

Factors that Determine the Participation of Sporting Activities among Students with Visual Impairment in Federal College of Education Special Oyo

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Abstract

Sports improve physical health, social involvement, and emotional well-being, which are crucial to growth. This study examines factors affecting visual impairment students' sports engagement at Federal College of Education Special Oyo. A descriptive survey research design was used. The study included 71 visually impaired male and female pupils. This study sampled all visually impaired 100, 200, and 300-level students intact. A self-developed questionnaire on factors that determine sports participation among students with visual impairment (QFDPSA) with four subscales was utilized for this study. Cronbach alpha is 0.075. Inference statistics like the T-evaluate and multiple regression was used to evaluate hypotheses at 0.05 significance. The findings showed that socio-economic factors highly influenced the level of participation in sporting activities among visually impaired students in Federal College of Education Special, Oyo, and that all variable items listed under availability and accessibility of sports facilities averagely promote and hinder engagement. The findings suggest that students with visual impairment should be informed of sport benefits through various techniques to overcome the perceived inherent dangers in sport, which has led to personal dread of injury during participation. Sport organizers should have particular education abilities to accommodate visually impaired athletes.

Keywords: sports, visual impairment, socio-economic factors, education.

Introduction**1.1 Background to the Study**

Sporting activities are of great importance in the development of individuals, as they promote physical health, social engagement, and emotional well-being. Nonetheless, individuals with visual impairments have distinctive obstacles when engaging in athletic activities. In recent years, there has been a growing focus on the provision of inclusive and fair sporting activities for those who have visual impairments. This study undertakes an investigation into the realm of sports engagement among visually impaired students, with the objective of examining the obstacles they encounter, the advantages they gain, and the potential strategies for improving their experiences in sports participation.

Individuals with visual impairments experience limitations in perceiving their surroundings, which can hinder their development of psychomotor skills and have an impact on their mental, social, and physical well-being to varying degrees. Visual receptors are crucial in the processing, planning, organization, and recognition of our environment, as they account for seventy percent of the information our brain processes. Hence, individuals with vision impairment encounter restrictions in their ability to engage in physical and social development starting from early life. Blindness, regardless of its cause, results in a lack of environmental feedback, which negatively impacts psychological well-being, personal independence, attitude, and social integration. It also leads to various impairments in body perception, body coordination, and fundamental motor skills, which in turn contribute to the development of additional health problems such as a sedentary lifestyle, obesity, and overweight. These factors further increase the risk of cardiovascular and pulmonary diseases (Virginia, Daniel, Antonio, and Jesús 2022).

Moreover, a vast number of individuals across the globe experience visual impairment, which spans a spectrum of conditions ranging from limited vision to total blindness. Although there have been advancements in assistive technologies and adapted sports, there are still significant disparities in sports involvement among individuals with visual impairments. This study aims to investigate the diverse factors that influence the participation of visually impaired students in sports. (Raul and Javier, 2016).

Recognizing the significance of sports in the lives of visually impaired students is essential, since it can have a significant impact on their overall well-being and personal development. Participating

in sports has been demonstrated to have a beneficial effect on physical fitness, self-confidence, social integration, and the acquisition of essential life skills. Moreover, the promotion of parity and the fostering of a feeling of acceptance for those with disabilities are essential components in fostering inclusiveness in athletics. Bárbara, Sofia, Fernando, and Adilson (2020).

The inclusion of visually impaired students in sporting events not only focuses on accessibility, but also embodies the concepts of social justice and equal opportunity. With the increasing awareness of the importance of diversity and inclusivity in society, it is essential to address the existing disparities in the field of sports. By conducting a thorough investigation of this data, the objective is to make a significant addition to the continuing discussion on disability inclusion, (Carlson, Taylor, Dodd and Shields, 2013).

Notwithstanding the inherent challenges, substantial advancements have been achieved in the domain of adaptive sports programmes and technology that are specifically customized to meet the requirements of individuals with visual impairments. A range of sports has been devised to meet the specific needs of this particular demographic, including activities such as goal ball, beep baseball, adaptive running, and swimming. This comprehension has the capacity to improve the development of more extensive sports curriculum and athletic programmes inside educational institutions.

Research has indicated that the engagement of visually impaired students in sporting activities is influenced by various factors, including demographic factors and the social and cultural setting. An important demographic issue to investigate is the age of students with visual impairments and how it affects their participation in sports. Examining the impact of age on participation probability can provide valuable insights into the developmental elements of involvement, highlighting the significance of early exposure to sports and the potential changes in participation patterns throughout time. Furthermore, it is essential to take into account the impact of gender on sports involvement, since societal expectations and conventions might lead to different experiences for male and female students who have visual disabilities. An examination of these gender dynamics can aid in the development of sports programming that is more inclusive and attuned to gender considerations (Ogidan, Onifade, & Ologele, 2013).

In addition to individual traits, the social and cultural environment significantly influences sports involvement (Vila, Avendaño, Linzmayer, Mora, Duarte and Pacheco, 2020). The cultural

attitudes, ideas, and views regarding disability can have a substantial influence on the opportunities that visually impaired students have access to. Exploring these cultural subtleties can reveal obstacles and catalysts that impede or encourage participation in sports. Moreover, it is crucial to analyse the impact of socioeconomic issues, such as the availability of resources and support networks, in order to comprehend the wider framework within which sports involvement takes place among students with visual impairments. (Ayham, 2021).

In the United States of America (USA), individuals with disabilities, particularly those with visual impairment, have limited access to a range of sporting activities. Although reaching this noteworthy achievement, individuals with disabilities, particularly those with visual impairments, continue to face several challenges regarding their involvement in athletics due to prevailing negative attitudes towards disability in many educational institutions. It was discovered that ordinary schools employed several techniques in sports activities to involve visually impaired kids in sports. The strategies mentioned in the study by Moseti (2016) are providing sufficient play materials and equipment to learners and hiring games coaches who have visual capability to effectively communicate with learners during practice sessions.

Special Needs Education (SNE) policy supports adapted sports, among other initiatives. The scheduled athletic activities for kids with special needs have been established. Countries globally are implementing initiatives to actively engage students with disabilities in sports, acknowledging the unique benefits that sporting activities offer to these individuals (Sherrill, 2004). Multiple studies have confirmed that there are numerous elements that influence the engagement of students with impairments in sports. This study aims to examine the factors that influence the involvement of visually impaired students in sporting activities at Federal College of Education Special Oyo.

1.2 Statement of Problem

Although participating in sports offers several physical, social, and psychological benefits, students with vision impairments face significant barriers that prevent them from fully engaging in athletic activities. Despite progress in accommodating sports and offering inclusive opportunities, there is still a substantial lack of understanding regarding the specific challenges faced by visually impaired students when it comes to participating in sports. This study aims to address this deficiency and investigate the intricate obstacles associated with sports participation among visually impaired students. The study seeks to examine various crucial aspects, including

the difficulties associated with accessibility and accommodations, the matter of social integration and relationships among peers, the influence on health and overall welfare, and the perspectives and attitudes of persons within their social surroundings. By tackling these urgent concerns, we may not only enhance our comprehension of the challenges faced by visually impaired students in the field of sports, but also provide significant insights that can inform the development of inclusive sports programmes, policies, and practices. Consequently, this has the capacity to greatly enhance the standard of living and overall welfare of this disadvantaged population.

1.3 Aim and Objectives of the study

This study aims at investigate factors that determine the participation of sporting activities among students with visual impairment in Federal College of Education Special Oyo. The objectives of the study were to:

- i. investigate the influence of social attitudes and perception towards visual impairment on the willingness of visually impaired students to participate in sporting activities and
- ii. determine the impact of inclusive sports programs and adaptive technologies on the involvement of visually impaired students in sporting activities in Federal College of Education Special Oyo?

Research Hypothesis

The following null hypotheses will test in this study at 0.05 level of significance

- i. There will be no significant relationship of social attitudes and perception towards visual impairment on the willingness of visually impaired students to participate in sporting activities in Federal College of Education Special Oyo?
- ii. There will be no significant impact of inclusive sports programs and adaptive technologies on the involvement of visually impaired students in sporting activities in Federal College of Education Special Oyo?

Scope of the Study

The study focuses on investigating the factors that determine the participation of sporting activity among students with visual impairment enrolled in the NCE programme at the Federal College of Education (Special) in Oyo. The participants included both male and female students with visual impairment.

Methodology

Research Design

This study adopted a descriptive research design of survey type. This is because the researcher will not manipulate any of the variables of interest in the study.

3.2 Population of the Study

The population of study comprises seventy-one (71) male and female students with visual impairment in Federal College of Education (Special) Oyo. The population of students with visual impairment in the college comprises of thirty (30) males and forty-one (41) females making the total of seventy-one (71) students with visual impairment.

Table 3.1 Total Population of Students with Visual Impairment in Federal College of Education (Special), Oyo.

S/N	Students Level	Gender		No. of students
		Male	Female	
1.	100	9	15	24
2.	200	11	12	23
3.	300	10	14	24
		30	41	71

Source: Directorate of Management and Information System, Federal College of Education (Special), Oyo, 2023

Sample and Sampling Technique

The sample for this study was selected using intact sampling across the entire 100, 200 and 300 level students with visual impairment in Federal College of Education (Special) Oyo, Oyo State.

Description Research Instrument

The instrument used for this study is a self-developed questionnaire on factors that determine the participation of sporting activity among students with visual impairment (QFDPSA) which have four sub-scale. The questionnaire contains fifteen (15) items which will be designed by the researcher and validated by the expert in the area. This will be done in order to collect accurate and unbiased information from the respondents. The 4 points Likert type scale was used in scoring the items as: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree.

Validity of Research Instrument

Validity refers to the degree to which an instrument measures what it is purported or expected to measure. The research instrument will be validated by the researcher's supervisor and other lecturers in Human Kinetics and Physical and Health Education Department in Federal College of Education Special Oyo, in Affiliation to University of Ibadan, Oyo state, Nigeria.

Reliability of Research Instrument

Reliability is the degree of consistency of an instrument in measuring what it is designed to measure. In order to ensure the reliability of the instrument, the items were exposed to a pilot study, where fifteen (15) copies of questionnaires were administered on seventy-one (71) male and female students with visual impairment in the school of Special Education in Federal College of Education Special Oyo. Cronbach alpha coefficient value is 0.075.

Method of Data Analysis

The inferential statistics through, the T-Test and multiple regression analyses was employed in data analyses at 0.05 level of significance to test the formulated hypotheses.

Test of Hypothesis

Hypothesis One: There will be no significant relationship of social attitudes and perception towards visual impairment on the willingness of visually impaired students to participate in sporting activities in Federal College of Education Special Oyo

Summary regression on significant relationship of social attitudes and perception towards visual impairment on the willingness of visually impaired students to participate in sporting activities in Federal college of Education Special, Oyo.

R=.760					
R ² = .578					
Adj. R ² =.572					
Std.Error =.570					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	30.716	1	30.716	94.450	.000 ^b
Residual	22.439	69	.325		
Total	53.155	70			

Decision value: Low (0.1- 2.4); Average (2.5- 2.9); High (3.0- 3.9)

Source: Fieldwork 2024

Table 4.8 reveals that the relationship of social attitudes and perception towards visual impairment on the wiliness of visual impaired students to participate in sporting activities in Federal College of Education, special, Oyo was tested significant ($F_{(1,69)} = 94.450, P < 0.05$). The result yielded a multiple regression coefficient of $R = 0.760$ and multiple R-Square of 0.578 . This implies that the result accounted for 76% of the respondents. Hence, the null hypothesis that there will be no significant relationship of social attitudes and perception towards visual impairment on the willingness of visually impaired students to participate in sporting activities in Federal College of Education Special Oyo is therefore rejected.

Hypothesis Two: There will be no significant impact of inclusive sports programs and adaptive technologies on the involvement of visually impaired students in sporting activities in Federal College of Education Special Oyo

Summary regression on significant impact of inclusive sports programs and adaptive technologies on the involvement of visually impaired students in sporting activities in Federal College of Education Special Oyo.

R=.798					
R ² = .637					
Adj. R ² =.631					
Std.Error =.687					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	57.084	1	57.084	120.901	.000 ^b
Residual	32.578	69	.472		
Total	89.662	70			

Decision value: Low (0.1- 2.4); Average (2.5- 2.9); High (3.0- 3.9)

Source: Fieldwork 2024

Table 4.9 shows that the impact of inclusive sports programs and adaptive technologies on the involvement of visually impaired students in sporting activities in Federal College of Education Special Oyo was found significant at ($F_{(1,69)} = 120.901, P < 0.05$). The result yielded a multiple regression coefficient of $R = 0.798$ and multiple R-Square of 0.637 . This implies that the result

accounted for about 79.8% of the respondents. The null hypothesis that there will be no significant impact of inclusive sports programs and adaptive technologies on the involvement of visually impaired students in sporting activities in Federal College of Education Special Oyo is therefore rejected.

Discussion of the Findings

The result showed that there was a significant relationship of social attitudes and perception towards visual impairment on the willingness of visually impaired students to participate in sporting activities in Federal College of Education Special Oyo. Compared with the study of Villa, Avendaño, Linzmayer, Mora, Duarte and Pacheco, (2020), it is crucial to highlight the importance of inclusive sports events and competitions for individuals with visual impairments. These events not only showcase the talents and abilities of participants but also foster a sense of community and break down barriers, challenging societal perceptions about what people with visual impairments can achieve in the realm of sports.

It was also revealed that there was a significant impact of inclusive sports programs and adaptive technologies on the involvement of visually impaired students in sporting activities in Federal College of Education Special Oyo. Recognizing the significance of sports in the lives of visually impaired students is essential, since it can have a significant impact on their overall well-being and personal development. Participating in sports has been demonstrated to have a beneficial effect on physical fitness, self-confidence, social integration, and the acquisition of essential life skills. Moreover, the promotion of parity and the fostering of a feeling of acceptance for those with disabilities are essential components in fostering inclusiveness in athletics stated Bárbara, Sofia, Fernando, and Adilson (2020).

Conclusion

Based on the foregoing, it could be concluded that factors such as socio-economic factors (economic, societal attitudes and perceptions, family income and educational environment and support system), accessible & availabilities of sports facilities and gender have significant influence the involvement of visually impaired students in sporting activities at Federal College of Education Special Oyo.

Recommendations

1. Students with visual impairment should be well equipped with the knowledge of sport benefits through various means to override the perceived inherent dangers in sport which has resulted to personal fear of sustaining injury during participation.
2. Individuals in-charge of organizing sport should be equipped with the necessary special education skills and knowledge to accommodate individuals with visual impairment in sport.
3. Sport organizers should be conversant of individuals with visual impairment in planning and building facilities for both the sighted and those with visual impairment.

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