

Assessment of the Status of Disability Mainstreaming in Sports at Makerere University

Olive Tusiime^{1, 2}, Roselyn Odiango¹

¹Department of Health Promotion and Sport Science, School of Public Health Biomedical Sciences, & Technology, Masinde Muliro University of Science and Technology, Kakamega, Kenya

²Department of Physical Education, Faculty of Education, Kabale University, Kabale, Uganda

Email address:

otusiime@kab.ac.ug (Olive Tusiime), rodiango@mmust.ac.ke (Roselyn Odiango)

To cite this article:

Olive Tusiime, Roselyn Odiango. Assessment of the Status of Disability Mainstreaming in Sports at Makerere University. *International Journal of Sports Science and Physical Education*. Vol. 7, No. 4, 2022, pp. 91-99. doi: 10.11648/j.ijsspe.20220704.11

Received: September 21, 2022; **Accepted:** October 14, 2022; **Published:** October 27, 2022

Abstract: Sport can provide a variety of mainstream and disability-specific opportunities across the inclusion spectrum for persons with disabilities. Many people with disabilities are in most cases limited from accessing sporting activities. This study described the status of disability mainstreaming at Makerere university, Kampala- central Uganda. In particular, the study described the demographic characteristics, status of students with disability in sports, the challenges faced and ways of including the athletes with disability in sports at Makerere University. The study used cross-sectional survey design using the quantitative and qualitative approaches on a sample of 54 respondents. Data was collected by use of self-administered questionnaires and interview guide. The data was analyzed quantitatively and qualitatively. Quantitative data analysis involved calculation of descriptive statistics namely, frequencies, percentages and means for analysis. Qualitative data was analyzed through content analysis. The study found out that, the demographic characteristics of students with disabilities in sports at Makerere University included: By sex; male students with disabilities were more than female students, age groups in years; the majority of the university students with disabilities were in the age of 21 but below 25 years, the types of impairments; majority of the of the university students with disabilities had visual impairment and hearing impairment and the best sports played were Goalball, football and Netball. The status of students with disability in sports at Makerere University- Uganda included: Students with disabilities try playing any sport, admire people who play sports, have previously developed interest in the sports for the disabled, have been encouraged to participate in sports for the disabled, love watching sports for the disabled, the university has a sports program for the disabled and is committed, has an active policy for the disability that covers sports, some specialized coaches for the disabled, a sports budget for adopted sports, some of their students participate on Uganda Paralympics team, some students make part of the university team, few parents render support to their children participating in sports.

Keywords: Disability, Mainstreaming, Sport, Status, Inclusion

1. Introduction

Disability inclusion is an important prerequisite for equitable, sustainable and just development. According to [51], about one billion individuals in the world's population experience disability at some point in their lifetime and, of those, approximately one fifth experience a disability that significantly impacts their everyday functioning. This corresponds to about 15% of the world's population, with up to 190 million (3.8%) people aged 15 years and older having significant difficulties in

functioning, often requiring health care services [43].

“Physical activity and competitive sport can improve opportunities for people with disabilities to access appropriate activities in their local community. However, they do not always have the possibility to choose which sport to practice, due to structural deficiencies, lack of professional figures or economic possibilities [11].” Although sports participation is a basic human right, many people with disabilities still have limited

access to sports activities. They are less likely to participate than healthy individuals or people without disabilities. Joint competitions between people with and without disabilities are a rather rare phenomenon in Germany [12]. In order to enable equal participation in such events, it is a basic prerequisite to recognize people with disabilities as athletes [11]. Analyses exploring the enactment of integrative, disability-inclusive policies related to programming in Canada (as opposed to events) are scarce [47]. More fundamentally, others have questioned why the promotion of inclusion with non-disabled persons should be valued over building social networks among people with similar disabilities when this has been the basis for marginalized groups to advocate and attain societal rights [13, 12]. As such there are increasing calls for new insights into what stimulates or prevents disabled people's participation in sport, exercise and physical activity [14, 15].

In Africa, Sport can provide a variety of mainstream and disability-specific opportunities across the inclusion spectrum for persons with disabilities. For the 15% of the world's population with a disability, access to sporting activities can be limited [16]. Additional barriers, such as accessibility issues, equipment, media, coaching, perceptual barriers, and so on, make the experience of people with disabilities much more emotionally draining. This is often due to barriers preventing participation, such as ill-designed equipment and discrimination built on cultural and social prejudices. [17] makes reference to 'disability divide' in international sport, where the increasing access to technology and sport assistance in the Global North largely benefits privileged elite disability athletes, whereas resource-constrained societies with significant economic and cultural barriers in Africa face major challenges in this respect.

Sport is an effective tool to overcome these barriers. Various scholars have noted that sport provides a context to highlight ability rather than disability. This increases the self-confidence of Groups of Women with Disabilities as well as enabling sports based interventions aimed at challenging and changing the negative attitudes of society [19, 20, 18]. When sport includes persons with disabilities, it becomes transformative not just for the participants, but also for families, coaches, administrators, spectators and event or program sponsors. [22]. Often progress in developing sports for individuals with a disability are beset with barriers that limit or impede their participation. On the supply-side of sport, certain practices and procedures create additional barriers that limit participation. These include inaccessible facilities, inaccessible transport, unsuitable programme, inadequate planning, insufficient support [24], and outdated social perceptions held by both staff and wider stakeholders [23]. Much policy attention to address these issues has focused on merging disability sport organizations and their participants into nondisabled sporting organizations through a process termed vertical integration, or mainstreaming. Mainstreaming aims to include people with disabilities in all aspects of them governance and operations. To create accessible and inclusive spaces, people with disabilities need to be offered a choice of participation options [24].

The recent National Household Survey 2005/2006 estimated

that 7% of Uganda's population had a disability. Physical impairments account for the highest form of disability (34%), followed by visual impairments (22%) and hearing difficulties (15%). Other impairments include mental, speech and learning disabilities [1]. People with disabilities have fewer opportunities than non-disabled people, and their employment rates and educational attainment remain lower [43]. Delivered in an adapted and inclusive way, sports programmes can help combat their marginalization and change the negative perceptions frequently associated with disability. Disability participation in every aspect of society, access to equal opportunities and control over resources for all persons regardless of ability are hallmarks of disability equity. These are premised on well-known human rights principles of non-discrimination and equality [4]. [2] argues that able-bodied people tend to focus on a person's disability rather than on an individual's abilities or skills is form of discrimination keeps able-bodied persons from appreciating and experiencing the full potential of PWDs, further perpetuating the negative attitudes. It could be argued that sports have the potential to break down these negative attitudes by changing the community's perceptions of PWDs' capabilities. Participation' contains not only articles about options of sporting activities for people with disabilities together with non-disabled peers and competitors (e.g. the papers from [21]), but also contributions that emphasize Disability Sport in segregated settings. Sport can help eliminate obstacles and barriers in the environment, transportation, public facilities and services to ensure that people facing those barriers such as persons with disabilities can access sport and physical activities. However, opportunities to participate in athletics for students with disabilities are virtually non-existent [50]. Typical barriers for people with disabilities to participate in sport include lack of awareness on the part of people without disabilities as to how to involve them in teams adequately; lack of opportunities and programmes for training and competition; too few accessible facilities due to physical barriers; and limited information on and access to resources [25]. Nevertheless, Uganda is signatory to international and regional frameworks that guarantee disability equity and nondiscrimination. These include the Sustainable Development Goals (SGDs), 2015; the UN Convention on the Rights of Persons with Disabilities (2006) and Optional Protocol, both ratified by Uganda on 25 September 2008. Uganda works to implement the Action Plan established for the African Decade of Persons with Disabilities, extended to December 2019. At national level, Uganda has domesticated many of these frameworks into national laws and policies including the Uganda Constitution (1995); National Development Plan II (2015-2020); Local Government Act (1996); Education Act 2008; Employment Act (2006); National Policy on Disability (2006); and the Persons with Disabilities Act (2006). The central importance is attributed to the processes and mechanisms of inclusion that operate within sporting environments and to the question of either what happens or could happen to persons with disabilities who enter the playing field [27]. For this reason, it can be understood that sports give persons with disabilities individuals the opportunity to gain a sportive identity and at the same time serve to distance them

from their worthless disabled identity [26]. It is recommended that institutional policies and guidelines on support services for students with disabilities and special needs in higher education be developed, data on students with disabilities collected to help planning, collaboration between Disabled Peoples Organisations (DPO's) strengthened to ensure disability inclusion and the establishment of disability support centres [10].

Disability: is defined as a condition or function judged to be significantly impaired relative to the usual standard of an individual or group functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness [1].

Mainstreaming: in the context of education, is the practice of educating children with disabilities alongside their non-disabled peers to foster understanding and tolerance, better preparing students of all abilities to function in the world beyond school [45].

Sport: an athletic activity requiring skill or physical prowess and often of a competitive nature, as racing, baseball, tennis, golf, bowling, wrestling, boxing, hunting, fishing, etc [43].

This study will be informed by the Social Model theory of Disability as developed by the Union of Physically Impaired against Segregation (UPIAS) in the 1970s [29]. The theory proposes focuses on building professional understanding of the limitations of an individual with an impairment to recognizing the external factors and barriers that are disabling an individual [30]. These factors include; self-advocacy and fostering changes in the environment and societal understandings of disability [48].

This theory suggests that certain Individuals with impairments are oppressed and constricted by the environment and social barriers in sports activities. These external factors that restrict participation, and can include ableism, disability prejudice, and lack of accessibility [52]. By externalizing the source of functional limitations, disability in itself then becomes secondary to the capacity and accessibility of the environment and society to fully support the independence and participation of people with disabilities in all aspects of society including sports [31]. This theory was the basis for analyzing the demographic characteristics and the common status of the inclusion of students with disabilities in sports in Uganda. In this study, the demographic characteristics defined by self-advocacy and fostering changes in the environment and societal understandings of disability is defined as referring to age, sex, type of impairment and best sport. The status of persons with disability in sports is defined by the level of providing everyone full respect, dignity, value and belonging in any roles they may play [22]. In this study, the level of providing everyone full respect, dignity, value and belonging is defined as referring to status of disability in sports including; interest, involvement, participation, encouragement, engagement and excellence.

Makerere which was the context of this study is public university located in central Uganda.

Makerere University is involved in a number of sports including sports of persons with disability [3]. The university facilitates SWDs to participate in extra- curricular activities

and it is a personal decision for SWDS to participate in sports and leadership [4]. The sports disciplines for the athletes with disability at the University among others include; goal ball, athletics, Blind football, Netball, Football, Basketball, Volleyball, Wood ball, Chess, Swimming and Draft. The University organises internal competitions that include inter-hall and inter-campus competitions among the students with disability [5]. The University has participated in all National Inter-University games, East African University games, African Games and Paralympics games [44]. At Makerere University, the report showed that a number of players with disability had registered challenges concerning the games they play, obtained from different sports seasons [3]. The unanswered empirical questions were: what are the demographic characteristics and the status of students with disability in sports at Makerere University- Uganda.

Inclusive sport activities have long been used to foster education and have therefore been identified as a tool to advance those rights. Sport can encourage inclusion and the equal participation of women and girls, people with disabilities, and other vulnerable or underrepresented groups and individuals [32]. However, making sport inclusive affects the accessibility of facilities, funding, the media, policies, programs, organizations, sponsors and spectators, and at the same time changes the cultural values of the wider society, issues about competition access and eligibility for 'different' and technologically enhanced 'cyborg' bodies, and for those most socially disadvantaged. [35]. [33] identified inadequate facilities, inadequate equipment, lack of transportation and lack of coaches as major constraints to sports participation but also recognized that athletes experienced different constraints depending on their chosen sport. Blind athletes most often cited transportation as their major constraint whereas wheelchair athletes tended to have more equipment and/or financial constraints. [34] also identified lack of qualified coaches, limited availability of equipment, inadequate facilities, negative attitudes towards people with a disability and lack of financial resources as the major determinants of sports participation or non-participation within a developing country context. [49]. These issues are not limited to Makerere university [4]. Children with disabilities (CWDS) are vital and valuable part of the society, yet most marginalized and vulnerable group of persons in Uganda [36]. There is a wealth of evidence to support participation in sport and physical activity for people with disabilities concerning trends, barriers and benefits of participation. The national disability policy indicates research as one of the interventions to improve the limited knowledge on aspects of persons with disabilities through collection of comprehensive information on persons with disabilities. However, research that focusses on disability is still quite limited [37]. If the problems of persons with disability is not addressed, the students with disability will be hindered from their full and effective participation in sports and society on an equal basis with others, own independence, deprives them of the friendship of others, and eliminates the concept of the equality of opportunity in institutions and sports as fraternity. Therefore, this study seeks to analyze the

demographic characteristics and the status of disability mainstreaming in sports at Makerere University- Uganda. Objectives of the study were to: (a) establish the demographic characteristics of the students with disabilities in sports. (b) Determine the status of students with disability in sports at Makerere University- Uganda.

2. Methodology

This study adopted the cross-sectional design. The target population was 62 respondents comprising of 55 students with disabilities and 07 sports administrators and coaches. The study was carried out at Makerere University which is a public university located in central Uganda along its capital city Kampala. The sample size for the questionnaire survey was 49 respondents. The sample size for each category of respondents was determined by proportionate sampling [7]. The sample for the interview guide included 05 sports administrators and coaches from Makerere University sports department.

The study adopted two sampling methods, namely stratified random and purposive sampling. Stratified random sampling involved dividing the sample for the questionnaire survey into different subgroups according to their different games during the championship. Thereafter, the respondents were selected proportionally from the different subgroups. Only students with disabilities were involved in the study. The study adopted both quantitative and qualitative research approaches. The two data collection instruments were; a self-administered questionnaire (SAQ) for the players and an interview guide for sports administrators and coaches. The SAQ formulated by the researcher was a closed-ended questionnaire with question items based nominal scale with appropriate alternatives given for section A on demographic characteristics of the respondents and ordinal scale based on the five-point Likert for sections B and C. Closed ended questions were selected because they were easy to administer, easily coded and analysed, allow comparisons and quantification, and they were more likely to produce fully completed responses while avoiding irrelevant responses. At the end of each section of the SAQ there was an open ended question which allowed time and space for free-form responses that invited participants to share their understandings, experiences, opinions and interpretations. Overall, a combination of closed and open questions provided the survey write-up with quantifiable and in-depth results. Closed questions produced results that were easily summarised and clearly presented in quick-look summaries

while open questions produce verbatim comments adding depth and meaning [8]. Section A was on the main variables of the study namely: the demographic characteristics and section B was on the status of students with disability in sports. The SAQ based questionnaire was also very suitable for the sampled respondents because they easily responded to the questions because of their proficiency in the English Language that was used in the questionnaire survey since they were university students. The SAQ was established by the researcher pending on the relevant data needed according to the objectives of the study. An interview guide was used to interview sports administrators and coaches. The design of the interview guide was formulated by the researcher, open-ended interview guide with structured items in terms of the wording of the questions [6] The question items for the respondents were questions eliciting open-ended responses. The open-endedness of interview questions allowed the respondents to provide detailed information and allowed the asking of probing questions. The interview questions helped in obtaining in-depth data necessary for qualitative analysis from sports administrators and coaches of students with disabilities.

3. Results and Discussion

3.1. Demographic Characteristics of the Respondents

Objective 1 determine the background information of respondents basing on sex, age groups and the best sport of students with disabilities at Makerere University.

The results in Table1 on the sex of the respondents show that 59.2% were males while 40.8% were females. This implied that male students with disabilities were more than female students. This is because 18% of male students ages 6 to 21 received special services under Individuals with Disabilities Act, compared to 10% of female students benefiting from these services [40].

The results on age groups in years of the respondents show that 71.4% was of those in the age group of 20 but below 25 years followed by 18.4% in the age group of Up 20 years and the remaining 10.2% were in the age group of those who were 25 years and above. This means that the majority of the university students with disabilities were in the age of 21 but below 25 years. This confirms that this was an appropriate sample of university students considering that officially, Ugandan children are expected to enter primary at the age of six [28], thus from 20 years they should be in university under proper progression.

Table 1. The demographic characteristics of students with disabilities.

Item	Categories	Frequency	Percentage
Sex	Male	29	59.2
	Female	20	40.8
	Total	49	100.0
	Up 20 years	09	18.4
Age groups in Years	20 but below 24 years	35	71.4
	25 years and above	05	10.2
	Total	49	100.0

Item	Categories	Frequency	Percentage
Type of impairment	Physical/ Mobility impairment	15	30.6
	Hearing disability	06	12.2
	Visual disability	19	38.8
	Deaf and mute	07	14.3
	Mental illness	00	00.0
	Albinism	00	00.0
	Multiple disability	02	4.1
	Total	49	100.0

Results on the types of impairments of the respondents show that, 38.8% was visual disability, followed by 30.6% physical/ mobility impairment, 14.3% Deaf and mute, 12.2% Hearing disability and 4.1% multiple disability. This means that the majority of the of the university students with disabilities had blindness and hearing types of impairment.

This confirms with the recent National Household Survey 2005/2006 estimated that 7% of Uganda's population had a disability; Physical impairments account for the highest form of disability (34%), followed by visual impairments (22%) and hearing difficulties (15%). Other impairments include mental, speech and learning disabilities [1].

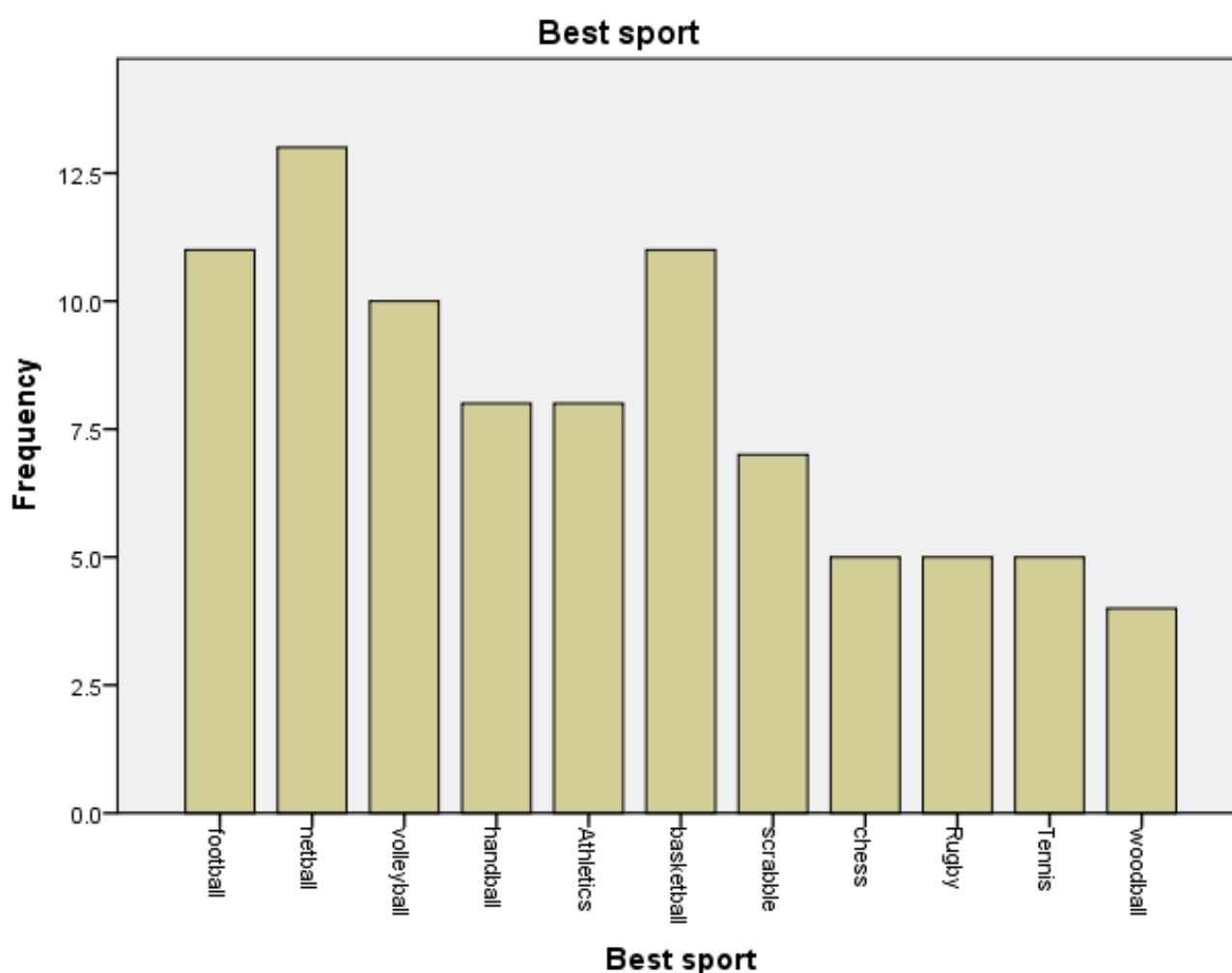


Figure 1. The best sport for students with disabilities.

Results on the best sport of the respondents show that the 30.6% was of Goalball followed by 24.5% of Football, 12.2% of Netball, 8.2% of Blind football, 6.1% of Volleyball 4.1% of Athletics and Basketball, 2.0% of Chess, wood ball and Draft and, 4.1% of those who don't play any sport at all. This implies that Goalball, football and Netball were the most participated in according to the respondents. This is because Goal ball is a unique sports opportunity for visually

impaired university students [9] while Football is the most funded sports in most institutions today [46].

3.2. The Status of Disability in Sports

Objective 2 was to establish the status of students with disabilities in sports at Makerere University, Uganda. The results are as presented in Table 2.

Table 2. The status of disability in sports.

The status of disability in sports	F %	SD	D	NS	A	SA	Mean	Std. Deviation
I have previously developed interest in the sports for the disabled.	F%	2(4.1)	6(12.2)	5(10.2)	21(42.9)	15(30.6)	3.8367	1.12448
I have previously participated in sports for the disabled.	F%	9(18.4)	9(18.4)	2(4.1)	20(40.8)	9(18.4)	3.2245	1.43273
I have been encouraged to participate in sports for the disabled.	F%	8(16.4)	4(8.4)	00(00)	20(40.8)	17(34.7)	3.6939	1.44632
I love watching sports for the disabled	F%	6(12.2)	5(10.2)	6(12.2)	15(30.6)	17(34.7)	3.6531	1.37766
Am excelling in the sports for the disabled.	F%	10(20.4)	7(14.3)	6(12.2)	16(32.7)	10(20.4)	3.1837	1.45306
My parents are happy due to my involvement in sports	F%	9(18.4)	7(14.3)	6(12.2)	17(34.7)	10(20.4)	3.2449	1.42201
I have ever participated in the university team	F%	14(28.6)	9(18.4)	4(8.2)	12(24.5)	10(20.4)	2.8980	1.55784
I want to try playing any sport	F%	4(8.2)	5(10.2)	6(12.2)	17(34.7)	17(34.7)	3.7755	1.26269
I have been admiring people who play sports	F%	4(8.2)	4(8.2)	2(4.1)	22(44.9)	17(34.7)	3.8980	1.21183
The university has a sports program for the disabled	F%	3(6.1)	3(6.1)	9(18.4)	9(18.4)	25(51.0)	4.0204	1.23305

The results on whether the university had a sports program for the disabled showed that cumulatively, majority 69.4% agreed while 12.1% disagreed. The mean = 4.02 suggested that the respondents agreed. Therefore, the university has a sports program for the disabled in place. This is in agreement with [3] who stated that a number of student is involved in sports activities in the university including sports of persons with disability. From open ended questions, St₆ stated that, "some students with disabilities train in different sports" and St₇ specified that, "the students with disabilities play basketball in wheel chairs. From interviews Co₃ explained that "the university has sports training programs for students with disabilities though the turn up is sometimes poor" and So₁ commented that "the university has an active policy for the disability that covers sports".

On whether students admired people who play sports showed that cumulatively, the majority 79.6% agreed with 16.4% disagreeing. The mean = 3.89 suggested that the respondents agreed. Therefore, this means that students admired people who play sports. This is in line with [42] revealed that up to 83% of disabled people long to participate in more physical activity than they currently do. From open ended questions, St₅ stated that, "I admire playing blind football hence I watch it so much". From the interviews, So₂ discussed that, most people spectate sports for the disabled wondering how possible they manage". Co₁ stated that "some students admire their friends train and play but limited by their conditions which do not favor them".

About the students having previously developed interest in the sports for the disabled showed that cumulatively, 73.5% agreed while 16.3% disagreed. The mean = 3.83 suggested that the respondents agreed. This therefore means that students had previously developed interest in the sports for the disabled. This is in agreement with [41] who narrated that after witnessing a schoolgirl aged 12 with two prosthetic blades running in a High School Sports Day 100m event in front of the entire school without any leveling distance advantage, it has only furthered my own interest into the motivation in disabled sport. From open ended questions, St₃ commented that, "sports have always made me happy". From the interviews, So₂ stated that, "many students showed interest in sports but their disability conditions do not favor them to participate" and Co₃ explained that, "we train students according to their sport of interest".

Concerning with students wanting to try playing any sport

showed that cumulatively, 79.4% agreed with (18.4%) disagreeing. The mean = 3.78 suggested that the respondents agreed. This therefore means that the students wanted to try playing any sport. This is in agreement with other scholars for instance, [38] who stated that sport changes the person with disability in an equally profound way by empowering persons with disabilities to realize their full potential and advocate for changes in society. From open ended questions, St₁₁, St₁₅ and St₄ commented that, "some students want to try playing all the sports but do not know which sport is the best because they like most of them. From the interviews, So₁ stated that, "many students want to try nearly every sport but consistency becomes a problem" and Co₂ explained that, "I get many students in the field at the beginning of training but when selection of the final team comes, it leaves most of them behind because of slow skill adaption".

In regard to having been encouraged to participate in sports for the disabled, results showed that cumulatively, 75.5% agreed with (24.8%) disagreeing. The mean = 3.69 suggested that the respondent agreed. Therefore, students have been encouraged to participate in sports for the disabled. This was in line with [41] who revealed that her pupils "actively encourage and support the pupils with disabilities" in sport and that those pupils "grow in confidence as a result of their involvement". Disability in sport is, evidently, becoming more accepted than it ever has been. So It has a sports budget for adopted sports which supports them in training and participation". From the interviews, Co₁ stated that, "we encourage all students to try most of the sports and later specialize on what interests them" and So₂ explained that "we encourage all the students that come to our office to try any sport of their choice". From open ended question, St₃₅ stated that "I have been encouraged to join sports though am still worried of the training time".

As to whether students loved watching sports for the disabled cumulatively, the larger percentage 65.3% agreed with 22.4% disagreeing. The mean = 3.65 suggested that respondents agreed. Therefore, the students loved watching sports for the disabled. This is in agreement with [39] who sighted that, listening to Music & Watching Television, Movies & Sport & are all a great Hobbies, especially if you have a Visual Impairment. They offer a great way to escape from your troubles for a couple of hours & can be both entertaining and inspirational. From open ended questions, St₄₅ stated that, "I love the way students play and excel in

Olympics and that has made me to keep watching the Paralympics channel". From the interviews, So₁ pointed out that, "we always encourage our students to watch sports for the disabled to inspire them" and Co₃ expressed that, "I sometimes use videos of Paralympics games to inspire students and also teach new skills. Watching proper execution of these skills helps them to gain confidence and learn them as well".

In regard to parents being happy due to students' involvement in sports cumulatively, 55.1% agreed while 37.7% disagreed. The mean = 3.24 suggested that respondents were not sure. This therefore, means that the parents being happy due to students' involvement in sports was moderate. From open ended questions, St₁₀ stated that "my parents supported me a lot and I got courage to train hard. That's what helped me to appear of the Uganda Paralympics team" while St₅ explained that, "my parents told me to choose between reading books and wasting time in sports, which discouraged me". From the interviews, Co₃ discussed that, "some parents support their students to participate and always want guarantee of their safety, though they see it as an extra load added to their attention" and So₂ explained that, "we always get calls from parents about their students' confirmation of the sport they participate in but expect almost all the support from us. Few parents are supportive".

Concerning students having previously participated in sports for the disabled cumulatively, 59.2% agreed with 36.8% disagreeing. The mean = 3.22 suggested that respondents were not sure. Therefore, students' previous participation in sports for the disabled was moderate. From open ended questions, St₁₉ stated that, "I once participated in Goal ball sport at primary level because it was a unit for the disabled. That encouraged me to excel in the same sport at campus because I already had the confidence and the skills" while St₁₆ explained that "from my previous schools, sports were for the able students and the disabled would be told to go/ remain home during sports championships". From the interviews, So₂ pointed out that, "we always ask our students to tell us the sports played from their history which to give us a strategy to assist them specialize in them but most of them do not have" and Co₁ explained that, "our training is based on known to unknown. So, we start training from the skills they already know to the most complicated later though others forget and you start afresh. This makes our sequencing of skill training easy".

To whether students excelled in the sports for the disabled, cumulatively, 53.1% agreed with 34.7% disagreeing. The mean = 3.18 indicated that the respondents were not sure. This therefore, means that, students excellence in the sports of the disabled was moderate. This is in agreement with [42] who sighted that, sports accessibility has increased for those with disabilities and as a result, decorated careers have been made from the Paralympic Games and other disability-based championships. From the interviews, So₂ stated that, "Some of their students participate in Paralympics games in East Africa but they have not yet qualified beyond" and Co₁ stated

that, "our players have always been a great input in the success on the Uganda Paralympics team though qualification to the world Paralympics championship has been a challenge". From open ended questions, St₃ narrated that "I was overwhelmed when I won a trophy for my University during East African Paralympics games in Rwanda".

About students having participated in the university team, cumulatively, 47.0% disagreed while 44.9% agreed. The mean = 2.89 suggested that respondents were not sure. This therefore shows that the students participation in the university team was moderate. From open ended questions, St₁₂ stated that, "I feel so great being part of the University and the Uganda Paralympics teams. We travel, play and win with a target of going to different countries which excites me most however, few of us always qualify. Our friends are always left behind". From the interviews, Co₆ explained that, "the university has inclusive sports and is committed though not every player trained qualifies on the team" and So₁ stated that, "we have great sports teams that have earned the university a name in sports inclusiveness and being an excellent performing institution but the number are always small".

The results from the interviews with the sports administrators of the universities and coaches and open ended questions from the questionnaires revealed that the status of students with disability in sports was: Students with disabilities try playing any sport, admire people who play sports, have previously developed interest in the sports for the disabled, have been encouraged to participate in sports for the disabled, love watching sports for the disabled, the university has a sports program for the disabled and is committed, has an active policy for the disability that covers sports, some specialized coaches for the disabled, a sports budget for adopted sports, some of their students participate on Uganda Paralympics team, some students make part of the university team, few parents render support to their children participating in sports.

4. Conclusions

Basing on the findings of this study on the assessment of the status of Disability mainstreaming in sports at Makerere University -Uganda, the study concluded as follows:

The demographic characteristics of students with disabilities in sports at Makerere University include: By sex; male students with disabilities were more than female students.

By age groups in years; the majority of the university students with disabilities were in the age of 21 but below 25 years, the types of impairments; majority of the of the university students with disabilities had blindness and hearing types of impairment and the best sports played were Goalball, football and Netball.

The status of students with disability in sports included: Students with disabilities try playing any sport, admire people who play sports, have previously developed interest in the sports for the disabled, have been encouraged to

participate in sports for the disabled, love watching sports for the disabled, the university has a sports program for the disabled and is committed, has an active policy for the disability that covers sports, some specialized coaches for the disabled, a sports budget for adopted sports, some of their students participate on Uganda Paralympics team, some students make part of the university team, few parents render support to their children participating in sports.

5. Recommendations

The conclusions of this study on the assessment of disability mainstreaming in sports led to the making of the following recommendations; Policy makers should ensure that students with disabilities are empowered in sports to give them freedom to sports participation both at home, institutions, work places and in the field. This is because inferior complex among the disabled students, lack of confidence, discrimination and stereotype in the population have affected the students' self-esteem. The management of the institutions should identify all students with disabilities, provide different sports activities for them and sensitize parents on how best they can support their children with disabilities. This is because some students are not recognized and few parents render support to their children participating in sports.

References

- [1] Disabled World. (2022). Disabilities: Definition, Types and Models of Disability. Disabled World. www.disabled-world.com/disability/types/
- [2] Kumar & Clark's (2012): Clinical Medicine. books.google.com. BMA Book Awards Medicine Category in 2010 (7th edition) and 2006 (6th edition).
- [3] Kamukama D. (2018): Participation of students with disabilities in recreation programmes at Makerere university.
- [4] Zahara N, & Musoke, (2019). Gender, Disability and Human Rights in Africa.
- [5] Eide, N Nanono, J Omona (2021): Living conditions among persons with disabilities in Uganda.
- [6] Tashakkori, A., & Teddlie, C. (2003). Handbook of mixed methods in social and behavioural research (Eds.). Thousand Oaks, CA: Sage.
- [7] Amin E. (2005). Social Science Research. Conception, methodology and analysis, 235-244.
- [8] Bird, D. K. (2009). The use of questionnaires for acquiring information on public perception of natural hazards and risk mitigation—a review of current knowledge and practice. *Natural Hazards and Earth System Sciences*, 9 (4), 1307-1325.
- [9] Karakaya, I. C., Aki. E., & Ergun, N. (2009). Physical fitness of visually impaired adolescent Goalball players. *Journal of Perceptual and Motor Skills*, 108, 129-136.
- [10] Emong P. (2016): Disability inclusion in higher education in Uganda: Status and strategies.
- [11] Kiuppis J. (2018). Inclusion in sport: Disability and participation. *Sport in society*.
- [12] Greve, S. & A Bechthold (2019). Coaching in inclusive Sports. *A German Journal of Exercise and Sport Research*.
- [13] Cummins & Lau (2003). Community integration or community exposure? A review and discussion in relation to people with an intellectual disability.
- [14] Journal of applied research in intellectual disability. Online Library Ives et al. (2021). I'll always find a perfectly justified reason for not doing it': Challenges for disability sport and physical activity in the United Kingdom. *Sport in Society*.
- [15] Jaarsma & B Smith (2018). Promoting physical activity for disabled people who are ready to become physically active: A systematic review. *Psychology of Sport and Exercise*.
- [16] Zaitsava Volha, (2019). Enabling inclusive sport participation: Effects of disability and support needs on constraints to sport participation.
- [17] Novak, A. (2017). Disability sport in Sub-Saharan Africa: From economic underdevelopment to uneven empowerment. repositoriocdpd.net. <http://repositoriocdpd.net:8080/handle/123456789/1561>.
- [18] Bantjes & Schwartz, (2018). "They don't understand that we also exist": South African participants in competitive disability sport and the politics of identity. *Disability and sports*. <https://doi.org/10.1080/09638288.2016.1242171>
- [19] Bantjes et al. (2019). Troubling stereotypes: South African elite disability athletes and the paradox of (self-) representation. *Journal of Community Psychology*. <https://doi.org/10.1002/jcop.22155>
- [20] Albrecht et al. (2019). Sports clubs as a medium for integrating people with disabilities.
- [21] Meziani, (2016). Social participation of persons with disabilities in boxing and capoeira: an ethnographic multi-situated perspective.
- [22] Eli et al. (2020). Intervention of medical (Therapeutic) clowns in a kindergarten for children with intellectual Disability: A case study. *International Journal of Disability, Development and Education*, volume 67, issue 3. <https://doi.org/10.1080/1034912X.2018.1540771>.
- [23] Hammond et al. (2019). Stories of physical activity and disability: exploring sport and exercise students' narrative imagination through story completion. *Qualitative Research in Sport, Exercise and Health*. <https://doi.org/10.1080/2159676X.2021.2001031>.
- [24] Darcy, S. (2017). Enabling inclusive sport participation: Effects of disability and support needs on constraints to sport participation. *Leisure Sciences. An interdisciplinary journal*, volume 389, issue 1. <https://doi.org/10.1080/01490400.2016.1151842>.
- [25] Depauw & Gavron (2005). Disability sport, second edition. Library of congress cataloging in publication Data.
- [26] Bundon A. (2019). Injury, pain and risk in the Paralympic movement. *The Suffering Body in Sport*, Volume 12. Research in sociology of sport. ISBN: 978-1-78756-069-7, eISBN: 978-1-78756-068-0. ISSN: 1476-2854.

- [27] Spaaij et al. (2014). Sport and social exclusion in global society. Development Studies, Environment, Social Work, Urban Studies, Social Sciences, Sports and Leisure. <https://doi.org/10.4324/9780203066584>. eBook ISBN9780203066584.
- [28] Tamusuza, (2011). Leaving school early: the quest for universal primary education in Uganda- Journal of Statistique Africain.
- [29] Shakespeare (2006). Educating Health Professionals about Disability: A Review of Interventions. Health and social care education. Volume2, issue 2.
- [30] Oliver, (2004). The Social Model of Disability: A Philosophical Critique. A journal of applied philosophy. <https://doi.org/10.1111/j.0264-3758.2004.00269.x>
- [31] Balcazar, F., & Suarez-Balcazar, Y. (2017). Promoting empowerment among individuals with disabilities. In M. A. Bond, I. Serrano-García, C. B.
- [32] Auxter, D, Pyfer, J, Zittel, L, & Roth, K. (Ed.). (2010). Principles and Methods of Adapted Physical Education and Recreation. New York, NY: McGraw-Hill.
- [33] Ferrara, Dattilo & Dattilo (2005). Perceived constraints to leisure time physical activity participation of student with hearing impairments. Therapeutic Recreation Journal.
- [34] Stodolska, M. (2008). Constraints experienced by elite athletes with disabilities in Kenya with implications for development of a new hierarchical model of constraints at the societal level. Journal of Leisure Research vol 40, No. 1, pp 128-155.
- [35] Jill, M. Le Clair (2012). Disability in the Global Sports Arena. A sporting chance. Sports in the global society contemporary perspective.
- [36] David, N. (2017). Treatment of persons with Disabilities with customary legal frameworks in Uganda.
- [37] Norad (2012). Uganda's disability journey, progress and challenges: community paper. An African journal of Disability vol 3, No. 1, <https://hdl.handle.net/105201>. EJC163002.
- [38] Rio (2016). Paralympics Games: the visibility of people with disability in Brazil as a possible legacy. Communication & sport. Journals.sagepub.com.
- [39] Ian, A. (2019). TV, Sport, Movies & Music – Disability Info South Africa. <http://disabilityinfosouthafrica.co.za>
- [40] Douglas H. (2020). Gender Differences in Learning Disabilities. Disabilities and chronic conditions. Learning disabilities.
- [41] Mooney M. (2022). Disability Sport. How sport can impact on self- esteem: A disability perspective. Sports and Exercise Psychology, Loughborough University.
- [42] Jones H. (2020). The State of Disability and Sport. Sports Activities for People with Disabilities. e: info@disabledliving.co.uk
- [43] WHO, (2011). World report on disability. <https://apps.who.int/iris/handle>.
- [44] Mono, (2021). FISU: International University Sports Federation. <https://www.fisu.net>
- [45] Hettiaarachi, S.; Ranaweera, M.; Walisundara, D.; Daston-Attanayake, L.; Das, A. K. (2018). Perceptions of Mainstream Teachers on Inclusive Education in the Western Province of Sri Lanka". International Journal of Special Education. 33 (2): 427–447. ERIC EJ1185612.
- [46] Denise B. (2020). Diversity, Equity & Inclusion. 25% of Americans are disabled— here's how they are creating change amidst the chaos.
- [47] Peers et al. (2020). The experiences and perceptions of college peer mentors interacting with students with intellectual and developmental disabilities. journals.sagepub.com
- [48] Haegele, & S Hodge (2016). Disability discourse: Overview and critiques of the medical and social models. Quest volume 68, issue 2. <https://doi.org/10.1080/00336297.2016.1143849>
- [49] International Paralympics committee, (2020). YouTube: <http://www.youtube.com/paralympicsporttv>. Facebook: <http://www.facebook.com/home.php?#/pages/ParalympicSporttv/39903891280>. Paralympic Sport TV: www.paralympicsport.tv
- [50] Lakowski, (2011). Advancing Equity for Students with Disabilities in School Sports. journals.ku.edu.
- [51] “World Bank. 2019. The World Bank Annual Report 2019: Ending Poverty, Investing in Opportunity. Washington, DC: World Bank. © World Bank. <https://openknowledge.worldbank.org/handle/10986/32333> License: CC BY-NC-ND 3.0 IGO.”
- [52] Das Gupta (2015). Disability status report. United States.

Biography

Olive Tusiime is a PhD student at Masinde Muliro University of Science and Technology, Kenya and an Assistant Lecture of Physical Education at Kabale University, Uganda. She holds a Master degree in sports science of Kyambogo University Uganda and B. Science Sports Science of Makerere University.

Roselyn Odiango is a (PhD) is a Lecturer of Sports Science at Masinde Muliro University of Science and Technology, Department of Health promotion and sports science, Biomedical science and Technology.