

**SPORTS-BASED ATTITUDES AND SELF CONCEPT AND THEIR  
INFLUENCE ON SPORTS PARTICIPATION AMONG PUPILS  
WITH HEARING IMPAIRMENT IN A SPECIAL PRIMARY  
SCHOOL IN NANDI COUNTY, KENYA**

**BY  
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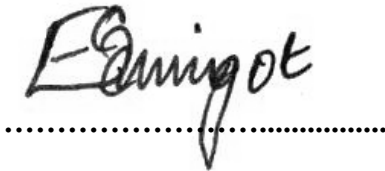
**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A  
DEGREE OF MASTER OF PHILOSOPHY IN GUIDANCE AND  
COUNSELLING**

**MOI UNIVERSITY**

**2024**

**DECLARATION**

This research thesis is my original work and has not been presented for any other award in any other University.



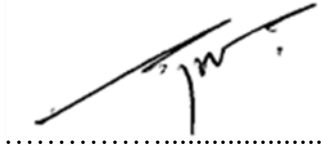
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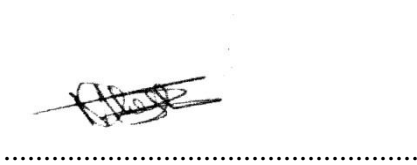
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**DEDICATION**

This work is dedicated to my immediate family for their moral and financial support throughout my studies.

## **ACKNOWLEDGMENT**

I am grateful to the Almighty God for the strength, courage and patience I endured throughout the study. Special thanks to go to my supervisors; Dr.Ogoma and Dr. Sambu for the professional guidance they have accorded me in the development of this thesis. Completion of this thesis would not have been possible without the guidance, cooperation, help and encouragement received from the members of the school of Education, Moi University.

May God Bless You All.

## ABSTRACT

The purpose of this study was to find out the influence of sports-based attitudes and self-concept on sports participation among pupils who are deaf in a special primary school in Nandi County, Kenya. This study sought to establish the extent of participation of pupils who are deaf in sports activities; influence of sports-based attitude, and self-concept towards sports participation. The choice of the one school in Emgwen was done because it is the only deaf school and admits pupils who are deaf in the County and beyond. The study was based on Daryl Bem theory of self-perception and Carl Rogers theory of the self. A mixed method research design was used. The study targeted a population of 106 pupils including boys and girls of Kapsabet School for the deaf. The study sample was 66 respondents. The study used purposive sampling to select respondents who participated in the study. The data was collected using a questionnaire. Data was analysed using frequencies, and percentages. Chi-square was used to test the hypotheses of the study. The study findings indicated that 80.0% of the pupils agreed that they did participate in sports because they liked playing with others; 81.7% believed that they can do any task/job as far as sports activities are concerned and 78.3% agreed that they like participating in sports naturally. An association between students' sports-based attitude and sports participation was significant at a chi-square of 30.483,  $df = 4$  and p-value of 0.000 was obtained. An association between students' sports-based self-concept and sports participation was significant at a chi-square of 84.308,  $df = 4$  and p-value of 0.003 was obtained. The study concluded that students who are deaf participated in sports because they liked playing with others. Children who participate in active sports are intrinsically motivated to do so because they have positive self-perceptions. The study came to the conclusion that among deaf students, sports participation and sports-based self-concept are significantly correlated. The study recommends that teachers and parents should encourage the pupils who are deaf to participate in sports just like other pupils. The study recommends deaf pupils should be encouraged to participate in sports since sports enhance their mental, moral, emotional and sociological aspects. Positive sports-based attitude should be inculcated among deaf pupils. The self-esteem or concept should be nurtured through positive sports experiences. The findings of the study are expected to help teachers, parents and other stakeholders foster positive self-concept and positive sports-based attitude of deaf children. Findings from the study were expected to create awareness in teachers and administrators in schools as to how best they could improve sports participation among deaf pupils.

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## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.0 Introduction**

This study investigated the influence of sports based attitudes and self-concept on sport participation among pupils who are deaf. This chapter comprises the background to the study, the statement of the problem, the objectives, research questions, hypotheses and assumptions of the study. The chapter also has limitations, justifications, operational definition of terms and the theoretical framework of the study.

#### **1.1 Background to the Study**

Education of the hearing impaired traces its history back to the establishment of the Kenya Society for the Deaf Children in 1958(Ndurumo, 2003). Kapsabet School for the Deaf was established in 1965 by the African Inland Missionaries as a home for destitute but later it was changed to be a school to cater for the children with hearing impairment. As human beings, we are strongly influenced by our feelings, emotions and ideals. We are attracted by art and ideology. Sports can be seen as microcosms of everyday situations (Nicola, 2004).

School going children require sports to develop strength needed for their daily routine activities. Sports help develop functional powers, they make a child gain a sense of order and control over his/her behaviour in relation to other children (Ross, Mallett& Parkes, 2015). Sports enhances the mental, moral, emotional and sociological aspects of the child and they also inculcate independence and self-reliance in the child through exposure to individual activities. Physical activity and intellectual growth go hand in

hand. Generally, sports benefits health, well-being and mind of an individual. Participating in sports has an advantage over academic subjects because it primarily concerns itself with play and this gives a child direct enjoyment and self-satisfaction (Kenya Institute of Education (KIE), 2001). There have been significant contributions by research to the field of deafness. However, the impact of research over the past generation on the influence of sports- based attitude and self-concept has not received the attention it deserves.

The general literature reviewed by this researcher has yielded very little in relation to the influence of sports based attitude and self-concept towards sports participation of pupils who are deaf. Grammar proficiency and the production and interpretation of speech have always been the top concerns in deaf education (Donald, 2003). Teachers usually have to decide whether to cut back on specific training, like playing sports, because deaf pupils have particular needs. Howe (2004) posed the subject of what teachers might do to make the unique training approaches as effective as possible while enhancing the delivery of academic information, but he omitted to address the role of sports-based attitude and self-concept on its involvement in sports participation.

Some literature, that is available locally dealt with attitude towards academic subjects like History, Economics and not the influence it has on sports (Ross, Mallett & Parkes, 2015). Njuguna (2008) did a research on the attitude of secondary school students towards science subjects and found that the available research done on sports participation and attitude focused on secondary schools and not deaf primary school. RK and Devi (2013) studied and analysed secondary school students' attitude towards sports. Though there was low positive correlation between the students' attitude and participation sports activities, it cannot be concluded that attitude has an influence on

sports participation. The author's findings therefore, cannot be generalized to pupils with hearing impairment because of the differences between them.

Sakwa (2003), in her study on attitude towards participating in sports, used secondary schools in Nairobi Province and not a special primary school which the researcher studied. Furthermore the researcher used Pearson moment correlation coefficient to analyse the data which Sakwa did not use. In research about self-concept none has linked influence of self-concept to sports participation. Crick-shank (1948) emphasizes the need to be aware of psychological adjustment problem encountered by the pupils who are deaf. This problem, the writer asserts, arise from the effort to expand the self while maintaining the integrity of the self-concept already established. The author goes ahead to relate this to academics and not sports.

Attitude is a construct which serve as an internal guide for the behaving individual. It makes behavioural choices less random and might determine the pupil's participation in sports just as it would do in other academic subjects. Self-concept is a recall of me or self. The 'me' includes peoples' conscious knowledge and beliefs about the self, as summarised by Yates (2007). James fundamentally distinguished between two aspects of thinking about the self-awareness and self-understanding. Research by Mwaniki (2003) posits that self-concept is related to academic achievement but didn't relate to sports. An individual's self- concept or his attitude to and perceptions of himself/herself are related to how he learns and behaves. It has been observed generally that many physically challenged persons tend to have negative self-perception. Such negative self-perceptions can generally be attributed to the failure and frustration that permeate the lives of such persons as well as attitudes towards those with disabilities which in most cases tend to be negative (Majewski, 2004). Therefore it was in light of this knowledge

gap, that the researcher sought to find out whether sports-based self-concept and attitude influence sports participation.

### **1.2 Statement of the problem**

Given that sports develop the children's strength needed for the daily routine. It is imperative that the influence of attitude and self-concept towards sports participation of the deaf be studied. Sport is often regarded as a creator of beauty and as a vehicle for ethical principles that, when practiced by people of all races and cultures, promotes peace, harmony, and understanding. Sport is entirely the product of social intervention and/or social heritage. The mutual understanding and respect fostered through sport are the foundation for the current state of relative peace in the globe. He continued by saying that because it promotes high levels of productivity and healthy living, sport is extremely important for the growth of a nation via leisure and enjoyment.

In order to make a whole man, all part of the body must function effectively in relation to one another, and if otherwise, the victim is considered disabled. Disability, therefore, means any restriction or an impairment or deformation of any part of the body coupled with lack of ability to use the part of the body effectively. Person with disability also referred to as individuals that are incapacitated in mental, physical, emotional or behaviour extensions thereby deprived of effective use of some parts of the body hence, they are considered as unique individuals different completely from normal people and they require special attention so as to enable them realize their optimum potentials in life.

According to Okundare (2001), sports participation was not meant for able-bodied persons only, the individuals with disabilities equally have to participate in sports

considering the importance and relevance of such positive contributions to human development, in particular achievement of optimum status for both able and disabled individuals.

From Awosika's (2009) submission, there should be serious disagreement with the policy of excusing the special people from participating in physical activities and sports, such that the policy is based on the mistake or misconception that children are being protected. But in reality, the students with disabilities are being deprived from the right to achieve the fullest possible development of which they are capable of participating in physical activities and sports. Mohammed (2008) concluded that every individual must be able to excel in both recreational and competitive sports. He further stated that it is not only the skilled and physical fit people that could participate in sports but could equally be advantageous and of immense benefits with positive contributory efforts to the development and growth of the people with disabilities. The deaf are considered as disadvantaged people in the society. In the area of study, the school has students who are deaf who are expected to be involved in sports activities. Therefore this study sought to find out whether sports-based self-concept and attitude influence sports participation.

### **1.3 Purpose of the Study**

The purpose of the study was to examine the influence of sports-based attitudes and self-concept on sports participation among pupils who are deaf in a selected primary school in Emgwen Sub-county, Nandi County, Kenya.

#### **1.4 Objectives of the Study**

The specific objectives of the study were:

- i. To determine the extent of sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.
- ii. To find out the influence of sports-based attitude on sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.
- iii. To determine the influence of sports-based self-concept on sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.

#### **1.5 Research Questions**

The study sought to answer the following questions.

- i. What is the extent of sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County?
- ii. To what extent do sports-based attitudes influence sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County?
- iii. How does sports-based self-concept influence sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County?



## **1.6 Hypotheses**

The study attempted to test the following null hypotheses:

**HO<sub>1</sub>:** There is no significant relationship between sports-based attitudes and sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.

**HO<sub>2</sub>:** There is no significant relationship between sports-based self-concept and sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.

## **1.7 Justification of the Study**

Having read many literature reviews on sports participation, the researcher has found little that has direct research concerning the influence of sports based attitude and self-concept towards sports participation among learners who are deaf. Most literature available especially locally has dealt on attitude towards academic subjects and not sports. Another study on sports is on the benefits of sports to an individual as a preventive medicine (Asembo, 2003). Counsellors have been referring students under stress to participate in some sports as a therapy without first finding the influence of attitude and self-concept towards sports participation. It is, therefore, this gap in knowledge that needs to be filled that has led to the researchers intended study. More ever children with disabilities for example, the deaf need their self-concept to be boosted in order to boost their performance in a given task.

## **1.8 Significance of the Study**

Training and educating of persons with disabilities has become a goal in many countries. It is not only a basic human right but also an economic asset to have

physically challenged persons is independent and self-reliant. One way of being independent and self-reliant is through sports. This study, therefore, is of great significance in recommending a setting that can foster positive self-concept and positive attitude of deaf children. Findings from the study were expected to create awareness in teachers and administrators in schools as to how best they could improve sports participation of their pupils. This may then in turn enhance their chances of competing favourably with their normal peers in later life. Problems that children who are deaf encounter in developing positive self-concept and positive attitude shall be highlighted and possible solutions to these problems shall also be recommended. These will assist various stakeholders in assisting those who are challenged in various ways. Policy makers, counsellors and sports professionals can also use the findings to formulate optimal and informed decisions concerning the pupils who are deaf.

### **1.9 Limitations of the Study**

The study was limited to Kapsabet School for the deaf; hence this may not allow the findings to be generalized to pupils who are deaf in other institutions.

### **1.10 Assumption of the study**

The researcher carried out the study based on the following assumptions:

- i. Ability of the pupils would have no significant influence on sports participation.
- ii. Parental perception has no significant influence on sports participation.
- iii. School tradition has no significant influence on sports participation.

## **1.11 Theoretical Framework**

The study was guided by Self-perception theory by Bern (1904).

### **1.11.1 Self Perception Theory**

Self-perception theory was advanced by Bern in 1904 and states that there are few internal states that exist independently outside the environment. Socialising agents therefore show children how to recognize and evaluate majority of their feelings. How people behave develops majorly through socializing agents. Teachers for example show children how to recognize and evaluate actions and feelings, boys are not supposed to cry like girls.

According to this theory attitude and feelings are taught to children from a tender age. Individuals come to know their self by getting from observation of their own overt behaviour through others and circumstances under which they occur. They come to regard themselves the same way outsiders observe them. An individual can't access internal feelings and has to rely on external cues to get internal cues. People access their attitude on the basis of current experiences. An individual perceive the nature of their behaviour towards a particular stimulus to directly describe their attitude if the stimulus alone is responsible for their behaviour.

Self-perception is an individual belief of what causes behaviour and what makes one engage in certain behaviour. Therefore, the study instrument will entail items that can measure self-perception and its influence towards sports. Self-perception theory can be highly relevant in a study examining the influence of sports-based attitudes and self-concept on sports participation among pupils who are deaf. This theory provides a

framework to understand how individuals develop their attitudes and beliefs based on their own observations of their behaviour.

In the context of the study, self-perception theory can help explain how pupils who are deaf form their attitudes towards sports and how these attitudes, in turn, influence their sports participation. The theory suggests that individuals infer their attitudes and preferences by observing their own behaviour. Therefore, pupils who are deaf may develop positive attitudes towards sports if they engage in sports activities and have positive experiences.

By examining the relationship between sports-based attitudes and sports participation, researchers can explore whether positive attitudes towards sports are associated with higher levels of engagement among pupils who are deaf. If the theory holds true, those with more positive attitudes would be more likely to participate in sports activities.

Similarly, self-perception theory can shed light on the role of self-concept in sports participation. Self-concept refers to how individuals perceive themselves in relation to a particular domain, in this case, sports. Pupils who are deaf may develop a strong sports-related self-concept if they perceive themselves as competent, confident, and identifying with the role of a sports participant. The study can investigate whether a positive sports-related self-concept is associated with increased sports participation among pupils who are deaf. If self-perception theory applies, individuals with a strong self-concept in sports would be more likely to engage in sports activities as they align their behaviour with their self-perception. Self-perception theory provides a valuable framework for understanding how sports-based attitudes and self-concept may influence sports participation among pupils who are deaf. It highlights the importance of individuals' own observations of their behaviour and the inferences they make about

their attitudes and self-perception in shaping their actual engagement in sports activities.

### **1.12 Operational Definition of Terms**

**Attitude:** Is an internal guide for the behaving individual. It functions to make behavioural choices less random. It is a way of thinking, feeling and behaving towards something in this case, sports. In this study sports based attitude was characterised by pupil's response to attitude items under the following domains.

- The self-perspective, such as, I like sports.
- The other perspective, such as, other people do not like me

**Self-concept:** Is your own impression of yourself. It is the self-evaluation or attitudes based on how one is regarded or valued by the significant others. In this study sports based self-concept was characterised by pupils' responses to self-concept items under the following domains

- The self-perspective for example, I like myself
- The other perspective, for example, other people do not like me.
- Sports participation- refers to frequency with which the pupils attend sports

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents literature reviewed related to self-concept and attitude towards sports participation. It comprises components of; self-concept formation and components of attitudes; and sports participation. The chapter also gives a summary of the reviewed literature.

#### **2.1 Extent of Sports Participation**

The benefits of exercise, fitness, and relaxation on the human body are numerous. Abdullah and Fauzee's research from 2002 show that physical activity may be highly beneficial for enhancing the human respiratory system while also enhancing the heart muscle and boosting its volume. Sports are empowering for everyone, but especially for those with impairments, according to Kosma (2003). Safania (2006) investigated the attitudes and rates of participation in physical activity of students at the Sari Islamic Azad University. Results revealed that more than 75% of participants thought frequent participation in leisure activities improved their health, physical fitness, athletic ability, and social skills. However, they claimed that the biggest obstacles to engaging in physical activity are things like a lack of sports facilities, a lack of funding, a lack of time, and a lack of desire. In an assessment of the effectiveness, advantages, and perceived obstacles to regular physical exercise among students at Hormozgan University of Medical Sciences, Aghamollaei et al. (2008) reported that only 66 students, or 5.26 percent, out of 249 had regular physical activity. According to Samadi et al. (2006), 9.60 percent of people exhibited average awareness of physical exercise.

The biggest obstacles were a lack of time, a lack of facilities, a lack of amenities that were required for work and living, and a lack of acceptable facilities. In Mashhad, Attarzadeh and Sohrabi (2007) carried out study. They discovered that 32% of people did not engage in physical activity.

Physical activity is increasingly advised for the maintenance and improvement of mental health, according to Potgieter (2003), among the unconventional approaches to preventing psychological issues. It is well acknowledged that regular exercise has a variety of psychological advantages, including elevating emotions of well-being and self-efficacy.

Modern sports often require developing emotional self-control, self-discipline, and emotional life management skills (Coakley & Dunning, 2000). Through the development of caring, self-worth, willpower, good judgment, empathy, understanding, love, and friendship skills, sports can enhance emotional development. It is alarming to observe that many students, especially those in secondary school, are less interested in or are developing a negative attitude toward sport, especially in light of the wealth of research pointing to numerous benefits like healthy bodies generating healthy minds, sport enhancing school spirit, and involvement in school sport raising students' self-esteem (Hagger & Chatzisarantis, 2005).

McComb (2004) asserts that everyone is born with athletic potential and is destined to realize that physical potential. Even Maslow (2000), the most influential theorist of human motivation in the 20th century, acknowledged the reality of predetermined physiology. If this is the case, what factors encourage some people to engage in physical exercise while discouraging it for others? According to Hill (2001), what drives people to participate in and stick with sports often in the face of setbacks, sacrifice, and

discouragements motivation. There are several reasons why some people continue to exercise for a sizable chunk of their life, but the feeling better after exercise seems to be the main one. The idea that regular exercise fosters feelings of wellbeing and can act as a helpful coping mechanism is supported by research (Kirkcaldy, 2002; Hagger & Chatzisarantis, 2005).

Hearing loss can also be classified depending on time of onset. The categories include the pre-lingual and post-lingual deaf. Chimedza and Petersen (2003) note that the earlier the hearing loss manifests itself in a child, the more hard he or is likely to developing the spoken language. The delay in language is associated with deaf and adversely impact negatively on the child's social development (Riungu, 2002). One adverse effect of language delay is low self-concept. Deaf children find it difficult, during play, to understand the game rules and make themselves understood by peers. They often feel confused, unworthy, frustrated, and may opt to withdraw from participating in sport activities. Missing childhood play is missing an opportunity to develop social skills. The child is disenfranchised from establishing and maintaining peer relationship through playing (Riungu, 2002). As a result, the child develops low self-esteem (Gallahue & Donnelly, 2003).

It's also thought that participating in sports teaches young people valuable social skills. Sport not only improves our physical health but also our psychological wellbeing, according to Crews and Landers (Potgieter, 2003). They came to the conclusion that those who are aerobically fit exhibit a diminished psychosocial stress response, regardless of the type of psychological or physiological instruments utilized. Additionally, Brown and Siegel (Potgieter, 2003) discovered that children who routinely exercise (either aerobically or anaerobically) while experiencing high levels



of stress get sick less frequently than their classmates who exercise seldom but go through the same stressful situations. Self-concept is widely suggested as a mediating factor that makes it easier to achieve other desirable goals, including enhanced exercise adherence or fitness levels connected to health (Andersen, 2000).

Sport for kids with impairments is examined from a variety of angles. It may be viewed as a tool for deaf people to communicate and connect with each other, as well as a manner of socialization and social identification with the hearing community that is difficult to obtain through other socio-cultural forms (Hagger & Chatzisarantis, 2005). Sport relies on a perspective established by the deaf people for their social environment-related behavioural patterns. In today's culture, there is a tendency to be a focus on the negative effects of deafness and the challenges those individuals encounter, and through athletics, the deaf establish themselves as equivalent to the hearing. Through organization, competition, and the socialization of other deaf persons engaged in athletic activities, sport serves as a social institution within which deaf individuals assert their freedom to choose.

According to Kosma, Cardinal, and Rintala (2002), when persons with disabilities engage in physical activities especially sports alongside others in their community, they can experience both physical and social advantages. However, the same authors claim that persons with disabilities only participate in a very tiny amount of the essential physical activities due to lack of persistence, fear of failure, and a limited range of such activities. Schur, Kruse, and Blanck (2013) found that young people with disabilities have much less opportunity to participate in extracurricular sports activities (that is, outside of regular school classes, but within the context of school organization), or to participate in sports outside of those at school. For instance, 47% of the sample of young

people with disabilities engaged in a particular sport over the weekend, as opposed to 74% of the general population who engaged in a particular sport over the weekend and 16% of the sample of young people with disabilities engaged in extracurricular sports activities.

According to research done by Orlick (2005), some students' choice to stop participating in sports is sometimes driven primarily by an overemphasis on winning and a fear of failing. Sport is too time-consuming and difficult, there is too much pressure, kids don't enjoy it, and there is a conflict of interest since they want to attempt other non-sport activities, according to Bar-Or (2005). The findings of Orlick are significant because they imply that the setting and environment in which sports are held are insufficient for addressing the demands of students, which may have an impact on non-participation. The current study, however, aimed to determine how sports-based attitudes and self-concept affected engagement in sports. The study focused primarily on the involvement of deaf students at Kapsabet School for the Deaf.

According to research, parental support is also strongly linked to how much kids like sports and how much value they place on their particular sport. According to Singer et al. (2001), learners themselves affect the social setting in which they play sport, in addition to adults, peers, and other participants. Parents are largely responsible for giving kids their first sporting chances and supporting their continued participation in it. Additionally, research indicates that parents may have an impact on their kids' decision to stop participating in sports (Singer *et al.*, 2001). On the other hand, peers have a significant impact on how adolescents see themselves, their sense of identity and belonging, and their social standing. Teenagers could therefore feel pressured to prove their physical prowess or to avoid making a poor impression in front of their classmates.

Riungu (2002) conducted a study on the impacts of physical education (PE) and sports programs on the health-related fitness of deaf students and evaluated the effects of PE and sports on primary school students. For eight weeks, the students served as the subjects in a training program. The study found that engaging in sports enhanced fitness for health. The report advised frequent participation in sporting activities. Elizabeth Ajwang, Ocholla, and others (2016) also looked at the effectiveness of structured physical activity as a treatment for stereotypical behaviour in autism. 34 autistic youngsters from the Nairobi special unit made up the study sample. This study suggested using structured physical activity as a way to control problematic behaviour and improve health and wellbeing in autistic people. The goal of the current study was to identify the elements that influence sports engagement, going beyond the value of sport involvement to a person.

Students in different South African schools have been motivated to participate in sports for a number of reasons. The degree to which hearing-impaired students participate in interschool competitions varies depending on a variety of factors, including the desire to learn new skills, a way to kill boredom, opportunities for competition, a sense of belonging, becoming famous, earning money, and improving one's health. This is a blatant example of how engaging in sports satisfies both bodily and psychological requirements. Among kids with hearing impairment, choose a sport that will always be attractive is crucial. The most enjoyable and fascinating sport for kids with hearing impairment is one that they like playing (Hill & Hannon, 2008). Students must be exposed to a range of sports in order to promote a healthy and active lifestyle, and their interests and skills should serve as a guide for continued commitment (Hill & Hannon, 2008). If students with hearing loss are given the opportunity to study in a laid-back

setting while having some fun and getting encouragement and support from adults, they are likely to enjoy sport more (Huddleston, Mertesdorf & Araki, 2002).

In most secondary schools, it has also been shown that gender plays a significant role in a student's decision to participate in sports if they have hearing loss (Martin, Shapiro & Prokesova, 2013). Girls and women are less likely to participate in sports than men are globally, according to Larkin, Razack, and Moole (2007). The idea that girls and women do not want to participate in sports is untrue. Female students are discouraged from participating in sports due to issues with accessibility, safety, poverty, the weight of household responsibilities, and inadequate sport and leisure facilities (Larkin, Razack & Moole, 2007).

Students with hearing impairments can participate in any sport, even the uncertain activities of underwater diving, mountain climbing, and skiing. While some sports are traditional and need little to no preparation, others may demand for unique modifications or have been created with a particular impairment in mind. The desire for certain sports activities is crucial and may be influenced by a number of factors, including personal preference, sport-specific qualities, a person's health, the accessibility of the necessary facilities (equipment, coaching), cognitive aptitude, and social skills. According to Humbert et al., (2006), there are numerous possibilities for good sports, and the most crucial aspect of preference is choosing the activity that you love the most. As a result, there is no one sport that is the best for everyone when taking into account each person's personality, the cost and availability of equipment, and the sport of choice.

The development of inclusion in schools can benefit from sports. All children, including those with special educational needs, must be accepted, welcomed, and educated in an

inclusive school (Mantoan, 2009). It's important to comprehend how each kid contributes and is valued. In this regard, educators must comprehend the constraints, challenges, as well as the traits and abilities of each participant in the numerous activities used (Cavalcante, 2007). A sports environment that encourages a healthy lifestyle and physical fitness is one in which sports teachers assist kids in enjoying physical exercise. Many kids only engage in physical exercise during the day during their sports lessons (Stewart & Ellis, 1999). The advantages of athletics for deaf kids might be enhanced with a few modifications. The teaching of the activities as well as communication with the deaf pupils should be taken into account while developing instructional techniques for those who are hard of hearing.

In some circumstances, the instructor should adjust the game's rules to prevent these kids from being excluded (Lieberman & Cowart, 1996). According to Fiorini and Manzini (2018), basic activities with a teaching aim that recognized the features, needs, and potentialities of these students are the best e-strategies to encourage the participation of deaf students in the same activities as the others. For example, Lieberman (1984) documented an instance of a deaf student who, despite the instructions of an interpreter, constantly waits for the other students to conduct the activity before following them. Adaptations in sports can increase the advantages for students who are deaf in many aspects. The instructor understood that she had never requested a captaincy. As a result, they planned for her to have leadership chances such as teaching stretching classes, heading an obstacle course team, and more. These pupils' self-perception and self-esteem may increase as a result of the leadership opportunity (Sherrill, 2004).

Deaf pupils' sports lessons need to be specialized, focused, and monitored. Some visual signals, such graphics, flags, and presentation materials, should be utilized instead of sound recordings like the whistle. It is fascinating to think about the idea of dynamic systems in terms of how a deaf person interacts with the visual environment into which they are placed, recognizing their aural constraints (Barboza, Campello, & Castro, 2015). Motor development is characterized by two key changes: an increase in complexity and diversity (Connolly, 2000).

Teachers that focus on inclusion and diversity from a sports viewpoint are now needed. Teachers who are proficient in sign language conduct direct, understandable interactions with deaf pupils, giving these kids more self-assurance. By ensuring a real inclusion in the class via the use of tools and tactics tailored to the particular requirements of the deaf student, these teachers can promote the interaction between deaf and hearing students. Language is typically used to convey a sense of community, acceptance of others and oneself, recognition of others and complete recognition of oneself. Deaf students who attend ordinary classrooms feel respected when their teachers and other classmates are interested in learning sign language. In order to create an inclusive atmosphere in all respects, social contact must be valued and encouraged by all teachers, especially sports teachers.

Additionally important are teachers that are driven and have the expertise and abilities to instruct deaf children. In order to ensure the standard of the lessons, students' health, and safety, as well as in the case of kids with various difficulties (Kurkova, Scheetz, & Stelzer, 2010). For teaching sports, missing indicators pose a serious difficulty. It is crucial to create signs for each sport that incorporate the movement's defining elements in order to make it accessible to the deaf community. The safety concern should also

be taken into account. Deaf students should take extra care not to break any hearing aids or cochlear implants that they may have. The implant may be harmed by contact sports, bumps close to the ear, slips, and falls. If such occurs, a new implant was required, and surgery was required. It is uncertain whether the new implant will work similarly to the prior one (Food and Drug Administration, 2018).

Physical activity is something that deaf children may and should do for a variety of reasons, including locomotor, cognitive, psychological, and social development. High-quality physical activity may support the development of rhythm and balance as well as better respiratory health. When it comes to working with the deaf, especially those who take into account their native language (Sign language), visual-motor nature, or bilingualism, there is a paucity of sports training resources. There are many issues that need to be addressed and researched in the future, such as the effectiveness of some suggested strategies of tailored sports for inclusion, the assessment of larger groups of learners who are deaf in more schools, in more nations with different cultures as well as sign languages, the analysis of the activity taking feedback from the deaf children into account, as many studies were conducted with the sports teacher, and many other issues. Studies may also contrast the effectiveness of a task carried out with deaf pupils by a non-bilingual or a bilingual teacher. In addition to the incentive to continue in inclusion, sports teachers also require extra training to gain knowledge and abilities.

The preference of a sport type may be determined by such variables as personal preference, characteristics of the sport, medical condition, availability of the facilities (equipment, appropriate coaching), cognitive ability and social skills of the person (Whyte et al., 2005). Humbert et al (2006) stated that many options are available when it comes to good sport and the most important factor in preference will be determining

which sport to enjoy the most. Therefore, there is no one best sport for everybody considering individual's own personality in choosing a sport, and the cost and accessibility of necessary equipment. The more enjoyable sport the more likely consistent in practice (Shaw, Klieber & Caldwell, 1995 as cited in Whyte et al., 2005). Studies have shown reasons for sport participation among students with hearing impairment which include enjoyment or having fun, spending time with friends, improving fitness, developing competence and gaining new opportunities (Andreff, 2001). Participation in Sports leads to improved health related fitness levels. According to Riungu (2002), issues related to physical health are at the apex as obesity rates are becoming high globally, a condition affecting people regardless of age. It was reported in 2008 that over 40 million children of below five years and 1.4 billion adults were obese (WHO, 2013). The report recommended that young people should engage in sports in order to minimize their chances of become over-weight. Additionally, adults can enhance their health and substantially prevent the occurrence of chronic diseases such as diabetes, high blood pressure, osteoporosis, cancer and cardiovascular diseases through regular exercise (Riungu, 2002; Stewart & Ellis, 2013). Keeping physical fitness was considered by the current study as one of the motivating factors for participation in sports.

Vute and Urnaut (2009) sampled 85 institutionalized physically disabled youth aged 13–21 from Slovenia and found out that the most popular sports in which they actively participated were table tennis, basketball and wheelchair hockey. Wishes for sports participation were directed towards swimming, horseback riding and motor sport. Cohesive elements such as accessibility, attractiveness and tradition were noticed. According to Sit, Lindner and Sherrill (2002), basketball, soccer, badminton, and



swimming were the preferred sport type according to gender, school level, and different disability groups while rhythmic activities (e.g. aerobic dance, dancing, and gymnastics) and combative sports such as boxing, wrestling, karate, taekwondo, and judo were the least favoured sports among Hong Kong Chinese with hearing impairment. Thus, a successful sports programme in which youth are involved should, whenever possible, respect their wishes regarding the choice of sports (Hill & Hannon, 2008). Ruddell and Shiner (2006) further found that elite wheelchair basketball players were typically influenced by multiple agents including coaches and players with disabilities, therapists, and wheelchair sport camp. In addition, societal and environmental influences, gender, age, and skill level also influence the selection of sport (Eyler, Nanney, Brownson, Lohman, & Haine-Joshu, 2006; Hill & Cleven, 2005; Fromel, Formankova, & Sallis, 2002; Sallis, Prochaska, & Taylor, 2000).

Habits acquired during childhood and adolescence influence behavior to a great extent and the quality of life in adulthood (Telama et al., 2005). It is of great significance to establish positive habit toward regular and lifelong physical exercise from the earliest age also. An important factor for a regular physical activity lies in proper offer of different sport-recreational programs since motivation is a key factor for a long term regular engagement to specific sport activities. Individuals who prefer sport competitions have shown an intrinsic motivation such as pleasure and challenge; in contrast to those who exercise without participating in competitions who have shown extrinsic motivation towards physical appearance, weight and stress control (Kilpatrick et al., 2005).

A number of intrinsic and extrinsic motivators are at play in facilitating or impeding sports participation. Three elements can be identified: self-esteem or concept, attraction

towards the activity and support from significant others (Weiss, 2004). Deaf children tend to manifest low self-concept (Marshark, Lang & Albertini, 2002). They may not develop a desirable self-perception from self-judgment of their physical ability. The Perceived Motor Competence (PMC) influences participation in sports. The judgment follows the mastery of FMS, social acceptance and success in the past engagements (Fox, 2000). Therefore, high or low self-perception results from interacting and connecting with the significant others (Gallahue, & Donnelly, 2003). According to Weiss (2004), significant others include parents, teachers (for sports) and peers. Intrinsic motivation in children for active sports participation comes from a high self-perception (Weiss, 2004). The mastery of the basic skills and support from significant others are essential for intrinsic motivation. Smith (2004) emphasizes the place of positive peer relations in active sports participation. Having time for hobbies and interests (81%) are the things disabled people chose as being most important. Deaf children are however disadvantaged due to restricted social environment resulting from communication barrier.

Farid (2003) studied extreme games activities constraints among University Putra Malaysia students and found main impediments to be 'lack of interest' (intrapersonal) 'not enough time' (structural) and 'feeling unsafe' (intrapersonal). Northey (2009) observes that the main reasons youths did not participate in sports included not knowing where to learn (intrapersonal), 'overcrowded facilities'(structural), 'physically unable to take part' (intrapersonal) and 'cost of transportation' (structural). Lieberman and Pecorella (2006) found that the main determinants of sports participation among children with hearing impairment were disability and health. Ibrahim (2004) also notes that lack of time and commitment in jobs are the major reasons for nonparticipation in

sports. Other issues such as emphasis on tight rules, training drills, competition and winning also emerged in focus groups in Ibrahim's (2004) study.

Salman and Naz (2012) investigated the factors that motivate participation of students with hearing impairment in sports in eight special schools in Karachi in Pakistan, Asia. The study was based on the premise that participation in sports enhances physical and social rehabilitation for disabled people since it has a holistic development and increases awareness of self-worth, ability, courage and capacity. The study reported that the most popular sporting activities were cricket, hockey and football and that more boys than girls were involved in these sports. The findings show that motivational factors have significant influence on the decision of students with hearing impairment to participate in sports. These factors range from physical, psychological to economic factors. Factors that satisfy personal enjoyment and competition were rated higher than financial and physical gain (Salman & Naz, 2012). The relevance of Salman and Naz (2012) study to the current study lies in both the study purpose and target population. Both studies examine factors that influence sports participation and are both concerned with secondary school students in special institutions for the deaf. While the above cited study was located in Karachi in Pakistan in Asia, the current study is based in Kenya. However, both are developing countries. Kenya and Pakistan could be having different experiences and challenges for their students with hearing impairment.

Andreff (2001) investigated the database of the International Committee of Sports for the Deaf for data on Deaflympics participants. The study reported comparatively low participation and a gradual increase in participation in Deaflympics by the developing countries. The low participation is mostly attributed to a relatively small size of the governing body (some with only two full-time staff at the national office) and over-

reliance on volunteers to run Deaflympics affairs in these countries. It was found that 23% of the developing countries have never taken part in the sports with Africa taking the largest share of 13 out of 35 non-participating countries.

Greenberg (2000) conducted a study in London that found that 55% of the sample aged 16-25 participated in sports for 30 minutes once a week, 31% of adults aged 26 years and above participated once a week for 30 minutes while 40% male and 30% female aged 16 years and above participated in moderately intensify level sport at least once a week. In other studies (Smith, 2004; Longmuir & Bar-Or, 2004), it was found that participation is higher for boys but declined with age. Nortey (2009) examined the barriers affecting participation of the deaf in the Ghanaian society. The purpose for the study was to identify both the barriers and their effect on the deaf and hard of hearing's societal participation. The study was based on the assumption that lack of participation may lead to lack of self-esteem and control over an individual's life and health. The study reported barriers in family relations, with friends, in accessing education, in work places, in accessing healthcare, in accessing government support. Though specific to Ghana, Nortey's study was general in its concerns and hence did not address motivators to sports participation by the deaf in specific activities in the societal and institutional life. Nevertheless, it positively identified impediments to participation of the deaf in different facets of the society in an African country namely Ghana.

In Kenya, Riungu (2002) did a study on the effects of Physical Education (PE) and Sports program on deaf pupils' health related fitness and assessed the impact of PE and sports to primary school pupils. The pupils, as the subjects, were put in a training program for 8 weeks. The study revealed that participation in sports and physical education improved health related fitness. The study recommended regular

involvement in physical education and sports activities. Katiwa (2008) also studied the efficacy of using structured physical exercise as an intervention for managing stereotype behaviours in autism. Study sample was 34 autistic children at the Nairobi special unit. This study recommended structured physical exercise as a means to manage the challenging behaviour and enhance better health and wellness amongst individuals with autism. The current study goes beyond the effectiveness of sport participation to an individual and sought to establish factors determining sports participation.

## **2.2 Students' Sports Based Attitude and Sports Participation**

A 2019 research by Dalbudak and Yiit examined how hearing-impaired pupils felt about sports. The purpose of this study was to ascertain, in relation to numerous variables, the attitudes and opinions of hearing-impaired primary school, high school, as well as university students regarding sports lessons. A total of 136 hearing-impaired pupils (50 females and 86 males) who engaged willingly in sports lessons in the provinces of Zmir and Mula during the 2017–2018 academic years were included in the study. Students were given 2-part questionnaires as part of the study. The sports attitude scale, which was created by Demirhan and Altay (2001) and has 12 positive and 12 negative questions for a total of 24, was used to measure the attitudes of the students in the first portion of the study. The scale's validity coefficient was determined to be 0.83, and the Cronbach Alpha reliability coefficient was 0.93. Both percentage and frequency distributions were employed in the data analysis, and correlation analysis was used to examine the connection between the sports attitude scores. In the analysis of sports attitude scores, the difference according to gender, athletic status, and handicap status

was determined using the t-test. Additionally, one-way variance analysis (ANOVA) was performed to calculate the differences based on educational level, sports participation, and income level. A tool named Statistical Package for Social Sciences (SPSS) 22.00 was used to capture the collected data. In this study, the attitude scale results for the sports revealed a significant gender difference ( $p < 0.05$ ). In terms of attitude, men were better than women.

According to education level, there is no difference ( $p > .05$ ). The elementary school, high school, and university students' average scores were quite comparable. According to the students' athletic status, there was a difference ( $p > .05$ ). According to the students' sports participation, there was no discernible difference ( $p > .05$ ). Sports played individually or as a team had no discernible impact. According to the students' income level, there was a significant difference ( $p < 0.05$ ); the results revealed that there was a substantial difference between income levels of 500 to 1,000, 1000 to 2000, and 500 to 1,000 and over 2000. According to the pupils' level of impairment, there was no discernible difference ( $p > .05$ ). According to whether a student has an impairment that was congenital or acquired, there are differences. The study's findings, which showed that hearing-impaired students engage in sports activities during their free time, suggest that sports and fitness have a substantial positive impact on their lives. By devoting a significant amount of time to sports activities, they raise awareness in the neighbourhood, and their participation in the Paralympic Games demonstrates their favourable attitude toward sports.

Alahmed et al. (2016) investigated the attitudes, athletic involvement, and academic achievement of Saudi Arabian undergraduate student-athletes. Results revealed a substantial link between involvement in competitive sports and academic achievement,

which was mediated by participation in competitive sports attitudes. This study discovered that respondents who participated in more competitive sports performed better academically, especially when they showed a favourable attitude regarding their involvement in competitive sports.

Zaman et al. (2018) investigated how young pupils felt about participating in sports and physical activity. Student's Attitude toward Physical Activity, a self-administered questionnaire, was used to measure attitudes (SATPA). For the purpose of gathering data, five aspects of attitudes—Health and Fitness, Interpersonal Experience, Aesthetic Sense, Ascetic Experience, and Pursuit of Vertigo—were measured. Data analysis tools included SPSS and AMOS, and structural equation modelling was utilized to look at how the variables related to one another (SEM). Overall survey findings indicated that Pakistani students have a positive attitude toward physical activity and like engaging in it to enhance their health. They are aware of the advantages of engaging in physical activity and sports. The results also demonstrated that cricket is the sport that Pakistani students play the most frequently.

Young et al. (2018) looked at Australian exercise science students' perceptions of sports concussions. There were noticeable disparities between different sports' concussion rates and the number of concussions incurred by participants. Particularly, it was shown that opinions toward team-contact sports and individual non-contact sports differed significantly. Similar to this, there were notable attitudinal disparities between team contact sports and individual non-contact sports. In contrast, opinions toward team contact, team non-contact, and individual contact were identical. No variations were identified in past concussion history or the number of concussions, regardless of the

level of competition, showing comparable views. According to the study's findings, all levels of athletes should get concussion awareness training.

In another study carried out in University of Michigan, it was found out that unlike active individual who prioritize daily schedules to make time for workouts (participation) sedentary individuals find ways to fill their days (Grantham et al.,2008). The researcher argued that these attitudes do not necessarily mean they do not understand the importance of physical activity. But that is not only significant that the place precedence on other interest. This is a significant observation in that the attitude may be positive but the behaviour accompanying is not congruent with it as also discussed by Gibson et al., (2007). It is worth noting that although the research was qualitative in nature, the participants were able to convey attitudes towards exercise and health. Grantham et al., (2008) used qualitative research, which the researcher used in the study.

According to Mozaffari et al. (2010), who described the attitude and propensity of people to participate in sports, 5.34 percent of the subjects did not engage in any physical activity, while there was no difference between the general attitudes of the male and female subjects toward exercise and physical activity. In a study of Iranian male and female students' opinions of sports, Azmun (2011) found that the majority of Iranian girls and boys had the same views on school sports and exercise that keeps them healthy and fit. Ziai et al. (2006) found that the average daily amount of moderate physical activity with moderate and high intensity was, respectively, 4.7 and 0.8 hours per day in another research regarding the quantity of physical activity among Iranian students. Activities with a lot of movement were more prevalent in guidance and high schools than in elementary. Boys had higher average levels of moderate and vigorous



exercise than females, and this difference was statistically significant. In a 2007 research by Hajian and Heydari on women and girls in northern Iran, it was found that those who exercised 3 to 4 hours per week had a 60% lower chance of being fat than those who did not exercise at all.

Locally (Gitonga et al., 2012), a study carried out on the attitude of secondary school students towards sports and physical activity resulted in a positive attitude in all the variable indicators used which are catharsis, social experience, health and fitness ascetic experience, aesthetic experiences, and pursuit of vertigo. Even in the variable- ascetic and aesthetic – where there was high neutrality 14.9% and 16.9% respectively the positive attitude was still higher, 54.3% and 45.1% (Were, 2009). Based on this study it can be argued that other than attitude there are for example, the ways the secondary school students are socialized and the nature of sporting programmes may have contributed to the positive attitude. The study did not examine whether there is a difference in attitude when it comes to gender of which the researcher in this study included.

In his research (Wamukoya, 2005), using a sample of 120 students, from three categories of school in Kakamega namely aided, unaided and government schools – studied and analysed the attitude of secondary school students toward sports. His findings were that there was a low positive correlation between the students' attitude and participation in sports activities. His study used the Pearson product moment method to analyse the students' attitude. The study also found that effort to promote favourable attitude towards participation in sports was not very successful. He also found out that participation in sports does not necessarily result in favourable attitude.

It is unlikely that his findings would be generalized to pupils with hearing impairment because of the difference between them.

In a research carried out by Mbaabu (2007) the findings were that athletes have mixed attitudes towards competitive track events. While some regarded athletics as valuable and purposeful, others felt that active involvement in competitive athletics may include masculinity. He argues that such attitude affect women athletes' actual performance in track event. Mbaabu (2007) had various variables of his study and so he did not attribute the poor performance of women athletes on attitude parse and therefore other factors may have contributed to poor performance. Since Mbaabu (2007) dealt with various factors affecting Kenyan women athletes' performance, the study to be carried out was specifically concerned with attitude as an independent variable with different levels therefore likely to bring out clearly pupils who are deaf attitude towards sports participation.

Like Wamukoya (2005), carried out a research on the secondary school students' attitude towards participation in sports, only that her research was based in Nairobi Province. She found a significant difference between gender, which was strictly from secondary schools and not a primary special school which the current researcher studied. The findings were closely related to that of Wamukoya; that there was a small correlation between students' attitude and performance.

The person with hearing loss becomes withdrawn, disinterested in his surroundings, and inattentive to happenings. The lack of response from the reaction makes socialization issues stand out. The person prefers to communicate with persons who have impairments over their peers. As a result, the person is unable to develop personally and keep his life within certain parameters (Polat, 2009). Sports serve a

crucial purpose in that they offer the chance for people with disabilities and those without disabilities to interact and integrate for special education. In such a setting, the disabled person has a good attitude toward him, becomes aware of the difficulties faced by other disabled people, is encouraged to be creative, experiences loneliness less, expands his environment, and has the opportunity to lead a more fulfilling life. It may be claimed that engaging in sports helps impaired kids' psychomotor skills—balance, force, speed, flexibility, and physical fitness—improve in a good way and helps them be optimistic, imaginative, and productive. Additionally, participation in sports helps students with disabilities develop their mental faculties by teaching them about the concept of winning and losing and preparing them for it (Araci, 2001). Due to this circumstance, it is crucial that students with disabilities attend sports classes, engage in the lessons, and place value on them. As a result, handicapped people tend to be more interested in sports. In other words, hearing-impaired kids turned to sports as a result of the formation of good attitudes about sports.

Attitudes are factors that have a variety of effects on human existence. Numerous definitions of the term "attitude," which profoundly influences human existence, have been made in the literature. According to Pickens (2005), attitude is a mental and neurological state of readiness that has been structured by experience and that directs and dynamically affects how people react to all things and circumstances that it is associated with. Katz, on the other hand, described attitude as a person's propensity to positively or adversely assess a sign, an object, or an event in the environment. People's attitudes are significantly influenced by a variety of factors, including their early experiences, previously acquired bias, dogma, beliefs, and values, their status in a group or society, their sense of self, and their education. Students' views about their classes

have an impact on their academic progress over the course of their educational careers. Students' attitudes regarding sports courses and other courses have an impact on their motivation and interest in those courses. Studies in the literature and their findings concur with such viewpoint (Sproule et al., 2007). Sports programs are recognized to help create national integrity and a healthy society in addition to physical, mental, and spiritual wellness. In this sense, families and educational institutions have the bulk of the responsibility for inspiring kids to participate in sporting activities at a young age. If this is made available, it is anticipated that the students will have a favourable attitude toward sports courses.

Deaf students have had trouble keeping up in physical education classes when they were put in regular classrooms. Because most teachers are unsure of the tactics they should employ to integrate one or more deaf students with other hearing students in sports class, many deaf students have significant communication challenges (Lieberman, Dunn, Mars, & McCubbin, 2000). A case study illustrating this issue is given by Schultz, Lieberman, Ellis, and Hilgenbrinck (2011): "The student using sign language presents himself through an interpreter who says, "Hello, Ms. Cooper. I go by Josh. I recently registered and was instructed to take this PE class. Ms. Cooper is shocked and perplexed because she was not notified that she would be getting a new pupil, much less one who is deaf. She asks Josh whether he has hearing loss, to which Josh responds by signing, "No, I am DEAF." He relays the message to Ms. Cooper through one of his interpreters. Ms. Cooper doesn't know how to reply since she doesn't understand deafness or Deaf culture. Since professors are sometimes unsure of how to instruct deaf kids, it is common for the pupils who are deaf to not learn all the necessary material during sports class. Therefore, there is a need for methods to assist physical

educators in instructing hearing and deaf pupils in the classroom. Physical educators can have a conversation with hearing students on the first day of class about the importance of deaf students feeling at ease with their hearing peers. They are able to learn about topics that concern them as a result. The hearing pupils will comprehend the perspectives of the deaf students. Thus, hearing students will be aware of how to interact with a deaf student in athletics or sports classes, such as through demonstrations, facial gestures, gestures, and other body language.

Access to communication is crucial for deaf and hard-of-hearing pupils in that endeavour. They must be able to engage equally in all events and comprehend what is happening in sports and athletics. Therefore, physical educators who are adept in instructing deaf and hard of hearing children through various forms of communication, such as gesturing, symbols, or spoken dialect (Lieberman, Dunn, Mars, & McCubbin, 2000). Additionally, physical educators, trainers, and parents must be aware of deaf culture and obstacles that prevent deaf children from participating in physical exercise and work to remove such obstacles. Physical educators, coaches, and parents must improve their ability to educate deaf pupils if they experience communication difficulties in order to successfully give equitable access to children who are deaf and hard of hearing. It's crucial that the kids comprehend everything as completely as possible. After that, students were able to learn how crucial it is to continue participating in a range of activities both after school all through their career.

Sport is an integral part of our culture, students should learn as the subject matter of physical education should be a development of skills and strategies necessary to participate in sports. Participation in sports should be modifying to contribute to the students understanding and ability to play sports successfully, (Sampan and Gomez,

2015). The present study delves into the attitudes and involvement of students to sports activities to contribute to the students understanding and ability to play sports successfully.

Gupo and Abela (2015) implied that sport is considered an advanced form of play. Although play maybe restricted in some ways as it conceptualized as sport, it must retain many of the characteristics – it is voluntary and has time boundaries. In connection to this, Sports and physical education promotes respect for moral values in both the Olympic spirit and the core values of life in the community, fostering integration in the group and society and communication. Given these views, the researchers believed that the attitudes manifested by the students towards sports would lead to further improvement of their desire to be involved in sports, and the quality of the students' performance in upbringing the passion of engaging to sports. This study will determine the extent of involvement of the students and the attitude shown towards sports activities.

Researchers have investigated and established several main reasons for involvement in sports and recreation. Justifications for involvement in sports and recreational activities include; enjoyment, skills development, friendships, competition, fitness, health, achievement, status, fun, energy and stress release.

The role of sports in today world and the contribution that students involved in PE can make a society a better place to live. There is a widespread of the belief that sports participation inevitably contributed to youth development because sports assumed essential goodness and purity had been passed on those who partake in it (Escalante et al., 2017). In addition, involving into these activities enables a participant to improve their physiological, social and psychological functioning. The students' attitude and

involvement to sports activities believed to be of great help to the health condition of the individuals particularly involving into sport and recreation activities produces significant benefits to students, even after graduating to college according to Henchy (2015). Given these views, the researcher believed that the behaviours manifested by the students towards sports would lead to further improvement of their desire to be involved in sports with positive attitudes, and the quality of the students' performance in upbrining the passion of engaging to sports. Positive behaviour to sports activities will contribute a huge weight in the realization of a high – quality sports endeavour for the learner's, the instructors and the college moral.

According to Gross (2001), attitude is a blend of beliefs and values. It is an assessment of something or someone along a like-to-dislike or positively-to-negatively scale. An inclination to react favourably or unfavourably to a certain person, item, event, location, concept, or situation is sometimes referred to as an attitude object. This translates to the idea that what motivates us to respond favourably or negatively toward something, like it or detest it, is a combination of our ideas, feelings, values, and beliefs. The issue of sport participation then will depend on the individuals' placement of his/her beliefs, values, feelings, and thoughts on the continuum of favourability. Psychologists think of attitudes as having three components: Cognitive-what you think or belief about something; the affect component-how you feel about it behavioural component –how you act towards it (Gibson *et al.*, 2007).

Therefore, in order for the study to capture these components, the researcher will develop an instrument that will elicit them so as to bring out the pupils' attitudes towards sport participation. Gibson *et al.*, (2007) says that attitudes are determinants of behaviour because they are linked with perception, personality and motivation. This

implies that the behaviour of the students towards sport participation can give their position as far as attitude is concerned.

It is possible to measure each component using indicators of attitude. Psychological responses or verbal statements like and dislike can measure the affective component, while the cognitive component could be measured by the amount of knowledge a person has about some topic. The behavioural component can be measured by direct observation of how a person behaves in a specific stimuli situation or by the response on topics touching on behaviour. It is clear from this discussion that attitude cannot be measured directly because it is a hypothetical construct (Gross, 2001).

Consequently the researcher will out of necessity find adequate attitude indicators. Gross (2001) states that most methods of attitudes measurement are based on the assumption that they can be measured by people's beliefs or opinions about the attitude object. Although attitudes are measurable in that some are persistent and enduring; yet like each of the psychological variable for example perception they are subject to change (Gibson, 2007).

There are several definitions of attitude. An attitude is a unique feeling toward a circumstance, a person, or a task. In order to achieve linked goals regarding interests, talents, and knowledge, attitudes might act as various objects, clues, abilities, reinforcements, and materials, according to Ertürk (2008). It is the propensity to respond favourably or unfavourably to a specific thing, circumstance, institution, thought, or other person, claims Tezbaşaran (2007). Attitudes in this situation might range from the most favourable to the most negative. Negative attitudes manifest themselves against movements by, for example, holding a pessimistic opinion of the thing or ideas, rejecting it, or disliking it. Positivity may manifest as a positive



conviction in things or concepts, as well as adoption and love of them (Demirhan& Altay, 2001).

Students may grow either favourable or unfavourable attitudes about the sports course. The students' positive attitudes toward the sports course can be utilized to ensure that the course activities are completed efficiently, to make it easier to achieve the course's specific and overall objectives, or to encourage students to take part voluntarily in a variety of physical activities in the future (Gibson et al., 2007). In contrast, students who have unfavourable attitudes about sports classes may hinder the effectiveness of the course, fail to participate, place little value on the lesson, or experience other issues as the session progresses.

### **2.3 Students' Sports Based Self-concept and Sports Participation**

Literature on sports-based attitude, self-concept and sports participation by pupils who are deaf generally is scanty. The relation among this element however can be examined against the literature on related fields for instance that on psychosocial factors and influence in motor development among others.

The view that people have of themselves with reference to the various facets of their personalities and who they are is known as their self-concept. Self-concept, according to Purkey (2008), refers to the entirety of a complex, organized, and complex system of learned beliefs, attitudes, and opinions that each person holds to be true about his or her own personal existence and where he or she belongs in the world. Self-concept is the cognitive thinking aspect of the self (related to one's self-image). Self-concept and the words self-esteem, self-regard, and self-perception are frequently used interchangeably. Self-esteem is a term that is frequently used to describe the affective

or emotional side of the self. It typically relates to how one feels or values themselves, and it refers to specific measurements of the self-concept components. Children's social interactions and academic achievement are influenced by their self-concept. Many psychologists think it also functions as an important indicator of mental wellness. The feedback that kids get from their parents, friends, teachers, and other important people has a direct impact on how positive their self-concept develops. Such feedback may take the form of verbal comments, deeds, or adjustments to circumstances. Children can build opinions about their accomplishments and shortcomings with the aid of this feedback. These views are assimilated over childhood and serve as the basis for the child's self-image (Marsh & Martin, 2011).

In accordance with the multidimensional, hierarchical theories of self-concept, self-concept is a domain-specific construct (Shavelson, Hubner & Stanton, 2006). According to Marsh's (2000) paradigm, the global self-concept is broken down into academic and non-academic components and is located at the top of the hierarchy. While the non-academic component is separated into physical, social, and emotional components, the academic component is divided into self-concepts related to school courses, such as reading and mathematics. Due to its connections to students' motivation, success, confidence, and psychological well-being, self-concept is regarded as an essential construct in education. It is proposed that particular aspects of self-concept should be more capable of predicting outcomes in particular areas than a single, all-encompassing aspect of self-concept (Marsh & Hau 2003).

Studies contrasting the self-concept of hearing and deaf people have found that the latter group had a higher self-concept (Stinson, 2004). Problems with early language development and/or socialization, as well as insufficient early educational assistance,

are some of the reasons that may contribute to the deaf kid developing a negative self-concept. Most hearing parents in nations like Ethiopia pick up sign language after their deaf kid does. Therefore, if their parents learn sign at all, deaf children typically teach them their own language (Knoors&Marschark, 2014).

Due to limited access to education, deaf children in Ethiopia typically begin attending school later than their expected age of entry. Social connection has a direct impact on how one develops their sense of self (Marsh & Martin, 2011). Normal social contact requires communication, which is essentially the result of a growing linguistic foundation. Language development is frequently markedly delayed in congenitally deaf children, especially in deaf children with hearing parents. Therefore, hypothetically, one could argue that a deaf child's self-development doesn't fully benefit from the social contact provided to a hearing counterpart (Obrzut, Maddock & Lee, 1999).

Poor parental communication skills, insufficient maternal bonding, feelings of mistrust brought on by a sense of injustice and negative attitudes toward deaf people, poor sign language acquisition, a lack of suitable role models, social isolation, negative self - image, a lack of a strong cultural belonging, and denial from family members and society at large are some of the factors that affect a deaf person's self-concept. According to Mekonnen et al. (2016), the self-concept of a deaf person may be influenced by parental hearing status, school placement, and the severity of hearing loss. People who are deaf and have deaf parents have more positive self-concepts than people who have hearing parents. This can be because deaf parents were more accepting of deaf children in the past, or it might be because the deaf child struggles with communication and language because of socioemotional problems with hearing parents.

Although self-concept is expected to grow more solid as people age, it is a continual process that involves ongoing integration of new concepts and rejection of outdated ones. We may assume that language plays a key part in the creation of self-concept given that it is founded on the accumulation of experiences and the individual's perception of them from infancy onward. It is generally known that deaf kids have difficulty comprehending and using words linked to emotions compared to their hearing classmates (Knoors&Marschark, 2014), and this is likely to hinder them from developing a complex self-concept. Children generally find it simpler to grasp their own experiences and emotions when they are aware of the ideas, feelings, and experiences of others. The normal language impairments and communication challenges that deaf children encounter, especially in early life, will have an impact on their knowledge of other people's experiences and, consequently, their comprehension of their own internal worlds.

The idea that attending conventional school settings is linked to the sense of insecurity and loneliness, social rejection, and low self-esteem among kids who are deaf as opposed to attending a special school for the deaf has been addressed by a number of studies (Weisel& Kamara, 2005). Indeed, in one multidimensional study, moderately to profoundly hearing-impaired adolescents of normal intelligence who attended a special, that is, a segregated, residential school setting, as compared to peers in more integrated school settings, had higher levels of overall self-esteem and more favourable self-perceptions in the domains of physical appearance and peer relations. Other studies, however, revealed the opposite results: higher levels of general and domain-specific self-perceptions were seen in samples of mainstreamed deaf adolescents, regardless of the use of a cochlear implant, mainstreamed hard-of-hearing students, or

younger hearing-impaired children (Mejstad, Heiling, & Svedin, 2009). Since this has not been done in Nandi Central sub-county, primary students who are deaf may react in ways that are worth investigating.

While discussing self-concept in relation to learning, it is thought to have a positive relation to school learning. It is assumed that students confident of their learning abilities and at the same time nursing a sense of self-worth, display greater interest and motivation in school, an essential ingredient to achievement realization. This view is however, discredited as lacking research backing. The author describes self-concept as one's collective self-perceptions generated via experience with, and interpretation of, the environment and strongly impacted by reinforcing and changes by significant other individuals, in addition to the aforementioned observations. The author subscribes to and holds this opinion. According to Rosenberg and Kapiian (2002), self-concept is multidimensional and made up of the following components: self-assurance, self-esteem, self-concept stability, and self-crystallization.

What the authors point out in relation to the above mentioned is apparently significant and relevant to the issue of this study: self-concept and attitude towards sports. Raised self-esteem, result from the belief that one is capable of performing a task competently. The author further avers that high self-esteem might lead one to attempt difficult task in which success enhances self-confidence. This kind of situation may explain the individual child's reaction to the need to participate in sport regardless of their physical characteristics. Since this observation is but an assumption, it is therefore imperative that this study be conducted.

It should be highlighted that self-concept is malleable, especially in youngsters, and that it evolves with time from a more concrete to more abstract understanding of who

one is. They also discuss how young children view their own looks, behaviour, names, and things. Furthermore, because of their scattered and disorganized self-concept, children are unable to discriminate between behaviours and underlying skills or personal qualities or to develop a sense of permanent identity. With growth and education, children gain a more abstract perspective. These writers also found that children's self-concepts grow more ordered and complicated as they separate apart their notions of fundamental characteristics and skills (Montemoyos&Eisen, 2007).

It is apparent from the foregoing observations that children's perception of themselves and their definition of themselves especially in terms that include actions are important. So the children's attitude to act or react to a particular situation, for example to like or dislike play or to play or not to play is indeed a worth investigating whether it has any relation to the child's (especially the deaf) self-concept. Self-concept as already indicated above, is multidimensional and as such, comprise among other elements self-esteem. Kathleen (2003) relates the challenge of reassuring self-esteem in children as follows: It is easier to imagine how develop mentalist measure running and jumping or strength and flexibility, than self-esteem in children. The admission by the author that there exists a problem with the measurement of self-esteem raises fundamental question with regard to the multi-dimensional self-concept: how easy is it to measure it?

According to Goldsmith (2003), there are a number of reasons why students don't participate in sports at the high school level, including a lack of facilities that are conducive to athletic participation, economic factors (such as a lack of appropriate sports equipment), political factors, health-related factors, factors related to self-image, and social factors. It appears that the things that discourage students from playing sports overlap and become one. Because of the political climate that breeds social

underclasses, certain groups of students lack the motivation to take risks, be ambitious and competitive, or to set high standards for themselves. As a result, they have negative self-images and low self-esteem (Goldsmith, 2003). The act of engaging in sport and its outcomes—having a positive self-perception, feeling good about one, being internally motivated, having ambition, and setting lofty goals—depend on these traits. According to Guilletta research's self-image may play a factor in the drop in athletic participation (2000). Girls are more focused on how they come across to the world. Females appear to prefer the media's promoted image of slimness over the bulky muscles that men find attractive. Social factors are also significantly more important to women than they are to men for not participating in sports. Mchunu (2008) found that students from above-average-income households view self-image as a considerably more relevant factor for not participating in sports than students from average-income families. For those from higher economic levels, self-image is typically a crucial issue. The current study, however, focused on how students who are deaf self-concept influences their engagement in sports.

School and college sports programs are essential for promoting regular physical exercise, which also aids in promoting healthy lifestyles in students' later years of life (Christodoulidis, 2001). The pupils' early participation in physical activities (PA) not only helped them build their bodies but also helped them establish a good attitude toward them. According to the National Association of Sport and Physical Education (NASPE), 2005, one of the main objectives of athletics is to foster in students good attitudes that encourage PA throughout their lifetimes. It is clear that students who exhibit more positive views toward PA in the classroom also engage in PA outside of the classroom (Biddle, 2009). A favourable attitude toward exercise can be the key

factor in determining a physically active lifestyle, according to Jill's study from 2000 (Terry, 2006). According to Schwarz and Lee's (2018) model definition of attitude, attitude is a mental and neurological state of readiness that is organized by experiences and affects how a person reacts to all things and circumstances that are relevant to it. Attitudes are focused on attitude objects like categories of people, things, or concepts. Therefore, behaviour should match a person's mind-set if they have a favourable view on physical fitness (Gill, 2006).

Students who engage in physical activity in sports programs develop their cognitive and kinaesthetic abilities (Milli, 2007). Sports and physical activity-related positive attitudes may never be developed if they are not encouraged throughout the formative years of school. A person's opinions are largely formed between the ages of 12 and 30 and then somewhat shift after this time. According to Christodoulos (2006), school health education programs have the ability to both aid students in developing lifetime, healthy physical activity patterns and to reduce the age-related fall in physical activity. He went on to say that encouraging healthy behaviours at a young age can help the Greek people avoid childhood illnesses and early mortality. Insufficient physical exercise throughout childhood and adolescence has significant long-term implications. The author also explains that the danger of obesity and other linked physical and psychological diseases are the most clearly among these (Steele, Nelson & Jelalian, 2008).

Regular physical activity is advised for many chronic medical diseases, including severe pain, cluster headaches, and sleep difficulties, in addition to the treatment and obesity prevention in people. Regular exercise is also helpful in many behavioural



therapies for depression and is linked to a reduction in anxiety and depression in teenagers (Calfas, 2004).

Personality traits have an impact on one's self-concept; favourable correlations have been shown between self-esteem (the affective and evaluative parts of one's self-concept) as well as extraversion as well as between self-esteem as well as emotional stability (Robbins et al., 2001). There were somewhat favourable correlations between self-perception and extraversion and openness to new experiences (intellect). Emotional steadiness was shown to have a marginally beneficial association. As a result, adolescents with negative self-concepts were more likely than those with good self-concepts to struggle with overcoming developmental hurdles. There might be several researches that duplicate the big five model in kids and teens. Conzelmann and Müller (2005) assert that there is still insufficient evidence to establish the link between sports and personality development. The information that is now available, however, points to the possibility that sports activity has a stronger impact on cognitive personality traits than do static personality factors, such as self-concept (global traits). However, the causal direction in this instance is ambiguous and cannot be established by the methodological approach (Harter, 2001).

It was feasible to demonstrate variations in the expression of the physical self-concept between teenagers who actively participated in athletics and those who did not in another cross-sectional research (Burrmann *et al.*, 2004). Clearly, participating in sports gives teenagers the chance to test out their physical prowess and develop a good physical self-concept, regardless of the environment in which the sport is practiced.

In a longitudinal research, Gerlach and Brettschneider (2013) were unable to demonstrate any interaction between the athletic activity and length of the sporting

activity. When it came to their appraisal of their own athletic activity, those who actively participated in sports had higher characteristic values at all survey dates, which would tend to support the selection hypothesis and argue against a change brought on by sports or their length. In contrast, Alfermann (2003) discovered that in a longitudinal study of teenagers who participated in sports, the appraisal of one's own physical performance occasionally altered, which would support the idea of change. Different model representations of modalities and orientations of action are theoretically feasible for the academic self-concept. So, whereas the Skill Development model implies the opposite, i.e. that the self-concept is developed as a result of the performance, the Self Enhancement method suggests that self-concept impacts performance.

A research on sports involvement perspective and self-concept among secondary school students in Kenya was conducted by Wilson, Njuguna, Hezborn, Richard, and Sarah in 2014. Examining secondary school students' perceptions of and self-perceptions about participating in sports in the Rift Valley Region of Kenya. Kurt Lewin's theory of perception, as promoted by Smith, served as the study's main inspiration. This theory's central tenet is that every object, such as a student, lives within a field of curricular and extracurricular forces that move, define, or otherwise give the thing some degree of stability and solidity. The study's research goals were to investigate the connections between students' perceptions of their co-curricular engagement and their sense of self as well as the connections between gender, co-curricular participation perception, and self-concept. The epistemology was post-positivism, and the ontology was realist/objectivist. The research was conducted using numbers. Ex-post facto research design was used. 124 football players and 72 volleyball players combined to take part in the study. To choose the sample, stratified random sampling was employed. A

questionnaire with a Likert scale was used to gather the data. Frequency, percentage, mean, standard deviation, t-test, Pearson r, and a two-way ANOVA were used to analyse the data at the  $p > .05$  level of significance. The study's key findings included: (98%) of the participants had good ratings of their own self-concept. The data also demonstrated a strong association between self-concept and perceptions of co-curricular activity ( $r(195) = .22, p = .002$ ). According to the findings, it was advised that schools should give students enough opportunities to participate in co-curricular activities because it helps them develop positive self-concepts. Sports participation also accommodates the less gifted students to succeed in sport, so it was necessary to use it to improve the students' wellbeing. The research revealed the necessity to investigate a theory that can direct student engagement in sports.

#### **2.4 Summary of Literature Review**

This chapter reviewed the literature on attitudes, self-concept, and sports participation among deaf students. It found that when people with disabilities participate in physical activities, especially sports, with others in their community, they can recognize the physical and social benefits that result from doing so. Students may grow either favourable or unfavourable attitudes about the sports course. The students' positive attitudes toward the sports course can be used to ensure that the course activities are completed efficiently, to make it easier to achieve the course's specific and overall objectives, or to encourage students to take part voluntarily in a variety of physical activities in the future (Gibson, 2007). In contrast, students who have unfavourable attitudes about sports classes may hinder the effectiveness of the course, fail to

participate, place little value on the lesson, or experience other issues as the session progresses (Silverman & Scrabis 2004).

From the studies reviewed, none targeted the pupils who are deaf their self-concept and their attitude towards sports participation. The local studies reviewed, hardly used inferential statistics in the analysis of data. None of the literature reviewed, touched on all the attitude and self-concept indicators which the researcher intend to use. The research therefore carried out a study on the attitude of pupils who are deaf towards sports participation. The independent variables were: attitude and self-concept. The results are likely to add the quality of counselling offered to the pupils who are deaf. The study therefore, sought to examine the influence of sports-based attitudes and self-concept on sports participation among pupils who are deaf in a selected primary school in Emgwen Sub-county, Nandi County, Kenya.

In Kenya, the policy framework for children with special needs is primarily guided by the following documents:

The Constitution of Kenya, 2010: The Constitution guarantees the rights of all individuals, including children with special needs, to equal treatment, non-discrimination, and access to education and healthcare.

The Basic Education Act, 2013: This Act provides for the right to education for all children, including those with special needs. It emphasizes inclusive education and the provision of appropriate support and accommodations to ensure that children with special needs can access quality education.

The National Special Needs Education Policy, 2009: This policy establishes guidelines for the provision of special needs education in Kenya. It promotes inclusive education,

early identification and assessment of learners with special needs, provision of appropriate support services, and collaboration among stakeholders.

The National Policy on Disability, 2006: This policy ensures equal opportunities, full participation, and protection of the rights of persons with disabilities, including children with special needs. It addresses various aspects, including education, healthcare, accessibility, employment, and social welfare.

The National Guidelines for Identification, Assessment, and Support of Learners with Special Needs, 2018: These guidelines provide a framework for identifying, assessing, and providing support to learners with special needs in mainstream schools. They emphasize early intervention, individualized education plans, and multi-disciplinary collaboration.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

The procedures and techniques the researcher used for the study are presented in this chapter. It describes the research design, the study's geographic setting, the population under study, the sample size, research variables, research instruments, their reliability and validity, data collection methods, and data analysis techniques.

#### **3.1 Research Design**

This was how the research study was going to be conducted. A mixed method research design was adopted in this study. The overall goal of mixed methods research, of combining qualitative and quantitative research components, is to expand and strengthen a study's conclusions and, therefore, contribute to the published literature. According to Kombo and Tromp (2006), a research design is the "glue" that connects all the components together as the scheme, outline, or strategy utilized to produce solutions to the research challenges. Attitude versus sports participation scores are taken and those of self-concept versus sports participation are also taken then they are correlated hence mixed method approach. Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. Mixed methods designs provide researchers, across research disciplines, with a rigorous approach to answering research questions.

### **3.2 The Study Area**

The study was carried out in Kapsabet School for the Deaf in Nandi Central sub-county. Kapsabet School for the Deaf which was started in 1965 is one of the special boarding Primary School in Kenya that caters for children with hearing impairment. The study was thus carried out in this school which is located in the outskirts of Kapsabet Town, Nandi Central District in the Rift Valley Province of Kenya. It's adjacent to Kapsabet Girls High School and Kapsabet Bible College. A special school for hearing impaired is designed to admit hearing impaired pupils from all over Kenya. The Kapsabet School for the Deaf was selected because it is a full residential school with special provision for the pupils who are deaf who enjoy specialized facilities.

### **3.3 Population and Sample**

The target population consisted of all the pupils in Kapsabet primary School for the Deaf. There were 106 pupils from standard one to standard 8 (Kapsabet School for the Deaf, 2019). However, for the purpose of this study all the pupils in standard 3, 4, 5, 6, 7 and 8 were used. Both boys and girls were included. This implies that the accessible population was 70% of the target population. The total number of the students at the Kapsabet School for the deaf is as shown in Table 3.1. Sample was all pupils in standard 3 to 8.

**Table 3.1: Target Population**

<b>CLASS</b>	<b>NURSER Y</b>	<b>INFANT</b>	<b>Std 1</b>	<b>Std2</b>	<b>Std3</b>	<b>Std4</b>	<b>Std5</b>	<b>Std6</b>	<b>Std7</b>	<b>Std 8</b>	<b>Totals</b>
<b>Boys</b>	3	7	6	5	8	4	8	4	7	8	60
<b>Girls</b>	5	3	5	6	6	5	4	3	4	5	46
<b>Total</b>	8	10	11	11	14	9	12	7	11	13	106

### 3.3.1 Sampling Technique

All the pupils both boys and girls from Std 3 to 8 in Kapsabet school for the deaf were selected using purposive sampling. This implies that 70% (74) of the pupils participated in this study.

### 3.4 Research Variables

The independent variables for this study were the attitude and self-concept, whereas the dependent variable was sports participation. The moderator variables were age and gender, while the controlled variables were teacher's influence, facilities and resources and school type.

### 3.5 Research Instruments

Interviews and questionnaires can be used to assess a person's knowledge, attitude, and behaviour (Beashel, 2006 and Bell, 2003). The researcher also employed an observational approach. A questionnaire with a Likert scale was used to gather the study's data. The response with the least favourable degree receives the lowest score, while the response with the most favourable degree receives the highest score. Each



response is given a score value using the Likert scale approach. In this manner, the instrument generates a total score for each respondent, which would then determine how favourable the respondents are to a certain point of view.

### **3.5.1 Questionnaire**

The questionnaire is in three sections; first section contained items that generated information on self. Second section contained items which sought to collect information on self- concept/image. The third section contained items that elicited information on attitude and sports. The questionnaire was developed by the researcher herself, while some items was adapted and modified from previous research studies. That is Karanja (2007) Scale for measuring self-concept. The instrument was administered by the researcher herself with the help of an interpreter.

### **3.5.2 Interviews**

An interview refers to person to person verbal communication in which one person asks the other questions intended to elicit information. The researcher used interview on a pupils who were picked from standard 3 to 8.

### **3.5.3 Observation**

This is the collection of information by the way of investigator's own observation. It involves the use of all sense to perceive and understand the experiences of interest to the researcher. Observation was used to establish whether information obtained through the interview and questionnaire relates to the actual situation in the school.

## **3.6 Validity and Reliability of Research Instruments**

### **3.6.1 Validity**

Validity refers to the accuracy and meaningfulness of inferences, which are based on research results (Mugenda&Mugenda, 2009). Construct validity was used for this study. This is because attitude and self-concept are abstract concept. Validity of the Questionnaire was done by comparing scores of instruments developed by the researcher to those scores of other similar items and whether they were valid at certain level. Adjustment and modification were done.

### **3.6.2 Reliability**

If a study's results on the same test administered twice are comparable, the measure is regarded as dependable. Data collection is done with precision thanks to reliability. No matter how many times you do a piece of study, if the same results are obtained, this shows that the data is credible (Mugenda&Mugenda, 2003). A pilot study was conducted outside the sample population, at the Eldoret School for the Hearing Impaired, to ensure the validity of the questionnaire. Due of the two areas' same conditions with the school under investigation, this region was chosen for the piloting. The same pilot group was given the study instruments twice, one after the other, and the outcomes were compared. The researcher used the study instruments because they had a Cronbach's coefficient alpha of 0.71, indicating that they were trustworthy.

### **3.7 Scoring of the Instrument**

Part one of the instrument required the respondent to tick the answer that applies to him/her. The other parts were scored using five point Likert scales where each item had a value as follows;

Strongly Agree (SA) = 5

Agree (A) = 4

Undecided (U) = 3

Disagree (D) = 2

Strongly Disagree (SD)= 1

This means that the maximum score for a respondent who ticks Strongly Agree in all items would be 100 i.e. (20 items x 5) and the minimum score for one who ticks Strongly Disagree in all items would be 20 i.e. (20 items x 1). To determine the influence of attitude and self-concept towards sports participation, a score between 20 and 40 indicated no influence, 41-60 neutral, and 61-100 indicated positive influence of attitude and self-concept towards sports participation.

### **3.8 Data Collection Procedure**

The National Commission for Science, Technology, and Innovation granted the researcher's request for authorization to carry out the study. The researcher addressed the school authorities and notified them of the prospective research after obtaining the research authorization. The chosen classes were informed about the proposed study with the aid of an interpreter. Where clarifications were required, they were provided, and respondents were given the assurance that their replies would be kept private and solely used for the research.

### **3.9 Scoring of the Instrument**

Part one of the instrument required the respondent to tick the answer that applies to him/her. For purposes of scoring, each item in part two of the instrument had a value as follows: Strongly agree (SA) = 5; Agree (A) = 4; Undecided (U) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1.

The most favourable response of this Likert Scale was Strongly Agree and the value was five, while the most unfavourable is Strongly Disagree and the value was one. This implies that the maximum score for a respondent who ticks Strongly Agree in all items would be 100 (that is, 20items x 5) and the minimum score for one who ticks Strongly Disagree in all items would be 20 (that is, 20 items x 1).

For purposes of determining the general attitude of pupils towards sports participation, a score between 20 and 40 indicated an unfavourable attitude and an unfavourable self-concept, 41- 60 neutral, and 61- 100 indicated favourable attitude and favourable self-concept towards sports participation.

### **3.10 Ethical Considerations**

The respondents were assured that their answers would be kept private and used solely for the research project. On the surveys, the respondents were not asked to write their names. By sticking to the timetable established with the offices' and schools' administration, the researcher also assumed personal responsibility for the study's execution and outcomes. When speaking with respondents, the researcher was forthright and honest. The respondents received the assurance that they would receive the research's input if they need it after the study. This was done in an effort to gain their cooperation.

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND DISCUSSION

#### 4.0 Introduction

The purpose of the study was to examine the influence of sports-based attitudes and self-concept on sports participation among pupils who are deaf in a selected primary school in Emgwen Sub-county, Nandi County, Kenya. The specific objectives of the study were:

- i. To determine the extent of sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.
- ii. To establish the influence of sports-based attitudes on sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.
- iii. To determine the influence of sports-based self-concept on sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.

The analysis, presentation, and interpretation of the study findings are the topics covered in this chapter. Descriptive statistics are utilized in the first section to give an overview of the respondents who took part in the study. The analysis of the replies in light of the particular research objectives as stated by the respondents in the questionnaires and interview schedule is presented in the second section.

#### 4.1 Questionnaire Return Rate

The study sampled 74 respondents and managed to collect data from 60 respondents representing 85.7 percent response rate. The questionnaire return rate results are shown in Table 4.1.

**Table 4.1: Response rate**

Respondents	Expected Response	Actual Response	Percentage (%)
Pupils	74	60	85.7

The pupils' response rate was 85.7%; this was a reasonable response rate. These percentages were deemed accurate enough to allow for the findings to be generalized. When using questionnaires, Creswell (2003) asserts that a response rate of at least 75% is sufficient for generalizing the results.

#### 4.2 Background Information

The background information was important since it enabled the researcher to obtain respondents' personal data in terms of age, gender, Home County and class. The responses on each of the mentioned aspects are presented in the following sub-sections:-

#### 4.1.1 Age of Respondents

The respondents were asked to state their age and the results were as presented in Table 4.2.

**Table 4.2: Age of the Respondents**

Age of respondent	Frequency	Percent
10-12 years	6	10.0
13-14 years	18	30.0
15-17 years	26	43.3
18-20 years	10	16.7
<b>Total</b>	<b>60</b>	<b>100</b>

Table 4.2 reveals that the study involved 60 pupils of ages between 10 and 20 years with 6 (10%) pupils between 10 and 12 years, 18 (30%) between 13 and 14 years, 10 (16.7%) between 18 and 20 years while 26 (43.3%) between 15 and 17 years of age. Table 4.2 showed that majority of the pupils were in the age bracket of 15 and 17 years. This can be attributed to the fact that most pupils of ages 15 and 17 are usually at this level of education. The biggest obstacles to participating in sports, according to Lieberman and Pecorella (2006), are handicap and health problems connected to aging. People between the ages of 14 and 35 are more likely to be constrained by ignorance, whereas those between the ages of 36 and 45 are more likely to be affected by disease or injury. Therefore, the health and disabilities of older people (those over 45) place more limitations on them. Younger children typically engage in more physical activity than older children, according to research by Longmuir and Bar-or from the year 2000.

### 4.1.2 Gender of Respondents

The respondents who participated in this study were also asked to state their gender.

Their responses are shown in Table 4.3.

**Table 4.3: Gender of Respondents**

<b>Gender of respondent</b>	<b>Frequency</b>	<b>Percent</b>
Boy	31	52
Girl	29	48
<b>Total</b>	<b>60</b>	<b>100</b>

As shown in Table 4.2, the study involved 60 pupils with 31 (52%) male pupils and 29 (48%) female pupils. This suggests that males are more likely than females to experience hearing loss. This is consistent with a finding from a survey of young people who have hearing loss, which shows that more men than women experience hearing loss. The gender makeup of the respondents needed to be evaluated since it affects sport participation significantly. Rowe and Bibby (2006) point out that many females don't see sports favourably and are less likely than boys to enjoy competitive sports.

### 4.1.3 Home County

The other concern for this study was to determine the home county of the respondents in terms of rural or urban. The results are presented in Table 4.4.



**Table 4.4: Home County**

<b>Home County</b>	<b>Frequency</b>	<b>Percent</b>
<b>Rural</b>	29	48.3
<b>Urban</b>	31	51.7
<b>Total</b>	60	100

As shown in Table 4.4, most of the pupils 31 (51.7%) came from urban home as compared to 29 (48.3%) from rural homes. This shows that most parents in urban centres take their children with disabilities to schools unlike those from rural areas.

#### **4.1.4 Class of Respondents**

The respondents were also asked to state their class. Table 4.5 shows their responses.

**Table 4.5: Class of Respondents**

<b>Class</b>	<b>Frequency</b>	<b>Percent</b>
<b>Class 4</b>	8	13.3
<b>Class 5</b>	11	18.3
<b>Class 6</b>	10	16.7
<b>Class 7</b>	14	23.3
<b>Class 8</b>	25	41.7
<b>Total</b>	<b>60</b>	100

The study involved pupils from primary school in the area. As shown in Table 4.5, 8 (13.3%) and 11 (18.3%) of the pupils were in standard 4 and 5 respectively. Another 10 (16.7%) and 14 (23.3%) of the pupils were in standard 6 and 7 while majority 25

(41.7%) were in standard 8. This can be interpreted to mean that despite the pupils' situation of deafness; most of them pursue their education.

### **4.3 Presentation and Analysis of the Specific Objectives**

The data analysis on the influence of sports-based attitudes and self-concept on sports participation among pupils who are deaf in a selected primary school in Emgwen Sub-County is presented in this section. It presents the responses of the pupils who are deaf on the extent of sports participation.

#### **4.3.1 Extent of learner's Participation in Sports**

The first objective was to determine the extent of sports participation among pupils who are deaf in a selected primary school in Emgwen Sub-County, Nandi County. The question sought from the pupils their agreement on the extent of sports participation. In order to answer this question, respondents were required to respond to 5 items on a scale. The responses are shown on Table 4.6.

**Table 4.6: Extent of learners' Participation in Sports**

Statement		SA	A	N	D	SD	N
I participate in sports because I make friends easily with those I play with.	F	20	23	5	5	7	60
	%	33.3	38.3	8.3	8.3	11.7	100.0
I participate in sports because I believe I can do any task including sports activities	F	24	20	6	6	4	60
	%	40.0	33.3	10.0	10.0	6.7	100.0
I participate in sports because the pupils with whom I play are also deaf	F	10	16	6	15	13	60
	%	16.7	26.7	10.0	25.0	21.7	100.0
I do not participate in sports because most people do not like me.	F	10	10	3	17	20	60
	%	16.7	16.7	5.0	28.3	33.3	100.0
I do participate in sports because I like playing with others.	F	28	20	3	5	4	60
	%	46.7	33.3	5.0	8.3	6.7	100.0

The study findings in Table 4.6 revealed that 71.6% (43) of the respondents stated that they participate in sports because they make friends easily with those they play with. Another 73.3% (44) stated that they participate in sports because they believe they can do any task including sports activities. There were 43.4% (26) who asserted that they participate in sports because the pupils with whom they play were also deaf while 46.7% (28) disagreed. Further, 33.4% (20) of the respondents stated that they do not participate in sports because most people do not like them while 61.6% (37) of the respondents disagreed. Moreover, 80.0% (48) of the pupils agreed that they did participate in sports because they liked playing with others as compared to 15.0% (9) who disagreed.

The study results revealed that majority of the respondents agreed that they participated in sports because they liked playing with others. Abdullah and Fauzee (2002) observed that physical activity can be very effective in improving the human respiratory system, while strengthening the heart muscle and increasing its volume is the benefits of physical activity. Kosma (2003) opined that sports activities are an empowerment to people with disabilities.

There are both inner and extrinsic motivators at work when it comes to encouraging or discouraging involvement in sports. Self-esteem or notion, attraction to the activity, and support from close relationships are the three factors that can be recognized. Children who are deaf frequently exhibit low self-esteem (Marshark, Lang & Albertini, 2002). They could not acquire a positive self-perception as a result of their own evaluation of their physical prowess. The Perceived Motor Competence (PMC) has an impact on sports participation. Following social acceptance and achievement in prior activities, judgment is made. Therefore, interactions and connections with the significant individuals determine whether one has a strong or poor sense of self (Gallahue, & Donnelly, 2003). Parents, coaches (for sports), and classmates are examples of significant others. Children's intrinsic drive to participate in physical activity stems from their positive self-perception (Weiss, 2004). For intrinsic motivation to occur, it is critical that fundamental abilities are mastered and that close relationships are supported. Smith (2004) highlights the significance of good peer relationships in engaging in sports. People with disabilities ranked having time for interests and hobbies (81%) as the most crucial. However, deaf youngsters suffer from a limited social environment as a result of a communication barrier.

In addition to not knowing where to learn (intrapersonal), "overcrowded facilities" (structural), "physically unable to participate" (intrapersonal), and "cost of transportation," Nortey (2009) notes that teens' lack of participation in sports was mostly due to these factors (structural). According to Lieberman and Pecorella (2006), health and disability were the key factors influencing whether or not children with hearing impairment participated in sports. The main barriers to involvement in sports are time constraints and commitments to one's profession.

For information on Deaflympics competitors, Andreff (2001) searched the International Committee of Sports for the Deaf database. According to the study, participation in the Deaflympics has gradually increased in developing nations while remaining relatively low overall. The poor involvement is mostly related to these nations' over-reliance on volunteers and the comparatively modest size of the governing body (some only have two full-time workers at the national office). Findings show that 23% of emerging nations have never participated in sports, with 13 out of the 35 non-participating nations being from Africa.

#### **4.3.2 Students' Sports Based Self-concept**

The second objective was to determine the influence of students' sports based self-concept. Opinions were sought from pupils who are deaf on how they perceived the influence of self-concept on their participation in sports. The findings are as indicated in Table 4.7.

**Table 4.7: Students' Sports Based Self-concept**

Statement		SA	A	U	D	SD	N
I am a beautiful/handsome individual	F	19	30	6	3	2	60
	%	31.7	50.0	10.0	5.0	3.3	100.0
I am a sociable pupil	F	20	27	3	6	4	60
	%	33.3	45.0	5.0	10.0	6.7	100.0
My deafness does not bother me	F	10	15	6	10	19	60
	%	16.7	25.0	10.0	16.7	31.7	100.0
I love myself very much	F	20	35	4	1	0	60
	%	33.3	58.3	6.7	1.7	0.0	100.0
I like working with others	F	23	23	3	6	5	60
	%	38.3	38.3	5.0	10.0	8.3	100.0
Most people do not like me	F	5	7	7	20	21	60
	%	8.3	11.7	11.7	33.3	35.0	100.0
Most of my friends are mainly deaf	F	7	23	3	13	14	60
	%	11.7	38.3	5.0	21.7	23.3	100.0
I believe I can do any task/job	F	30	19	6	3	2	60
	%	50.0	31.7	10.0	5.0	3.3	100.0
I make friends easily	F	30	24	2	2	2	60
	%	50.0	40.0	3.3	3.3	3.3	100.0
Teachers would like me participate in sports	F	22	19	3	6	10	60
	%	36.7	31.7	5.0	10.0	16.7	100.0
Teachers regard me as a capable pupil in sports	F	12	22	6	7	13	60
	%	20.0	36.7	10.0	11.7	21.7	100.0
Teachers believe that I cannot do well in sports however hard I will try	F	3	4	12	20	21	60
	%	5.0	6.7	20.0	33.3	35.0	100.0
Teachers sometimes use abusive language on me and for this reason, I do not participate in sports	F	5	4	9	21	21	60
	%	8.3	6.7	15.0	35.0	35.0	100.0

As shown in Table 4.7 showed that 81.7% (49) of the respondents stated that they were beautiful/handsome individuals whereas 8.3% (5) disagreed. There were 78.3% (47) of the respondents who considered themselves sociable pupils while 43.7% (25) stated that their deafness did not bother them whereas 48% (29) were of contrary opinion. They asserted that their deafness bothered them. Further, majority 91.6% (55) of the respondents stated that they loved themselves very much while only 1.7% (1) disagreed. Another, 76.6% (46) of the respondents like working with others and 20% (12) stated that most people do not like them. There were 68.3% (41) revealed that most people like them. Half 50% (50) of the respondents asserted that most of their friends were mainly the deaf ones while 45% (27) disagreed. The findings also show that 81.7% (49) of the respondents believe that they can do any task/job while 8% (5) disagreed. Majority (90%) of the respondents make friends easily.

The study further established that 68.4% (41) of the respondents stated that teachers would like them participate in sports as compared to 26.7% (16) who disagreed. Another 56.7% (34) stated that teachers regard them as capable pupils in sports. There were 68.3% (41) of the respondents who asserted that teachers believe that they can do well in sports, however, 12% (7) disagreed; 15.0% (9) agreed that teachers sometimes use abusive language on the pupils and this discourages them from participating in sports while 70% (42) were of the contrary opinion.

According to the study's findings, the majority of students thought they were attractive or handsome. This suggests that the students' motivation to participate in sports was driven by their self-worth or other concepts. Children who are deaf frequently exhibit low self-esteem (Marshark, Lang & Albertini, 2002). They could not acquire a positive self-perception as a result of their own evaluation of their physical prowess. The

interactions and connections with the significant individuals determine whether one has a high or poor sense of self. Children's intrinsic drive to participate in physical activity stems from their positive self-perception.

#### 4.3.3 Students' Sports Based Attitude

The study sought to determine the influence of students' sports based attitude. Opinions were sought from pupils on how they felt towards their participation in sports. The findings are as indicated in Table 4.8.

**Table 4.8: Student's Sports Based Attitude**

Attitude Items		SA	A	U	D	SD	N
I like participating in sports naturally	F	27	20	6	4	3	60
	%	45	33.3	10.0	6.7	5.0	100.0
I participate in sports because my friends are doing so	F	10	13	4	10	23	60
	%	16.7	21.7	6.7	16.7	38.3	100.0
I do not participate in sports because I may not be good in it as the others	F	3	7	7	20	23	60
	%	5.0	11.7	11.7	33.3	38.3	100.0
I do not participate in sports because other people do not like me	F	3	5	9	22	21	60
	%	5.0	8.3	15.0	36.7	35.0	100.0
I do not participate in sports because other people may laugh at me.	F	2	5	8	19	26	60
	%	3.3	8.3	13.3	31.7	43.3	100.0
I do not participate in sports because I may not perform as well as the physically fit pupils	F	7	6	5	27	15	60
	%	11.7	10.0	8.3	45.0	25.0	100.0
I can participate in sports if there were a prize to be worn	F	13	17	3	10	17	60
	%	21.7	28.3	5.0	16.7	28.3	100.0



As indicated in the findings, a majority 47 (78.3%) of the respondents agreed that they like participating in sports naturally, 6 (10.0%) were undecided as only 7 (11.7%) disagreed. This shows that participation in sports by the pupils is through natural instincts and most of them are driven by nature to participate in sporting activities. On whether they are influenced by friends 23 (38.0%) agreed, 4 (6.7%) were undecided, while a majority 33 (55.0%) disagreed. The current results show that the influence of friends on participation in sports is minimal. Most pupils engage in sports activities on their own and are not influenced by friends to do so.

On whether pupils do not participate in sports because of poor performance in this activities, only 10 (16.0%) agreed, 7 (12.0%) were undecided while a majority of the respondents disagreed. Thus as indicated in the findings, most of the pupils who do not participate in sports do not attribute it to not being good in sports as the others. Thus there is no link between individual student's participation and performance in the sports activities. Most of the pupils indicated that they participate in sports on their own and not because of others. This was indicated by 8 (13.0%) who indicated that they do not participate in sports because other people do not like them, 9 (15.0%) were undecided as most 43 (52.0%) of the pupils disagreed to this sentiment.

When asked whether they do not participate in sports because other people may laugh at them, only 7 (11.6%) of the pupils agreed, 8(13.0%) were undecided as a majority 45 (75.0%) disagreed. This indicates that student's failure to participate in sports activities is not as a result of being laughed at by colleagues. Some pupils 13 (21.0%) indicated that they do not participate in sports because as an individual with hearing impairment, they may not perform as well as the physically fit pupils. However a majority 42 (70.0%) disagreed which shows that participation in sports is not in any

way associated with student's disability or physical impairment. A majority 30 (50.0%) of the pupils asserted that they can participate in sports if there were prizes to be won, 3 (5.0%) were undecided while 27 (45.0%) disagreed. Thus as indicated in the findings, incentives is a driving force to participation in sports activities by pupils. As indicated in the findings of the current study, pupils participation in sports activities is influenced by the way they perceive sports as useful, their feelings about sports and to some extent the influence of other pupils.

The study's findings showed that the majority of students concurred that they enjoyed playing sports quite naturally. Riungu (2002) found that engaging in sports increased fitness for health. The research suggested participating in sports on a regular basis. Longmuir and Bar-Or (2004) discovered that a kid spent 32–69 minutes of their daily time participating in sports, with a rapid reduction in involvement throughout puberty, which affects females more than boys.

#### **4.4 Hypotheses Testing**

In this section, the following null hypotheses were tested;

**HO<sub>1</sub>:** There is no significant relationship between sports-based attitudes and sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.

**HO<sub>2</sub>:** There is no significant relationship between sports-based self-concept and sports participation among pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi County.

#### 4.4.1 Association between Students' Sports Based Attitude and Participation in Sports

To test the first hypothesis of no significant relationship between students' sports based attitude and sports participation among pupils who are deaf, chi square test was used and the results were as follows. Statistical analysis was done to establish the relationship between students' sports based attitude and sports participation among pupils who are deaf. Chi-square test was used to show the relationship. The results are shown in Table 4.9.

**Table 4.9: Chi Square Results for the Association between Students' Sports Based Attitude and Participation in Sports**

	Value	df	Asymp. Sig. (2-sided)
Chi-Square	30.483	4	0.000
N of Valid Cases	60		

As shown in Table 4.9, the association between students' sports based attitude and sports participation was significant at a chi-square of 30.483,  $df=4$  and p-value of 0.000 was obtained. Since  $p < 0.05$ , the relationship is significant. This implies that there is a significant relationship between sports-based attitudes and sports participation among pupils who are deaf. The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there is a significant relationship between sports-based attitudes and sports participation among pupils who are deaf. These findings were supported by Dismore and Bailey (2010) who found that many of deaf children expressed positive attitudes toward sports participation.

#### 4.4.1 Association between Students' Sports-Based Self-Concept and Participation in Sports

To test the first hypothesis of no significant relationship between students' sports based self-concept and sports participation among pupils who are deaf, chi square test was used and the results were as shown in Table 4.10.

**Table 4.10: Chi Square Results for the Association between Sports-Based Self-Concept and Sports Participation**

	Value	df	Asymp. Sig. (2-sided)
Chi-Square	84.308	4	0.003
N of Valid Cases	60		

As presented in Table 4.10, the association between students' sports based self-concept and sports participation was significant at a chi-square of 84.308,  $df = 4$  and  $p$ -value of 0.003 was obtained. Since  $p < 0.05$ , the null hypothesis is rejected implying that there is a significant relationship between sports-based self-concept and sports participation among pupils who are deaf. The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there is a significant relationship between students' sports-based self-concept and sports participation among pupils who are deaf.

This implies that there is a relationship between students' sports-based self-concept and sports participation among pupils who are deaf. This finding agrees with findings by Talbot (2011) who asserted that involvement in sports can help children develop respect for their body as well as respect for others. He also stated that sport participation

contributes to positive development of mind and body leading to higher self-confidence, and self-esteem. Stewart *et al.*, (2008) showed that societal stereotypes of disability and a lack of acceptance are barriers to participation as they inhibit interest in physical activity among children with disability.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter contains a summary of the study findings, conclusions, recommendations and suggestions for further research based on the analysis of data. The purpose of the study was to examine the influence of sports-based attitudes and self-concept on sports participation among pupils who are deaf in a selected primary school in Emgwen Sub-county, Nandi County, Kenya. To carry out this study, survey was used, where questionnaires were administered to the respondents. This chapter is divided into three sections. The first section presents summary, the second conclusions and lastly recommendations.

#### **5.1 Summary of the Findings**

This section presents summary of the findings based on the objectives of the study.

##### **5.1.1 Extent of learner's Participation in Sports**

The first objective of the study was to determine the extent of sports participation among pupils who are deaf. The study established that 71.6% (43) of the respondents stated that they participate in sports because they make friends easily with those they play with. Another 73.3% (44) stated that they participate in sports because they believe they can do any task including sports activities. There were 43.4% (26) who asserted that they participate in sports because the pupils with whom they play were also deaf while 46.7% (28) disagreed. Further, 33.4% (20) of the respondents stated that they do not participate in sports because most people do not like them while 61.6% (37) of the

respondents disagreed. Moreover, 80.0% (48) of the pupils agreed that they did participate in sports because they liked playing with others as compared to 15.0% (9) who disagreed.

### **5.1.2 Students' Sports Based Attitude**

The study sought to determine the influence of attitude on student's participation in sports. The findings indicated that a majority 47 (78.3%) of the respondents agreed that they like participating in sports naturally, 6 (10.0%) were undecided as only 7 (11.7%) disagreed. This shows that participation in sports by the pupils is through natural instincts and most of them are driven by nature to participate in sporting activities. On whether they are influenced by friends 23 (38.0%) agreed, 4 (6.7%) were undecided, while a majority 33 (55.0%) disagreed. The current results show that the influence of friends on participation in sports is minimal. Most pupils engage in sports activities on their own and are not influenced by friends to do so.

On whether pupils do not participate in sports because of poor performance in this activities, only 10 (16.0%) agreed, 7 (12.0%) were undecided while a majority of the respondents disagreed. Thus as indicated in the findings, most of the pupils who do not participate in sports do not attribute it to not being good in sports as the others. Thus there is no link between individual student's participation and performance in the sports activities. Most of the pupils indicated that they participate in sports on their own and not because of others. This was indicated by 8 (13.0%) who indicated that they do not participate in sports because other people do not like them, 9 (15.0%) were undecided as most 43 (52.0%) of the pupils disagreed to this sentiment.

When asked whether they do not participate in sports because other people may laugh at them, only 7 (11.6%) of the pupils agreed, 8(13.0%) were undecided as a majority 45 (75.0%) disagreed. This indicates that student's failure to participate in sports activities is not as a result of being laughed at by colleagues. Some pupils 13 (21.0%) indicated that they do not participate in sports because as an individual with hearing impairment, they may not perform as well as the physically fit pupils. However a majority 42 (70.0%) disagreed which shows that participation in sports is not in any way associated with student's disability or physical impairment. A majority 30 (50.0%) of the pupils asserted that they can participate in sports if there were prizes to be worn, 3 (5.0%) were undecided while 27 (45.0%) disagreed. Statistically, there is a significant relationship between sports-based attitudes and sports participation among pupils who are deaf (df =4 and p=0.000).

### **5.1.3 Students' Sports Based Self-concept**

The study sought to determine the influence of learner's self-concept on participation in sports. The findings indicated that 81.7% (49) of the respondents stated that they were beautiful/handsome individuals whereas 8.3% (5) disagreed. There were 78.3% (47) of the respondents who considered themselves sociable pupils while 43.7% (25) stated that their deafness did not bother them whereas 48% (29) were of contrary opinion. They asserted that their deafness bothered them. Further, majority 91.6% (55) of the respondents stated that they loved themselves very much while only 1.7% (1) disagreed. Another, 76.6% (46) of the respondents like working with others and 20% (12) stated that most people do not like them. There were 68.3% (41) revealed that most people like them. Half 50% (50) of the respondents asserted that most of their friends



were mainly the deaf ones while 45% (27) disagreed. The findings also show that 81.7% (49) of the respondents believe that they can do any task/job while 8% (5) disagreed. Majority (90%) of the respondents make friends easily.

The study further established that 68.4% (41) of the respondents stated that teachers would like them participate in sports as compared to 26.7% (16) who disagreed. Another 56.7% (34) stated that teachers regard them as capable pupils in sports. There were 68.3% (41) of the respondents who asserted that teachers believe that they can do well in sports, however, 12% (7) disagreed; 15.0% (9) agreed that teachers sometimes use abusive language on the pupils and this discourages them from participating in sports while 70% (42) were of the contrary opinion. Further, the inferential statistics revealed that there was a significant relationship between sports-based self-concept and sports participation among pupils who are deaf ( $df=4$  and  $p=0.003$ ).

## **5.2 Conclusion**

Based on the findings of the study, it was concluded that students who are deaf participated in sports because they liked playing with others. Sports enhance the mental, moral, emotional and sociological aspects of the child and they also inculcate independence and self-reliance in the child through exposure to individual activities. Participating in sports has an advantage over academic subjects because it primarily concerns itself with play and this gives a child direct enjoyment and self-satisfaction. Self-esteem or concept motivated students who are deaf to participate in sports. Since deaf children frequently exhibit low self-esteem, interactions and connections with important people determine whether they have high or low self-perception. Children who participate in active sports are intrinsically motivated to do so because they have

positive self-perceptions. The study came to the conclusion that among deaf students, sports participation and sports-based self-concept are significantly correlated.

The findings also concluded that sports-based attitude influences sports participation among the pupils who are deaf. The hypotheses tested also indicated a significant relationship between self-concept and sports participation among the pupils who are deaf in the school where the study was done.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations are made:

- i. Simple and user-friendly tools should be developed and used to guarantee that sports-related school programs offer a secure environment for deaf students. This would assist in addressing the issue of female students who are unable to participate in athletics and providing possibilities for deaf students to actively engage in sports.
- ii. Teachers and parents should encourage the pupils who are deaf to participate in sports activities. Consistent engagement in sports is seen as vital in many aspects, including for social, psychological, intellectual, and physiological reasons. Deaf sports should be developed in order to promote continuous involvement in sports and physical activity. This would make it possible to develop abilities and maintain sports potential shown in special schools.
- iii. The study recommends for active collaborations with parents, teachers, pupils who are deaf and other interested partners in initiating constructive projects that will actively engage pupils who are deaf' participation and bring change in

attitude towards their sports outcomes. Projects in sports should be initiated to promote potentials and create exposure to the outside world.

#### **5.4 Suggestions for Further Research**

The following are the areas that need further research:

- i. The same research could be carried out with a larger population. This would allow for more generalization.
- ii. A study on the influence of sports-based attitudes and self-concept on participation among pupils who are deaf in several schools in other parts of the country. This will allow for comparison.

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## APPENDICES

### APPENDIX I: RESEARCH INSTRUMENTS

#### INSTRUCTIONS

- Please respond to all questions by ticking (√)where appropriate
- Consider sport and physical activity to be the same as any sport you participate in, and after classes.

#### SECTION A: BACKGROUND INFORMATION

1. The age of the respondent 10-12  18-14  15-17  18-20
2. Gender of the respondent Boy  Girl
3. Home County (District) specify.
4. Home County (District) Rural  Urban

#### Part B- Attitude and Student's Participation in Sports

The following statements relate to attitude and students participation in sports. Using the rating given below, provide your response.

Strongly Agree (5), Agree (4), Neutral (3) Disagree (2) and Strongly Disagree (1)

Statement	SA	A	N	D	SD
I like participating in sports naturally					
I participate in sports because my friends are doing so					
I do not participate in sports because I may not be good in it as the others					
I do not participate in sports because other people do not like me					
I do not participate in sports because other people may laugh at me.					
I do not participate in sports because I may not perform as well as the physically fit pupils					
I can participate in sports if there were a prize to be worn					

### Part C- Learner's Self Concept and Participation in Sports

The following statements relate to learners' self-concept and students participation in sports. Using the rating given below, provide your response.

Strongly Agree (5), Agree (4), Neutral (3) Disagree (2) and Strongly Disagree (1)

Statement	SA	A	N	D	SD
I am a beautiful/handsome individual					
I am a sociable pupil					
My deafness does not bother me					
I love myself very much					
I like working with others					
Most people do not like me					
Most of my friends are mainly deaf					
I believe I can do any task/job					
I make friends easily					
Teachers would like me participate in sports					
Teachers regard me as a capable pupil in sports					
Teachers believe that I cannot do well in sports however hard I will try					
Teachers sometimes use abusive language on me and for this reason, I do not participate in sports					

### Part D- Learner's Level of Participation in Sports

The following statements relate to learners' level of participation in sports. Using the rating given below, provide your response.

Strongly Agree (5), Agree (4), Neutral (3) Disagree (2) and Strongly Disagree (1)

Statement	SA	A	N	D	SD
I participate in sports because I make friends easily with those I play with.					
I participate in sports because I believe I can do any task including sports activities					
I participate in sports because the pupils with whom I play are also deaf					
I do not participate in sports because most people do not like me.					
I do participate in sports because I like playing with others.					

## **APPENDIX II: INTERVIEW GUIDE**

### **Attitudes towards Sports**

- i. Explore the participant's attitudes towards sports by asking questions such as:
- ii. What is your general attitude towards sports?
- iii. Do you enjoy participating in sports activities? Why or why not?
- iv. What are some sports activities you find interesting or exciting? Why?

### **Sports-based Self-concept**

- i. Discuss the participant's self-concept related to sports by asking questions like:
- ii. How do you perceive yourself as a sports participant?
- iii. Do you consider yourself to be competent in sports activities? Why or why not?
- iv. How confident do you feel when participating in sports? Can you provide examples?

### **Influence on Sports Participation**

- i. Explore the influence of sports-based attitudes and self-concept on sports participation by asking questions such as:
- ii. How do your attitudes towards sports influence your decision to participate in sports activities?
- iii. Do you feel that your self-perception in sports affects your actual engagement in sports? In what ways?
- iv. Have you noticed any changes in your sports participation when your attitudes or self-concept changed?

**Barriers and Facilitators**

- i. Inquire about any barriers or facilitators that may influence sports participation, considering factors such as accessibility, support, and resources. Some questions to ask include:
- ii. Are there any challenges you face in participating in sports activities? If so, what are they?
- iii. Are there any factors that make it easier or more enjoyable for you to engage in sports?
- iv. How do the attitudes and actions of teachers, peers, or coaches affect your sports participation?

**Suggestions for Improvement**

- i. Ask the participant if they have any suggestions for improving sports participation among pupils who are deaf, taking into account their attitudes and self-concept.



### **APPENDIX III: OBSERVATION CHECKLIST**

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Subject: Pupils who are deaf in a selected primary school in Emgwen sub-county, Nandi  
County

#### **Extent of Sports Participation:**

- Number of deaf pupils participating in sports activities
- Types of sports activities engaged in by deaf pupils
- Frequency of sports participation among deaf pupils

#### **Sports-Based Attitudes:**

- Positive attitudes displayed towards sports participation by deaf pupils
- Negative attitudes or barriers hindering sports participation
- Perception of sports as enjoyable, beneficial, or important
- Willingness to try new sports activities

#### **Influence of Sports-Based Attitudes on Sports Participation:**

- Impact of negative attitudes on reduced sports participation
- Factors influencing attitudes towards sports among deaf pupils
- Relationship between attitudes and motivation to participate in sports

#### **Sports-Based Self-Concept:**

- Perception of personal skills and abilities related to sports
- Confidence level in participating in sports activities
- Self-perceived competence and performance in sports

**Influence of Sports-Based Self-Concept on Sports Participation:**

- Impact of low self-concept on reduced sports involvement
- Factors influencing the development of sports-based self-concept
- Role of self-beliefs in sports participation motivation

**Additional Observations:**

- Any other relevant behaviours, interactions, or factors related to sports participation among deaf pupils
- Noteworthy instances of inclusive practices or support for deaf pupils in sports activities

**APPENDIX IV: PERMISSION LETTER**

Educational Assessment and Research Centre

P. O BOX 36-30300

Kapsabet

Nandi County.

Emily C. Sigot

EDU/PGGC/32/05

MOI UNIVERSITY

P. O BOX 37-30301

Nandi Hills

(+254)721233263

emsigot@gmail.com

20<sup>th</sup> May, 2010

Dear Madam,

RE: PERMISSION GRANTED

Following your application to do an academic research in a special school in Nandi County, I'm glad to inform you that you have been granted permission to carry out the said research. We hope the research will assist us to make informative decision in our special school.

Yours Sincerely,








EARC

Ken Kemboi

Nandi County.

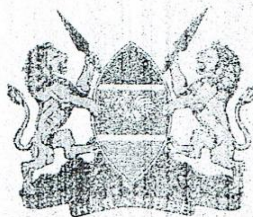


**APPENDIX V: RESEARCH LICENSE**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: <b>21435</b>	Date of Issue: <b>06/Jan/2010</b>
<b>RESEARCH LICENSE</b>	
	
<p>This is to certify that Ms. Emily C. Sigot.....has been licensed to conduct research in Nandi County on the topic: <b>INFLUENCE OF SPORTS-BASED ATTITUDES AND SELF CONCEPT ON SPORTS PARTICIPATION AMONG PUPILS WHO ARE DEAF IN A SPECIAL PRIMARY SCHOOL IN NANDI COUNTY, KENYA</b> for the period ending 31/December/2010</p>	
License No: <b>NACOSTI/P/15/01134</b>	
<b>21435</b> Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	



## APPENDIX VI: RESEARCH AUTHORIZATION



MINISTRY OF EDUCATION  
STATE DEPARTMENT FOR BASIC EDUCATION

Email: [cdenandicounty@yahoo.com](mailto:cdenandicounty@yahoo.com)

When replying please quote

Ref: NDI/CDE/RESEARCH/1/VOL.111/113

Emily C. Sigot  
Moi University,  
P.O Box 3900  
**ELDORET.**

County Director of Education  
NANDI COUNTY,  
P. O. Box 36-30300,  
**KAPSABET.**

Date: 7<sup>th</sup> June, 2010

**RE: RESEARCH AUTHORIZATION.**

Reference is made to the National Commission for Science, Technology and Innovation's letter Ref: No. NACOSTI/P/15/1134 dated 6<sup>th</sup> June, 2010.

The above named person has been granted permission by the County Director of Education to carry out research on "*Influence of Sports Based Attitudes and Self Concept on Sports Participation among Pupils who are Deaf in a Primary School in Nandi County*" for the period ending 31<sup>st</sup> December, 2010.

Kindly provide her all necessary support she requires.

Muniki Harrison

County Director of Education,  
**NANDI COUNTY.**

