in schools.The Government needs to provide adequate money for co-curricular activities.

The schools should allocate adequate time for practice in adaptive sports. To this end, there is the need for strict adherence to the games timetable.

5.4 Suggestion for area of further research

The researcher suggests the following areas for further research;

i. Establish the significant factors that influence enrolment of learners with disabilities with a model that includes adaptive sports.

ii. Factors influencing participation rates among leaders with disabilities in schools.

iii. Accessing education by disabled learners in primary schools.

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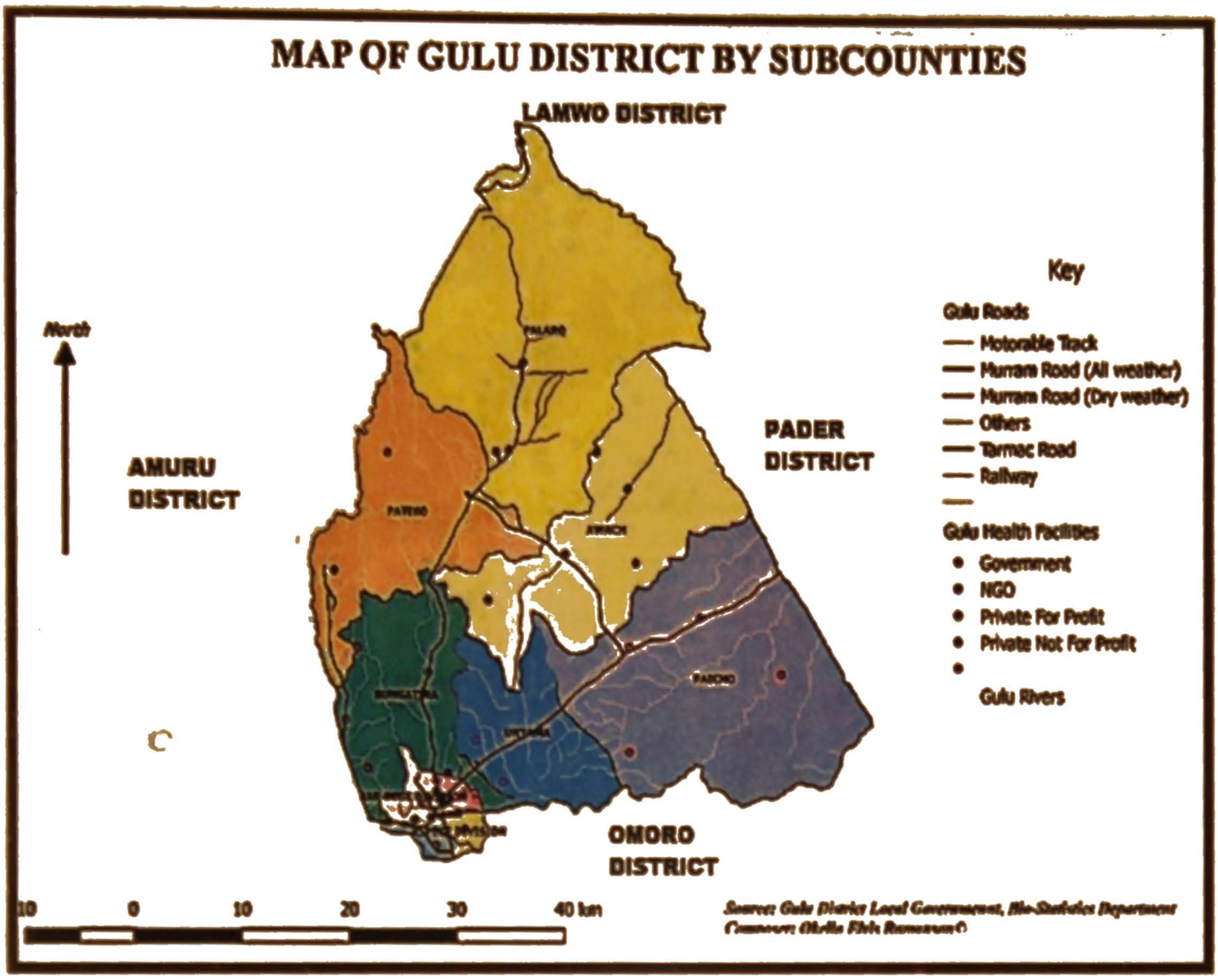
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Appendix A: Gulu District Map



Appendix: E Table of Krejcie and Morgan. 1970

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
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	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix F: Informed Consent form: The Head teacher

Dear Sir/ Madam

I am carrying out a research study on the above topic for academic purpose with the support of Gulu University. Adaptive Sports are sports interventions modified to cater for the abilities ad capabilities of learners with disabilities in an inclusive setting.

You have been identified as a key individual in this research study because of your knowledge, skills and experience in this field. Therefore, your precious time and support towards the success of this study by filling in this questionnaire will be highly appreciated; the information provided will be treated with the highest degree of confidentiality.

Thank you in advance for your support.

Ojara Sunday Braxton

Phone: 0782994241

Email: ojarasundayacd@gmail.com

Every school which participates in some form of research need to formally agree that they do so voluntarily and that they know what the research is about.

Permission to conduct this study has already been obtained from the Department of Education Management and Administration prior to the schools being approached.

Please sign this form if you have read the Participant Information Sheet, and voluntarily agree to participate in this research study.

I hereby consent that I am head teacher of named school....., agree to participate in the research study about Adaptive Sports and Enrolment of Learners with Disabilities in Primary Schools in Aswa County, Gulu District.

Signature: Date:----------/---------/2023

Appendix G: Informed Consent form: Teachers

Dear Sir/ Madam

I am carrying out a research study on the above topic for academic purpose with the support of Gulu University. Adaptive Sports are sports interventions modified to cater for the abilities ad capabilities of learners with disabilities in an inclusive setting.

You have been identified as a key individual in this research study because of your knowledge, skills and experience in this field. Therefore, your precious time and support towards the success of this study by filling in this questionnaire will be highly appreciated; the information provided will be treated with the highest degree of confidentiality.

Thank you in advance for your support.

Ojara Sunday Braxton

Phone: 0782994241

Email: ojarasundayacd@gmail.com

Every school which participates in some form of research need to formally agree that they do so voluntarily and that they know what the research is about.

Permission to conduct this study has already been obtained from the Department of Education Management and Administration prior to the schools being approached.

Please sign this form if you have read the Participant Information Sheet, and voluntarily agree to participate in this research study.

I hereby consent that I am head teacher of named school....., agree to participate in the research study about Adaptive Sports and Enrolment of Learners with Disabilities in Primary Schools in Aswa County, Gulu District.

Signature: Date:----------/---------/2023

Appendix H: Participant Informed Consent form: (Parents of learners with disability)

To whom it may concern:

Dear Sir/ Madam

I am carrying out a research study on the above topic for academic purpose with the support of Gulu University. Adaptive Sports are sports interventions modified to cater for the abilities ad capabilities of learners with disabilities in an inclusive setting.

You have been identified as a key individual in this research study because of your knowledge, skills and experience in this field. Therefore, your precious time and support towards the success of this study by filling in this questionnaire will be highly appreciated; the information provided will be treated with the highest degree of confidentiality.

Thank you in advance for your support.

Ojara Sunday Braxton

Phone: 0782994241

Email: ojarasundayacd@gmail.com

Everyone who participates in some form of research need to formally agree that they do so voluntarily and that they know what the research is about.

In the case of learners, parents have to consent that they know what the research is about, and that they agree that their child may participate in the study.

Please sign this form if you have read the Participant Information Sheet, and voluntarily agree that your child may participate in this research study.

I hereby consent that my child may participate

in the research study about Adaptive Sports and enrolment of learners with disabilities in primary school schools in Aswa County, Gulu District.

What type of disability does your child have? .....

Signature:..... Date: ----------/----------/2023

Please explain to your child in simple terms what the study is about and that they do not have to participate or answer anything that they do not want to.

Learners' assent form:

I agree that someone has explained to me in a language that I understand what this research is about, and that I do not have to answer any questions that I do not want to.

Signature: ..... Date: ----------/---------/2023

Kind regards.

Ojara Sunday Braxton

B.Sc Education

Gulu University.

Appendix I: Questionnaires for Head Teachers.

Adaptive Sports for Learners with Disabilities in Primary Schools in Aswa County, Gulu District:

Dear Sir/ Madam

I am carrying out a research study on the above topic for academic purpose with the support of Gulu University. Adaptive Sports are sports interventions modified to cater for the abilities ad capabilities of learners with disabilities in an inclusive setting.

You have been identified as a key individual in this research study because of your knowledge, skills and experience in this field. Therefore, your precious time and support towards the success of this study by filling in this questionnaire will be highly appreciated; the information provided will be treated with the highest degree of confidentiality.

Thank you in advance for your support.

Ojara Sunday Braxton

Phone: 0782994241

Email: ojarasundayacd@gmail.com

1. Name of the school:.....

Categories of the primary school:

Government Private

2. Total enrollment of learners attending your school: _____

Section A

Prevalence of adaptive sports

1. what is the total number of learners with disabilities in your school?
2. How many learners with disabilities participate in adaptive sports program?
3. What types of adaptive sports program is available for learners with disabilities in the school
4. How often do they participate in adaptive sports program?
5. What is the duration of adaptive sport session?
6. Do teachers receive trainings on adaptive sports for learners with disabilities?
7. How are learners with disabilities encouraged to participate in adaptive sports?

Section B

Enrollment of learners with disabilities in school

1. What are the processes involved in identifying learners with disabilities in school?

2. How are leaners with disabilities registered?
3. Is there Data based for the learners with disabilities in school?
   a. Yes b. No
4. What is the percentage of learners with disabilities compared to the total enrollment of the school?
5. How many learners are enrolled in each class/ level or grade?
6. What types of disabilities are enrolled in the school? (tick the most appropriate)
   a. Physical
   b. Sensory
   c. Intellectual
   d. Mental
7. How many learners have each type of disabilities?
   a. Physical
   b. Sensory
   c. Intellectual
   d. Mental
8. Has the enrollment of learners with disabilities in schools increased or decreased? (tick one)
   i. Increased
   ii. Decreased
9. What are the reasons for the changes of enrollment?

   .....

   .....
10. What support services are available for learners with disabilities?

a. Accommodation
b. Modification
c. Assistive devices and technology
d. Others

11. How are support services tailored to individual leaners need?
12. What barriers might prevent learners with disabilities from enrolling in your school?
13. How does the school address those barriers?

Section C

Relationship between Adaptive sport and enrollment of learners with disabilities in schools

1. Does your school offer Adaptive sports?

a. Yes

b. No

2. Which Adaptive sports are offered in your school?

a. Hula-hoops

b. Adaptive football

c. Boccia games

d. Goal ball

e. Adaptive Athletics

3. How often is Adaptive sports program offered?

a. Daily

b. Weekly

c. Monthly

d. Others, specify

4. Who leads Adaptive sports program?

a. Teachers

b. Coach

c. External Provider

5. What is the total school enrollment?

6. How many learners with disabilities enrolled in your school?

7. Do you think Adaptive sports program have an influence on the enrollment of learners with disabilities? (Tick the most Appropriate)

a. Yes

b. No

8. If yes, how do Adaptive sports influence the enrollment of learners with disabilities

a. Increase enrollment

b. Improve retention

c. Enhance reputation

d. Others, specify

9. Have you noticed any change in the enrollment since implementing Adaptive sports program?

a. Yes

b. No

10. If yes, describe the changes

11. What barriers might prevent learners in Adaptive sports participation?

a. Lack of Adaptive sports equipment

b. Limited trained staff

c. Transport issues

d. Others, specify

12. What supportive services are available for learners with disabilities to participate in Adaptive sports?

a. Accommodation

b. Assistive devices

c. Modification

d. Others

3. Please tick which of the following types of adaptive sports are offered at your school, and specify how many learners' with Disabilities participate in each sport:

Types Of Sports Offered	Yes	No	Number Participating
Athletics ❖ Play field ❖ Enough Space ❖ Equipment's			
Boccia Games ❖ Balls ❖ Play space ❖ Play kits (hand gloves, bibs, cones)			
Goal Ball ❖ Play space ❖ Ball ❖ Play kits (eye shade, bibs,			

knee guards)			
Foot ball ❖ Ball ❖ Play space ❖ Play kits (cones, bibs)			
Hulla Hoops ❖ Hoops ❖ Play space ❖ Play kits(cones and bids)			

4. Please list any other sport that are offered at your school, but is not listed in the table above:

i. _____

ii. _____

iii. _____

iv. _____

5. Were any of the sports listed above started at the school to cater specifically for learners with disabilities?

☐ Yes _____ ☐ No_____

If yes, please specify.

_____

_____

6. Have any of the teachers on your school gone on courses for teaching or coaching learners with disabilities?

☐Yes, how many? _____ ☐ No

7. If yes, where did they receive this training?

_____

_____

8. In your opinion, what prevent Learners with Disabilities in Primary Schools from participating in sport?

Tick as many as you want to:

8.1. Physical:

☐ No opportunity to participate

☐ No special aids or adapted sports equipment available

☐ Lack of sporting fields

☐ No Transport

☐ Poor fitness

8.2. Psychological:

☐ Fear of mockery/rejection

☐ Learners don't think they can do it

☐Their (learners') own health

8.3. Social:

☐ No time for sport

☐ Money

☐ Parents don't want their children to participate

☐ Lack of coaches

☐ Lack of therapists willing to assist the school and learners

8.4 Other reasons:

☐ .....

9. In your opinion, what would be helpful to increase the number of learners with disabilities in your school participate in sports?

Tick as many as you feel is appropriate.

☐More information on disabled sports

☐More training for teachers on how to coach learners with disabilities

☐More staff

☐More sports-fields (better resources)

☐An organized network where learners with disabilities can participate in sports outside of school. e.g. at a club.

☐A special fund to help learners with special needs acquire special aids (eg. Special Wheelchair) to participate in sport

☐Better support from staff and parents of disable learners' schools in the area

10. Have you heard of the "Health-Promoting Schools" Initiative?

☐ Yes ☐ No

11. Does your school identify itself as a Health Promoting School?

☐ Yes ☐No

12. These are some of the Health Promoting Schools' approaches:

12.1 Healthy policy:

Do you have a policy on including Learners with Disabilities in your school's sports?

☐ Yes ☐No

12.2 Do you have a policy assisting Learners with Disability to participate in sports?

☐ Yes ☐ No

12.3 Environment:

Is your school environment accessible to Learners who need crutches or a wheelchair to move?

Building: ☐Yes ☐ No

Playground: ☐Yes ☐ No

12.4 Do you have any contact/ links with organizations / clubs for people with Disabilities?

☐ Yes ☐ No

12.5 Do you get any advice or help from the parents/guardian of disable children in the area?

Comments:

i. _____

ii. _____

iii. _____

iv. _____

Appendix J: Questionnaires for Learners with Disabilities

Adaptive Sports for Learners with Disabilities in Primary Schools in Aswa County, Gulu District:

Dear Sir/ Madam

I am carrying out a research study on the above topic for academic purpose with the support of Gulu University Adaptive Sports are sports interventions modified to cater for the abilities ad capabilities of learners with disabilities in an inclusive setting.

You have been identified as a key individual in this research study because of your knowledge, skills and experience in this field. Therefore, your precious time and support towards the success of this study by filling in this questionnaire will be highly appreciated; the information provided will be treated with the highest degree of confidentiality.

Thank you in advance for your support.

Ojara Sunday Braxton

Phone: 0782994241

Email: ojarasundayacd@gmail.com

1. Did you go to a special school before you came to this school?

☐ Yes, how many years? _____ ☐ No

2. Did you play any sports when you were in a special school?

☐ Yes ☐ No

3. What Adaptive sports have you participated in, what was your experience?

4. How did you get involved in Adaptive sports and what motivated you to continue participating in Adaptive sports.

5. What benefits have you gained from participating in Adaptive sports e.g. Physical, Emotional, Social, Psychological etc.

6. What barriers have you faced when trying to participate in Adaptive sports e.g. Accessibility, Transportation, Cost etc.

7. How have you overcome this barriers and what support system have helped you?

8. What challenges do you still face and how can they be address?

9. What support services has been helpful in participating in Adaptive sports

a. Coaching

b. Adaptive sports Equipments

c. Accessibility of facilities

10. How can school and community better support learners with disabilities

11. What messages do you wish to share with educationalist, policy makers and other stakeholders in line with enrollment of learners with disabilities?

12. Please tick:

1. Which of the following adaptive sports did you play before?

Types of Adaptive sports	Yes	No
Boccia ❖ Balls ❖ Play space ❖ Play kits (hand, gloves, bibs, cones)		
Athletics ❖ Play field ❖ Enough Space ❖ Equipment's		
Goal ball ❖ Play space ❖ Ball ❖ Play kits (eye shade, bibs, knee guards)		
Hulla hoops ❖ Hoops ❖ Play space ❖ Play kits(cones and bids)		
Football ❖ Ball ❖ Play space ❖ Play kits (cones, bibs)		

2. Are you playing the sports at the moment?

☐Yes ☐ No

If yes, list the games

i. _____

ii. _____

iii. _____

iv. _____

4. What makes it more difficult for you to play sports? Tick as many as you want to:

4.1 Physical:

☐ I do not get the chance to take part in sport

☐ I do not have a special wheelchair or aid to help me take part in sport

☐My School does not have enough fields to play sport on

☐My parents do not have a necessary means to take me to clubs to play sports.

☐ I am not fit enough to play sports

4.2 Psychological:

☐ I am scared the other kids will make fun of me when I try to play sports

☐ I do not think I can play sport

☐ I think I am too sick to take part in sports

☐_____

☐_____

4.3 Social:

☐ I do not have time for sport

☐It is too expensive to play sports

☐My parents do not want me to play sports

☐ No coach

☐ No physiotherapists come to help me

6. Do you access sports equipment's with ease from the focal person?

☐ Yes ☐ No

7. What would you like to have to help you to play sports?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

Appendix K: Teachers' Questionnaire: Sports for Learners with Disabilities in Aswa County, Gulu District

Dear Sir/ Madam

I am carrying out a research study on the above topic for academic purpose with the support of Gulu University. Adaptive Sports are sports interventions modified to cater for the abilities ad capabilities of learners with disabilities in an inclusive setting.

You have been identified as a key individual in this research study because of your knowledge, skills and experience in this field. Therefore, your precious time and support towards the success of this study by filling in this questionnaire will be highly appreciated; the information provided will be treated with the highest degree of confidentiality.

Thank you in advance for your support.

Ojara Sunday Braxton
Phone: 0782994241
Email: ojarasundayacd@gmail.com

The aim of this questionnaire is to determine the number of Learners with Disabilities or difficulty in taking part in adaptive sports.

Name of school: ..... Grade.....

Please count each learner with Disability in your register class only once.

Number of learners in your class

Boys: .....Girls:.....

1. How many learners in your class have difficulty with?
   i. Moving his/her arms_____
   ii. Hands_____
   iii. Legs or feet:_____
   iv. Hearing: _____
   v. Seeing: _____
2. How many learners use a wheelchair?

   _____
3. How many learners use crutches to move around in the school premises?

   _____

   _____

4. In terms of gender, who among the disabled children is the most affected by disability? Why?

☐ Male ☐ Female

Why?

_____

_____

_____

4. Lists the different types of disability most common in your school

i. _____

ii. _____

iii. _____

iv. _____

v. _____

5. In what ways have the existence of adaptive sports to disabled learners contributed to growth of school enrolment in your class?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

6. What factors have enabled disabled learners access available sports facilities in the school?

_____

_____

_____

Thank you for your time and effort to complete this questionnaire.

Teacher's signature: .....

Appendix L: Interview Guides for Head Teachers

Adaptive Sports and Enrolment of Learners with Disabilities in the Government aided Primary Schools in Aswa County Gulu District

Dear Sir/ Madam

I am carrying out a research study on the above topic for academic purpose with the support of Gulu University. Adaptive Sports are sports interventions modified to cater for the abilities and capabilities of learners with disabilities in an inclusive setting.

You have been identified as a key individual in this research study because of your knowledge, skills and experience in this field. Therefore, your precious time and support towards the success of this study by filling in this questionnaire will be highly appreciated; the information provided will be treated with the highest degree of confidentiality.

Thank you in advance for your support.

Ojara Sunday Braxton

Phone: 0782994241

Email: ojarasundayacd@gmail.com

1. How were your schools engage in Adaptive Sports? How are teachers engaged in the implementation of adaptive sports (Roles of the teachers in implementing adaptive sports)?
2. How beneficial was the adaptive sports to the school?
3. Do learners with disabilities participates effectively in adaptive sports? If yes, how? If no what barriers prevent the learners with disabilities in participation?
4. How many learners have been enrolled in school since the inception of adaptive sports? What made it possible for them to be enrolled?
5. What roles have adaptive sports played in safeguarding learners with disabilities participation in education within your school?
6. Do learners with disabilities participate in extracurricular activities? If yes, which ones? If no, Why?
7. Does participation in sports and clubs enables learners with disabilities engage in inclusive education? If yes, how? If no, why?

8. Does your school participate in public sports days? If yes, are learners with disabilities engaged in the event? If no, why?
9. How many learners with disabilities graduated to the next school year since last five years?
10. Do learners with disabilities in your school demonstrating increased confidence, knowledge of rights and adaptive sports? If yes, how? If no, why?
11. What is your school score card in terms of their enrolment? Has it improved? If yes, what has made if possible? If not, why in this case?
12. What are the lessons learnt during implementation of adaptive sports in your school?
13. Give any other recommendations that would ensure improved service delivery in the future?

Appendix M: Interview Guide for Education Officials

Adaptive Sports and Enrolment of Learners with Disabilities in the Government aided Primary Schools in Aswa County, Gulu District

Dear Sir/ Madam

I am carrying out a research study on the above topic for academic purpose with the support of Gulu University. Adaptive Sports are sports interventions modified to cater for the abilities ad capabilities of learners with disabilities in an inclusive setting.

You have been identified as a key individual in this research study because of your knowledge, skills and experience in this field. Therefore, your precious time and support towards the success of this study by filling in this questionnaire will be highly appreciated; the information provided will be treated with the highest degree of confidentiality.

Thank you in advance for your support.

Ojara Sunday Braxton
Phone: 0782994241
Email: ojarasundayacd@gmail.com

1. Is there deliberate plan to implement adaptive sports in schools?
2. How were the teachers prepared to implement adaptive sports in school?
3. Is there budget by the department of education and sports to support adaptive sports interventions in schools?
4. To what extent has adaptive sports improved enrolment of learners with disabilities in school?
5. Give any other recommendations that would ensure improved service delivery in our schools?