



UNIVERSITY of  
RWANDA

**COLLEGE OF EDUCATION**

**SCHOOL OF INCLUSIVE AND SPECIAL NEED,**

**SPORTS ACTIVITIES PARTICIPATION AND BARRIERS  
FACED BY LEARNERS WITH PHYSICAL DISABILITIES IN  
SCHOOLS OF RUSIZI DISTRICT**

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**220019997**

**A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS OF  
THE DEGREE OF MASTER OF EDUCATION IN INCLUSIVE AND SPECIAL  
EDUCATION NEED,**

**Dr. SUUBI Patrick**

**UR, January 2024**

## **DECLARATION**

I, KIZUNGU Adrien, declare that this dissertation is the result of my own work and has not been submitted for any other degree at the University of Rwanda or any other institution. The experimental work is almost entirely my own work; the collaborative contributions have been indicated clearly and acknowledged. Due references have been provided on all supporting literatures and resources.

Names: **KIZUNGU Adrien**

Signed.....

Date.....

### **Declaration by the Supervisor**

I declare that this work has been submitted for examination with my approval as UR Supervisor

Supervisor's name: Patrick SUUBI (PhD)

Signed.....

Date.....

## **DEDICATION**

This study is wholeheartedly dedicated to

Almighty,

My lovely wife

My children and parents,

My brothers and sisters,

Who have been my source of inspiration.

## **ACKNOWLEDGEMENTS**

This work would have not been possible if it had been done single handily. I, therefore express my deep appreciation and gratitude to all who in one way or another have supported me to achieve this hard work, especially my wife, UWUMUHOZA Fabienne and my Children: AKIF, KIZADRIEs for their encouragement and love they offered to me.

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I am deeply grateful to all,

May the Almighty God bless you!

## ABSTRACT

This study aimed at clarifying sports activities participation and barriers faced by learners with physical disabilities in schools of Rusizi District. It used descriptive research design. The sample was made of 99 learners without physical disabilities, 29 LWPD, 7 patrons of sports and 7 school leaders; all participants were 142 from the 5 sectors of Rusizi District in 7 schools. Target population was made of 7804 populations. The sample was drawn using non-probability sampling techniques, specifically convenience and purposive sampling; probability sampling techniques used were stratified sampling, simple random sampling techniques as well as the use of scientific calculation with Yamane's formula. The data were collected using questionnaire and interview guide. They were analyzed using Excel package version 2016. The results of the study clarified that there are different sports activities played at the school's playgrounds or nearer playgrounds such as adapted football, basketball, rugby, volleyball; athletics activities and gymnastic activities. Unlikely, the students with mobility difficulties' level of participation in sports activities was insufficient due to different challenges they face. The study identified barriers faced by learners with Physical disabilities such as lack of sports skills to adaptation, no modification and accommodation, negative attitudinal barriers; lack of physical disabilities awareness, knowledge about disability inclusion and disability itself as well as lack of financial assistance, scarcity or lack of assistive devices and no skilled persons in using the available assistive tools. Through Pearson correlation, barriers faced by students with physical disabilities are the main causes of nonparticipation in sports activities for the children with mobility difficulties. So, the author recommended the students to select the students with physical disabilities to be members of team players where it is possible and students with physical disabilities were called to show up their eagerness to be integrated in team players. School leaders and sports patrons were recommended to make renovation and modification of school playgrounds, and other tools for accommodating learners with mobility difficulties, while REB and MINEDUC were called upon training school sports patrons and school leaders about inclusive sports activities and provide assistive devices for learners with physical impairment to make them feel included in school sports activities.

**Key words:** <sup>1</sup>Sports Activities, <sup>2</sup>Participating, <sup>3</sup>Barriers faced, <sup>4</sup>Learners with Physical Disabilities, <sup>5</sup>Schools.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CBC:</b>	Competence Based Curriculum
<b>CRPD:</b>	Convention on the Rights of Persons with Disabilities
<b>CWDs:</b>	Children With Disabilities
<b>DoS:</b>	Director of Studies
<b>E.P:</b>	Ecole Primaire
<b>G.S:</b>	Groupe Scolaire
<b>GS:</b>	Groupe Scolaire
<b>ICT:</b>	Information Communication Technology
<b>IPC:</b>	International Paralympic Committee
<b>LWPD:</b>	Learners With Physical Disabilities
<b>P.A:</b>	Physical Activities
<b>PD:</b>	Physical Disabilities
<b>PWPDs:</b>	Persons with Physical Disabilities
<b>REB:</b>	Rwanda Education Board
<b>SEN:</b>	Special Educational Needs
<b>SIPs:</b>	School Improvement Plans
<b>UNAPD:</b>	Uganda National Action on Physical Disability

# **CHAPTER ONE: INTRODUCTION**

## **1.0.INTRODUCTION**

This chapter of introduction covered background of the study, problem statement, research objectives and research questions, significance of the study, and limitation of the study, scope or delimitations of the study and also assumptions.

## **1.1.BACKGROUND OF THE STUDY**

Around 80% of the world's 1.5 billion people who live with physical, mental, sensory, or intellectual disabilities do so in low- and middle-income nations (Kathleen et al., 2021). According to reports from the UK, the most common impairment type is mobility (47%), which is followed by stamina, breathing or exhaustion (35%), and mental health (32%) (Wade, 2023). Approximately 130,000 children (4%) in the Netherlands who have physical limitations did not participate in sports as much as children without disabilities in 2007.

Participating in sports can improve physical fitness, reduce the risk of obesity and type diabetes, and provide a host of other health advantages. For the kids with physical restriction, involvement also fosters self-reliance, social integration, and contentment with life. (Jaarsma, et al.r, 2014).

When it comes to physical activity, safety and security in the space, as well as recommendations for specific disabilities, are all included in the US definition of accessibility. Universal design concepts and modified PE procedures make access easier (U. S. Access Board, n.d). To lessen kid injury, for instance, soft surfaces are replacing concrete play areas. To enable more kids and teenagers to safely use play spaces, solid soft surfaces are advised because wood chips and sand restrict the movement of kids and teenagers in wheelchairs (U. S. Access Board, n.d).

According to Tinana, (2015) the term "barriers faced by learners with physical disabilities" refers to any impediments or deprivations that impede or impair learners who are disabled, have a condition that makes their mobility difficult or non-existent, and have substantial physical performance restrictions. Consequently, physical impairments are characterized as "difficulties associated with sitting, standing, positioning, moving, communicating, using and manipulating

tools and materials in the classroom and self-care." (Tinana, 2015). Disabled-world.com (2016), emphasizes that physical disabilities necessitate adaptation in order to allow for movement or altering of the body part, just as the chance to play sports demands adaptation and certain facilities for children with severe physical disabilities, there is a need of inclusion.

Moreover, Physical disabilities restrict disabled learners' participation in sports and social activities, leading to non-participation in leisure activities and education. These restrictions also prevent them from participating in school sports activities as Eve J. & Pieter D., (2014) went on showing that the study in Netherland highlights the benefits of sports for children with physical disabilities, highlighting their health, fitness, personal autonomy, community integration, and life satisfaction, which contribute to better learning and performance in schools.

As long as this study is concerned, the researcher aims at identifying the barriers faced by learners with physical disabilities and their participation in sports activities at school, and they are classified into three main domains in Ireland as Northern Ireland Assembly (2010), stated them to be observed as social and cultural barriers basing on beliefs and practices of the society, practical barriers basically related to tangible and economic materials as obstacles to the participation in sport activities, and lastly, knowledge based barriers which relate to knowledge about sports and self perception.

In Africa as in most other parts of the World as David Chaplin (2020) demonstrated, disability is often misunderstood about challenges disabled children face and are attributed to the parents. Eve et al. (2014), stated that eventhough children with severe physical disabilities are challenged in sport activities as it requires more energy and additional tools, they should benefit from sport through the emphasis of rehabilitation. Kenya has developed a regular curriculum for learners with special needs and non-special needs, including adaptations and enrichment programs, to help children with physical disabilities integrate into school sports activities. Special need assessments determine placement and intervention methods to meet their abilities and needs (KICD, 2017).

The plan involves specialized syllabuses and intervention programs for learners with special educational needs who may not follow the regular curriculum, including those with physical disabilities, and addressing them with modifications and accommodations (KICD, 2017). Even

though Kenyan Curriculum gives more attention and direction on how to facilitate students with special needs, they tackled on only psychomotor and creative arts in which the mentioned some sport activities (KICD, 2017).

Adapting Physical Activities in mainstream sports is a focus in developed countries, particularly Uganda, where it was introduced in 1998 by a non-profit. It has shown to increase participation, social inclusion, and competition for people with varying abilities, including CWDs. However, Uganda has not fully explored and embraced this approach, aiming to help sports instructors, physical education teachers, and child rights clubs (Katende G, nd).

According to the Ministerial Order N° 20/18 of 27/7/2009, which lists the categories of disabilities and claims that physical disabilities account for 61% of all disabilities in Rwanda, Rwanda acknowledges the existence of people with physical disabilities. This is stated in article 14.2. In relation with children at school participating in sport activities, NISR, MoH&ICF (2021), in their report state that 2% of Rwandan children aged 5-9 years of experience significant difficulties or mobility issues, a trend that is widespread among primary schools in Rwanda and Rusizi District as proven by MoH (2018), which used A study on 16 children and youth with physical disabilities in Rwanda found that they are underrepresented in sports activities, despite being essential for learning life skills.

As REB&VVOB(2021), quoted an American judge Geary Oberti who once said: *“Inclusion is the right not a privilege for a select few.”* Evariste (n.d.), adds that inclusiveness have to look at equalization of opportunities for its planification and implementation to be effective in Rwanda, but still, as CVT(2018), has just put it, despite providing opportunities for children with impairments to entertain, there is a lack of playgrounds in schools and villages, which are often unsuitable and hazardous to these children, despite the fact that entertainment is a crucial part of their growth and happiness.

The study highlights the need for more attention and care for these individuals, particularly in Rusizi District schools, as they are often overlooked in extracurricular activities as Thomas & Christian (2007) mention leadership, team working and socialization as well as improving life to be healthy and social traits and habits change to be benefitted by physical disabled learners and awake some parts of their body to function. In addition to that, MINEDUC&UNICEF (2005)

declared that one of the barriers that children with disabilities meet is lack of facilities and inaccessibility to the education. From that, NUDOR (2018), reported the right of people with disabilities, in the Article 30 about participation in cultural life, recreation, leisure and sport. Yet, inclusion has not yet been understood amongst the members of the society.

As sports activities are important in improving healthy states of children with physical disabilities and are among the parts of their education, Constitution of The Republic of Rwanda published in Official Gazette n° Special of 04/08/2023, in its chapter V, article 51: (1) states: *“The State has the duty to establish special measures facilitating the education of persons with disabilities.”* (Republic of Rwanda, 2023). From there constitution, Rwanda established the Law n° 010/2021 of 16/02/2021 determining the organization of education, chapter III, section one, article 53 in paragraph 3 it is stated: *“Pre-primary education aims to train a child to socialize with others, to constantly awaken his or her intelligence, to give him or her an opportunity to play with other children, to do physical, rhythmic and arms exercises”* (Republic of Rwanda, 2021).

According to MINALOC (2021), Rwanda’s legal frameworks characterize children’s (below 18 years of age) access to basic services, such as education, as fundamental rights. However, for the last ten years, Successive Education Sector strategic plans (ESSP) have continued to note high school dropout rates for vulnerable children (28.3% in Primary 5 and 10.2% in Primary 1) since 2005. They give an example stating that Rwanda Education Sector Strategic Plan (ESSP) of 2013-2018 confirmed that more Children with Disabilities (CwDs) have never attended school than those without any (27% versus 14%) and more CwDs dropped out of school than those without (9% versus 6%). *“As a matter of facts, the education sector (ESSP 2013/14-2018/2019) affirms that over 27% CwDs have never accessed schooling mainly because Rwandan basic education is not endowed with any form of standardized support provisions for CwDs”* (MINALOC, 2021). Unfortunately, School sports programs have the potential to increase student enrollment, attendance, and dropout rates. However, this effect has not been maintained by requiring students with physical disabilities to participate in sports in order to socialize, enjoy school sports to the fullest, and improve their academic performance. Coaches and other sports leaders or organizers are responsible for ensuring that athletes receive equal opportunities to develop their physical

fitness, feel joy, and foster friendships through their participation in the events (Special Olympics, 2017).

The researcher identified lack of infrastructure for sports, particularly in rural areas, which are not affordable for children with disabilities, particularly those with physical impairments. They plan to study the root causes of non-participation in sports activities in schools. Even though UNICEF (2020), declared that UNICEF-RWANDA provided support to children with disabilities and their families in Rusizi district during the COVID-19 pandemic, addressing the gap in interrelating education and physical education, and providing facilities for their inclusion in school sports activities as well as identification of needed support for those children.

As the Ministry of Education, Science, Technology, and Scientific Research (2003) has demonstrated, special needs education has not received much attention in Rwanda overall, and there is a shortage of qualified teachers, specialists, and equipment for both inclusive and special needs education. Even though a number of laws, guidelines, and implementation strategies for inclusive education have been formed in the interim, the educators implementing them in the classroom continue to write them and fail to acknowledge their existence. Therefore, the researcher declares that there is a need of conducting a study on barriers faced by learners with physical disabilities in participating in sports in schools of Rusizi district for sport is one of part of learning and attracting children to learning as improving collaboration and participation in learning activities.

As matter of fact, this study will bring a great contribution to the identification and mark a reminding to school sports activities and barriers met for integration of learners with physical disabilities as long as there is great relationship between sport activities and students' healthy, educational and social improvement and outcomes. The aim will be to remove nonparticipation of learners with physical disabilities in school sports activities and uncondusive school enjoyment.

## **1.2.PROBLEM STATEMENT**

Parasport is any sport participated in by people with disabilities, including those who have physical or mental impairments or deficiencies, according to the International Paralympic Committee (IPC). While some para-sports are adaptations of traditional sports, others are created

specifically for people with disabilities and bear no resemblance to traditional sports (Nzeyimana & Shema, 2020). The 1940s saw the adaptation of sport for people with disabilities as a form of rehabilitation following World War II. Following the 1994 Genocide against the Tutsi in Rwanda, Rwanda became a signatory to the para-sport and used as a means of rehabilitation (Nzeyimana & Shema, 2020).

In nineties, children with disabilities could not be sent to school or reach where others are enjoying the sports activities. In 2000s onwards, children with disabilities were used in begging in the benefits of their parents or guardians forgetting to take them to school. Luckily enough, from 2008 till nowadays, the schools are open to receive every child regardless any other individual differences, ability, region or religion and parents started sending children with disabilities at school.

One of the worst experiences that mainstream schools of Rwanda acknowledge is exclusion of children with physical disabilities in sport activities which has been also concluded in Ersin Afacan & Meltem Afacan, (2021) that Sports participation for individuals with disabilities is often limited due to obstacles and difficulties. Rwanda has 19% people with limitations in walking and climbing, with 68% of them pursuing primary education. Western Province has 58,396 children with difficulties in walking/climbing. Rusizi District has the second highest rate of disabled individuals, with 16,696 (4.9%) and 7,883 (2.3%) aged 5 and above having difficulties (NISR, 2012).

In addition to that, Stephen & Kabare, (2019) stated that the most common type of disability in Rwanda is related to challenges of walking and climbing. Law et al. (2006), put that physical disabilities often limit participation in daily activities, but participation is crucial for children, especially those with disabilities, as it develops skills, social relationships, and promotes better mental and physical health (Mary Law et al. 2006 cited in Werner 1989, Clemente, 2017).

Truly, the Government of Rwanda tried its best to make education for all children without any discrimination, but as UPHLS and Light for the World (2012), argues that People with disabilities face social and cultural restrictions both within and outside schools, leading to marginalization and social exclusion, influenced by the attitudes of others.

Unlikely, even though MINEDUC&REB(2015), elaborated principles for school sports, inclusive PES curriculum syllabus and MINEDUC (2020), established the School Sports Policy and outlined the various rules governing school sports. Both of the two do not discuss integrating physical disabilities into school sports activities accurately related to the barriers faced but instead they guide unskilled teachers in inclusiveness to encourage and monitor the progress of learners with special needs in Physical Education (PES) activities while it would be worthier to have skilled manpower to train teachers to apply the written curriculum guides and implement the guidelines by providing sufficient assistive devices and making modifications to the school playgrounds.

MINEDUC (2007), declared also that technical support for special needs education is not being mainstreamed at both local and national levels, resulting in barriers for insufficient tools for integrating students with physical disabilities in sports activities. Despite the efforts to ensure accessibility and affordability of infrastructure, barriers remain, particularly in transport facilities and schools meeting reasonable accommodations standards for physically disabled individuals as stated (MINALOC, 2021).

Moreover, there are still needs of trainings for school leaders, teachers and students, provision of technical assistance and equipment, modification in school settings and their playgrounds, adaptation and modification of some Paralympic activities as Children with physical limitations need them just as much as when they were originally used. As Guttmann did in the UK, Rwanda too turned to sport as a means of healing following the 1994 Tutsi Genocide, which claimed up to a million lives and left many more with physical and psychological injuries (Nzeyimana & Shema, 2020).

In this regard, as the issue found in schools of Rusizi district relates to students with physical disabilities not participating in adapted sport activities in schools has not been adequately addressed in research literature pertaining to Rwanda and needs further investigation in both Rwandan and regional school systems. This research aims at enlightening the obstacles faced by students with physical disabilities in participating in sport activities in schools in Rusizi district and recommended what to do at different levels to overcome the primary issue which is nonparticipation in school sports among students with physical disabilities.

### **1.3.OBJECTIVE OF THE STUDY**

#### **1.3.1. General objective of the study**

This research objectively studied on sports activities participation and barriers faced by learners with physical disabilities in schools of Rusizi District.

#### **1.3.2. Specific objectives of study**

1. To identify different types of sports activities carried out in schools of Rusizi district.
2. To clarify the level of participation in sport activities of students with physical disabilities in schools of Rusizi District.
3. To assess barriers faced by learners with physical disabilities in participating in sports activities in schools of Rusizi district.

### **1.4.RESEARCH QUESTIONS and HYPOTHESIS**

#### **1.4.1. Research questions**

1. What are different types of sports activities carried out in schools of Rusizi district?
2. At which the level do learners with physical disabilities participate in sport activities of in schools of Rusizi District?
3. What are the barriers faced by learners with physical disabilities in participating in sports activities in schools of Rusizi district?

### **1.5.SIGNIFICANCE OF THE STUDY**

Significance of the study means the usefulness or importance of the study.

#### **1.5.1. To the researchers**

The findings of this research is important in practice to the future researchers by inheriting the topics from this study report to be researched on, and they refer and cite in this research. This research is also important to the owner, researcher for it was conducted and submitted in

fulfillment of the requirements for the Master's Degree in Inclusive and Special Needs Education, the researcher also expanded the knowledge about integration of the learners with physical disabilities in sports activities in schools and the constraints met.

### **1.5.2. To the school leaders and sport patrons**

Sport Patrons and school leaders benefit from this research by getting aware and being acknowledged about the barriers learners with physical disability meet in their ways taking part in sports activities, importance of sports on education of children with Physical disabilities and contrary to that affect their education, social life and physical development. With all that, this research reminds the school staff to fetch on remedy at their level and make advocacy related to the challenges as they call upon parents to assist in solution provision.

### **1.5.3. To the Government agencies**

The government agencies (MINEDUC and Ministry of Sports and Culture) will benefit from this research about the barriers faced by learners with physical disabilities in participating in school sport activities and find out the ways to overcome them so as to integrate the children with mobility difficulties in sports as they will improve on their educational and leisure planning.

## **1.6.LIMITATIONS OF THE STUDY**

One potential obstacle to this research is that respondents might refuse to provide certain personal information or provide inaccurate information. In order to make comparisons, the researcher employed a variety of investigative techniques, including participatory observation. The researcher scheduled time to meet, arrive at all locations, and identify assistants to assist in gathering the participants at the scheduled meeting time because this research might only have a limited number of participants, which forced the researcher to use more schools in order to draw a reliable sample of participants who meet the requirements for participation. This research also came across with the language barrier whereby learners and some parents responsible for responding in place of their children under the age of 16 years old taking part into researches, had difficulties in responding to the questions related to this research in English. With this barrier, the researcher sat with respondents and translated the questions into the language that the participants with difficulties were able to understand and respond to the questions.

## **1.7.DELIMITATION OF THE STUDY**

The study was delimited in:

### **1.7.1. Geographical Scope**

This study was conducted in Rusizi District located in Western Province of Rwanda. The sample was taken from 5 sectors within which 7 mainstream schools were selected and they are: in sector of Nyakarenzo, the selected school is G.S Nyakarenzo, in sector of Gashonga: GS Gashonga Catholique and G.S Murehe, in Nzahaha Sector: G.S Butambamo, in Gitambi Sector: G.S Mashasha, in Butare Sector there have been selected G.S Nyaruteja and EP Rugete.

### **1.7.2. Time Scope**

This study was carried out within a period of 6 months.

### **1.7.3. Scope Content**

This study is concerned with the participation of learners with physical disabilities in school sports activities and the barriers they face.

## **1.8.OPERATIONAL DEFINITIONS**

1.8.1. **Barrier:** hindrances, obstacles, anything that prevent someone from doing an activity or reaching to the goal set. Anything, any inconveniency that stands in the way of a person to reach the target or perform an activity.

1.8.2. **Negative attitudes:** this is one of the barriers faced by learners with physical disabilities that stand in their ways to participating in sports activities in the schools.

1.8.3. **Disability:** refers to the consequences of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these.

1.8.4. **Physical disability:** these are impairments that significantly impact physical performance and daily life activities, a condition that limits person's movement ability.

1.8.5. **Sports:** Sports refer to physical activity which requires the use of energy to compete or to perform and gain or win and develop some skills through plays and games.

## **1.9.ASSUMPTIONS**

In this thesis, the researcher predicted that:

1. It has been assumed that the participants answered to the questions related to this study honestly.
2. It has been also assumed that if the barriers faced by learners with physical disabilities were removed or reduced, there would be participation of the learners with physical disabilities in sports activities in schools of Rusizi district.
3. It has been assumed that this research demonstrated and gave fact that sports activities are parts of learning in the way of social learning basing on social cognitive theory.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1.INTRODUCTION**

This literature review dealt with the analysis of related existing researches on the Barriers faced by Learners with Physical Disabilities in participating in sports activities in schools. The basic concerns are theoretical framework and theoretical review, different types of sports activities carried out in schools, types of physical disabilities in schools, the barriers faced by learners with physical disabilities in participating in sports activities in schools, conceptual framework and research gap.

### **2.2.THEORETICAL FRAMEWORK: SOCIAL COGNITIVE AND SELF-DETERMINATION THEORIES**

#### **A. SOCIAL COGNITIVE THEORY**

Albert Bandura's social cognitive theory suggests a reciprocal causation model, where behavior, cognition, personal factors, and environmental influences interact in opposing directions. According to Susanna & Jerlinder, (2016) Sports teams can help achieving health equity by encouraging integration and inclusivity as Bandura explains also that social influences develop human expectations, beliefs, emotional bents, and cognitive competencies, and physical characteristics can evoke different reactions (Bandura, 1989).

For Jaarsma, et al.r, (2014) Mobility limitations can affect individuals' physical and social environment, necessitating social support and personal agency. Social resources are crucial during formative years, when preferences and standards fluctuate. On the other hand, Social cognitive theory suggests people are not influenced by their environment, but rather by their own experiences and the guidance of knowledgeable individuals to develop cognitive competencies (Bandura, 1989)

Social cognitive theory declares that a characteristic of humans is vicarious learning, as for K1zar et al. (2015) Through reducing feelings of loneliness, sports help kids overcome their challenges and preserve a purposeful way of life. Through sports, people can escape from their small worlds and open themselves up to the ideas, opinions, and surroundings of others. In light of this, sports help fostering social cohesiveness and the formation and maintenance of new connections. As a

result, disabled people who are encouraged to participate in sports can integrate into society more quickly and avoid growing sick of life. The contribution of social cognitive theory, vicarious learning entails seeing how other people behave and the results that follow, which creates new behavioral patterns, norms for judgment, cognitive abilities, and generative rules (Bandura, 1989).

As stated in Kızar et al. (2015), due to disabled children's inability to establish appropriate communication, a greater number of impaired children than typical children may have personality problems and discord which is remediated by Bandura's Social cognitive theory through four sub functions underpin observational learning, one of which is abstract modeling, which entails taking on highly functional behavioral patterns (Bandura, 1989).

According to Bandura (1986), Socialization is influenced by parental supervision and penalties, but self-controlling ability allows individuals to control thoughts, feelings, and behaviors. Aspiration and social standards are distinguished by self-regulation of motivation and behavior through internal standards. According to the social cognitive theory, people actively encourage themselves by making distinctions between norms that they know and ones that they would like to meet through cognitive comparison as kids with cerebral palsy played sports because they enjoyed it, felt capable of doing it, or could do it with someone else (Jaarsma, et al.r, 2014). While moral standards are developed through socialization and other influences, social and moral standards change throughout time as people gain knowledge and abilities (Bandura, 1986).

According to Children Kızar et al., (2015) with impairments can benefit from physical activity in terms of supports psychosocial growth, self-efficacy and confidence, personal autonomy, community integration, and overall quality of life. Engaging in physical activity can help school-age children avoid obesity, foster healthy cognitive, psychosocial, and physical development, and just plain have fun. Youngsters pick up on the ability to distinguish between behavior that is acceptable and unacceptable and to control their behavior according to expected social outcomes. Moral standards act as a guide and a deterrent when they are internalized; they are not static internal regulators. It is possible to disconnect self-regulatory mechanisms from cruel behavior. Introspective self-awareness is a unique human trait that allows individuals to reflect on their cognitive processes and experiences, gaining knowledge about themselves and the world, and enabling them to learn and change their thinking (Bandura, 1989).

## **B. Self-Determination Theory**

Self-determination theory (SDT) has served as a framework for comprehending people's motivations and actions. Motivation (the absence of purpose to engage in an activity), intrinsic motivation (the autonomous delight of engaging in an activity), and extrinsic motivation (engaging in an activity to placate others or for an external reward) are the three primary components of motivation (Ryan & Deci, 2000). As for Learners with physical disabilities motives for participating in sports activities, it is common knowledge that intrinsic motivation is more powerful than extrinsic motivation, which comes from outside sources like financial incentives, victory in contests, and guidance from instructors or coaches. Three important psychosocial factors—attitude, social influence, and self-efficacy—are identified by the Attitude, Social Influence, and Self-Efficacy Model (ASE) as influencing physical exercise behavior.

Self-efficacy is the confidence in oneself to engage in physical activity, while attitude is the perspective of an individual on leading an active lifestyle and social influence is the ideas of others. (Ploeg, Beek & Woode, 2005). For the objectives of this study on engagement in sports activities for LWPD, intrinsic motivation has been chosen as the basic tenet of SDT due to the correlations shown between intrinsic motivation and athletic performance in previous referred studies (Banack, Sabiston & Bloom, 2011).

Intrinsic motivation can take three forms: knowledge, achievement, and stimulation in the context of high-level sports. (Vallerand, et al., 1992). Acquiring knowledge, reaching objectives, and finding enjoyment in activities are all components of intrinsic motivation. It encourages people to take part in order to feel happy and fulfilled as well as to experience the excitement of sports (Ryan & Deci, 2000). To be categorized as intrinsically driven, an individual does not have to demonstrate all three of these motivations for participating in an activity (Deci & Ryan, 1985; Vallerand et al., 1992). So, sports participation for LWPD may be driven by intrinsic or extrinsic motivation which relates the theory of Self-Determination and barriers faced by learners with Physical disabilities in participating in sports. From there, lack of extrinsic and intrinsic motivation are referred to as barriers.

## 2.3. IMPIRICAL REVIEW

According to NISR (2023), The 2022 census revealed that 3.4% of the national population aged 5 and above has a disability, with Butare Sector of Rusizi District having the highest prevalence at 5.7% due to physical disabilities. NISR (2023) NISR reported that Rusizi District has 1.19% of people with walking and 0.42% with self-care disabilities aged 5+.

People with acquired physical disabilities demonstrate lower levels of athletic identity (Perrier, Smith, Strachan & Ltimer, 2014). Mobility impairments can affect students in various ways, including slower class movement, difficulty entering buildings, and difficulty maneuvering in small spaces. Physical barriers and accessible transportation may be necessary for fieldwork. Temporary impairments, such as broken bones or surgical procedures, can also affect mobility (Karangwa, n.d.). U.S. Physical Impairment Statistics 18 years of age and older, not institutionalized adults: Problems with bodily functions: Adults who find it extremely difficult or impossible to walk a quarter of a mile: 17.2 million Percentage of adults who find it extremely difficult or impossible to walk a quarter mile: 7.3% 35.2 million adults have some kind of physical functioning issue.

Adults who struggle with any aspect of their physical functioning: 15.0% 18 years of age and older, not institutionalized adults: Limitations on simple or complicated activities: 73.5 million adults are estimated to have at least one difficulty with fundamental tasks or limitation with sophisticated activities (2012). Adults who are limited in at least one complicated task or struggle with basic actions: 31.9% (2012) Adults 65 years of age and older who are not institutionalized: In need of assistance with personal hygiene: percentage of persons aged 65 to 74 who require assistance with personal (UPHLS and Light for the World, 2012). Convention on the rights of persons with disabilities (2008) Rwanda is signatory of this convention, the School Sports Policy contributes to achieving its article 30, concerning enabling of children with disabilities to participate on an equal basis with others in sports activities as Ministry of Education of Rwanda stated (MINEDUC, 2020).

Furthermore, it is undeniable that playing sports gives people the chance to socialize, gain confidence in others, have fun with friends, and integrate into the community like everyone else. (Nzeyimana & Shema, 2020). Sport has also been shown to enhance social inclusion, physical

and mental health, and self-worth. However, they note that people with disabilities (PWDs) participate in sport, recreation, and leisure activities at substantially lower rates. The impact of broader social concerns surrounding disability in society on participation in athletics can be observed in the following ways: low self-esteem; dependency; negative perceptions of disability; lack of awareness among people with disabilities; and self-perception. (Nzeyimana & Shema, 2020).

## **2.4.TYPES OF PHYSICAL DISABILITIES**

According to Ministry of Education of New Zealand, (2015) Problems in standing, sitting, moving, positioning, using and handling tools and objects, and taking care of oneself are examples of physical limitations. Additionally, they stated that a physical impairment is a medical condition that severely limits one or more basic physical functions. As in reaching, carrying, lifting, walking, and ascending stairs.

There are two categories of physical disabilities: neuro-musculoskeletal (including spinal bifida, spinal cord damage, multiple sclerosis (MS), cerebral palsy, acquired brain injury, epilepsy, and arthritis) and musculoskeletal (including cerebral palsy, MS). Cerebral palsy is a chronic neurological condition affecting posture, muscular coordination, movement, and balance. It results from damage to specific brain regions, typically occurring during fetal development or in infancy. The inability to control posture and movement is caused by defects in motor regions in the brain (REB, 2020).

Spina-bifida is a birth defect that involves incomplete development of the spinal cord or its coverings (REB, 2018). It develops when the spinal code does not fully cover the nerves and leaving it for protruding externally (REB, 2020). Spina-Bifida is a neural tube defect causing incomplete brain and spinal cord development during pregnancy, causing nerve damage in the spine, paralysis, learning disabilities, and physical and mobility issues, with no cure.

Muscular dystrophy is a genetic disease causing the gradual weakness and degeneration of skeletal and voluntary muscles, affecting organs and individuals of any age, without a nervous system disease. (REB, 2020). Duchene and myotonic dystrophy are common forms of muscular

dystrophy, with no specific treatment. Heart defects, affecting heart function and mechanics, can cause skin color changes and heart failure.

There is no particular treatment for the common types of muscular dystrophy, such as Duchene and myotonic dystrophy. Skin color changes and heart failure can be caused by cardiac abnormalities that alter the mechanics and function of the heart (Carolyn, et al., 2018).

## **2.5.DIFFERENT TYPES OF SPORTS ACTIVITIES CARRIED OUT IN SCHOOLS,**

There is a great belief in the power of sport to transcend social, cultural, and linguistic barriers. People gain important social skills, gain independence, and gain the capacity to effect change through sports. Following World War II, sport was modified for people with disabilities to play in England (Stoke Mandeville Hospital) starting in the 1940s, mostly as a form of rehabilitation. Similar to this, Rwanda adopted sports as a means of healing during the 1994 Tutsi Genocide, which claimed up to a million lives and left many more with physical and psychological injuries. (Nzeyimana & Shema, 2020). Eventually, Rwanda launched a Para-Olympic, and the competitions were dispersed to school levels, despite the fact that there is still a significant gap in addressing the challenges associated with the lack of equipment, playgrounds that are adapted for those with physical disabilities, and other facilities. (Nzeyimana & Shema, 2020).

According to MINEDUC, (2020) School sports are defined as physical exercise that takes place in a school setting within the framework of play, devoted combat, and competition. MINEDUC created Sport for All, which encourages participation from individuals of all ages, backgrounds, and skill levels and encourages teamwork, play, and competition. In addition to encouraging a vibrant community that gains from sport and physical activity both on and off the field, "sport for all" also ignites strong imagination, enthusiasm, and dedication. The discipline and rules of the sport are upheld during practice while department of education and skills, (2012) states that activities that are regimented and centered on competition are referred to as sports.

Kityo, Kibirango & Ssempaka, (2017) divide sports and physical activities into eleven groups. The first group, movement, this group was given the task of being able to carry out various physical exercises in order to enhance fitness. They showed that these exercises included cycling, swimming, pushups, lunges, skipping rope, biceps curls, arm and leg stretches, bend exercises, and balancing on hand stretches.

The second group of sport and physical education activities as classified by Kityo, Kibirango & Ssempaka, (2017), and MINEDUC & REB, (2017) mentioned it as well, along with body control and balance, citing warm-up exercises, pike and straddle positions, standing and laying piked and straddle exercises, and classic dancing exercises. Warm-up and cool-down exercises, three-legged standing exercises, rolling forward and rolling backward exercises, handstand exercises, parallel and horizontal bar exercises, tumbling and trampoline exercises, false scissor exercises, front support swing exercises, rhythmic gymnastic exercises, and artistic gymnastic exercises are all included in the gymnastics group. Athletics was outlined by Kityo, Kibirango, and Ssempaka as the fourth category of sports.

Within this category, there are several subcategories of sports, such as hurdle running, running, long jump, high jump, triple jump, shot put, discus, and javelin exercises. Football is the topic of group five; volleyball is the sixth; basketball is the seventh; handball is the eighth; goal ball is the ninth; sitting volleyball is the tenth; and netball is the eleventh (Kityo, Kibirango & Ssempaka, 2017).

MINEDUC, (2020) identify many sports activities that are played in school tournaments. Various sports disciplines are included in the competitions, including football, basketball, volleyball, handball, rugby, athletics, karate, table tennis, lawn tennis, badminton, netball, swimming, and sit ball. Apart from enumerating and guiding the ways these sports and physical activities are taught in general, MINEDUC & REB, (2017) guides teachers the way they should cater about children with disabilities and among them there are students with physical disabilities.

Apart from categorization of sports activities, Nzeyimana & Shema, (2020) explain the historical context of Rwanda's parasports. They demonstrated how additional adaptations to the traditional sport have been made to make it easier and more feasible for people with disabilities since the year 2000. Regarding the IPC, Nzeyimana & Shema (2020) define para-sport as any sport participated in by people with disabilities, such as those who have physical or mental impairments or deficiencies. They went on to demonstrate how certain para-sports are adaptations of traditional sports, while others are made specifically for people with disabilities and have no resemblance to traditional sports; they used Goal Ball as an example for visually impaired people.

## **2.6.LEVEL OF PARTICIPATION IN SPORTS ACTIVITIES FOR LEARNERS WITH PHYSICAL DISABILITIES**

According to reports from the UK, the most common impairment type is mobility (47%), which is followed by stamina, breathing or exhaustion (35%), and mental health (32%). (Wade, 2023). According to (MINALOC, 2021), Children between the ages of five and eighteen make up about 20% (87,900) of the population of people with disabilities.

According to Musengi & Mudyahoto (2010), Most teachers and classmates who are not disabled do not seem to accept most disabled youngsters when they participate in sports. Numerous educators emphasized the fragile nature of certain disabilities and advised students with them not to exert themselves as their counterparts without disabilities would. It should be noted that the majority of persons with physical limitations do not routinely play sports, which may raise their risk of getting secondary health issues (Jaarsma, et al.r, 2014). However, when compared to their peers with usual development, children with impairments frequently have delayed gross motor development, low cardiovascular fitness, and less skill in balance and coordination. All of these things could possibly be addressed by engaging in physical exercise as the dearth of sporting possibilities available to those with physical limitations may have an impact on their involvement (Clemente, 2017 cited in Horvat, Pitetti & Croce, 1997).

According to data from the Department of Health and Human Services, just 23% of people with disabilities participate in regular physical activity for at least 30 minutes, three times a week, while 56% of them do not. attempting to increase the amount of people who participate in sports and other activities NCPD, (2014) explains that accessibility refers to any characteristic that makes a place accessible and goes beyond physical elements like automated doors, ramps, and other amenities. Furthermore, it helps not just people with impairments but also other excluded users by simplifying and enhancing their involvement. Sports participation among young persons with impairments is lower than that of other teenagers. It is well known that engaging in physical activity has favorable impacts on youth (Susanna & Jerlinder, 2016).

In addition to its health benefits, sports involvement helps children with physical disabilities feel more independent, integrated into the community, and satisfied with their lives (Majnemer, Shevell & Law, et al., 2008). MINEDUC (2020) By emphasizing that discrimination of any kind

must be avoided, the inclusion principle in the school sports policy promoted increased involvement from students with disabilities. Students with physical or mental disabilities must receive extra consideration; they have the right to participate in activities and sports in both regular and special education settings. Clemente went on demonstrating how engaging in physical activity gives school-age kids the chance to have fun, relax, improve themselves, and accomplish their goals. Frequent physical activity improves skeletal health, body composition, and helps to avoid or postpone chronic disease. Additionally, it enhances a number of psychological health characteristics, such as self-esteem, and it encourages social interactions and friendships (Clemente, 2017).

According to Perrier, Smith, Strachan & Ltimer, (2014), it was estimated that only 3% of Canadians with disabilities were involved in sports; this number is far lower than the estimated 30% of Canadians in the general population who participate in sports. This discrepancy is not limited to Canada. Perrier, Smith, Strachan & Ltimer, (2014) quoted Sport England, (2002) by stating that According to the Active People Survey, 6.6% of people with physical disabilities participate in sport at least three times a week, compared to 18.0% of the British population as a whole. Even with low rates of engagement, 48% of people with physical disabilities. Clemente, (2017) revealed that children with impairments participate in physical exercise at a low level.

## **2.7.BARRIERS FACED BY LEARNERS WITH PHYSICAL DISABILITIES IN PARTICIPATING IN SPORTS ACTIVITIES IN SCHOOLS**

In Africa, disability is frequently misunderstood, which causes pain (Rwanda Action, 2020). PW Ds have historically had difficulty living their lives and exercising their rights in the same manner as people without disabilities. Members of PW Ds' families and communities have perpetuated negative attitudes, prejudices, and beliefs about them (MINALOC, 2021). According to (Jaarsma, et al.r, 2014) Parents of children with physical disabilities stated that transportation, lack of information or equipment, lack of time, costs, and the physical, social, and cognitive demands of sports were barriers to their children participating in sports. As prerequisites for participating in sports, health professionals noted the necessity for adaptable equipment, enough knowledge on how to utilize equipment and guidance on how to run successful sports programs.

Compared to their classmates with usual development, children with disabilities frequently exhibit delayed gross motor development, poorer skill in balance and coordination, and low cardiovascular fitness—all of which could possibly be addressed by engaging in physical exercise (Clemente, 2017). UNICEF, (2022) declared that It has been extensively established that in low- and middle-income sub-Saharan African countries, attitudes, poverty, a lack of skilled healthcare workers, and physical inaccessibility are some of the major hurdles to health care access for children with disabilities. Insufficient engagement was an additional sign of inadequate physical education.

MINEDUC, (2020) argues that The school sports for all program's shortcomings include inadequate training for sports teachers and a lack of technical staff (referees, coaches, sports administrators, etc.) to oversee the program. This indicates that in addition to lacking resources such as buildings, tools, and supplies, schools also lack qualified technical staff members who could assist students with disabilities and special needs with their sports activities. Additionally, there is little enthusiasm in the communities for viewing sporting events involving those with disabilities; as a result, these individuals do not feel encouraged and get disheartened (MINEDUC, 2020). Furthermore, it was mentioned that the biggest obstacles to including kids with disabilities are prejudice, stigma, ignorance, and a lack of training and capacity building (UNFPA, 2018).

To put it another way, this has been explained as a lack of awareness. Despite being categorized as elite athletes, some of the participants believed they received less equitable treatment than other athletes in the US (McLoughlin et al., 2017). Regarding that, either a lack of encouragement from teachers, a lack of involvement from peers, the limitations of the classroom, or all three, prevented participation. Lack of teacher assistance was linked to ambiguity about suitable performance goals and activity adjustments rather than overt behaviors that restricted participation (Goodwin & Watkinson, 2000). The experience and severity of a person's handicap are greatly influenced by their surroundings. They stated that environmental factors involve a larger range of difficulties than only physical and information access, giving a vivid illustration of how inaccessible surroundings create barriers to participation and inclusion, which in turn creates disability. Due to the fact that there are frequently fewer options for participation in

adapted sport, the location of inaccessible playgrounds where traveling to practices also generated time and distance issues (McLoughlin et al., 2017).

In addition, the same obstacles that students with other kinds of disabilities encounter also apply to those with physical disabilities. Overuse Injuries have been a barrier considered by McLoughlin et al., (2017) when they illustrated that the fact that athletes frequently had injuries during practice and competition was one of the more significant limitations mentioned by them. According to UNFPA, (2018), to achieve accessibility, the CRPD suggests using universal design principles.

The term "universal design" refers to the process of creating environments, programs, products, and services that are as usable by all people as possible—that is, without the need for customization or adaptation—given that the majority of common barriers fall into one of three categories: financial, cultural, personal, or environmental as indicated by McLoughlin et al. (2017), to be the cost of participation, as well as an illustration of how it affects people who play adapted sports, especially those who require specialist equipment. Barriers in attitudes as identified by UNFPA, (2018) that Negative attitudes, a lack of understanding about disability, and stigma can have profound consequences for all persons with disabilities but especially for young persons with disabilities. Goodwin & Watkinson, (2000) explained attitudinal barriers as Students with impairments were not given the opportunity to participate in class activities because of classmates' preconceived notions about their ability level. In addition, societal obstacles like prejudices and attitudes restrict people with disabilities from engaging in adaptive sports (McLoughlin et al., 2017).

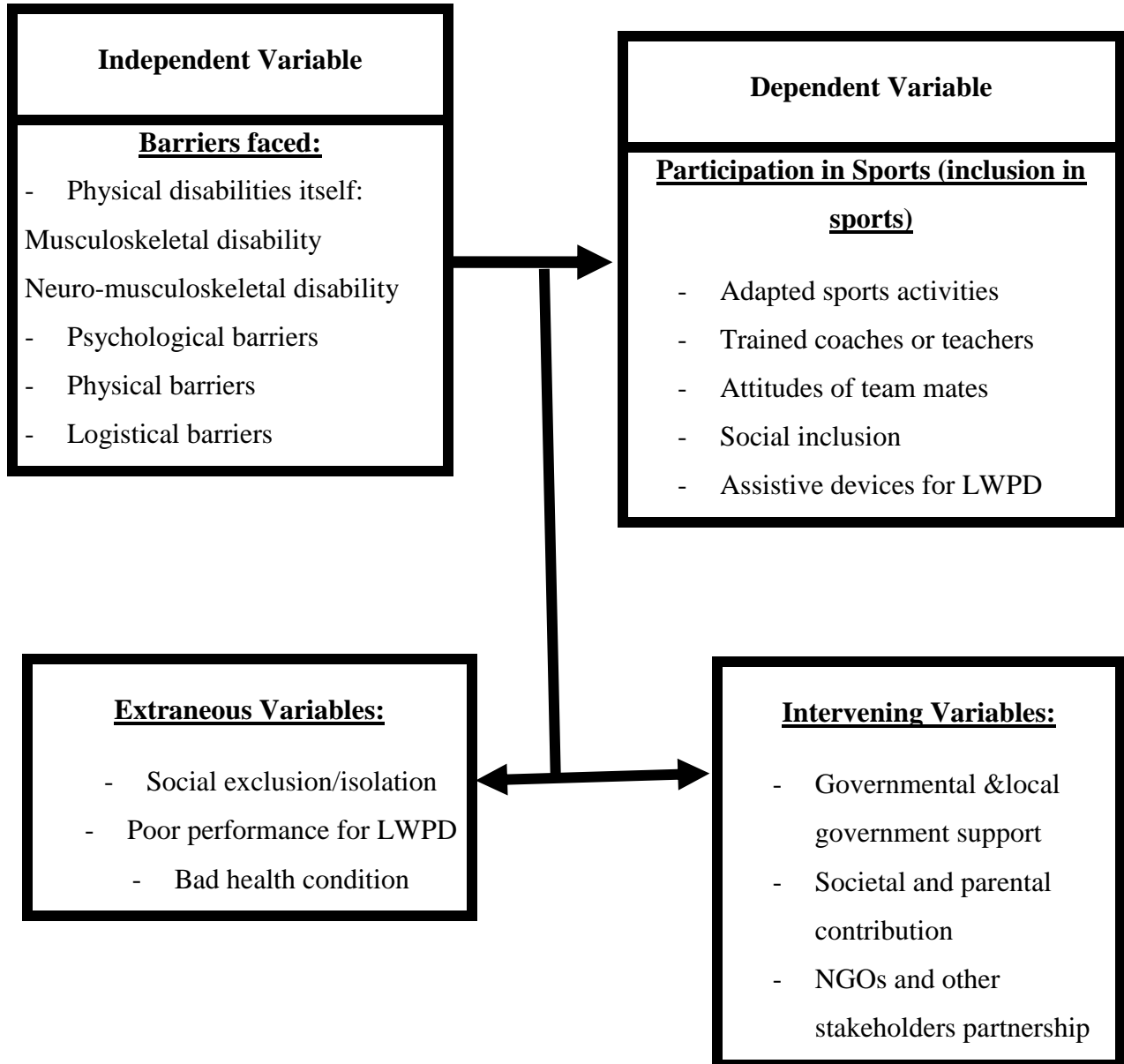
As it has been noted, limited school sports facilities, resource-based restrictions, and physical limitations itself constitutes some of the biggest obstacles that young people with disabilities must overcome in order to achieve inclusion. (MINEDUC, 2020). Personal barriers included the disability itself and health as Josu et al., (2023) called it Intrinsic barriers which predominate in people with PD and ID, On the other hand, stated environmental impediments included limited opportunities, challenges related to accessibility, and transportation. Fun, fitness, and good health were examples of personal facilitators, while social contacts was an example of an environmental facilitator (Jaarsma, et al.r, 2014). As stated in Ministry of Sports and Culture, (2012) Limited sports facilities throughout a range of sports disciplines, which slows down people's participation

in sports and slows down the growth of sports overall. Additionally, this lowers the number of young, gifted people who practice and develop their talents, which restricts the growth potential of athletes given the examples of inadequate transportation, a lack of programs in reasonable proximity, and a lack of support from people without physical disabilities (McLoughlin et al., 2017).

McLoughlin et al.,( 2017) concluded by providing a summary of their research and illuminating the barriers they had encountered, including those pertaining to lack of awareness, money, time, and overuse injuries. Regardless of a person's present skill level, the study's findings should motivate parents, coaches, and educators to help more people with physical disabilities appropriately (McLoughlin et al., 2017).

## 2.8.CONCEPTUAL FRAMEWORK

Figure 1: Conceptual Framework



Referring to the conceptual framework above, barrier faced by LWPDP disabilities like Physical disabilities itself as they are classified into two types namely: Musculoskeletal disability ( Cerebral palsy, Acquired brain injury, Epilepsy, Arthritis) and Neuro-musculoskeletal disability ( Spinal bifida, Spinal cord injury, Multiple sclerosis (MS), Psychological barriers such as Attitudinal barriers and personal perception, Physical barriers related to facilities or equipment

and environment and safety, and Logistical barriers concerned with expenses, supports, communication, suitability; if they are not removed, learners with physical disabilities will not be included in school sports which results in isolation or exclusion, negative attitudes, poor performance in school and societal physical activities and bad health conditions. But if, the Government intervenes, NGOs and regional as well as international organizations and Local community as well as parents show their will in removing those barriers as also providing support to learners with physical disabilities, there will be adapted sports activities for learners with disabilities as their teachers or coaches will be trained. There will promote interest of LWPD in sports activities at school as the attitudes of team mates and other school staff as well as parents and local community understand social inclusion as LWPD will be provided with Assistive devices, with all these, the participation in sports activities will be fully inclusive.

## **2.9.RESEARCH GAP**

The majority of the research on exercise and sports involvement for those with physical disabilities focuses on the physical advantages of physical activity (Levy & Derek, 2007). They continued stating that other authors addressed the obstacles that young people and children with physical disabilities confront when engaging in sports and physical activities; however, they neglected to address the issue of specificity in school-age children and nonparticipation in school sports. As stated in Ministry of Sports and Culture, (2012) Specific Objective 9 of the National Policy of Persons with Disabilities and Four Years Strategic Plan (2021–2024) states that Promote social and cultural activities among Persons with Disabilities by ensuring inclusive sport and cultural activities for all. This has clarified limitations to sports participation for sportsmen and women without specific concern for young physically disabled people (MINALOC, 2021).

In addition, MINEDUC, (2007) proclaimed that neither the local nor the national levels of school administration had yet mainstreamed technical support for teachers and schools in the area of special needs education. There is a gap in the literature regarding the content, context, localization, and specification of learners with physical disabilities in Rwandan schools who face challenges in achieving their rights to enjoyment through physical and sports activities. This gap has been identified in relation to other related and referred literature regarding sports participation for students with physical disabilities in Rwandan schools. Truly, there are writings,

policies and other researches concerning services offered to children with disabilities at school, but as it has been claimed, MINEDUC EMIS system provides useful data on children with disabilities within the education system but does not yet effectively track progression and any reasons for dropout and there is no study conducted establishing the sport activities in schools catering learners with physical disabilities as a mean of improving their enjoyment and loving the school (Rwanda, 2015).

Even though MINEDUC (2020) established the Policy of SCHOOL SPORTS, and they defined different principles governing school sports, they did not specify policy for each category of disabilities among the students which may help in reducing barriers faced by learners with physical disabilities in participating in sports activities in schools and they rather stated that Sports for learners with disability is not promoted in schools.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1.INTRODUCTION**

This chapter describes the study area and explains the methods used in the study. It gives a description of the specific research tools as questionnaire and interview guide utilized to collect data for the study. It also discusses the sampling techniques, the survey timeline, research design, target population and sampling methods and sample size. It helped in collecting both quantitative and qualitative data concerning the research.

### **3.2.RESEARCHAPPROACHES AND DESIGN**

#### **3.2.1. Research approaches**

In order to adopt a mixed research design, researcher employed both qualitative and quantitative methodologies in this study. Numerical data were used in quantitative method while qualitative approach places an emphasis on descriptions; rather than using numbers to describe individuals, events, or circumstances, words are used (Zamumuzi P, 2004).

#### **3.2.2. Research design**

The focus of this study was on descriptive design, and from a sample of students, school administrators, and sports patrons, both quantitative and qualitative data were gathered using this approach. A research design is a procedure for gathering data that involves interviewing or distributing a questionnaire to a subset of people (Zamumuzi P, 2004). Mbae, (2014) explains that a descriptive study design is a subfield of social science research that chooses samples from populations to determine relative occurrences, distributions, and interrelationships in order to analyse both large and small populations or universes.

### **3.3.LOCATION OF THE STUDY**

The study has been conducted in 7schools found in 5 Sectors of Rusizi District of Western Province in Rwanda: on the main road from KAMEMBE to Bugarama, in Nyakarenzo sector, to the bus stop of Nyakarenzo to Mibirizi road, in 1km there is GS Nyakarenzo, as Government aided school. In Gashonga sector, there have been taken GS Murehe built nearer the road as you

step ahead also to reach GS Gashonga Catholique which is also situated nearer the main road of KAMEMBE to Bugarama. In Nzahaha sector, in 2.5km from Butambamo bus stop, there is GS Butambamo as school chosen to be selected in a sample. From Bugarama Sector, the road takes deviation to Bugarama-Ciemrwa road, where the main road ends and take 3.5km from Cimerwa industry to GS Mashsha, the school built in Gitambi sector. From there, the road taken is from Mashsha to Nyakabuye which is 5km and doing other 19km to reach to GS Nyaruteja and 30km to get at E.P Rugete the schools built in Butare Sectors located in Western Province of Rwanda.

### 3.4.TARGET POPULATION

Target Population refers to the entire group of elements, or all members of group on which a researcher wish to conduct an enquiry and generalize the results. This study took place at G.S Nyakarenzo, GS Gashonga Catholique, G.S Murehe, G.S Butambamo, G.S Mashsha, G.S Nyaruteja and EP Rugete as targeted schools located in Rusizi District, where learners with physical disabilities, school leaders, sport patrons and learners without physical disabilities were contacted as they are presented in the table below:

**Table 1:Target population distribution**

School	Sector	POPULATION
Butare	G.S Nyaruteja	616
	G.S Rugete	393
Gashonga	G.S Murehe	1022
	G.S Gashonga Catholique	1438
Nyakarenzo	G.S Nyakarenzo	1459
Nzahaha	G.S Butambamo	1361
Gitambi	G.S Mashsha	1515
Total	7 schools	7804

Source: *secondary data from schools SIPs, November 2023*

### 3.5.SAMPLING TECHNIQUES

Sampling methods means the scheme through which a sample is selected from a population.

### 3.5.1. Convenience sampling

Taking into account the participants' location and ease of accessibility to participate in the inquiry, the researcher chose students from the schools of Rusizi district, especially those who were from the easiest reachable sectors and schools.

### 3.5.2. Judgmental or Purposive sampling

The researcher used non-probability sampling approach called purposive sampling or judgmental sampling for the use of common sense or researchers' own judgment regarding to the participants to select 7 school leaders, 7 sportive patrons and 29 students with physical disability to take part in this research as they are important to provide needed information about school sports inclusivity.

### 3.5.3. Stratified random sampling

As long as stratified random sampling technique is concerned, the researcher used it by showing sub-division of his population into homogeneous sub-populations, ensuring representation of each group, and identifying the population, determining the desired sample size, and classifying all members.

**Table 2: Stratified target population**

Strata		School leaders and Patrons	LWPD	LEARNERS WITHOUT PD	TOTAL
Butare	G.S Nyaruteja	3	4	609	616
	G.S Rugete	2	5	386	393
Gashonga	G.S Murehe	4	4	1014	1022
	G.S Gashonga Catholique	4	6	1428	1438
Nyakarenzo	G.S Nyakarenzo	4	2	1453	1459
Nzahaha	G.S Butambamo	4	4	1353	1361
Gitambi	G.S Mashasha	5	4	1506	1515
Total	7 schools	26	29	7749	7804

Source: *secondary data from schools SIPs, November 2023*

### 3.5.4. Simple random sampling

Simple random sampling is a probability sampling method where a researcher randomly selects a set number of participants from a population, with each member having an equal chance. After using scientific calculation, the researcher used simple random sampling technique to select the participants whereby 7749 learners without Physical Disabilities within their respective stratum counted from one up to five and all the fifth were given advantage of taking part in this study.

### 3.6. SAMPLE SIZE AND DETERMINATION

A sample size is a group of subjects chosen from a population, influenced by factors like resources, manpower, budget, ethics, and sampling frame. For Crashaw (2001), The sample size is not determined by population size only, but rather by available time and resources, with a larger sample providing more reliable information. So, the sample from G.S Nyakarenzo, GS Gashonga Catholique, G.S Murehe, G.S Butambamo, G.S Mashasha, G.S Nyaruteja and E.P Rugete, the schools found in Rusizi district, were taken for the acquaintance of time and money available in collecting information and distributed as follows: the sample is about 99 Learners without Physical Disabilities, 29 LWPD, 14 school leaders and patrons of sports (7 Patrons of sports and 7 school Leaders); all participants were 142. The formula concerned with to get a sample of Students Without Physical Disabilities in this study is  $n = \frac{N}{1+N(e)^2}$

**N** represents target population of Learners Without Physical Disabilities who are **7749**

**n** represents sample size from Learners without Physical Disabilities

**e** stands for level of error precision which is equal to 0.1

So, the sample size of 7749 students without Physical Disabilities is;

$$n = \frac{7749}{1 + 7749(0.1)^2}$$

$$n = \frac{7749}{1 + 7749(0.01)}$$

$$n = \frac{7749}{1 + 77.49}$$

$$n = \frac{7749}{78.49}$$

$$n = 99$$

**n= 99 Learners Without Physical Disabilities from the 7 selected schools.**

**Table 3: Stratified sample size**

Strata	LEARNERS WITHOUT PD	LWPD	School leaders and Patrons	TOTAL
G.S Nyaruteja	$n = \frac{609 \times 99}{7749} = 8$	4	2	14
G.S Rugete	$n = \frac{386 \times 99}{7749} = 5$	5	2	12
G.S Murehe	$n = \frac{1014 \times 99}{7749} = 13$	4	2	19
G.S Gashonga Catholique	$n = \frac{1428 \times 99}{7749} = 18$	6	2	26
G.S Nyakarenzo	$n = \frac{1453 \times 99}{7749} = 19$	2	2	23
G.S Butambamo	$n = \frac{1353 \times 99}{7749} = 17$	4	2	23
G.S Mashsha	$n = \frac{150 \times 99}{7749} = 19$	4	2	25
7 schools	<b>99</b>	29	14	142

**Source:** Primary data, December 2023

The table above demonstrates the sample of participants from each stratum, whereby with scientific calculation, the researcher drawn a sample of 99 Learners without Physical Disabilities, 29 LWPD, 7 Patrons of sports and 7 school Leaders; all participants are 142 from the 5 Sectors of Rusizi District in 7 schools.

### **3.7.RESEARCH INSTRUMENTSFOR DATA COLLECTION**

Research instrument refers to the aids or tools of collecting data. In this study, observation, questionnaires and interview, as well as documentation were involved.

#### **3.7.1. The questionnaire**

Questionnaire is a set of questions written to be answered by people so that to get information from the answers (Tinana, 2015). The questionnaires were distributed to a sample of 99 students without disabilities and 29 LWPD, the total number of students given questionnaires were 128 taken from the 7 selected schools found in Rusizi District. The design of questionnaire was Likert scale which has been explained by Joshi et al. (2015), to be a widely used psychometric instrument in social science and educational research, by evaluating existing literature and combining knowledge with scientific reasoning, focusing on validity, reliability, and scale analysis.

#### **3.7.2. Interview guide**

An interview is a structured dialogue that involves in-person interviews and contact-based exchanges to determine a candidate's suitability for a course at a college or university. This instrument enabled the researcher to gather additional information on the subject and to have an open conversation with 7 school leaders and 7 patrons of sports activities by sharing their experiences with the investigator.

### **3.8.PILOT STUDY**

With piloting, the 2 nearby schools were taken for a test and it showed that this research is feasible, research instruments were shown to be reliable and valid, and the time bound would not be exceeded and give the intended information and contribution to the researcher as long as:

#### **3.8.1. Validity**

The researcher was face to face with every respondent, and the instruments used gave evidence in pilot study administered that their accuracy and relevance would yield the expected results of this study.

### **3.8.2. Reliability**

Before using research methods and instruments to gather useful information of this study, the researcher tested them for deviation checkup and to evaluate their consistency in expected results to be provided to this investigation across. The sample size was enough and helpful to draw conclusion, whenever it might happen that the respondents give non-reliable answer, evidently the researcher made further observation to discover what would be the reality of the scene or environment.

## **3.9.DATA COLLECTIONTECHNIQUE**

The data collected were Primary and Secondary data and among them there were quantitative and qualitative data.

### **3.9.1. Primary data**

Primary data are referred to as data from the own investigations. These are the manipulated information gathered by the researcher originated from the field with no other intermediate source. With these, the researcher collected the data through questionnaire, observation and interview from the selected 7 schools.

### **3.9.2. Secondary data**

Secondary data are defined as the data obtained at the second hand. This means that these data may be used not for the first time by the researchers. These were obtained through documentation and referencing.

### **3.9.3. Quantitative data**

Quantitative data are the processed information which is numerical. These data are gotten through questionnaire and documentation. With this, the researcher administered questionnaires responded by 128 students and analyze responses to get quantitative data presented in tables.

#### **3.9.4. Qualitative data**

Qualitative data are the wordily processed information to be obtained by using Interview which has been conducted on 7 school leaders and 7 Patrons of sport activities in selected 7 schools by the researcher himself as the observations helped in getting qualitative data by observing naturally the attitudes related to involvement of learners with Physical Disabilities in sports activities.

### **3.10. DATA ANALYSIS AND PRESENTATION**

Concerning data analysis, after being collected, the data were analyzed using descriptive analysis within excel software, the tool which facilitated in data presentation. The researcher utilized quantitative data and qualitative, data presented by describing and prescribing the fact of sports inclusion in schools of Rusizi District. The researcher after collecting data, he presented them in tables from excel software for their analysis and easy interpretation as well as their textual or narrative mode of tables interpretation for informing conclusions and recommendations for this study.

#### **3.10.1. Statistical method**

The statistical method aided the researcher in quantifying and identifying variables during research, focusing on exact and human science. It helped researcher obtain responses and sample distributions for later analysis.

### **3.11. ETHICAL ISSUES**

**Informed consent:** after requesting Patrons of sports, students, parents of Learners under the age of 16 years and school leaders to take part in this research, respondents willingly participated in this research, this means that participation was voluntary, and participants had the right to deny giving some information about them, respondents also were free to stop their participation without any negative effects. Children with physical disabilities under sixteen years were facilitated by their parents to respond to the questionnaire of this study.

**Anonymity and confidentiality:** the question papers and answers sheets of the respondents did not indicate the names of the respondents, only the numbering were used to differentiate and

count questionnaires. Respondents' identity was protected in order to keep this research professional and confidential. Moreover, the information provided by respondents was confidentially well kept and used only for the purpose of this research.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND SUMMARY

### 4.0. INTRODUCTION

This chapter presents interpreted findings in tables based on the objectives. The presentation and discussion of findings were dealt to come up with summary of findings.

### 4.1. RESPONDENTS' IDENTIFICATION

Respondents' identification is very crucial to be aware of for the researcher before going further with their research. This is to help investigator to know whom the participants were and know how they can be addressed to. So, this research got acquaintance with gender and age, and marital status of the respondents.

**Table 4: Respondents' identification**

Gender		
RESPONSES	FREQUENCY	PERCENTAGE
Male	63	49%
Female	65	51%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>
AGE		
7 to 11 years old	9	7%
12 to 16 years old	17	13%
17 to 21 years old	98	77%
22 years and above	4	3%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>
MARITAL STATUS		
Single	127	99%
Married	1	1%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** Primary data, December 2023

Referring to the table 4, respondents of the questionnaire in number of 63 (49%) were male and 65 (51%) of the participants were female. According to their age, 9(7%) participants were between 7-11 years old, 17(13%) were aged between 12 and 16 years old, while the students with 17 to 21 years old were 98(77%) and 4 (3%) of the respondents were aged from 22 years old and above. For the marital status, it has been responded that 127(99%) of the respondents were single as 1(1%) participant was married. With this analysis, it is clear that a big number of participants were female. The presented data shows also that more participants selected were aged above 16 years' old which implies that most of them were allowed to respond to the questionnaire by themselves and this increase the level of reliability and validity of the tools used.

#### 4.2.PHYSICAL DISABILITY PREVALENCE

Physical disabilities prevalence has been acquainted with to demonstrate inclusiveness and coming with reliable information from the students with physical disabilities as they demonstrated they own feelings related to their participation as their colleagues without physical disabilities put out their perceptions concerning inclusion of their peers in school sports activities.

**Table 5: Disability prevalence in schools of Rusizi District**

Responses	Male		Female		Total	
	Freq.	%	Freq.	%	Freq.	%
Yes	16	12.5%	13	10.2%	29	23%
No	43	33.6%	56	43.8%	99	77%
<b>TOTAL</b>	<b>59</b>	<b>46%</b>	<b>69</b>	<b>54%</b>	<b>128</b>	<b>100%</b>

**Source:** Primary data, December 2023

As the table 5 demonstrates it, learners with physical disabilities who took part in this study were 29(23%) and among them, 16 (12.5%) were male and 13 (10.2%) were female. Students without physical disabilities were 99(77%) wherein 43(33.6%) of learners were male and 56(43.8%) students without physical disabilities were female. The implication is that the both gender as well as learners with physical disabilities and those without physical disabilities were represented in

this study to contribute by giving their position and what happens related to barriers faced by learners with physical disabilities in participating in school sports activities.

### 4.3. SPORTS ACTIVITIES AND THEIR TYPES

Sports activities at school were the concern of the researcher to investigate whether learners with physical disabilities take part in it, the barriers they face trying to be included. With that, the investigator, before getting to know the barriers that students with mobility difficulties face, he made an investigation of discovery about the sports activities carried out in the schools that the children with problems of movement can participate in.

#### 4.3.1. TYPES OF SCHOOL SPORTS

Sports activities are in different types and categories, the researcher eagerly investigated on the types of sports activities performed in the schools selected as concerns of this research with the aim of finding out the availability of the research that learners, especially those with physical disabilities can participate in. For Kityo, Kibirango & Sempaka, (2017), sports activities are classified into Gymnastic activities and Athletic sports activities.

**Table 6: Awareness of inclusive gymnastic activities in schools**

RESPONSES	FREQUENCY	PERCENTAGE
Strongly agree	45	35%
Agree	25	20%
Undecided	33	26%
Disagree	15	12%
Strongly disagree	10	8%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** *Primary data, December 2023*

As the table 6 clarifies, 45(35%) of the respondents strongly confirmed as 25(20%) school children accepted that at their schools Head movement, lifting shoulders, bending and stretch the arms, straighten the arms are types of sports activities done at school as warm up in or out of the classroom. Concerning the availability and practicability of para-gymnastic sports activities in schools of Rusizi District, 33(26%) of the respondents declared to be undecided, 15(12%)

disagreed and 10 (8%) learners who took part in this study strongly disagreed with performing gymnastic activities in their schools like Head movement, lifting shoulders, bending and stretch the arms, straighten the arms are types of sports activities done at school as warm up in or out of the classroom. The analyzed data put out the fact that at the schools taken as sample para-gymnastic activities are performed as confirmed by 70(55%) of the students. From there, students take part in them regardless of the hindrances they might meet.

**Table 7: Recognition of inclusive athletics activities in schools**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Strongly agree	1	1%
Agree	3	2%
Undecided	7	5%
Disagree	79	62%
Strongly disagree	38	30%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** *Primary data, December 2023*

As para-sports activities, the researcher discovered that 1(1%) respondent strongly agreed and 3 (2%) participants agreed as 7 (5%) respondents undecided, but categorically, 79(62%) of participants disconfirmed with 38(30%) strongly did not accept that In the schools, running and race activities, jumping and throwing are athletics activities that do not exclude any of the persons including children with physical disabilities in participation. The researcher got aware that students who took part in this study were acknowledged about para-athletics activities even though they are difficultly to be inclusive in their schools.

**Table 8: Existence of adapted football, basketball, rugby, volleyball para-sports activities in schools**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Strongly agree	77	60%
Agree	23	18%
Undecided	5	4%
Disagree	13	10%
Strongly disagree	10	8%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** *Primary data, December 2023*

Adapted Football (power chair football, walking football, amputee football, basketball, rugby, volleyball are sports activities known and played at the school’s playgrounds or nearer playgrounds as demonstrated in the table 12 to be strongly confirmed by 77(60%) of the respondents and added by 23(18%) participants. On the other hand, 5(4%) remained undecided and 13(10%) disconfirmed as 10(8%) school children strongly disapproved the existence of Football as para-sports activities, basketball, rugby and volleyball to be played at school. This made the researcher to go in deep to find out the reason behind the negativity and found that some students do not know Rugby as sport activity in their school and how it can be played by the students with no severe physical disabilities as well as football can be. But knowing that these sports activities exist have been demonstrated to be acknowledged.

#### **4.4. LEVEL OF PARTICIPATION IN SPORTS ACTIVITIES FOR LEARNERS WITH PHYSICAL DIASABILITIES**

Besides knowing the respondents’ knowledge about the existence and playability of sports activities in their respective schools, the researcher went on finding out the level of participation and inclusion in sports activities for learners with physical disabilities.

**Table 9: Selection of children with physical disabilities in a playing team**

RESPONSES	FREQUENCY	PERCENTAGE
Frequently	1	1%
Occasionally	9	7%
Rarely	3	2%
Very rarely	89	70%
Never	26	20%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** *Primary data, December 2023*

Depending on the data presented in the table 9, Children and teachers without physical disabilities in the schools sampled testified that learners with physical disabilities are not selected to be among the teammates in a play, game or any other sport activities as clarified by 26(20%) of the respondents who stated that this selection never happen in their school sport as 89(70%) participants declared that selecting a physically disabled child can happen very rarely as well as it has been added by 3(2%) of the respondents that it is rarely possible to select a child with physical disability to be a member of a team. 9(7%) students who responded to the questionnaire claimed that the degree of learners with physical disability to take part in the sport activity depends on the fairness of the team members in selection as it occasionally done to include LWPD by will. Only 1(1%) person who responded that frequently, teammates select a school child with physical disabilities in sport participation.

**Table 10: Interested learners with physical disabilities in sports participation**

RESPONSES	FREQUENCY	PERCENTAGE
Frequently	6	5%
Occasionally	15	12%
Rarely	27	21%
Very rarely	47	37%
Never	33	26%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** *Primary data, December 2023*

The level of participation depends on the degree of willingness to take part in the sport activities for learners with physical disabilities. The table 10 determines how frequent LWPD wish to take part in sport activities. 6(5%) children who answered to the questionnaire of the study, claimed that sports activities done at school, children with physical disabilities are frequently interested in taking part in them with their colleagues without disabilities. For 15(12%) learners stated that LWPD occasionally demonstrate their interest in taking part in sport activities carried out in schools as they rarely show up their will as stated by 27(21%) of the participants. For 47(37%) questionnaire responders, LWPD declare themselves very rarely to have eagerness of being included in sports activities, while 33(26%) participants put that LWPD never shows their interest in taking part in sport activities.

The data in the table 9 and the data in the table 10 demonstrate a very close relationship. As the data in the table 9 clarify that LWPD are ignored and not selected in team playing, the data in table 10 identify the consequence of the results found in data presented in table 9 to be fear of showing their interest in sport activities so that they cannot be rejected in teammate selection then feel humiliated. So, learners with physical restriction prefer not to show that they are interested in the school sport activities as stated by one of the selected learners with disabilities during field study.

**Table 11: Degree of sufficiency of learners with physical disabilities in participating in sports activities**

RESPONSES	FREQUENCY	PERCENTAGE
Strongly agree	4	3%
Agree	7	5%
Undecided	37	29%
Disagree	61	48%
Strongly disagree	19	15%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** *Primary data, December 2023*

Referring to the data presented in the table 11, the level of participation of students with physical disabilities in sports activities is sufficient and it makes sports in schools inclusive as strongly

agreed by 4(3%) of the respondents and was added with agreement by 7(5%) participants. 37(29%) of the school children who took part in giving answers of the questions, undecided on the level of sufficiency of sport participation of the learners with movement complications. While 61(48%) participants disagreed, 19(15%) respondents strongly disagreed with stating that the level of participation of students with physical disabilities in sports activities is sufficient and it makes sports in schools to be inclusive. The indication is that, learners with physical impairments are limited to sports activities participation as long as their participation is shown to be insufficient.

#### **4.5. BARRIERS FACED BY LEARNERS WITH PHYSICAL DISABILITIES IN THEIR WAYS TO TAKING PART IN SPORTS ACTIVITIES**

The existence of school sports activities must go hand in hand with participation of all learners at the maximum level, but the data found relating the level of interest and participation of the learners with mobility restriction have shown that their participation in sports activities was very low. This implicate that there were hindrances children with Physical disabilities faced in their ways trying to be interested in taking part in sports activities. Therefore, the researcher found it useful to investigate on the Barriers met by LWPD in schools of Rusizi District.

**Table 12: Awareness of challenges to participation in sports activities for learners with physical disabilities**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Strongly agree	21	16%
Agree	67	52%
Undecided	11	9%
Disagree	21	16%
Strongly disagree	8	6%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** Primary data, December 2023

In the table 12, there are data related to the awareness of the challenges faced by learners with physical disabilities in schools of Rusizi district whereby 21(16%) respondents strongly agreed with 67(52%) participants who accepted that children with physical disabilities meet different

challenges that hinders them to participate in school sports activities. But for 11(9%) learners who took part in the study showed their position by undecided, 21(16%) school children disagreed the way 8(6%) participants strongly disagreed with stating that children with physical disabilities meet different challenges that hinders them to participate in school sports activities. With the outcomes balance, there is a clear evidence that barriers faced by learners with mobility restrictions exist and are known.

**Table 13: lack of Integration skills in sports activities**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Strongly agree	29	23%
Agree	43	34%
Undecided	22	17%
Disagree	31	24%
Strongly disagree	3	2%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** *Primary data, December 2023*

The processed data in the table 13 clarify that 29(23%) of the young school children who were involved in this study strongly agreed with additional agreement of 43 (34%) participants that among the factors hindering students with physical disabilities in sports participation at school are: lack of sports skills to adaptation, no modification and accommodation among the school leaders, teachers of sports and play mates. But, 22(17%) of the participants showed that they were undecided on that and 31(24%) learners disagreed as 3(2%) students strongly disconfirmed that lack of integration skills is a barrier to LWPD to take part in sport activities in schools. Clearly, the data showed that one of the barriers faced by children with physical restriction is related to unskilled sports participants about modification, adaptation and accommodation.

**Table 14: Attitudinal Barriers**

RESPONSES	FREQUENCY	PERCENTAGE
Strongly agree	38	29.69%
Agree	65	50.78%
Undecided	12	9.38%
Disagree	10	7.81%
Strongly disagree	3	2.34%
<b>TOTAL</b>	<b>128</b>	<b>100.00%</b>

**Source:** *Primary data, December 2023*

Attitudinal barriers as well as stigma and stereotypes of society, parents, school leaders, teachers, school mates and themselves are the most difficulties learners with physical disabilities face in trying to exercise sports activities as it has been strongly approved by 38(29.69%) of the participants and accepted by 65(50.78%) of the children sampled from their schools. 12(9.38%) students were undecided, 10(7.81%) disapproved as 3(2.34%) strongly disagreed that Attitudinal barriers as well as stigma and stereotypes of society, parents, school leaders, teachers, school mates and themselves are the most difficulties learners with physical disabilities face in trying to exercise sports activities, but for sure, learners meet attitudinal barriers in their ways to sports activities participation.

**Table 15: Physical disability itself is a barrier to sports participation**

RESPONSES	FREQUENCY	PERCENTAGE
Strongly agree	35	27%
Agree	49	38%
Undecided	18	14%
Disagree	11	9%
Strongly disagree	15	12%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** *Primary data, December 2023*

Lack of physical disabilities awareness, knowledge about disability inclusion and disability itself are barriers to learners with physical disabilities to take opportunity in sports activities done at

school have been strongly agreed by 35(27%) of the respondents and confirmed by 49 (38%) participants. For 18(14%) children expressed themselves to be undecided, while 11(9%) disagreed and strongly supported by 15(12%) participants with points of strong disagreement that physical disability itself is a barrier to LWPD in participating in sports activities at school. So, there is a confirmation that lack of physical disabilities awareness, knowledge about disability inclusion and disability itself are barriers to learners with physical disabilities to take opportunity in sports activities done in schools of Rusizi District.

**Table 16: Barriers related to lack finance and assistive devices**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Strongly agree	13	10%
Agree	59	46%
Undecided	23	18%
Disagree	25	20%
Strongly disagree	8	6%
<b>TOTAL</b>	<b>128</b>	<b>100%</b>

**Source:** *Primary data, December 2023*

The table 16 presents the data related to lack of financial assistance, scarcity or lack of assistive devices, lack of trainings to school staffs are the barriers to sports activities participation to learners with Physical disabilities in schools which have been strongly confirmed by 13(19%) respondents and agreed by 59(46%) of the participants. 23(18%) declared undecided, 25(20%) of the sampled students disconfirmed as a strong disagreement was given by 8(6%) learners by stating that financial assistance and lack of assistive devices for learners with physical disabilities cannot be a barrier to sport activities participation in schools. There for, a big number of participants declared that sports participation for LWPD requires extra assistance to make inclusive sport activities, but learners with physical disabilities in the schools selected were not supported due to lack of financial and assistive devices assistance.

**Table 17: Relationship between level of participation in sports activities and barriers met by learners with physical disabilities**

<b>Correlation between Dependent &amp; Independent Variables</b>	
Mean	25.6
Standard Error	2.705212206
Standard Deviation	21.81011806
Skewness	1.054131247
<b>PEARSON CORRELATION</b>	<b>0.98</b>
<b>CORRELATION</b>	<b>0.98</b>

**Source:** *Primary data, December 2023*

The table 17 clarifies the relationship existing between sports activities participation and the existing barriers for learners with physical disabilities. The information manipulated using excel package demonstrated that the mean of the data was 25.6, standard errors laid on 2.7, standard deviation was 21.8, skewness of the data was 1.05 and the correlation measured also in Pearson Correlation was demonstrated to be 0.98. this means that there was a positive strong relationship between barriers and nonparticipation in sports activities for learners with physical disabilities in the schools of Rusizi District. In few words, the data found demonstrated that barriers faced by students with physical disabilities are the main causes of nonparticipation in sports activities for the children with mobility difficulties.

#### **4.6.FORMAL DISCUSSION WITH SPORTS PATRONS AND SCHOOL LEADERS**

Formal discussion has been used by interviewing 7 Sports Patron and 7 school leaders about Barriers faced by learners with physical disabilities in participating in sports activities in their schools found in Rusizi District. With their working experience ranging between 5 to 15 years of being educators, school sport Patrons and school leaders have told the researcher that sports activities are very important to students; especially, to the students with physical disabilities as they are mind refreshers, they make them feel awake bodily functioning, contribute to health benefits, sports inclusion makes children with mobility problems feel more independent, welcomed in the community, and enjoy their lives.

Learners with Physical disabilities their participation makes them to have fun with their peers,

recreate, improve themselves, and fulfil their duties and arriving to their target. Regular sport activity participation improves skeletal health, body composition, and helps to avoid or postpone some non-communicable diseases. Moreover, sport improves psychological health, and it encourages social interactions and friendships as well as feeling included.

Being requested to mention sports activities carried out in their schools, the interviewees declared having jumping, running, throwing small ball, football, volleyball, basketball, stretching, bending up and down, right and left. But, though they have different sports and gymnastic activities and games, most of the school leaders and patrons demonstrated that the level of participation of learners with physical disabilities in sports activities at their respective schools was at a very low level compared to their colleagues without disabilities.

As they stated that students with physical disabilities participate in sports activities very rarely, the interviewer requested the respondents to state examples of challenges met by students with physical disabilities in participating in school sports, and with no hesitations, they responded that students present challenges of sports materials, fear of getting injured by their opponent team players, feel unease with the perception of their colleagues with no disabilities. Not being selected and trust their ability has been mentioned as a barrier whereby one of the patrons stated *“We feel fear of making crippling or a lame student a team member and the team mates may feel they are incomplete in their team.”* This demonstrated that both students and sports patrons still stigmatize and exclude learners with physical disabilities resulting in negative attitudes towards physical disabilities.

Negative attitudes are barriers to participation in sports, as their perception, health condition of LWPD was presented by a school sport patron not permitting the children with mobility movement to participate in sports activities he added *“As football is played by running faster, from here to there, a child with movement difficulties cannot be competing with their considered as normal children and there is no other sports activities can be easy to mix them as we may fall into trap of making their disability more severe.”* Analyzing the school leaders’ responses, the researcher found that the school leaders do not have information about the existence of adapted football. They told the investigator that there was no any special support the school or other assistance from anywhere given to the students with physical disabilities to facilitate them to participate in school sports activities and the school itself could not afford the assistive devices.

They stated also that they were not aware of assisting the children in modifying the sports to make them adaptive to the students with PD as they declared themselves to have no skills about modification and adaptation in sports activities carried out in schools.

The findings from interview did not give different opinions to the data obtained using questionnaire from the students. They completed each other as they demonstrated that at the selected schools of Rusizi District there are sports activities which are exclusively carried out of there due to different barriers faced by learners with physical disabilities.

#### **4.7.DISCUSSION OF FINDINGS**

Basing on the findings of this research in relation with its objectives to respond to research questions, and refer to the previous knowledge discussed in literature review, the study conducted, its findings demonstrated that 127(99%) of the participants of this research were aware of usefulness of sports activities which means that they knew different sports activities to be participated in as mentioned in the syllabi of MINEDUC&REB (2015), and the analyzed data put out the fact that at the schools taken as sample sports activities grouped by Kityo, Kibirango & Sempaka (2017), in gymnastic activities are performed as confirmed by 70(55%) of the students.

MINEDUC (2020), identified sports activities like Football, basketball, rugby, volleyball as also declared by 77(60%) of the respondents to be known and played at the school's playgrounds or nearer playgrounds, but they did not clarify or indicate how to make them adapted to LWPDs. Though it has been found there are different sports activities in schools of Rusizi District, categorically 79(62%) of participants disconfirmed with 38(30%) who strongly did not accept that in the schools, running and race activities, jumping and throwing are athletics activities that do not exclude any of the persons including children with physical disabilities in participation which has not been identified by REB or MINEDUC the same as the researcher got aware that students who took part in this study were acknowledged about athletics activities even though they are not inclusive in their schools which made 26(20%) of the respondents to state that the selection of teammates including LWPD never happen in their school sport as 89(70%) participants declared that selecting a physically disabled child can happen very rarely while MINEDUC (2007), MINALOC (2021) and Ministry of Sports and Culture (2012), in their

policies did not tackle about removing students' negative attitudes towards welcoming their colleagues with physical disabilities in sports activities participation.

From there, the willingness of the learners with physical disabilities to take part in school sports activities as 47(37%) questionnaire responders, LWPD declare themselves very rarely to have eagerness of being included in sports activities, as added by 33(26%) participants who put that LWPD never shows their interest in taking part in sport activities which means that learners with physical impairments are limited to sports activities participation as long as their participation is shown to be insufficient as 80(63%) participants 19(15%) respondents which makes sports in schools to be considered exclusive sports due to different barriers faced by LWPD as confirmed by 88(68%) of the respondents. Among the difficulties school children met in their way to participating in school sports activities there are: as For MINEDUC (2020), lack of skilled technical staff, lack of sports skills to adaptation, no modification and accommodation among the school leaders, teachers of sports and play mates as 29(23%) of the young school children who were involved in this study strongly agreed with additional agreement of 43 (34%) participants as generally the life of those children encounter in schools (Goodwin & Watkinson, 2000).

Related to what is in UNFPA (2018), attitudinal barriers as well as stigma and stereotypes of society, parents, school leaders, teachers, school mates and themselves are the most difficulties learners with physical disabilities face in trying to exercise sports activities as it has been strongly approved by 38(29.69%) of the participants and accepted by 65(50.78%). MINEDUC (2020), took them as barriers to sport participation of the People with disabilities as similarly what the author took as lack of physical disabilities awareness, knowledge about disability inclusion and disability itself are barriers to learners with physical disabilities to take opportunity in sports activities done at school which have been strongly agreed by 35(27%) of the respondents and confirmed by 49 (38%) participants.

Moreover, MINEDUC (2020), noted that limited school sports facilities, resource-based restrictions, and physical limitations itself constitutes some of the biggest obstacles that young people with disabilities must overcome in order to achieve inclusion as the researcher declared that lack of financial assistance, scarcity or lack of assistive devices, lack of trainings to school staffs to be the barriers to sports activities participation to learners with Physical disabilities in

schools, it has been strongly confirmed by 13(19%) respondents and agreed by 59(46%) of the participants.

All these have been summarized in measuring the relationship between barriers and sports participation of the learners with physical disabilities and the correlation measured in Pearson Correlation was demonstrated to be 0.98 which means that there was a positive strong relationship between barriers and nonparticipation in sports activities for learners with physical disabilities in the schools of Rusizi District. In few words, the data found demonstrated that barriers faced by students with physical disabilities are the main causes of nonparticipation in sports activities for the children with mobility difficulties.

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

### **5.0.INTRODUCTION**

This chapter discusses a brief summary of the main findings of the study entitled “Barriers faced by learners with physical disabilities in participating in sports activities in schools of Rusizi District.” It gives a general overview of what the researchers discovered during the study about the findings relating to its objectives, where by statistical method helped the researchers to quantify and numbering the research results. It concludes the discussed research findings and the recommendations derived from the study respectively and suggestions for further studies

### **5.1.CONCLUSION**

Learners with physical disabilities are school children with restrictions in mobility or difficulties in movement. They that sports activities are useful in schools as they recognize different sports activities played at the school’s playgrounds or nearer playgrounds such as Football, basketball, rugby, and volleyball; athletics activities like running and race activities, jumping and throwing the ball.

Unlikely, students with mobility difficulties are rarely selected to be members of a team which makes them not show interest in the sports activities and their participation becomes insufficient resulting in different challenges those children with physical impairment face like lack of sports skills to adaptation, no modification and accommodation among the school leaders, teachers of sports and playmates.

Attitudinal barriers as well as stigma and stereotypes of society, parents, school leaders, teachers, schoolmates, and themselves are the biggest difficulties learners with physical disabilities face in trying to exercise sports activities; lack of physical disabilities awareness, knowledge about disability inclusion, and disability itself are barriers to learners with physical disabilities to take the opportunity in sports activities, and lack of financial assistance, scarcity or lack of assistive devices, lack of training to school staffs to be the barriers to sports activities participation to learners with Physical disabilities in schools.

The findings demonstrated through Pearson Correlation that barriers faced by students with physical disabilities have a strong relationship with the nonparticipation of the learners with

physical disabilities in sports activities in the schools of Rusizi District. In few words, barriers faced by students with physical disabilities are the main causes of nonparticipation in sports activities for children with mobility difficulties.

## **5.2.RECOMMENDATIONS**

The fact that it has been discovered that barriers faced by learners with physical disabilities has a strong relationship with stopping them from participating in school sports activities, the researchers recommended:

### **5.2.1. To students**

- i. To select the students with no severe physical disabilities to be members of team players
- ii. Avoid labeling and stigmatizing their colleagues with physical disabilities
- iii. Students with physical disabilities are called to show up their eagerness to be integrated in team players
- iv. Reporting new challenges met by learners with physical disabilities to the school leaders.

### **5.2.2. To school leaders and sports patrons**

- i. To advocate for learners with physical disabilities to be provided with assistive devices
- ii. To be exemplars in inviting students with physical disabilities in participating in sports activities regularly
- iii. To improve their collaboration with the children with disabilities for finding out challenges they face.
- iv. To advocate for school sports patrons to get trained about inclusive sports activities
- v. To make renovation and modification of school playgrounds, and other tools for accommodating learners with mobility difficulties

### **5.2.3. To REB**

- i. To train school sports patrons and school leader about inclusive sports activities
- ii. To provide assistive devices for learners with physical impairment to make them feel included in school sports activities.
- iii. To conduct a research on ways to remove barriers faced by children with physical disabilities in participating in school sports activities

### **5.3.SUGGESTIONS FOR FURTHER STUDY**

The future researchers may take interest in the following topics:

- i. Ways to remove barriers faced by learners with physical disabilities in school sports activities participation
- ii. Impacts of nonparticipation in school sports activities to students with physical disabilities' academic performance
- iii. Social and health benefits of participating in sports activities to students with physical disabilities.

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# APPENDICES

## APPENDIX 1: LETTER TO INFORMED CONCENT

Dear Sir/Madam,

My names are KIZUNGU Adrien, a student registered in University of Rwanda (UR), College of Education, school of Inclusive located in Gahini Sector, Kayonza District.

I am conducting a research project for a dissertation for fulfilment of the requirements of the degree of master of education in inclusive and special education need. The topic is the “**Sports activities participation and barriers faced by learners with physical disabilities in schools of Rusizi District.**” I humbly request you to take a part in this academic research project by answering to its questionnaire and when you finish completing it, please submit it to me.

Thank you!



KIZUNGU Adrien

## **APPENDIX 2: QUESTIONNAIRE FOR STUDENTS AND PARENTS**

### **I. I. RESPONDENT INFORMATION** (*Encircle the letter that best corresponds to your answer*)

#### **1. Gender information**

- a. Male
- b. Female

#### **2. How old are you?**

- a. 7 to 11 years' old
- b. 12 to 16 years old
- c. c 17 to 21 years' old
- d. d 22 years and above

#### **3. What is your marital status?**

- a. Single
- b. Married

#### **4. Dou you have physical disabilities**

- a. Yes
- b. No

### **II. QUESTIONS RELATED TO SPORTS ACTIVITIES AND THEIR TYPES**

*(Encircle the letter that best corresponds to your answer)*

- 5. Head movement, lifting shoulders, bending and stretch the arms, straighten the arms are types of sports activities done at your school as warm up in or out of the classroom.**

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

**6. In the schools, running and race activities, jumping and throwing are athletics activities that do not exclude any of the persons including children with physical disabilities in participation.**

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

**7. At your school, football, basketball, rugby, volleyball sports activities are known and played at the school's playgrounds or nearer playgrounds.**

- a. Strongly agree
- a. Agree
- b. Undecided
- c. Disagree
- d. Strongly disagree

**III. QUESTIONS RELATED TO LEVEL OF PARTICIPATION IN SPORTS ACTIVITIES FOR LEARNERS WITH PHYSICAL DIASABILITIES (*Encircle the letter that best corresponds to your answer*)**

**8. Children and teachers without physical disabilities at your school select (a) learner(s) with physical disabilities to be among the teammates in a play, game or any other sport activities.**

- a. Frequently
- b. Occasionally
- c. Rarely
- d. Very rarely
- e. Never

**9. The sports activities done at your school, children with physical disabilities are interested in taking part in them with their colleagues without disabilities.**

- a. Frequently
- b. Occasionally
- c. Rarely
- d. Very rarely
- e. Never

**10. The level of participation of students with physical disabilities in sports activities is sufficient and it makes sports in schools inclusive.**

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

**IV. QUESTIONS RELATED TO BARRIERS FACED BY LEARNERS WITH PHYSICAL DISABILITIES IN THEIR WAYS TO TAKING PART IN SPORTS ACTIVITIES**

*(Encircle the letter that best corresponds to your answer)*

**11. Children with physical disabilities wish to participate in sports activities, but they meet different challenges that hinders them to be included.**

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

**12. Among the factors hindering students with physical disabilities in sports participation at school are: lack of sports skills to adaptation, no modification and accommodation among the school leaders, teachers of sports and play mates.**

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

**13. attitudinal barriers as well as stigma and stereotypes of society, parents, school leaders, teachers, school mates and themselves are the most difficulties learners with physical disabilities face in trying to exercise sports activities.**

- a. Strongly agree
- b. Agree

- c. Undecided
- d. Disagree
- e. Strongly disagree

**14. Lack of physical disabilities awareness, knowledge about disability inclusion and disability itself are barriers to learners with physical disabilities to take opportunity in sports activities done at school.**

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

**15. Lack of financial assistance, scarcity or lack of assistive devices, lack of trainings to school staffs are the barriers to sports activities participation to learners with Physical disabilities in schools.**

- a. Strongly agree
- b. Agree
- C. Undecided
- d. Disagree
- e. Strongly disagree

***Thank you for your contribution to this research!***




## **APPENDIX 3: INTERVIEW GUIDE FOR TEACHERS and the DoS**

### **I. RESPONDENT INFORMATION**

1. How old are you? .....
2. What is your marital status? .....
3. Which level of education do you hold? .....
4. How long have you been an educator? .....
5. There are many sports activities, can you mention the ones carried out at your school?
6. Can you tell me more about the level of participation of learners with physical disabilities in sports activities at your school?
7. Students with physical disabilities present difficulties in participating in school sports, can you state examples of challenges they meet?
8. Negative attitudes are barriers to participation in sports, how do you perceive mixing students with physical disabilities in sports activities at your school?
9. Can you tell me about the support the school or other assistance from anywhere that is given to the students with physical disabilities to facilitate them to participate in school sports activities?

***Thank you for your contribution to this research!***

**APPENDIX 4: RESEARCH LETTER FROM UR/CE**

**TO WHOM IT MAY CONCERN**

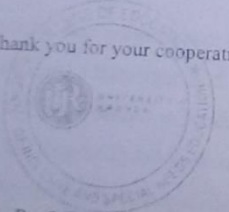
Student Name: KIZUMU Adrien  
Registration number: 220019997

The School of Inclusive and Special Needs Education offers a master's degree in special Education. As part of the academic requirements students must write their dissertation on a topic of their choice after conducting a research study.

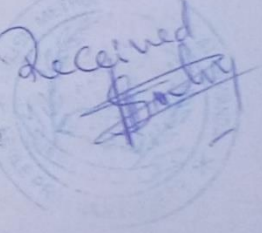
We seek your cooperation in facilitating the student to conduct research on the topic:  
Barriers faced by learners with physical disabilities in participating in sports activities in schools of Rusizi district  
by collecting data in your Institution/ Organization

For further information please contact the Postgraduate Coordinator  
**Dr Gonzague Habinshuti**; Phone: 0788809234; Email: [habinshutihgo@gmail.com](mailto:habinshutihgo@gmail.com)

Thank you for your cooperation.



Ass.Prof. Evariste Karangwa  
Dean, School of Inclusive and Special Needs Education  
Email: [karangwa28@gmail.com](mailto:karangwa28@gmail.com)  
Phone: 0785489767



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EMAIL: [principal.ce@ur.ac.rw](mailto:principal.ce@ur.ac.rw) P.O. Box:55 Rwamagana, Rwanda WEBSITE: [www.ur.ac.rw](http://www.ur.ac.rw)

**APPENDIX 5: LETTER REQUESTING TO SCHOOL LEADERS FOR PERMISSION OF CONDUCTING RESEARCH IN THEIR SCHOOLS**

EASTERN PROVINCE  
KAYONZA DISTRICT  
GAHINI SECTOR  
UNIVERSITY OF RWANDA/CE

On 18/07/2022

Dear Sir/Madam Head teacher of GS G.S Gashonga Catholique,  
GS Murehe, GS Nyakarenzo, GS Butambamo,  
GS Mashasha, GS Nyaruteja and  
EP Rugete.

**RE: ASKING PERMISSION OF CONDUCTING RESEARCH**

Dear Sir/Madam,

I am pleased to write this letter for asking permission of conducting a research in your school; the research is entitled "**Barriers faced by learners with physical disabilities in participating in sports activities in schools of Rusizi district**" for the completion of the requirements for Master degree in Inclusive and Special Needs Education at University of Rwanda, College of Education.

If permitted, this research will take place in 7 schools from 5 sectors of Rusizi district. I selected G.S Gashonga Catholique and GS Murehe in Gashonga sector, GS Nyakarenzo in Nyakarenzo sector, GS Butambamo in Nzahaha sector, GS Mashasha in Gitambi sector and GS Nyaruteja as well as EP Rugete found in Butare sector as targeted schools. The sample of this study is wished to be selected from the population of these schools.






I ensure you of privacy, anonymity and confidentiality in this study and the results from this study will be given to the respondents and school leaders if they will be in need.

I am looking forward to hearing from you,

Yours,

*Kizungu Adrien*  
KIZUNGU Adrien  
Student in Master program at University of Rwanda/CE

*Authorized to conduct his research at G.S. Butambamo*  
*Head teacher*  
*Turagwanzu*  
*Graben*



## APPENDIX 6: ADMISSION LETTER FROM SCHOOL AUTHOROTIES

REPUBLIC OF RWANDA  
WESTERN PROVINCE  
RUSIZI DISTRICT  
GASHONGA SECTOR  
GS MUREHE

On 20/07/2023

Sir, KIZUNGU Adrien,

Student in Master program at University of Rwanda/CE

Re: RESEARCH LETTER PERMIT

This is to let you know that your letter asking for permission of conducting a research concerning “Barriers faced by learners with physical disabilities in participating in sports activities in schools of Rusizi district” for the completion of the requirements for Master degree in Inclusive and Special Needs Education at University of Rwanda, College of Education, has been fall into my considerations. Therefore, you are admitted to conduct your research in **GS Murehe** you have selected, and I request you to keep your research ethical as you assured in your letter.

Any misconduct in your data collection practices will render you to be stopped from continuing your investigation (research) in our school.

After your research to be finalized, you are requested to let us know and read what your research has come out with and what recommended us for improving disability inclusion in sports activities in our schools.

Have nice and prosperous research!

*Akwanya Ignace*

Head teacher of GS Murehe



## APPENDIX 7: SAMPLE OF INFORMED CONCENT

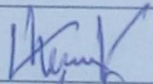
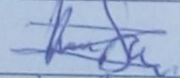
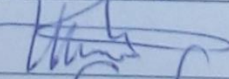
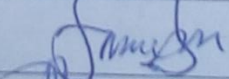
### INFORMED CONSENT LETTER

I am giving my consent to be part of the research of **KIZUNGU Adrien** that will focus on **“Barriers faced by learners with physical disabilities in participating in sports activities in schools of Rusizi district.”** I have been assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime. I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

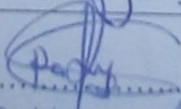
### KWIYEMEZA KUGIRA URUHARE MU BUSHAKASHATSI

Nemeye ubufatanye mu gutanga amakuru akenewe mu bushakashatsi buri gukorwa na **KIZUNGU Adrien** bufite insanganyamatsiko: **“Barriers faced by learners with physical disabilities in participating in sports activities in schools of Rusizi district.”**

Twemeranyijweko muri ubu bufatanye hazubahirizwa amahame yo kubika ibanga, kudatangaza amakuru yatanzwe, no kutagaragaza imyirondoro iyo ari yo yose y’ uwayatanze. Twumvikanye kandi ko igihe bizaba ngombwa ko ntazabangamirwa nifuje guhagarika uruhare rwange muri ubu bushakashatsi. Menyeshejwe kandi ko kugira uruhare muri ubu bushakashatsi bikorwa ku bushake ntagahato; kandi ko mfite uburenganzira bwo kumenyeshwa ibizava muri ubu bushakashatsi igihe mbisabye.

Date(itariki)	S/N(Nomero)	Signature(Umukono)
28/07/2023	RSMED/001/2023	
28/07/2023	RSMED /002/2023	
28/07/2023	RSMED /003/2023	
28/07/2023	RSMED /004/2023	

Approved by:

Stamp and Signature.....

Names: **M. O. K. A. R. T. I. N. Y. W. A. Mariana**

Post-name: **Head teacher**



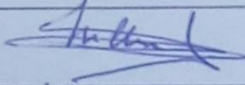
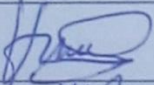
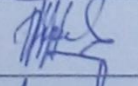
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27/07/2023	RSMED /003/2023	
27/07/2023	RSMED /004/2023	

Approved by:

Stamp and Signature.....

Names: *Musagwabugabo Gratiien*

Post-name: *Gratiien*



## **APPENDIX 8 : OTHER IMPORTANT APPENDICES**