

A Study of Participation and Achievement in Ethiopian Interuniversity Competition of Disabled Students

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Abstract

The purpose of this study was to investigate the number of participant and achievement in 2006 E.C Ethiopian interuniversity competition of disabled students. Haramaya University hosts the inter-university competition including Paralympics sports. The population size was totally 114 students were male (89) and female (25). The students were categorized in visually impaired and physically impaired. In the visually impaired students totally 84 among 68 were male and 16 were female. In the physically impaired students totally 30 among 21 of them male and 9 of them female. Those who were compete in the interuniversity competition they are chosen purposively for this study totally 28 students. Among the students 20 of them male students and 8 of them female students. The purposive sampling technique used in this study. The primary source of data was used to collect the data. Structured Interview method and document analysis method were used to collect the data for this study. The qualitative analysis method was used. Accordingly count and percentage were used to analyze the data. The finding of this study showed that the sports participation was very less when compare to the population size. But the achievement level was very high when comparing to participation. When coming to the achievement especially the female student have more medals than male students. For improve the participation and achievement the study recommends need attention, awareness program, resource materials, regular training, intra-mural competition, skilled coach specialized in adapted physical education, proper nutrition and motivation.

Keywords: Disabled, Participation and Achievement.

Introduction

Physical activity and sport participation result in improved functional status and quality of life among people with selected disabilities. Scientific research has been conducted across disabled groups that reveal participation in sport and physical activity leads to improved levels of physical health and well-being.

People with a disabled in developing countries face major barriers that limit their access to and participation in sport and physical activity. Within a development context, these barriers impact on both: (i) building activity pathways for people with disabilities and (ii) using sport and physical activity programmes to reach wider development goals. The World Health Organisation estimates that 650 million people live with disabilities of various types, and the number is increasing due to the rise of chronic diseases, injuries, car crashes, falls, violence and other causes such as ageing. Of this total, 80%

live in low-income countries; most are poor and have limited or no access to basic services, including rehabilitation facilities. This rising incidence of disabled, particularly in developing countries has the potential to place further burdens on governments and health care systems. Sport can be a low-cost and effective means to foster positive health and well-being, social inclusion and community building for people with a disabled.

Disabled

Disabilities are an umbrella term, covering impairments, activity limitations, and participation restrictions. Disabled is caused by impairments to various subsystems of the body like physical disabled, sensory disabled, visual impairment, hearing impairment, olfactory and gustatory impairment, somatosensory impairment, balance disorder, intellectual disabled, and mental health and emotional disabilities.

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Disabled may occur at any situation, which may be due to birth problems, hormonal problems after birth, accident, and unexpected mental troubles. And recently metabolic disorders like diabetes and heart problems also lead to the disabled, so they need special care for their healthy life. Therefore disabled people called as special people, who need special care for their daily life.

Physical education and sport can play a key role in the lives and communities of people with disabilities, the same as it can for people without a disabled. There is a wealth of evidence to support participation in sport and physical activity for people with a disabled concerning trends, barriers and benefits of participation. Integration and inclusion of people with disabilities in mainstream sport has been a key focus in recent decades and has created new opportunities for participation and competition. On a larger scale, participation in disabled sport also contributes to nation building and national identity and can also promote rehabilitation of people with disabilities following natural and man-made disasters.

Sport & Disabled

This section provides a summary of current thinking on the adaptation of physical activity, sport and recreation opportunities to ensure participation of individuals with a disabled from development contexts. Today, the idea of people with a disabled being able to participate in sport and physical activity is not so uncommon. In many countries, opportunities exist from the grassroots to elite levels for people with a disabled to showcase their abilities in sport and physical activity. But this is not the case in all parts of the world. Whilst there has been progressive and positive change in quality of life for people with disabilities in many developed countries, often this progress is not reflected in developing countries.

Disabled and Gender

In all areas of disabled, women have a right to participation and this includes as athletes, coaches, officials, managers, sport scientists, administrators and leaders. More than two-thirds of the world's women live in developing

countries, but the overall participation rates for sport are minimal.

Women in developing countries experience additional barriers to sport participation and these have been linked to issues such as the male dominated world of sport, class, culture, body image and dress in addition to religious, traditional and cultural beliefs regarding the role of women.

Women with disabilities have 'double discrimination' in disabled sport – being disabled and being a woman. There are statistically less women with disabilities across the spectrum than men and women are less prone to taking up sport. In 2005, it was estimated that women make up only about one-third of athletes with disabilities in international competitions.

Disabled in Ethiopia

Approximately seven million persons in Ethiopia are living with disabilities. This is 8% of the population. Of these, about 45% are visually impaired (blind or partially sighted). The prevalence of blindness and visual impairment is one of the highest in the world. Blindness is more common in rural areas (3.8% in rural areas compared with 1.1% in the city). In addition, recent studies show that more women than men are blind. The ophthalmologists and eye clinics are mainly found in the capital, leaving 70 million people in rural areas with only 20 ophthalmologists at their disposal.

Disabled people in Ethiopia are among the most disadvantaged in both social and economic aspects. They have to deal with stigma, prejudice, rejection and reduced mobility. Approximately 80% of persons with disabilities in Ethiopia cannot participate in economic activities and have no income.

In Garbet's eye care programme, 69,875 people were diagnosed and treated for eye problems (including 3,106 trachoma and 2,521 cataract operations, 18,524 cases of trachoma at an early stage treated with antibiotics). To combat trachoma 1,041,129 people received medication.

In 2011, Salu and ENOVIB projects were completed. At the Salu project, 120 persons with disabilities received vocational training. Effort

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was put into raising awareness about the situation of persons with disabilities amongst government officials in order to strengthen their position in policies and activities. ENOVIB paid a great deal of attention to capacity building amongst member organizations.

Garbet must keep working on making its project sustainable by cooperating with the government and patient contributions.

In 2011 we worked on a joint strategy for the programme in Ethiopia. Because of the outcome, the partnership with Salu and ENOVIB will not be continued. In the coming years, LIGHT FOR THE WORLD will put its focus on improving eye care in rural areas. Together with LICHT FÜR DIE WELT Austria we will focus on improving the position of persons with disabilities and their access to services through community-based rehabilitation.

Physical Education for special needs will develop physical and motor fitness, fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). Some activities will have more restrictions than others and some will be less vigorous than others depending on the needs. The teacher in conjunction with other supporting staff will decide if the physical education program requires mild, moderate or limited participation. Remember that program will be adapting, modifying, and changing the activity and or equipment to meet the needs of the special needs students. This may mean larger balls, bats, partner assistance, using different body parts, providing more rest time. The goal is to ensure the person is progressing and having some form of success.

Today, thousands of individuals with disabilities are introduced to sports in various settings such as schools or in sports clubs in both segregated and integrated settings by a variety of national and international organizations. Physical education promoting independent living for all disabled persons. It has developed materials for Special Olympics International, including a plan to integrate state-of-art technology into sport for individuals with mental retardation, a program

which emphasizes the development of instructional models for Special Olympians. The organization of the Paralympic Games (2004), which is considered one of the largest events in the world.

There are many different types of disabilities that make physical exercise a challenge. However, being disabled does not mean that their body should not be cared for with exercise. Regardless of the disabled, many exercise techniques can be applied to any daily program. Added with a proper diet, exercise will benefit the body and mind.

Yoga

Yoga focuses on breathing, posture and meditation. It can be done at different intensity levels, making it ideal for people with disabilities such as multiple sclerosis (MS), arthritis, Asperger's syndrome, ADDHD, Down syndrome, cerebral palsy and learning disabilities. Yoga helps people with disabilities learn concentration and relaxation. It also increases physical flexibility, which helps with the body's circulation.

Strength Training

Strength training is a different, more accurate way of saying weight training. It is crucial that the muscles stay active and healthy. There are simple ways to do this without having to lift heavy weights or join a gym. Strength training is ideal for people with disabilities such as Down syndrome, MS, ADDHD and people in wheel chairs. Weights can be used while sitting in a chair or standing up, and any amount can be used, according to individual levels. Check with a doctor before beginning a strength training program.

Walking

Walking helps bodies in a number of ways. Walking, regardless of age, gender, mental health and most physical impairments, helps the body stay active by keeping the heart pumping. Walking helps people with ADDHD, Asperger's syndrome, and anxiety and other learning disabilities concentrate better. It also helps with depression because walking releases a chemical

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in the brain called serotonin. Regardless of disabled, if they are able to walk then take advantage of doing so because it is one of the easiest and most beneficial forms of exercise that can be done.

Aquatics

Exercise in the water is the good exercise for disabled people. It is mainly provided for rehabilitation for special peoples. The water exercise is designed due to the personal need and requirements.

Diet

Diet is very specific to the disabled, and most doctors will oversee a special diet, especially with disabilities such as diabetes, depression and ADDHD. Diet plays a crucial role in how each of us functions, disabled or not. Drink plenty of water, at least eight glasses daily, and eat a variety of fruits and vegetables, whole grains and lean meats, being mindful of any allergies. Stay away from processed foods, fried foods, sugary cereals and treats, and high-fat foods such as cream, cheese and butter.

Competitive sports and games

A full life experience for people with and without physical disabilities usually includes some form of recreation or sport. Competition adds to enjoyment of sport for many people and can improve morale.

There are a wide range of sports that have been adapted to be played by people with varying types of disabled, as well as several that are unique to disabled sports. Within each movement, different sports are practiced at different levels; for example, not all sports in the Paralympic movement are part of the Paralympic Games. In addition, many sports like Deaflympics, Special Olympics, and Extremity Games are practiced by persons with a disabled outside the formal sports movements. The events are mostly like olympicgames.

Review of Related Literature

Guttmann (1976) believed that sport was invaluable in restoring the disabled persons' physical fitness i.e.: his (sic) strength, coordination, speed and endurance restoring that passion for playful activity and the desire to

experience joy and pleasure in life promoting that psychological equilibrium which enables the disabled to come to terms with his physical defect, to develop activity of mind, self confidence, self dignity, self discipline, competitive spirit, and comradeship, mental attitudes to facilitate and accelerate his social re-integration and integration.

The Sports Council went on to claim that:

This will require the providers of sport, as a matter of principle, to consult, represent, involve and employ people with disabilities. It is this principle of sports equity that the Sports Council is determined to promote both in its own work and that of its partners. (Sports Council, 1993a: 4). The overarching aim of the policy was to 'ensure equality of opportunity for people with a disability to take part in sport and recreation at the level of their choice'

(Sports Council, 1993a: 7) and seven policy objectives cited as being particularly crucial to the achievement of that aim. These were to:

- 1 Raise the profile of people with disabilities within mainstream sport;
- 2 ensure that the needs of people with disabilities are taken into account in strategic planning for sport and recreation;
- 3 provide opportunities for people with disabilities to become actively involved and to reach their full potential at all levels of sport and recreation;
- 4 improve access to sport and recreation both in terms of facilities and in programme content;
- 5 encourage British involvement for and by people with disabilities in international sport;
6. make effective use of available resources through partnerships and seek additional finance; and
- 7 ensure that the structure of sport for people with disabilities is appropriate to demands and needs.

Policy

The lack of policy focus on the sports participation of disabled people within local authority areas in favour of other supposedly

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under participating groups was also to be found in the Sports Council's 1988 follow-up strategy, *Sport in the Community – Into the Nineties*. Building on the target group approach which it took in *Sport in the Community: The Next Ten Years* and the NDPs, in this strategy the Sports Council once again focused on specific under-participating groups, particularly women and young people, but paid very little attention to the sport development needs of disabled people.

As Houlihan and White (2002: 63) have noted, the introduction of sports equity as a central feature of each of the Frameworks for Action 'represented a shift in thinking from the target group approach that had been popular in sports development work in the 1980s'. For the first time it also placed responsibility for addressing inequity on governing bodies, local authorities and other traditional providers of sport. In this context, the Sports Council began to place considerably more emphasis on the ways in which the principles of equity should be embedded across all levels of the sports development continuum. It also focused particular attention on the need to break down not only the individual and social constraints to sports participation, but significantly those aspects of the structure and culture of sport that also come to limit the involvement of under-participating groups such as disabled people.

In particular, the Review Group recommended – albeit rather ambiguously in places – that governing bodies should:

1. include the needs of people with disabilities in their coach training;
2. nominate a senior officer to take responsibility for [disability sport] events;
3. actively encourage disabled athletes to take part in events and competitions they organize, either in direct competition with able bodied athletes or in parallel events;
4. work with disability sport organizations to modify their award schemes to cater for people with disabilities;
5. involve disabled people in both their decision making and administrative structures; and

6. see the promotion of participation amongst people with disabilities as an integral part of their function and encourage clubs to be more welcoming. (Minister for Sport's Review Group, 1989: 19–21).

Avramidis and Norwich (2002) concluded that although teachers were generally in support of the philosophy of inclusive education, many had serious reservations about the suitability of the widespread placement of young disabled people and those with SEN in mainstream schools. These reservations and variations in teachers' perceptions emanated from several interrelated concerns, and focused, in particular, on how the diverse and complex nature of pupils' needs, quality of previous teaching experiences, inadequate training and professional development, as well as the ethos, resources and organization of individual schools constrained their day-to-day practices (Avramidis and Norwich, 2002). Croll and Moses (2000) have also noted how the education officers and headteachers of special and mainstream schools in their study suggested that whilst 'the principle of inclusion of all children in mainstream schools has achieved widespread support, at least at a rhetorical level' (2000: 4), there 'is a basic belief in the desirability of inclusion but no real thought that this is realisable' (2000: 10). In a not dissimilar way, the teachers and other professionals in Evans and Lunt's (2002) study also concluded that the inclusion of all disabled pupils and those with SEN in mainstream schools was idealistic and unrealistic and, more specifically, was particularly difficult for some pupils who have severe cognitive and physical difficulties that are not easily accommodated in those settings.

(Avramidis and Norwich, 2002; Barton, 1993). In other words, there was a tendency among teachers to use the terms inclusion and integration interchangeably (Vickerman, 2002, 2007b), and their every day practice seemed to resemble an assimilation process through which young disabled people and those with SEN are required to 'fit into' the existing PE curriculum that was already planned. This process was,

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therefore, for the most part contingent upon the degree to which teachers adapted and modified the sports and activities typically delivered to pupils (Smith, 2004; Smith and Green, 2004).

Statement of the problem

The aim of this study was to find out the participation and achievement in Ethiopian interuniversity competition of disabled student. The study concerns with the factors affect the participation and achievement of disabled students.

Objective of the study

1. To find out the male and female disabled students' participation in Ethiopian interuniversity competition.
2. To assess the male and female disabled students' achievement in Ethiopian interuniversity competition.
3. To identify factors that affect the male and female disabled students' participation and achievement in Ethiopian interuniversity competition.

Significance of the study

1. It helps to provide the information to the University Possible Suggestion and recommendation to solve the participation problem of disabled students.
2. It helps to improve more number of participation and also achieve more medals in the competition.

Presentation, Analysis and Interpretation of Data

Table-1

The Numbers of Participant in the 2006 E.C Ethiopian Inter University Competition of Disabled Students

No.	Sex	Categories	Events	Frequency	Percentage
1.	Male	Visually impaired	Running	8	40%
			Throwing	3	15%
			Jumping	3	15%
		Physically impaired	Wheelchair race	4	20%
			Wheel chair throwing	2	10%
	Total participant in male				20
2.	Female	Visually impaired	Running	1	12.5%
			Throwing	1	12.5%
			Jumping	1	12.5%
		Physically impaired	Wheelchair race	3	37.5%
			Wheel chair throwing	2	25%

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Total participant in female	8	100%
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According to the table-1 shows that the male identification of disabled student participation in the different events. The majority 8 (40%) of student take part in running events, 3 (15%) reveled that the students were take part in throwing event, 3 (15%) reveled that the students were take part in jumping event, 4 (20%) reveled that the students were take part in wheel chair race event, 2 (10%) reveled that the students were take part in wheel chair throwing event.

According to the table-1 shows that the female identification of disabled student participation in

the different events. The majority 3 (37.5%) of student take part in wheel chair race events, 2 (25%) reveled that the students were take part in wheel chair throwing event, 1(12.5%) reveled that the students were take part in running event, 1 (12.5%) reveled that the students were take part in jumping event, 1 (12.5%) reveled that the students were take part in throwing event.

Table-2

The Numbers of Achievement in the 2006 E.C Ethiopian Inter University Competition of Disabled Students

N o.	Sex	Categories	Events	Number of achievement			
				Gold	Silver	Bronz e	Total
1.	Male	Visually impaired	Running		1	2	3
			Throwing	1	1		2
			Jumping		1		1
		Physically impaired	Wheelchair race	-	-	-	-
			Wheel chair throwing			1	1
Total achievement in male							7
2	Female	Visually impaired	Running		-	-	-
			Throwing		1	1	2
			Jumping		1		1
		Physically impaired	Wheelchair race	2	1	1	4
			Wheel chair throwing		1	1	2
Total achievement in female							9

According to the table-2, shows that the male identification of disabled student achievement in the different events. The role of order of achievement in events by male visually impaired students were running event 1 silver and 2 bronze models, throwing event 1 gold and 1 silver model, jumping event 1 silver medal only. Physically impaired students were wheel chair throwing event 1 bronze model only.

According to the table-2, shows that the female identification of disabled student achievement in the different events. The role of order of achievement in events by female visually impaired students were throwing event 1 silver and 1 bronze model, jumping event 1 silver

medal only. Physically impaired students were wheel chair race event 2 gold medals, 1 silver and bronze medal. Wheel chair throwing event 1silver and 1 bronze model only.

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Document Analysis through Observation

According to the observation the disabled students were faced lot of problem during the competition such as:- The lack of wheel chair for competition, shortage of sport shoes and clothes for running, shortage of visual impaired student eye cover materials, lack of attention by the competition leaders and officials, problem of untrained coach.

Discussion

In order to make their participation and achievement progressive, the administrative bodies must know the desired objectives of the disabled students. The clear objectives that helps to get different equipments and proper training to make more successful in the disabled students. Students' participation was less but the achievement was greater, this indicated that more attention and awareness program need to increase the number of students participation.

Limitations

Despite the contribution regarding the relationship of participation to achievement, several limitations of the study warrant mention. First, as discussed, student motivation may account for a portion of the variance explained in the relationship between participation and students achievements. Second, the utilization of document analysis by observation factors that affect the participation and achievement. Finally, the sample was not random, and therefore the findings from this study may not be generalizable to other populations.

Conclusion

1. The result shows that total numbers of disabled students' participation was very less when compare to the population.
2. The results indicated that total numbers of disabled students' participation was very less but when compare to the achievement level was very high especially the female students were achieving more medals in visually impaired students in running, jumping and throwing better than male students.

The physically impaired female students also achieving more medals in wheel chair race and wheel chair throwing event when compare to male students.

3. The results shows that the lacks of attention and awareness, lack of materials, lack of skilled coach were the problems of disabled students towards to the participation and achievement.

Recommendations

For improve the participation and achievement the study recommends need more attention, awareness program, resource materials, regular training, intra-mural competition, skilled coach specialized in adapted physical education, proper nutrition and motivation.

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