


UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SPECIAL EDUCATION

ATTITUDES OF PHYSICAL EDUCATION PERSONNEL TOWARDS THE PARTICIPATION OF THE HEARING IMPAIRED IN COMPETITIVE SCHOOL SPORTS IN THE CENTRAL REGION OF GHANA

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KODWO OWUSU

2009

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BY

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(B.ED PHYSICAL EDUCATION)**

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FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE
IN SPECIAL EDUCATION**

PRINCIPAL SUPERVISOR: PROF MAWUTOR AVOKE

2009

DECLARATION

CANDIDATE'S DECLARATION

I, hereby declare that this thesis is the result of my own original research with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

Candidate's Name: Kodwo Owusu

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Date:.....

SUPERVISORS DECLARATION

I hereby declare that the preparation and presentation of this thesis was supervised in accordance with guidelines and supervision of thesis laid down by the University of Education, Winneba.

Supervisor's Name: Professor Mawutor Avoke

Signature:.....

Date:.....

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DEDICATION

This thesis is dedicated to my dearest wife Clarissa Abakah and daughters Emmanuella and Verosetta Abakah-Tetteh for their understanding, support and commitment during the study. Also to my father, mother and siblings for their prayers and encouragement.



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ABSTRACT

The study is about the attitudes of Physical Education Personnel towards the participation of the hearing impaired in competitive school sports in the Central Region of Ghana. The methodology, which was qualitative, involved the use of interview and document scrutiny for data collection. In all a sample of twelve (12) respondents, involving the Regional Physical Education coordinator, District Physical Education coordinators, sports teachers for the Schools for the Deaf and Physical Education teachers in the Central Region were interviewed. Analysis of the data revealed that Physical Education personnel agree to the participation of the hearing impaired in competitive school sports, even though these personnel lack background experience in teaching the hearing impaired. Among various recommendations made were: Physical Education teachers should be give orientation or in-service training in methodologies of teaching the hearing impaired. Also sports teachers for the schools for the hearing impaired should be encouraged to undertake courses in Physical Education since they are potential support teacher for the Physical Education personnel.

CHAPTER ONE

INTRODUCTION

Background of the Study

The global trend in educational systems today calls for shared responsibility and commitment between general and special education and the use of effective special education technique beyond the special class setting. The merit of this trend in education is not only that they are capable of providing quality education to all children. It is a crucial step in helping to

change discriminatory attitudes creating welcoming communities and in developing an inclusive society (CSIE, 1997). Research has proved beyond doubt that physical education and competitive sports offer the development of an individual including the special child and for that matter the hearing impaired (Awosika, 1987; Corder, 1996; & Okonkwo, 2003).

In defining hearing impairment Shea & Bauer (1997) stated that hearing impairment is a generic term for any of the conditions that limit hearing. Shea & Bauer (1997) quoting Wray, Flexer & Ireland (1987) stated that hearing impairment is not an order/or proposition; rather, hearing impairment occurs along a continuum ranging from mildly hard of hearing to profoundly deaf. Northern & Downs (1991) define hearing impaired as those children with hearing loss who are handicapped to the extent that some form of special education are required. This definition includes those we traditionally define as deaf- the 'deaf' as having hearing loss of 70dB level or greater in their better ear. Citing Salotoff (1975), Okyere & Adams (2003) define hearing impairment as a deviation or change for the worse in either structure or function, usually outside the normal hearing range. Even though different authors define hearing impairment from different view points, generally they all talk about malfunctioning of the hearing mechanisms.

Participating in physical education and competitive sports together with their hearing counterparts therefore, will help to achieve not only intellectual development of the individual with hearing impairment but psychological and sociological needs as well (Okwonkwo, 2003).

The acceptance of physical education as an integral part of general education is well documented (Awosika, 1987). This was confirmed by then president of Ghana, John Agyekum Kufuor in his presentation on the New Educational Reform 2007. On that day he stressed that Physical Education would be taught right from the primary schools through to the Senior High

School (Ghanaian Times Thursday, April 12, 2007). In spite of the general acceptance of physical education there is some evidence that physical education teachers hold varying views regarding the participation of children with hearing impairments in sports and games. For instance Block (1994) asserts that many regular physical educators assume that group games and team sports are beyond the skill levels or cognitive abilities of students with disabilities including the hearing impaired. Persons with disabilities are therefore relegated to watching from the sideline, keeping time or keeping score. Consistent with Block (1994), Avoke (2002) observed that inexperience and prejudices against persons with disabilities were some factors that made it difficult to include persons with disabilities in regular school programme.

Statement of the Problem

Physical education and competitive sports are essential part of the school curriculum in Ghana. Students both able and disabled once enrolled in a school have every legitimate right to participate in sports. In the Central Region of Ghana, even though the hearing impaired schools are included in competitive schools' sports, the hearing impaired pupils or students do not have the same opportunities to advance to higher competitions such as Inter-District and Inter-Regional or National games. The hearing impaired start sports competitions together with their hearing counterparts at the school level, hence one would expect that they will advance further to participate in higher competitions like their hearing counterparts since some of them are abound with very rich skills for playing games. However this is not the case as the hearing impaired suddenly 'get lost' along the way as competitions advance to higher heights. This trend continues to be a barrier for effective inclusion and participation of the hearing impaired in competitive schools' sports in the Central Region of Ghana.

Purpose of the Study

The study was to:

- Find out the attitudes of physical education personnel towards the inclusion and participation of the hearing impaired in competitive schools' sports in the Central Region of Ghana.
- Find out the major concerns of the Physical Education personnel in respect to the participation of children with hearing impairments in schools' sports
- Ascertain whether physical education personnel support the idea of including the hearing impaired in competitive schools' sports and to inquire whether physical education personnel are prepared to handle or receive students with hearing impairments in the Districts and the Regional teams.
- Find out the skills that physical education personnel require to handle the hearing impaired in competitive schools' sports.
- Find out the extent to which physical education personnel support the idea of including the hearing impaired in schools' sports.
- Ascertain how physical education personnel assist to promote the inclusion of the hearing impaired in competitive sporting activities.

Research Questions

1. How are Physical Education personnel equipped to handle the hearing impaired in competitive school sports?
2. What are the major concerns of the Physical Education personnel in respect to the participation of children with hearing impairments in school sports?

3. To what extent do Physical Education personnel support the idea of including the hearing impaired in competitive school sports?
4. To what extent do Physical Education personnel accept the hearing impaired in their respective sports disciplines in the various District and Regional teams?
5. What skills do Physical Education personnel require to handle the hearing Impaired in sports?
6. How can Physical Education personnel assist in promoting the inclusion of the hearing impaired in competitive sporting activities?

Significance of the Study

This study may help to improve the participation of the hearing impaired in competitive sports with their hearing counterparts. In this way, it is hoped that the discrimination and marginalization of the hearing impaired in schools sports or competitive sports could be minimized if not eliminated.

Furthermore the result of the study may encourage physical education coordinators who are responsible for Districts and Regional school teams to encourage physical education personnel to include and encourage the participation of the hearing impaired students in their sports teams.

CHAPTER TWO

LITERATURE REVIEW

Literature is reviewed on the following;

- Attitude

- Modes of instruction for the hearing impaired
- Preparing teachers to teach the hearing impaired in Ghana
- Rationale and objectives for physical education and sports
- Competitive sports in the Central region
- Participation of the hearing impaired with the hearing in general school activities
- Rights Discourse
- Social Value; Participation of the hearing impaired with the hearing in regular school sports
- Teachers role in the participation of the hearing impaired with the hearing in regular sporting activities
- Stress and teaching of the hearing impaired with the hearing in regular school sporting activities
- Teachers workloads in teaching hearing impaired with the hearing in regular sporting activities
- Teacher aides in the teaching of hearing impaired with the hearing in regular sporting activities.
- Staff development programme for teaching hearing impaired with the hearing in regular school activities.
- Participation
- The potential role for sports and physical activities in disabilities
- The participation of people with hearing impairment in sports activities.
- Empirical review- attitudes of human service professionals towards deafness

Meaning of Attitude

The word attitude is a constant tag that every human being is characterized with. This is because every human has a preference, likes, dislikes and approaches toward a particular activity, object, a particular person or group of persons.

The New Encyclopaedia Britannica (2003) defines attitude as predisposition to classify objects and events and to react to them with some degree of evaluative consistency. While attitudes logically are hypothetical constructs, they are manifested in conscious experience, verbal reports, gross behaviour, and physiological symptoms. It therefore means that attitudes are inferred but not objectively observable and has a relatively stable behaviour disposition reflecting both direction and intensity of feeling toward particular object, whether it is concrete or abstract.

In another instance, Worthman, Loftus & Marshall (1992), defines attitude as a predisposition to respond favourably or unfavourably toward some persons, thing, event, place, idea or situation. In other words, they are the thoughts and feelings that encourage us to act as if we like or dislike something.

According to Gleitman (1991), attitudes are a combination of beliefs, feelings and evaluations coupled with some predispositions to act accordingly towards objects, people and events. The term attitude therefore is a mental position held toward some idea or object or a person and presumes that our attitude and actions are interrelated.

Macquire, Mihalik & Pope (1985) state that attitude is a tendency to make a response of either avoidance or approach to an object or class of objects. People therefore develop attitude as a result of interaction with a relative reference group. However, Good & Brophy (1986) define attitude as affective or emotional responses. These include preference, likes, dislikes, and approach or avoidance tendencies. This seems to have some common elements with Fontana (1985) that attitude is the relatively enduring orientations individuals develop towards various subjects and issues they encounter during their lives and which they express verbally as opinions. Attitude obviously, therefore contains elements of value and belief as well as varying degree of factual knowledge. Kerlinger (1986) supports this view and adds another dimension. He states that attitude is an organized predisposition to think, feel, perceive and behave towards a referent or cognitive object. It is an enduring structure of beliefs that predisposes the individual to behave selectively towards attitude referent. People therefore have attitude towards many different things, ethnic groups, institutions, subjects, religion, educational issues and practices.

Attitudes are seen as precursors of behaviour as well as significant determinants of how a person would actually behave in daily affairs (Nahas, 1992). Other determinants as he puts it that seem to be involved in how one behaves are social pressure and expectations. This therefore means that the society in which we live can serve as a precursor to behaviour hence making attitude a result of influence from the society.

From the definitions given so far, it means that the concept attitude arises from attempt to account for observed regularities in behaviour of individual persons. For instance one can group others around him into common classes; he may assign people of a given skin colour to

a single class and behave similarly towards all of them hence, holding an attitude specific to that ethnic or racial group.

It can be observed that the quality of one's attitudes is judged from the observable, evaluative responses he tends to make. He may react to everyone of the same ethnic background with expressions of dislike, with derogatory comments about their honesty or intelligence, or he may advocate repressive, exclusionary public policies against them. On the evidence of such negative responses, there is an unfavourable attitude towards that ethnic group.

It is also realized from the definitions that attitudes held by others are not directly observable; they must be inferred from behaviour. While one might consult his inner experiences as evidence of his own attitudes, only his public behaviour can receive objective study. Thus, according the Encyclopaedia Britannica (2003) investigators heavily depend on behavioural indexes of attitudes, for example on what people say and on how they respond to questionnaires.

Furthermore, attitudes can be positive, negative or neutral views of an "attitude object"; i.e. a person, behaviours or event. People can also be "ambivalent" towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question.

Most attitudes in individuals are a result of observational learning from their environment. The link between attitude and behaviour exist and depends on human behaviour some of which is irrational. For example, a person who is not in favour of blood transfusion

may not donate blood. This makes sense if the person does not like the sight of blood, which explains this irrationality. (Wikipedia. Org/wiki/attitude- 18-11-07)

To understand the relationship of all elements of attitude, Theodorakis & Goudas (1997) state that traditionally, three different components constitute attitude. The cognitive component expresses beliefs, convictions, ideas or knowledge of the individual for an object or person. Simply put, it is what we think or believe about something.

The affective element expresses the appreciation or wish or feelings of the individual toward an object or person. In other words the affective response in a physiological response that expresses an individual's component includes the predisposition or how we act toward the object or person. These three components according to Theodorakis and Goudas (1997) can influence each other. In addition to influencing one another, the three components may each be influenced by other factors like the environment.

Factors that influence Attitude

According to Gleitman (1991), attitudes are generally resistant to change. One reason is that people generally stay in the same social environment, keeping company with others whose views of the world are essentially the same. While attitudes have certain resilience, their stability is threatened at every turn. This means that several factors tend to influence attitudes of individuals daily.

Gleitman (1991), Worthman et al., (1992) contend that, two perspectives have been identified to affect attitude change. These are the persuasive communications approach, which is a direct method and cognitive approach which is an indirect method. These two are based on

what is known as cognitive dissonance theory on the belief that perceived inconsistencies among our cognition make us feel uncomfortable and this motivates us to reduce this state of tension. This means that people are motivated to change their attitudes due to tension created by a mismatch between two or more competing attitudes or their attitudes and behaviour. Under this theory attitudes can be changed by certain forms of persuasion (if the source is credible and trustworthy and if the message is appropriate). Again, by tendencies towards cognitive consistency (especially with regard to acts we have already performed) the persuasive communication approach according to Gleitman (1991) makes use of information. Basic to this is the person who sends the message (source of message) and the message itself (content). In the persuasive communication approach the content and source of information are what matter. Characteristic of this method is that the information should come from someone who has some credibility. That is the person should be an expert, trustworthy and honest. Hoffman, Verroy & Verroy (1994) add another dimension that, if the object is to change attitudes of others on trivial matters, the source should be someone they like, are familiar with and find physically attractive.

Gleitman (1991) states that the cognitive approach is based on post decision or self-decision, justification of effort (goal attainment) and forced compliance. The decision to change ones attitude depends upon the individual. There must have been an after thought of the individual's attitude in relation to the former. Again individuals may change their attitudes when they are able to attain set goals. Gleitman (1991) cites an example that, if the individual has a negative attitude towards short arm over-swing in gymnastics, after a systematic training and the individual is able to perform successfully; the individual's attitude towards the activity being dangerous will change. This means that someone having negative attitude towards

including the hearing impaired in any set of activities as in the case of this research, could change to a positive attitude after systematic education about the hearing impaired.

Bootzin et al., (1991) & Gleitman (1991) state that, Festinger's cognitive dissonance theory has generated more than 1000 research articles with mixed but largely favourable results. They further state that self-perception rather than dissonance explains why people get taken in by their own lives. Citing Bem (1987) Gleitman is of opinion that in self-perception theory, people often infer their attitudes from watching their own behaviour. This means that it is not tension or dissonance being created that led to the attitude change, but subjects simply looking at their own behaviour and that of others develop new or change their attitude.

Worthman, et al. (1992) citing Croyle & Copper (1993) state that, when attitudes and behaviour are inconsistent, people do often experience an uncomfortable state of arousal. In such situation, the theory of cognitive dissonance is probably a better explanation than Bem's. They, however, state that Bem's self-perception theory best explains other factors of attitude change that Festinger's cognitive dissonance theory does not. For instance, when people are rewarded for doing something they already like to do; their interest in that activity may actually decline.

Changes in attitude, therefore, are brought by inner feelings and outside pressure through persuasion, the environment and self-perception. Physical Education teachers can therefore make use of this to change the attitude of students towards the subject by exhibiting an in-depth knowledge of the subject, the sort of information they give and the type of attitude they express towards the subject.

In reviewing literature on meaning of attitude, it was realized generally, that there are other factors which influence one's attitude to life. Corbett (1996) as cited in Avoke (2002)

suggests, children with disabilities were seen as less than human and were subsequently vulnerable to less than humane treatment. Avoke (2002) contends that attitudes of the community to those with disabilities were shaped largely by the beliefs in and fear of the deities and gods, who were considered morally equipped to guide law and order, and were capable of inflicting punishment on those who had offended or strayed away from the norms of society. He further states that, so intense were these beliefs that all forms of disability were considered to be meted out by the gods for the various offences committed. Many parents and children are, therefore blamed for bringing disability on themselves.

As depicted by Avoke (2002) it is realized that the belief systems triggered the sort of attitude towards persons with disabilities. The attitude has further been diluted by Christianity and education as a result of western influence.

In a related study, Nahas (1992) found out that behavioural research in different areas has revealed that knowledge of specific subject is related to attitude towards that subject. This means that attitude towards the hearing impaired or disability in general can be influenced by the level of knowledge of disability concepts.

Abrokwa (1996) citing the research of Zajona (1968), Grush (1980) and Rheingold (1985) stated that the more contact people had with some object or person the more affection they felt towards that object or person. Adzokpa, Gademor & Ninson (1993) buttress this point that naturally, the more contact one has with a subject, the greater the possibility of getting closer to the subject. By this, it is likely to develop the necessary affection, rapport, necessary interest and the readiness to work with the hearing impaired if they are constantly exposed to have contact with them. On the other hand if Physical Education teachers or personnel have no

constant access to the hearing impaired there will be the lack of interest and for that matter the affection for working with them.

Measurement of Attitude

Attitude concerns feelings about particular social objects, physical objects, types of people, particular persons, social institutions and government policies. Thus Kotcha-Brew (1999) is of the opinion that measurement of attitude focuses on feelings toward a particular object or target. He further states that an interview if properly conducted can produce responses related to one's attitude. However because of inter-personal influences, the most widely used method involves the attitude inventory. The attitude inventory which is an attitude questionnaire with items that relate to the matter at hand is mostly employed for expression of opinion on specific matters related to general attitude being measured.

There are few instruments designed to assess attitudes towards people who are deaf. (Berkay, Gardner & Smith 1995). The Attitudes to Deafness Scale is the most widely used measure and was developed by adapting a scale designed to measure attitudes to blindness. By adding a further 20 items, Cowen and colleagues hoped to customize the measure so that it would also pertain to deafness, but did not consult people who were deaf for their experiences or views. (Cowen, Bobrove, Rockway, & Stevenson, 1967 as cited in Cooper, Rose & Mason (2004). While the items of the scale relate to hearing people's attitude towards deaf people in terms of ability and equality, they make no reference to cultural or linguistic issues. Cowen and colleagues, according to Cooper et'al (2004) ascertained its validity by asking five "clinically trained judges" to indicate whether the items reflected a positive or negative attitude towards deafness. The view is taken that it is more appropriate to consult with a group of deaf people to establish a measure about issues which they have direct experience; it is

arguable that omitting to do this in itself reflects an undesirable attitude toward people who are deaf. In order to eliminate biases it would rather be appropriate to have neutral people other than deaf people to establish a measure about attitude towards the deaf.

Although not specifically designed to address deafness issues, the Attitudes Toward Disabled Persons Scale (Furnham & Lane, 1984) has also been adapted for the purpose of measuring the attitudes towards the deaf. In the adaptation of measures that have been developed for use with people with other kinds of disabilities, there is an assumption those attitudes towards people who are deaf involve the same issues and constructs as attitudes toward people with disabilities in general. This assumption has been challenged by Kiger (1997), who examined attitudes toward people who are deaf and concluded that these attitudes are structurally different from attitudes toward groups with other disabilities.

In considering the structure of attitudes toward people who are deaf, Kiger looked at stereotypes, emotions, and values as separate components of attitudes. Participants in Kiger's research were asked to list several characteristics they felt described a "typical" deaf person, and then rate each descriptor on a scale, in terms of whether they perceived it to be a positive or negative characteristic. Secondly participants were required to list their feelings regarding "atypical persons who are deaf" and then evaluate them as positive or negative. Thirdly, participants were asked to "indicate the values, customs and traditions whose attainment is either facilitated or blocked" by typical persons who are deaf. Responses to each of the components were scored and combined to give an attitude score. Comparing the structure of these scores with the structure of scores relating to attitudes toward people with other disabilities, Kiger concluded that "the structure of attitudes towards persons who are deaf is systematically different from the structure of attitudes towards persons with other disabilities"

Berkay, Gardner, & Smith (1995) developed a measure to assess hearing people's beliefs about deaf adults called the Opinions About Deaf People Scale. The main construct within the measure is the comparison of deaf and hearing people's capabilities: that is whether deaf people are perceived to be equally capable as or less capable than hearing people. To generate items for the measure, Berkay and colleagues interviewed people who were deaf and reviewed literature reporting hearing people's misconceptions about the capabilities of deaf people. Attitudes toward the deaf could incorporate many other factors, such as whether deaf people are viewed as impaired and whether they are seen as culturally different.

Modes of instruction for the Hearing Impaired

All categories of hearing problems are described as hearing impairment (Martin, 1981 as cited in Offei, (2006) and people in any of the categories must be treated and supported according to their functional needs and not by a wholesale corrective measure. A critical look at schools for the deaf in Ghana indicates that all manner of people with hearing impairment are found in the same classrooms as the deaf. There are some who are hard of hearing and have substantive residual hearing potentials if they are fitted with amplification devices and then trained to use their hearing as the primary method for learning (Offei, 2006). Unfortunately, in Africa and for that matter Ghana, amplification which would help those with moderate hearing impairments is not available, very expensive and difficult to maintain in good working order. (Okyere & Adams, 2003) Some are also post-lingual who can benefit from speech-reading since they have had a level of experience with spoken language before becoming hearing impaired whilst the pre-lingual would also benefit from the use of sign language. However distinctions are not drawn among the categories of hearing impaired when

it comes to their functional needs and are treated by a wholesale corrective measure in the schools for the deaf in Ghana (Okyere & Adams, 2003).

My personal observation in the Cape Coast School for the Deaf for instance indicates that regardless of the category a hearing impaired student may belong to, teachers normally use the mode of communication with which they find their competence in the classroom.

The following are the shopping list of the various modes of communication commonly used in the schools for the deaf in Ghana;

- Total Communication
- American Sign Language
- Speech-reading
- Finger-spelling
- Ghanaian Sign Language

This means that in working with children from the hearing impaired schools, one needs to be abreast with this shopping list for a smooth working relationship and success.

Preparing teachers to teach the hearing impaired in Ghana

In Ghana there is limited training in special education for regular teacher trainees during their initial teacher training (Okyere & Adams, 2003). However, First Degree and Post-Graduate programmes in Special Education are also available at the University of Education, Winneba and the University of Cape Coast. Apart from the Degree Course in Special Education in Hearing Impairment that makes a teacher a specialist, the University of Cape Coast and University of Education, Winneba have mounted courses in “Introduction to Special Education”. These courses expose the effects of the hidden disabilities, as a preparation for

effective teaching. Whilst in the University of Cape Coast the course is offered by the Faculty of Education, that of University of Education, Winneba is offered by the Department of Special Education.

According to Essel (1996), "Introduction to Special Education" has been designed to prepare the ordinary classroom teacher to recognize the need to identify cases of handicap including hearing impairment in the classroom and to make efforts at helping those children so identified. This means that graduate teachers are equipped with the basic skills to enable them handle the disabled including the hearing impaired.

Rational and objectives for physical education and sports

Improvements of human performance and enhancement of human development through the medium of physical activities is a vital concern of general education. This concern is achieved through physical education which is defined by Okwonkwo (2006) as a branch of general education, which educates the child through the physical, which aims at not only the intellectual but other aspects of individual's development including psychological and social. This implies that physical education and sports are not only geared towards the physical well being, or the fun of it, but it helps augment the efforts that general education gives to an individual to make him a total being, or to fit into his society.

The rational and objectives of physical education and sports are clearly spelt out in the physical education syllabus for both basic and second cycle levels. According to the Physical Education syllabus, in September 1987 the government of Ghana took a step in implementing what is generally referred to as 'Educational Reform' to restructure education in Ghana. The whole of the educational system was structured to tap the potential in each individual child of school going age, arm him or her with tools and experiences commensurate with his or her

potential and capabilities and to a large extent, reduce illiteracy in the society. In addition, the government accepted the UNESCO charter of Physical Education (P. E) which states, inter alia, that 'Every human being has a fundamental right of access to physical Education and sports which are essential for the development of his personality. The freedom to develop physical, intellectual and moral powers through sports must be guaranteed both within the educational system and other aspects of social life.' The ultimate aim of P. E. according to the syllabus is to enable pupils to develop their basic physical attributes, abilities, skills and knowledge in selected physical activities, games and sports. The rational and aim of physical education and sports therefore is grounded within the rights argument to give freedom to the individual to develop physically and acquire basic skills in selected games and sports. This will enable the individual to have good health and to develop amateurism and in the long run professionalism in sports in the future.

The nature of competitive sports in the Central Region

The ultimate aim of the physical education syllabus is to enable pupils to develop their basic physical attributes, abilities, skills and knowledge in selected physical activities, games and sports. In the light of this, the physical Education Unit of Ghana Education Service (GES) has established a national competition held every other year on rotational basis from one region of the country to the other. By this, every region is obliged to present a contingent of teams for the various sporting activities to be competed for during the national sports festival. Sporting activities competed for by the basic schools are: football, volleyball, table tennis, athletics and netball.

According to the Physical Education Unit of the Ghana Education Service, Central Regional directorate (17-10-07) sporting activities or competitions are under supervision by

personnel of Ghana Education Service's P. E. Unit headed by the Regional Physical Education coordinator. However at different levels, the competitions are controlled by different people in authority. For instance in the Central Region, Circuit or Zonal Sports organizers are in charge of the organization of sports competitions at the inter schools level for both primary and Junior high schools. The purpose of the inter schools is to select sports boys and girls to form the circuit or zonal teams for the inter-circuit or inter –zonal sports competitions which is organized by the Municipal/District Education Sports Association and supervised by the Municipal/District Physical Education coordinators.

After the inter-circuit/zonal competitions, district/Municipal teams are formed and prepared for the inter District/Municipal sports competitions which is organized by the Central Regional Education Directorate and supervised by the Regional Physical Education Coordinator.

The Regional teams for the various sports disciplines are formed in preparation towards the national sports festival which is organized by the G.E.S. headquarters under the supervision of the National P.E. Coordinator. Hence the different levels of competitions have a structure which looks like the diagram below;

Levels of Competitions Organized by the Ghana Education Service In The Central Region;

LEVEL	ORGANIZERS	SUPERVISION
INTER SCHOOL	ZONAL/CIRCUIT ASSOCIATION	ZONAL/CIRCUIT ORGANIZER
INTER-CIRCUIT/ZONAL	DISTRICT/MUNICIPAL SPORTS ASSOCIATION	DISTRICT/MUNICIPAL PHYSICAL EDUCATION CO-ORDINATOR
INTER-DISTRICT/MUNICIPAL	REGIONAL EDUCATION SPORTS ASSOCIATION	REGIONAL PHYSICAL EDUCATION CO-ORDINATOR
INTER REGIONAL	G.E.S HEADQUARTERS	NATIONAL P.E. CO-ORDINATOR

It must be noted also that it is not every child of school going age who is eligible to take part in sports, organized by the Ghana Education Service even if officially enrolled in a school. For instance for the primary school level, a pupil should be twelve years and below and must weigh a maximum of 35kg in order to qualify to play. Likewise in the Junior High School (J.H.S), a student must be 15years and below and weigh maximum of 54kgs and below. However these eligibility standards set by the Ghana Education Service are not in conformity with the UNESCO charter on Physical Education which states, inter alia, that ~~every~~ every human being has a fundamental right to access to Physical Education and Sports which are essential for full development of his personality. The freedom to develop physical, intellectual and moral powers through sports must be guaranteed both within the educational system and in other aspects of social life” (UNESCO as cited in P.E syllabus for Basic Schools in Ghana pp.1). Since the rationale for Physical Education and Sports according to the P.E. syllabus for both Basic and Senior High Schools are based on the above quoted UNESCO charter, it means the G.E.S. is denying the rights of many individuals who by accident are more than 12 years or 15 years in the primary and the Junior High School respectively or weigh more than 35 kg and 54 kg in the primary and Junior High School respectively due to their natural or physiological make-up.

The reason for setting eligibility standards, according to the central regional P.E. coordinator (17-10-07) was that, there were instances in the past where pupils/students went to

school only because of sports. Hence pupils/students involved were not getting promoted since they were not attending school for academic work. They therefore stayed in one particular class for a number of years, had enough experience in competitive sports and eventually had an undue advantage over those who were potentially good but were younger in terms of age. The Regional Coordinator also emphasized that pupils/students who were enrolled at their latter years and were good in sports had extra advantage in terms of physical strength due to older age and used it as an undue advantage to “bully” the younger ones. The ages 12 years and 15 years as well as weight 35 kg and 54 kg for both Primary and Junior High Schools respectively were brought in as a measure to put all participants on the same physical platform and to motivate children to attend school regularly. The eligibility standards therefore are to ensure that pupils /students combine effectively, academic work and sports.

Prior to the introduction of the capitation grant (Funds replacing previous levies paid by pupils/students at the Basic Schools) by the government during the 2006/2007 academic year, the competitions under discussion were being financed with sports levies that individual pupils and students paid at the school level. At the national level however, it was the government that was fully responsible for finances. With the introduction of the capitation grants, the government has the full responsibility of financing the activities of all sports and games programmes organized by Ghana Education Service through the same capitation grant to the schools. Since the schools for the deaf are captured in the categories of schools that enjoy the grant, they have the basic right to take part in the competitive schools sports organized by the Ghana Education Service.

Participation of the Hearing Impaired with the Hearing in General School Activities

The concept of participation of the hearing impaired with their hearing counterparts in the same sports teams has a limited literature to support it so far as this research is concerned. The existing literature also comes with direct link to certain concepts pertaining to the disabled world such as the Rights discourse, the concept and the history of inclusive education, integration etc.

Rights Discourse

This discourse demands the right for people with disabilities including the hearing impaired to be considered as equal as other people so that they can participate meaningfully in the social and economic aspects within society (Fulcher, 1989; Neilson, 2005). It fights against “discrimination, exclusion and oppression” (Hendy, 1995) for equal opportunities to education, employment and social activities. People with disabilities do not want to be discriminated against, but to be independent, self-reliant and participate equally along with those who do not have disabilities.

Sport is a cultural phenomenon and an integral part of society. It is highly visible and touches almost everyone as participants, spectators and consumers (DePauw & Gavron, 2005). Physical education and sports are essential for the full development of an individual (UNESCO, 1978), and participation in sport and recreation is considered vital for socio-cultural integration and equity (Burchell, 2006). This is of particular importance among people with disabilities (Havana Sport for All Declaration, 2006).

Over the past five decades, there have been a number of human rights statements and national/international charters focusing on the rights of Persons with Disabilities, with some including the right to sport and recreation. However, it was not until the recent UN Convention on the Rights of Persons with Disabilities (2006) that a document existed urging

all nations to address the rights of Persons with Disabilities, including equal participation in recreational, leisure and sporting activities.

Social Value; Participation of the Hearing Impaired with the Hearing in Regular School Sports

One major importance of persons with disabilities including the hearing impaired participating with regular students or pupils, is for all children to socialize together regardless of their abilities. This is to promote anti-discriminatory attitudes among all children. The concept of bringing the disabled and non-disabled into the same school setting and for that matter sports, is to develop social competencies among children with special needs and their non-disabled peers within the school environment (Andrews & Lupart, 1993). In the classroom the children are able to chat, share ideas together and to assist each other in all schoolwork while outdoors they can interact together and have the opportunity to invite others to join in their play (Conway, 2005). Though a cross-cultural reference, a report from UNESCO (1997), on a pilot project to practice inclusion in schools in Burkina Faso, revealed that, children with disabilities who were integrated into regular classrooms, developed positive social interactions with their non-disabled peers. The cultural barriers could no longer separate them. Another study by UNESCO (1997) in Ivory Coast produced similar results as children with hearing impairment were accepted by their classmates when integrated into schools. There was no resistance and children were motivated to practice sign language with the children with hearing impairments in the class. In contrast, social interactions sometimes have a negative impact on children with special needs, which results in having lower social status at school. Children without disabilities could develop an attitude that children with disabilities need support and help while at school and therefore they would provide assistance for them.

The result is there is no freedom for the children to interact socially, as their peers would consider them as inferior and in need of assistance at all times (Farmer, Pearl & Van Acker, 1996; Meyer & Bevan-Brown, 2005). Some research has found that most students with special needs were generally not accepted by their teachers and maintaining friendships (Farmer et al., 1996).

Teacher's Role in the Participation of the Hearing Impaired with the Hearing in Regular Sporting Activities

Teachers play a major role in planning and implementing teaching and learning strategies to all students in the regular schools regardless of their status. It is the teachers who make sure students with special needs have the same rights to quality education as students without special needs (Mitchell, 1999; Spedding, 2005). If teachers have positive attitudes in providing the best education for all the children then inclusion will be more likely to succeed. That means, valuing and interacting with children with diverse learning needs (Gillies, 2002; Whyte, 2005).

Providing appropriate teaching and learning strategies is an important role for teachers. Mentis, Quinn & Ryba (2005), emphasized that in order to meet the learning needs of children teachers have to provide appropriate learning instructions and strategies for them. Teaching methods have to be modified and designed in order to meet the needs of students with special needs (Mentis et al., 2005; Smith et al., 2005). Teaching resources should be adequately provided to support learning, and lessons must be children-centred and accommodate the needs of every student. It is important for class teachers to develop effective teaching outcomes and good lesson structures, which would motivate children to become actively involved with challenges appropriate to them (Mentis et al., 2005). However, some researchers

have expressed concern that teachers may not provide effective support to challenge children with special needs academically, such as with remedial work. These researchers contend that teaching approaches are often not modified to meet the needs of children with special needs (MacArthur, et al., 2005). The role of a teacher therefore makes a difference in the learning of all the children in the classroom.

Stress and Teaching of the Hearing Impaired with the Hearing in Regular School Sporting Activities

Stress is the impact of working under extreme pressure. According to Cosgrove (2000) stress is an emotional condition that builds in a person from having increasing or ongoing pressure from related factors. Stress for teachers is very common because most of the time they are constantly under considerable pressure to meet the teaching and learning, social and emotional needs of all their children. As Cosgrove (2000) states, teachers go through many stressful experiences such as anger, frustration, anxiety and depression. There are many factors that contribute to teachers' stressful experiences. First, evidence has revealed that many teachers suffer from stress because of their perceived inadequacy and incompetence to teach children (Cockburn, 1996 cited in Tronman & Woods, 2001). Tronman & Woods (2001) further stress that while it is not clear which children caused this problem, there is always the possibility that teachers would be under stress when beginning to teach children with special needs, together with the other children without special needs in their classrooms in the same classroom.

Another study by Whiting & Young (1996) also indicated that teachers were under pressure teaching children with special needs. These teachers reported a high degree of stress

regarding preparation of teaching resources for individual students and the supervision they have to carry out daily.

Interestingly, a marked difference in stress levels of teachers in special education and regular schools has been reported. For instance, studies pointed out that those teachers in regular schools reported more stress in teaching children with special needs than their special education centre colleagues. According to Tredall, (1989, cited in Williams & Gersch, 2004), teachers in regular schools were under pressure to develop individual education plans. They further stated that in order for teachers to provide teaching to children with special needs, teachers' stress has to be addressed in schools. Male and May (1997) have also stated that stress-related problems have to be addressed by the authorities concerned so that teachers can enjoy their teaching.

In addition teachers are under pressure to provide additional programming, especially the individual education plan for each pupil, with the assessment tasks, modification of curriculum and the supervision (Conway, 2005).

Teachers' Workloads in Teaching Hearing Impaired with the Hearing in Regular Sporting Activities

Teaching demands a lot of planning and preparation for effective teaching and learning and this can represent considerable pressure to meet the demand for individual needs on teachers. Research indicated that, the pressure of a heavy workload is the main concern for the majority of teachers. According to Campbell and Neill, (1993 cited in Ministry of Education, 1999) teachers in New Zealand spend large amounts of time in planning and preparation of lessons, and in teaching children. Apart from teaching, most teachers also have to complete other professional and administrative tasks.

Teaching children with special needs clearly takes a lot of commitment. It inevitably means there is more planning and preparation to meet the needs of a range of abilities. Florin (1998) stated that having children with special needs in a regular classroom means additional work, which is appended onto teachers existing workloads. However, Prochnow, Kearney, & Carroll-Lind, (2000) stated that not all children with special needs required additional work from the teachers, and it depends on the type of disability. He further elaborated that different disability levels gave different levels of exhaustion for teachers trying to meet children's needs. This means to prepare work for children with mild disabilities would be less exhausting than for children with moderate and severe learning difficulties.

In addition, the issue of class size has also contributed to the amount of work teachers have to do to meet the needs of every student. Prochow et al., (2000) stated that if the number of children with special needs in one class is more than five then the class teacher is under pressure to plan and prepare for each individual student. The teacher would not find enough time to prepare work for the children with special needs as well as the other regular children.

Teacher Aides in the Teaching of Hearing Impaired with the Hearing in Regular Sporting Activities

Teacher aides play significant roles when collaborating with class teachers to deliver teaching and learning to children with special needs in regular situations. They provide direct support to children in the learning environments in many ways. These include working with a particular child with special needs or a small group of children, providing assistance and care for children during non teaching hours, helping facilitate interactions among students and providing support for class teachers (Kraayenoord & Elkins, 1998; Peterson & Hittie, 2003).

It is clear from research that when teachers and teacher aides develop good working relationships, they share information and learn new skills together and provide learning for all children, including those with special needs. For instance, a study by Davis and Kemp 1995 cited in Kraayenoord & Elkins, 1998 identified real benefits when teacher aides provided sufficient educational support to both the teachers and children with special needs. In this study teachers and teacher aides were able to sit together and organise different activities planned by the regular teachers. However, several authors have indicated that most teacher aides do not have the knowledge and skills to provide effective assistance to teachers in the classrooms. Most teacher aides have not received proper training in the field of special education to assist children with different educational needs. Several studies also confirm that many teacher aides were employed without any training (Hulson, 2000; Kavermann, 1998; Lai et al., 2003; Lloyd, Wilton & Townsend, 2000, cited in MacArthur, Kelly & Higgins (2005). A study by Wallace, Shin, Bartholomay & Stahl, (2001) pointed out some issues that need to be considered for teacher aides working with children with special needs. These included job training for the teacher aides, effective communication between the teacher aides, teachers and the school administration, and involving teacher aides in IEP meetings. According to Giangreco et al., (2001 cited in Smith et al., 2005) teachers in regular classrooms in United States, whether willingly or reluctantly, delegate full responsibilities to teacher aides to provide educational learning to children with special needs. This means that including individuals with disabilities including the hearing impaired in regular schools' sports is not positively accepted by such teachers.

Staff Development Programme for Teaching Hearing Impaired with the Hearing in Regular school Activities

Staff development is a vital part of an effective plan to bring both the disabled including the hearing impaired and the able. In order to effectively implement inclusive practice in schools, teachers need to constantly enhance their knowledge about different areas of special education (Conway, 2005; Flavell, 2001; Frost, 2002; Wolger, 1998). Teachers must have additional training within the field of special education to provide effective teaching and learning programmes to children with special needs (Conway, 2005). There are numerous international examples of the relationship between teacher, professional development and increased effectiveness and confidence in teaching children with special needs (Mushoriwa, 2001; Za'za, Chouaib, & Merhe, 1997).

In contrast, there are other studies, which indicate that some teachers do not want to teach children with special needs because they do not have the knowledge, skills and experience. They feel that they need to have proper training to equip them before teaching children with special needs in the regular classrooms (Scruggs & Mastropieri, 1996 cited in Smith et al., 2004; Westwood & Graham, 2003 cited in Conway, 2005). Teachers support the inclusive education programme yet felt they had insufficient knowledge and inadequate experience to teach children with special needs and therefore needed more training (Avramidis et al., 2000 cited in Connelly, 2004). A similar study in New Zealand has shown that most teachers have no formal training in special education and need additional professional development to support inclusion. It is essential, that teachers be trained in the areas of teaching and learning skills, in order to deliver well during their lessons so as to support and make effective inclusive programmes at the schools (Pronchnow, 2000, cited in Connelly, 2004). Some disabilities are difficult to manage and need teachers to be specially trained in order to teach these children. For example, specialist support, such as using of Braille

machines and sign language is not possible without specific training (West, Houghton, Taylor & Ling, 2004).

Meaning of Participation

In order to participate, a person needs to be an active part of his own life, being able to decide how and what activity they wish to participate in, and to be given the opportunity to take part in desired activities. Thus, participation is a multidimensional concept with an internal personal dimension, an activity dimension, and a contextual dimension. Participation in life situations is part of a child's development, learning process, and life. Participation enables children to explore their potential, and it affects future life satisfaction (Law, Finkelman, Hurley, Rosenbaum, King & King, 2004). Full participation in school supports academic achievements (Finn & Cox, 1992). Opportunities to participate in desired activities and to make decisions about everyday life are necessary for the individual's experiences of participation and well-being. To be engaged in an activity, an individual must be aware that the activity exists, have access to the activity, and be interested in participating in the activity (Molin, 2004). An individual's personal involvement and participation in activities can be observed and experienced at the nodal point between the person and the immediate setting, that is, the person-environment niche (Wachs, 2001).

Participation is defined as something important to facilitate on the personal level, but it is not always clearly defined. Participation can have a civil rights perspective and be a part of the advocacy movement in which participation is used together with concepts such as normalization, integration, good living conditions, and being an equal member of society with the same rights as others (Gustavsson, 2004).

Gustavsson (2004), states that participation can have various meanings—depending on where and when it is used. Participation can be seen in several ways, such as being part of something and having a feeling of kinship. On a higher level, the feeling of participation is one of the prerequisites for a society in order to create solidarity in various societal settings (Gustavsson, 2004). For young children, engagement and participation are manifested through play (Johnson, Christie, & Yawkey, 1999). Another research perspective focuses on special schools and participation. Szönyi (2005), for example, focused on the perspective children with mental retardation in special elementary schools and found various perspectives on school participation. Students identified social aspects of participation more often than academic aspects and problems. Special schools were seen as something positive for their participation even though they usually felt that they wanted to be a part of the regular school (Szönyi, 2005). Molin (2004) defines participation with a focus on students with disabilities in special high schools by placing activity and participating in activities as central concepts. Being involved and being able to make decisions were important. Molin argues that maximal participation happens in interaction with context. It is marked by acceptance and reciprocity, together with a sense of belonging; hence it also focuses on personal, interaction, and contextual factors. Molin (2004) claims that you cannot talk about participation without mentioning belonging. But belonging by itself is not the same as participation. Molin divides belonging into formal, vertical, and specific in time, and informal, horizontal, and more daily over time. Participation, inclusion, and belonging are important factors for children with disabilities. Being able to make decisions, to be involved in everyday activities, to belong to groups, and to have friends are vital aspects of life, regardless of setting.

Factors Related To Participation in Sports

It is difficult to distinguish between what is participation and what are factors related to participation. The reason for this difficulty is that participation is a multidimensional concept, consisting of personal traits, interactions, and contextual prerequisites. According to modern theories of development, most outcomes related to developmental processes such as participation are consequences of multiple functional and structurally interrelated factors of influence (Bronfenbrenner, 1999; Shonkoff & Phillips, 2002; Super & Harkness, 1999; Wachs, 2001). Depending on type of outcome, these factors might vary, so in studying participation in school activities like sports, it is important to define participation and to delimit factors that are directly and indirectly related to participation.

The degree of participation depends on patterns of factors related to participation. For example, Almqvist & Granlund (2005) found that having an overall positive rating of several personal and contextual factors was the strongest predictor of frequent participation in school. Almqvist & Granlund further contend that factors related to participation in young adults with disabilities including the hearing impaired found that factors related to participation were personal factors such as involvement, self-efficacy, self-determination, and well-being, and environmental factors such as social support, having choices, opportunities, availability of activities, and people's attitudes.

Social relationships for Participating in sporting activities by the hearing impaired

There is a growing consensus that children with disabilities should be educated within mainstream school settings and not segregated in special schools (Holt, 2003). Children with disabilities are included in regular school activities like sports to increase their opportunities of

gaining theoretical and social knowledge (Bronson, Hauser-Cram, & Warfield, 1995; Gustavsson, 2004) and to promote their independence and social participation (Simeonsson, Carlson, Huntington, Sturtz, Brendt, 2001). Children with disabilities including the hearing impaired have long been integrated into regular schools, but they often have problems with social integration, such as participation in group-activities (Cullinan, Sabornie, & Crossland, 1992). Cullinan et al., (1992) defines being socially integrated as being socially accepted, having at least one reciprocal friendship, and being an active, equal participant in activities performed by the peer group. Adjusting the environment can support social relations and friendships for severely disabled students as well as educating teachers and peers in giving social support, placing the peers close by, and providing support within the general school setting (Kennedy, Cushing, & Itkonen, 1997).

Participation in extracurricular activities including competitive schools' sports is related to having and creating friendships. Children with disabilities seem to be less liked as playmates. Participating in sporting activities, together with an internal locus of control and social status, seems to improve the status of rejected children and adolescents as playmates (Jacobs & Coie, 1999). Participating in extracurricular school activities like sports contributes to educational success and supports good relation with peers (Mahoney, Cairns & Farmer, 2003). Lane, Givner & Pierson (2004) state that without vital social skills, students risk academic underachievement, peer rejection, and strained relationships with teachers. One reason for the problem in interacting with other children might be that even though people have a positive view of including children with disabilities, when asked, they are less positive when it concerns activities that they are involved in (Magiati, Dockrell, & Logotheti, 2002).

Teachers' attitudes and behaviour affect children's motivation and participation. Teachers are often positive to the inclusion of students with disabilities but prefer that they receive support outside their own classroom (Heiman, 2004; Holt, 2003). Teachers often feel that removing the child from the class is a good solution that helps them manage the class. Being removed from the class reduces opportunities for being included, and participation in activities with friends and peers might be hindered. One reason for excluding students who require special classroom support is pressure to maintain standards regarding inclusion as a social intervention and not an academic intervention (Holt, 2003). Excluding children from class does not increase their performance. Cole, Waldron, & Majd (2004) found no difference in performance and learning between children with disabilities in inclusive and special classes. But the diversity benefited the learning of students without disabilities. Students with disabilities included in regular classes risk experiencing inappropriate educational interactions. Students who require special support were found to be over-represented in teachers' indifference and rejection categories. One reason for this is that teachers feel they do not have the knowledge and training to support these students (Cook, 2001). Involved students receive more emotional support and uninvolved students receive responses that further undermine their motivation. When students receive less support and experience the teacher as inconsistent, they may develop an external locus of control (Skinner & Belmont, 1993), so teachers and their attitudes and behaviour are a vital part of the proximal environment.

Environmental Factors Affecting Sports Participation

The environment consists of physical and social elements that can create and limit participation opportunities. While the actual environment is relevant, the perceived context is

perhaps even more relevant. The way in which children perceive the environment will affect participation opportunities that they feel they have, which in turn affects situations they participate in, based on interest. Environments that are suitable for the child has a good personal fit in which the child can find opportunities that facilitate participation. Facilitators and barriers in the environment can be social and physical—factors. King, McDougall, Dewit, Hong, Miller, Offord et al (2005) state that there are five main barriers to participation in sports and recreational activities: interests or preferences, time, money, facilities, and skills. Planning and preparing for play and interactions will support and enhance children's play, development, and social relationships (Doctoroff, 2001). There are difficulties in identifying research that focuses on the relation between students' environments and their participation within the environments. Hemmingsson (2002) argues that there is little research focused on environmental factors that affect participation in school. Hemmingsson & Borell (2002) found that most students with disabilities experience participation restrictions in their physical and social contexts. Even though older students perceived more barriers, many of the contextual barriers were generated from the organization and execution of teaching and not from type and degree of disability (Hemmingsson and Borell, 2002). Children experience school as a social arena, with a focus on the children's actions and activities (Westling Allodi, 2002). Westing Allodi (2002) found that problems in school were lack of stimulation and control, something that Specht, Miller, Willoughby, King & Brown (2000) also found, which indicates that students with disabilities risk being under-stimulated.

Support is a necessary tool for removing barriers and facilitating participation. A common support mechanism is a personal or classroom assistant. Having an assistant can facilitate development, but sometimes having an assistant can create obstacles for participation

in school. Assistance is important for children's inclusion and participation (Howes, Farrell, Kaplan, & Moss, 2003). The way that assistants work can either facilitate or inhibit participation and social relationships. Just having an assistant was not sufficient for facilitating participation. For assistants to be supportive, they needed to be valued members of the educational team, working as mediators between various groups in school and being good at tapping into the students' socio-cultural aspects of life.

There seems to be consensus that persons with disabilities participate less. There has been focus on the societal level of participation, such as human rights, normalization, and self-determination, but more focus on the child in his/her everyday setting is needed. It is also necessary to focus on participation as a multidimensional concept related to many factors. Participation can be defined in various ways, and it is necessary to know how children and adolescents with and without disabilities define participation. It is also necessary to recognize what factors are relevant in relation to participation since research indicates that social factors, such as social skills and friendship, play a more prominent role in level of participation than disability type. Environments seem to consist of facilitators and barriers. So, finding out what role environments have on participation is necessary, especially in relation to how participation for children with disabilities is measured.

Relation between sports participation and child development

Sport's more obvious contribution may be indirect and lies in its ability to contribute positively to partnerships with educationist and others. In particular, research evidence

indicates that the importance of sport for many young people means that it may have a significant role to play in educational policy. For example, evidence suggests that sport can assist in the peer integration of young people with disabilities. A study by Taub & Greer (2000) found that physical activities like sports were normalising experience for children with disabilities including the hearing impaired, provides legitimacy to their social identity as children, and enhances social skills and social networks with their peers.

Furthermore, the broader significance of sports for many young people enables it to attract educational underachievers to educational environments in which they have the opportunity to raise their level of educational achievement.

The utility of sports for building social inclusion is a result of its utility in reducing social exclusion (Bailey, 2005). Recent attempts to understand, quantify and or specify the relationship between sport, children and community-building have resulted in a variety of interpretations. According to Wuest & Bucher (1995), sports make a major contribution to economies and societies, not only through the development of skills and the improved health of citizens, but also through the building of social cohesion. This aligns with the sentiment held among Canadians that sport brings groups of people, particularly families, together and encourages family interaction (Canadian Centre for Ethics in Sport, 2002; Conference Board of Canada, 2005).

Coalter's (2005) review essay captures important evidence regarding the role of sport in building and facilitating social and community inclusion and active citizenship. This body

of literature, as interpreted and reported by Coalter (2005), links sports to Putnam's (2000) notion of 'social capital.' Communities with good social capital have strong community networks, a good sense of local identity and solidarity, and high levels of trust and support among members. With this in mind, there is evidence to suggest that organization of sports in schools may contribute to developing communities (Coalter, 2005). More specifically, sport has been used as a practical tool to attract young people to volunteering, engaging them at the community level. Eley & Kirk (2002, cited by Coalter, 2005) found that such programs resulted in increased measures of altruism, community orientation, leadership and sense of self among young people. Coakley (2002) and Donnelly & Coakley (2002) have also carried out broadly based reviews of research evidence regarding the potential of sport programs to contribute to child and youth development and the social inclusion of children and youth. Coakley (2002) reviewed a wide range of research regarding youth development and concluded that, in exemplary programs, participants should feel physically safe, personally valued, socially connected, morally and economically supported, personally and politically empowered, and hopeful about the future. Donnelly & Coakley (2004) have pointed out that, where such programs are not available, youth gangs may actually meet some of these needs.

Research also suggests that sports may provide an opportunity for positive peer interaction and healthy competition for and among the youth (Weiss & Stuntz, 2004, cited by Hedstrom & Gould, 2004). Recent research suggests that peer relationships are a key part of young people's experiences in sport, and that social acceptance and affiliation are important components in determining the extent to which children and youth enjoy participating in sport (Smith, 2003). As young people mature, they increasingly rely on peers for information and

feedback regarding physical competence; therefore, sport as a context of physical activity, serves as a key site of child and youth development (Smith, 2003).

Being labeled an “athlete” reflects positively on youth; thus, they will be encouraged towards more positive behaviours. This is complicated by some research that indicates that athletic youth are not less delinquent, but less likely to be punished; and sports programs aimed at reducing youth delinquency work simply by reducing boredom in youth and creating a diversion from less desirable, sometimes criminal, behavior (Morris, Sallybanks, Willis & Makkai, 2003).

Reports suggest that sports participation among children and youth is associated with reduced rates of delinquency. For example, in their overview of youth and sports, Seefeldt & Ewing (2002) summarized social and epidemiological trends in sports participation and youth delinquency. This evidence suggests that sports participants engage in delinquent behaviour less often than non-participants or youth who participate in minor sports, divert youth from delinquent others or behaviours; rehabilitate previous anti-social or delinquent behaviours; or hook the target population with sports in order to establish relationships among authority figures, educational programs, and marginalized groups.

There is a significant amount of evidence to suggest that sports-based programs improve the learning performance of children and youth including those with disabilities, facilitating educational attainment and encouraging them to stay in school, and that sports-based program in schools aid in the social development of young people. This relationship is thought of in different ways. In the most basic way, sports participation at a young age helps children to learn physical skills that allow them to stay active later in life (Hedstrom & Gould, 2004). The educational benefits are often thought of more broadly, though. Children may

learn, or become familiar with, the competitive process and learn to assess their competence in different skills through sports participation (Seefeldt & Ewing, 2002). Wuest and Bucher (1995) is also of the opinion that sport is an important tool by and through which participants, particularly young people, gain and enhance a range of skills that are transferable to important parts of adult life.

The U.K.-based Living for Sport project is based on the premise that any and all forms of “structured exercise” can be used to help students develop discipline, confidence, self-esteem and self-awareness (CABOS Report, 2006). The program makes available a variety of resources and tools to teachers to engage students in physical activity expressly for the purpose of improving behaviour. Monitoring of the program has found that Living for Sport has resulted in improved student attendance and punctuality, a reduction in detentions, improved communication and leadership skills, and general behaviour improvements (CABOS Report, 2006).

The cognitive benefits of sports participation among children and youth remain a topic of research. Bailey (2006) debunks the notion that physical education and sport participation interfere with educational goals and academic achievement and, in many cases, research supports a link between physical education and improved academic performance (Sallis & Owen, 1999). While the benefits of regular exercise on cognition are small, the results are reliable for reaction time, reflexivity and performance of mathematics (Thomas et al., 1994, cited by Coalter, 2005). However, since the quantitative data in this area are based on cognitive differences in pre- versus post-testing, it is difficult to assess or identify the mechanisms by which such improvements in cognitive performance occur. Coalter (2005)

concludes that there is no definitive evidence in literature of a causal relationship between sports participation and academic achievement.

There is also evidence to support the link between sport participation and educational achievement for students. Students who use recreational sports facilities persist in their studies at a higher rate than non-sport participants, since recreational and extramural sports offer an important opportunity for interaction among students and the building of student satisfaction (Belch, Gebel & Maas, 2001). Evidence supports not only the educational benefits of sports participation, but also the utility of sport programs as educational catalysts to implement interventions and teach life skills.

Since sports are meant for discipline there is no doubt that its contribution towards character building is evidenced in literature. Although with little evidence, that sports participation has the capacity to transform the character of individuals, literature on sports and children, the most difficult to quantify, yet also the most compelling in terms of social benefits, deals with the possibility that participation in sports and physical activity may positively impact the moral development of youth. Based on survey data, people consider sports, after family, to have the most influence on the development of positive values in youth (CCES, 2002).

The role that sports play in promoting and developing moral character is considered to be an essential component of the very definition of sports for children and youth, although, these ideas of the positive impact of sports on the development of character tend to come from those coaches, parents, volunteers and participants who are actively involved in children's and youth sport (CCES, 2002). According to Coakley & Donnelly (2004) this "character logic" is often used to encourage and defend children's participation in sports. While the causal

linkages and mechanistic connections between sports participation and character-building are difficult to create and sustain, theories have been put forth to support the notion that participation in sports and physical activity builds character in children and youth. In a review essay, Ewing, Gano-Overway, Branta & Seefeldt (2002) argued that sports offers a “dynamic domain” for moral and character development and expression among the youth, particularly in terms of positive values such as hard work, fair play and an orientation to succeed, behaviour and social relations. However, the same authors argue that sport does not, in and of itself, lead to the development of character or morals in the youth, and, in fact, holds the possibility to undermine the creation of what would generally be considered positive traits of personal behaviour (Ewing et al., 2002).

Hansen, Larson & Dworkin (2003) analysed youth activities such as sports and found that such activities provide a context for a wide range of developmental experiences; but, development of self-knowledge, emotional regulation and physical skills were particularly high within sports participation when compared to academic- and leadership-type activities. At the same time, sport activities were also the only context in this study in which youth also reported higher rates of negative experiences, particularly in relation to peer interaction and inappropriate adult behaviour (Hansen et al., 2003). Thus, when cataloguing sports within an array of youth activities, the pattern of experiences was mixed and sports could be understood as both character building and challenging (Hansen et al., 2003).

The potential role for sport and physical activity in disabilities

According to the World Health Organization (WHO) (2007), approximately 600 million people in the world live with some form of disability. Of these, 80% are poor, and have little or no access to basic services (WHO, 2007). Many people with disabilities including the hearing impaired, if not outright excluded, is only minimally addressed by public health and social policies, leaving Persons With Disabilities with few structural supports (WHO, 2007). Living with a disability not only disadvantages these individuals and their families, but can also have an impact on the larger community and the national health and economic development of a country (Blauwet, 2007; Saka, Kuranga & Abegunde, 2005).

It has been recognized that it will be impossible to achieve the United Nations' Millennium Development Goals without recognizing and addressing the needs of Persons with Disabilities (Disability KaR, 2005). Having a disability or impairment may prevent persons from participating in their social roles and being active members of their community. The ability to be productive and to engage in activities is viewed as an essential part of life, a basic human need, and an important determinant of health and well-being (Canadian Association of Occupational Therapists (CAOT), 1997; Wilcox & Whitford, 2003).

The long-term health benefits of physical activity, including recreation and sports, have long been established for all individuals with or without disability. However, as with other marginalized members of society, Persons with Disabilities have also been generally excluded from activities found in mainstream society including sports and leisure activities (DePauw & Gavron, 2005). Persons with Disabilities have traditionally been considered to be frail and not physically capable, and, as a result of their perceived inferior physical and mental status, excluded from sports beyond rehabilitation or therapeutic applications (DePauw & Gavron, 2005).

The benefits of participation in sports and physical leisure activities are not limited to rehabilitation for Persons with Disabilities. As with the general population, physical activity and sports may reduce the risk for chronic illnesses and secondary conditions for Persons with Disabilities (Durstine, Painter, Franklin, Morgan, Pitetti & Robert 2000; Heath & Fentem, 1997). However, even though they would derive considerable benefit from physical exercise, children and adults living with disabilities including the hearing impaired are more likely to be sedentary compared to their able-bodied counterparts (Burchell, 2006; Capella-McDonnall, 2007; Heath & Fentem, 1997). Physical activity amongst Persons with Disabilities may also bring numerous benefits to a community both at a social and an individual level. Participation in such activities may improve functioning in daily activities, resulting in increased independence and empowerment of Persons with Disabilities, increased social integration and inclusion, as well as help to change attitudes among members of the society in general (Burchell, 2006).

The participation of people with hearing –impairment in sports activities

The sports skills of the hearing impaired and hearing athletes span the range found in the hearing population, from unskilled to highly skilled. Physical educators have the extremely important role of introducing students to sports, both hearing and deaf (Winnick 1995). The Deaf Olympic Games (Deaflympics) are among the world's fastest growing sports events. For instance about 3,000 hearing impaired athletes from about 80 nations participated in the 20th summer Games in Melbourne, Australia in January, 2005. Approximately 300 athletes from 20 nations qualified for the 16th Winter Games hosted by Park City, Utah in the USA in 2007 (Pinchas, 2004). The first games, known as the International Silent Games, were held in 1924 in Paris. They were the brainchild of Eugene Rubens-Alcais, himself deaf and President of the

French Deaf Sports Federation. The games have been organized since 1924 by the Comité International des Sports des Sourds, (The International Committee of Sports for the Deaf-CISS). A time when societies everywhere viewed deaf people as intellectually inferior, linguistically impoverished and often treated as outcasts, Monsieur Rubens-Alcais envisioned the international sports event as the best answer. Antoine Dresse, a young deaf French Student, was instrumental in helping him accomplish his dream (Pinchas, 2004). The competition at the games immediately became the social context for countries to deliberate about similarities and differences in the welfare of their deaf people. After the initial Paris Games, deaf sporting leaders assembled at a cafe in Paris and established Le Comité International des Sports Silencieux to oversee the organization of the Games (the International Committee of Sports for the Deaf) (Pinchas 2004).

The International Olympic Committee (IOC) sanctions the games, but unlike the athletics in all other IOC sanctioned games, including the Olympics, the Paralympics and the Special Olympics, the Deaflympians cannot be guided by starter's guns, bullhorn commands or referee whistles. However, the deaflympians depend mainly on signals as commands (Jamie, 2005). Increasingly, they also serve as a bridge between athletes brought up in the traditional schools for the deaf children and the increasing number of deaf athletes from mainstream educational institutions (Mackenzie, 2004). The name for the International games for the Deaf was changed to Deaf Olympics Games (Deaflympics) to resemble the Olympics, in 2001, in Rome, Italy.

According to Winnick (1995) as far back as 1883, deaf athletes were competing professionally in the United States of America. In that year Edward Dundon became the first recorded deaf professional baseball player. For years, the deaf community has been lobbying

to get some of their members into the Hall of Fame. One of such notable National Baseball players was William "Dummy" Hoy. Hoy, who was born hearing, but lost his hearing as a young child, is one of the more historic figures in baseball history. Among other things, he was the first one to hit a "grand slam" in the American League. Hoy was also instrumental in the invention of umpire hand signals (Jamie, 2005).

One other person in deaf sports was Nathan Zimble, a near Olympian in wrestling. In his hey days, both as a wrestler and as a wrestling coach, Nathan Zimble was the best. He was such a great wrestler for the Gallaudet University team in the early twenties, that he was invited to try out for the USA Olympic Team in 1920. The tryout took place at the old Madison Square Garden in New York, and he finished second place in his weight class. And as wrestling coach at Arkansas School for the Deaf (ASD), he produced an endless assembly line of state wrestling champions (Strassler, 1999).

Female athletes with hearing impairment have also excelled in sports. In the broadest sense, the female athletes with disabilities including hearing impairment are found not only in the history of disability sports, but also in the history of able bodied sports (Depauw, 1999). One of such great female athletes was Kitty O'Neil. She earned the title as the fastest woman on earth for her women's world speed records in water-skiing, rocket powered car driving, and quarter mile car speed record (Winnick, 1995).

Eva Chalom and her hearing partner Mathew Gates competed in the world Figure Skating Championships. The two were ranked second in the USA. Chalom and Gates danced their way in skates to place 18th in the ice dance event. The World Figure Skating

Championships were held in March, 2004, in Switzerland (Winnick, 1995). Lauren Peffrs has been backed to be the first deaf person to represent Great Britain in mainstream athletics.

The Women's Sport Foundations recognized Model Secondary School for the Deaf (MSSD) student Tamara Suiter with a Scholar Sportswoman Award at a ceremony in Washington D. C. on February 4, 2003. Suiter was selected for her outstanding performance in volleyball, basketball and softball, while maintaining a high grade point average (Flanigan, June 24, 2003). The National Girls and Women in Sports Day were established in 1987 by a congressional resolution to celebrate the achievement of girls and women in sports. It is celebrated in all 50 states with community based events, awards ceremonies, and other activities (Flanigan, June 24, 2003)).

Some other deaf players also excelled in organized sports where communication is a very important factor. One of such players was Kenny Walker. According to Jamie Berke (2005) Walker who became deaf at two from meningitis, had a short, but interesting football career. First he was an All-American player on the University of Nebraska Cornhuskers, and then picked up by the Denver Broncos where he played for almost five years. He also had a short stint with the Canadian Football League, before retiring from football. He became a football coach at the Iowa School for the Deaf (ISD) (Jamie, 2005).

Fencer Frank Bartolillo is one of the few deaf athletes to compete in the able bodied Olympics, believing he has an advantage when competing. Bartolillo who made his Olympic debut in Athens, 2004, and was one of the three fencers selected to represent Australia at the games, where he contested in the foil competition. Bartolillo qualified Australia for the event in Athens after finishing the 16th at the 2003 World Championships in Cuba (Jamie, 2005).

Great Britain's Diver Toney Ally was selected to compete in the 3-meter diving competition in Athens, 2004. Tony competed in the dramatic finals of the 3 meter synchronized finals with partner Mark Shipmen, finishing 5th overall at the World Championship in March, 2004. They also competed in the finals at the Sydney Olympics, but missed out on a medal and finished 11th (Flanigan, June 24, 2003).

Ally hit the headlines in Atlanta, in 1996, when he sold his Olympic kit to raise money. But his career was almost ended two years later when he had a motorbike accident, while on holiday in Italy, which destroyed the muscles in his right arm (Jamie, 2005). Ally bounced back in Seville, in 1999, to become the first British diver to win a European championship gold medal (Jamie, 2005).

Deaf swimmer Terrence Perkins of South Africa took silver medal in the 200m breaststroke at Sydney Olympic Games, in 2000. In Athens 2004, he competed in the 100m breaststroke and took the 29th place in 1:03.05. In the 200m breaststroke, he took the 12th place in the semi-finals, in a time of 2:13.58. And in the 4 x 100m Individual Medley (Relay), Terrence swam the breaststroke leg. Terrence Parkin broke five world records and distinguished himself by becoming the individual to win the most medals at a World Games for the Deaf. Terrence won five gold and two silver medals (Jamie, 2005).

Terrence Parkin broke the world record in 200m freestyle, 100m breaststroke, 200m backstroke, 200m breaststroke and 200m individual medley for which he took gold medals. He was named best male swimmer of the 2002 South African Championships. In 2001, he was named International Committee of Sports for the Deaf (CISS) Sportsman of the Year. In 1997-1998, he was named World Deaf Sportsman of the Year. Terrence also holds the

Deaflympics world records in 200m freestyle, 200m medleys, 400m medley and 200m breaststroke (Jamie, 2005).

Hugo Passos, a deaf-athlete from Portugal, competed in the men's Greco-Roman 60kg wrestling category at the Athens Olympic Games in 2004. He lost to James Gruenwald of the United States of America and Eusebiu Lancu Diaconu of Romania at the elimination pool (Mackenzie, 2004).

At Gallaudet University in Washington, the only liberal arts college in the world for deaf students' interest in athletics is so high that men and women engage in several intercollegiate sports (Sherrill, 1993). According to Sherrill (1993) the Gallaudet Modern Dance Group has performed in Europe and throughout United States of America. The majorities of audiences are composed of hearing people, but the dancers are deaf.

The Wisconsin School for the Deaf in Janesville, Wisconsin, is nationally known not only for academic excellence, but for athletic excellence as well. Athletes from the Wisconsin School for the deaf, make regular appearance in the Wisconsin InterScholastic Athletic Association post-season tournament play in football, wrestling and track and field (Auxter, Pyfer & Huettig 1997).

It is also worth noting that Kentuckian Bobbie Seth Scoggins, a silver medalist in the 1973 and 1977 Deaflympics, joined a number of other world-class athletes who were among the 480 people across America honoured as torchbearers for the Athens 2004 Olympic torch Relay. Scoggins, executive director of the Kentucky Commission on the Deaf and Hard of Hearing was president of the United States Deaf Sports Federation and a member of the USA Olympic Committee. She completed a quarter-mile leg of the first global torch relay in St. Louis, as the Olympic flame passed through the country during a four-day tour.

In Ghana little is known in literature so far as this research is concerned. However Ammah (2006) mentions great achievements of gallant athletes with disabilities like Botchwey Nekepe, Ajara Mohammed, and Adjetej Sowah. These athletes, he remarked won medals in the all African Games in Nigeria, Open Championships in the Netherlands and the South Africa Championships as an indication of what individuals with disabilities can do in Ghana. Meanwhile the athletes mentioned were not identified with the types of the disabilities they were characterized with.

The 8th June 2004 edition of the Graphic Sports (pp. 4-5) reported on Ghana's Deaf National soccer team, the Black Wonders, who spanked their Nigerian and South African counterparts 5-0 and 7-0 respectively for the single African slot for the 2005 Deaflympics Games in Melbourne, Australia. In Australia the Black Wonders were eliminated in the first round of their group matches when they lost all their group matches (Ghana News Agency, Sept 12, 2004)

Ghana's Disabled Sport Association (GDSA) in its own small way has been able to organize the first, second, third and fourth annual National Deaf Festivals at Takoradi in 1979, Kumasi in 1980, Cape Coast in 1981, and Tarkwa in 1984, but due to financial constraints they had been unable to continue the programme (Ghana News Agency, July 13 2004).

The National Sports Festival for the people with hearing impairment has been in existence but has not been frequently organized compared to that of their hearing counterparts. For instance since the 2005 edition held in Wa Secondary School, no other competition has been organized up to date (Head teacher -Cape Coast School for the Deaf,-18-11-08) The major aim of the National Sports Festival for the people with hearing impairment was to get

athletes with hearing impairment from Ghana to get the exposure that would put them at the world class level (Ghana News Agency, April 27, 2005).

Empirical Review- Attitudes of Human Service Professionals towards Deafness;

A study was done to measure the attitudes of human service professionals toward deafness by Alexander Cooper, John Rose & Oliver Mason in 2004 (American Annals of the Deaf, 2004). The main aim of the study was to develop reliable measure that could be used to assess health professionals' attitudes toward people who are deaf based on previous reports as well as the experiences of people who are deaf. They were also concerned to make the instrument useful and applicable beyond the boundaries of the mental health profession so that it would apply to all professionals working with people who are deaf.

Attitude statements were generated both by a focus group and by examination of literature. Participants responded to general questions about their experiences about of hearing people's attitudes towards deafness and some questions specific to hearing health professional's attitudes. It was found that attitudes towards deaf people were unrelated to knowledge about deafness. The results also offered some evidence that positive attitudes may be developed by particular kinds of social engagement. Furthermore, professionals who had received training in deafness or deaf issues showed more positive attitudes towards the deaf.

The result from the research of Cooper et al (2004) is consistent with the findings of Diedong (2006) who contends that with adequate education and exposure to special needs pupils, regular teachers in particular can have positive attitudes towards the special needs children.

The research under review was about the attitudes of health professionals towards deafness. Hence, it is necessary to have further research into the attitudes of other professionals who also work with the deaf to ascertain if there will be change or similarities in attitudes.



CHAPTER THREE

METHODOLOGY

This section discusses the various methods and procedures employed to gather necessary information in the study. These were the research design, population, sample and sampling techniques, instrumentation, data collection procedures and methods of analyzing the data obtained.

Research Design

Case study was used as the design for the study. Case study has been described as ~~an~~ umbrella term for a family of research methods having in common the decision to focus on inquiry around an instance” (Adelman et al., 1997 as cited in Bell 1999). Bell (1999) further states that a case study is much more than a story about or a description of an event or state. This is consistent with Avoke (2005) who also posits that case study is the development of detailed, interactive knowledge about a single ~~case~~” or of small number of related cases. The use of case study in this research was not underestimated since it involves an indepth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon (Gall, et al., 1996 as cited in Avoke, 2005).

Furthermore, case studies are strategies for doing research which involve an empirical investigation of a particular contemporary phenomenon within its real context using multiple sources of evidence (Robson (2002) as cited in Avoke (2005)

Population

The population or the focused group of interest for the study involved the sixty eight Physical Education personnel as well as sports teachers of the Schools for the deaf in the Central Region of Ghana.

Sample and Sampling Technique

Since it was not feasible to involve the entire population, a sample of the population was chosen. Therefore, the regional physical education coordinator, three (3) District P. E. coordinators and three (3) Sports teachers and three(3) Headteachers for the Schools for the Deaf as well as two (2) P.E. tutors in the central region were involved in the study.

The regional P.E coordinator was chosen because he is the administrative head for the school sports for the Ghana Education Service in the Region. The District P.E. coordinators for Cape Coast, Awutu Effutu Senya and Agona were involved in the study based on the fact that they are in charge of basic schools sports and it is within their jurisdictions that schools for the Deaf are located in the region. The three (3) Headteachers and the three sports teachers for the three (3) schools for the deaf were also involved, for they are in charge of competitive sports in the schools for the deaf.

Finally, two (2) P.E. tutors from the second cycle schools were also involved in the study since they are normally assigned to handle some of the regional teams. The study therefore involved twelve (12) respondents who were all interviewed.

Sampling Technique

The purposive sampling technique was used to select respondents for the study. As Amoani (2005), Creswell (2005) and Sarantakos (1997) contend, in purposive sampling, respondents are handpicked to be included in the sample and to develop samples that are satisfactory in relation to researcher's need. Maxwell (1998) also contends that in purposive sampling, particular settings, persons or events are deliberately selected for an information which otherwise could not be obtained elsewhere. Using the purposive sampling therefore means that the respondents involved in the study were the specific people from whom data needed for the study could be acquired.

Instrumentation

Two instruments were used in data collection for this research. They were interview and document scrutiny.

Interview

The respondents were interviewed as a way of verbal interaction in the research. As Avoke (2005) stipulates, interviews can be described as a form of conversation between two people. The interviews were therefore used to ask questions and answers received from the respondents.

In terms of structure, the semi-structured type of interview was employed using the themes derived from the research questions used for the study. The semi-structured questions were used as it enables the use of pre-determined questions and at the same time enable modification of questions based upon the researcher's perception of what seems most appropriate, and inappropriate questions can be omitted (Avoke, 2005). By this prompts were

included to aid further exploration of line of questioning and which enabled exploration of other interesting dimensions which had not been anticipated before the onset of the interviews. All respondents were encouraged to be open and honest about their responses and feelings. The main procedure for conducting all the interviews were through the use of tape recorders and each interview did not exceed 30 minutes with the physical education co-coordinators and between 15-20 minutes with the physical education tutors from the second cycle schools and the sports teachers of the schools for the deaf. As cited by Avoke (2005) Fetterman (1998) is of the opinion that tape recorders can inhibit some individuals from speaking freely during interviews and the same way some individuals may fear reprisals because their voices can be identified on tape. Confidentiality was therefore stressed throughout, after permission had been sought from respondents for the recorder to be used. It should also be noted that the interviews were conducted on one-on-one basis.

Document scrutiny

Folders and registers of students or pupils who have participated for the Districts and the Regional teams were scrutinized to ascertain whether the deaf are included in the District teams or the regional teams. Creswell (2005) is of the view that documents consist of public and private records that researchers obtain about a site or participant in a study and they can include school records, registers, folders, archival records, correspondents or official government papers.

Pilot of Instrument

The piloting of the instruments was done in order to find out how the respondents would understand the items in the interview and to examine the questions for item appropriateness and clarity. The pilot of the instruments was used to gain greater insight into

the questions and to acquaint the researcher to the interview setting. It was also to verify whether the documents targeted for the research could give the needed data as expected by the researcher.

Semi structured interview guide and document scrutiny were used and these were piloted in Eastern and the Western Regions of Ghana. In all eight respondents were purposely sampled for the study. This was because they shared common characteristics with the sample being used for the research.

Personal contacts were made to the respondents on phone and the explanations for the purpose to interview were done. After briefing the respondents on the purpose of the study, assurance of confidentiality was made and their cooperation were sought. On the accepted dates and times agreed upon, there was a face-to-face interaction with the respondents. The interviews were recorded with a tape recorder by the researcher and on the average took between fifteen (15) and seventeen (17) minutes from one respondent to the other. The recorded interviews were played back to the respondents for the necessary corrections to be made to ensure validity of data from the interview.

The data from the interview were transcribed into text data. They were analyzed descriptively with verbatim report of individual responses from respondents using the themes raised in the research questions.

Documents, mainly in the form of team sheets of past sports performers from the Physical Education units of Western and Eastern Regional Education service offices as well as Shama Ahanta East and New Juabeng municipal education offices were scrutinized. That was to ensure whether the Hearing Impaired was selected to join and participate with the hearing in the same teams.

There was no comment made on difficulty level of the items. However in the opinion of the researcher some respondents deviated from or did not understand question two (2). The question was re-framed to make it easy to understand and to answer. As a result, the original question which read, “What are your major concerns regarding the participation of the hearing impaired in schools’ sports?” was re-framed to read “What are your major problems regarding the participation of the hearing impaired in competitive schools’ sports?”. The re-frame of the question cleared the difficulty previously encountered in answering and hence reflected on the demand of the question.

It was also detected that all team sheets used, specifically stated the school from which each participant hailed, as well as the sports discipline in which pupils/students took part. This means that the team sheets could tell whether the hearing impaired is being allowed to participate in competitive schools’ sports or otherwise.

The piloting of the instruments helped the researcher in identifying and re-framing of items that sounded quite difficult for respondents. It also helped in providing prompts that led to the understanding of the items and to provide more information for the research. The documents used gave the confirmation that it could specify whether the hearing impaired is allowed to participate or otherwise in schools’ sports competitions. It was therefore expected that the instruments lined up by the researcher could give the specific data needed for the research.

Data collection procedure

A rapport was established with the respondents and then interview schedule, venue and duration were discussed. The interviews were recorded on one-on-one basis and ensured respondents’ confidentiality.

The documents that were scrutinized included past team sheets of the regional and district teams for the past ten years to find and confirm whether the deaf pupils or students have been selected or dropped or sidelined in the sporting disciplines for the past years.

Data Analysis

The data from the findings were transcribed into text data. It was analyzed descriptively with verbatim report of individual responses from respondents using the themes from the research questions. Documents from the district P.E. units which were mainly team sheets for the past ten (10) years for municipal/metropolitan and regional sports performers were also involved in the study. The documents were scrutinized to ascertain whether some students/pupils from the Schools for the Hearing Impaired were selected to join and participate with the hearing in the same teams.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF DATA

This chapter is concerned with the presentation, analysis and the discussion of findings of the study. The findings are presented according to the six main research questions posed to guide the conduct of the study.

Research question 1: How are physical education personnel equipped to handle the hearing impaired in competitive school sports?

This question sought to find out how physical education personnel were trained in order to equip them to handle the hearing impaired. It was also to find out if they received other training in the form of in-service training in order for them to be current in terms of teaching methodologies. Two main themes which were, professional training and mode of appointing sports teachers emerged and discussed as follows:

Mode of selecting sports teachers

It was realised from the interview that some schools for the hearing impaired had their own peculiar way of selecting or appointing sports teachers.

The Salvation Army sports teacher commented that;

—I was only selected at a staff meeting to be in-charge of our school's sporting activities but I don't have any P E background even though I have special education background”.

Similarly, the sports teacher for Winneba School for the deaf commented saying,

“I was selected at a staff meeting with the reason that I was young and energetic, so I should take responsibility of sporting activities in the school, but then I don’t have any P E background”.

These assertions above were duly confirmed by the respective school heads of the sports teachers interviewed. Since the sports teachers involved here are appointed without a check on their sports background, they may not provide effective support to assist the hearing impaired in sports (MacArthur, et al., 2005). It should be noted that even though teachers are supposed to be dynamic and versatile, being appointed to an area totally outside ones professional domain will not project the teachers professional competence.

Professional training

An analysis of the findings showed that all the sports teachers of the hearing impaired schools were non-professional teachers for sports, and it is only Cape Coast School for the Deaf, that in 2008/2009 academic year have had a professional sports teacher.

“I have just been posted to the school but my predecessor was non-professional unlike me. I was told that the person who was there before my predecessor was also a non-professional and it is now that he has gone to do physical education in Winneba”
(Verbatim expression of new Capedeaf sports teacher).

The comment stated above therefore means that there is the possibility that the people appointed to be sports teachers in the schools for the deaf do not have the competencies to develop skills required to play sports. Hence there is a high probability of lower skill level for sports development among the hearing impaired.

Similarly, it was evidenced that all the physical education personnel interviewed were all professionals in sports but had no background in special education. The responses from all six physical education personnel interviewed regarding their background in special education indicated that they have no background in special education. For instance a physical education person indicated:

“I know some of the universities like Winneba have introduced some competencies in their training but I did not enjoy that benefit”.

Another intimated:

“We did general physical education courses and not how to handle the hearing impaired”.

In a similar way, another one commented:

“I completed the university some years back but during my time we did not have the opportunity to learn about the hearing impaired”.

It was also realised that physical education and sports teachers do not receive any in-service training pertaining to teaching or handling the hearing impaired in sporting activities. It is clear from the above comments that there is limited training in special education for regular teacher trainees and teachers including those for physical education and sports during their initial teacher training and on the field (Okyere & Adams, 2003). These courses would expose the effects of the hidden disabilities, as a preparation for effective teaching.

According to Essel (1996), “Introduction to Special Education” has been designed to prepare the ordinary classroom teacher to recognize the need to identify cases of handicap including hearing impairment in the classroom and to make efforts at helping those children so identified. However those physical educators who had their pre-service training prior to the

introduction of the course missed the opportunity of going through it. The new Capedeaf sports teacher, who had her pre-service training in the University of Education, Winneba, apart from being a P. E. and a Special Education graduate, is a beneficiary of the course ~~–Introduction to Special Education”~~ and therefore she is equipped with the basic skills to enable her handle the disabled including the hearing impaired.

Responses from the interview clearly indicated that when it comes to training the physical education personnel, the hearing impaired is not factored into the program. Hence there are inconsistencies so far as the physical education syllabus and UNESCO charter of Physical Education are concerned. For instance according to the Physical Education syllabus, in September 1987 the government of Ghana took a step in implementing what is generally referred to as ‘Educational Reform’ to restructure education in Ghana. The whole of the educational system was structured to tap the potential in each individual child of school going age, arm him or her with tools and experiences commensurate with his or her potential and capabilities and to a large extent, reduce illiteracy in the society. In addition, the government accepted the UNESCO charter of Physical Education which states, inter alia, that ‘Every human being has a fundamental right of access to Physical Education and sports which are essential for the development of his personality. The freedom to develop physical, intellectual and moral powers through sports must be guaranteed both within the educational system and other aspects of social life. Also the ultimate aim of P.E according to the syllabus is to enable pupils to develop their basic physical attributes, abilities, skills and knowledge in selected physical activities, games and sports. Since teachers who are to spearhead teaching and learning in school do not receive training, the rationale and aim of physical education and sports will be an illusion so far as the hearing impaired is concerned. Gleitman (1991) cites an

example that, if the individual has a negative attitude towards short arm over-swing in gymnastics, after a systematic training and the individual is able to perform successfully, the individual's attitude towards the activity being dangerous will change. In the same way someone having negative attitude towards including the hearing impaired in any set of activities as in the case of this research, could change to a positive attitude after systematic education about the hearing impaired.

Research question 2: What are the major concerns of P E personnel in respect to the participation of children with hearing impairments in competitive schools' sports?

This is a question that was asked to identify the concerns or problems faced by physical education and sports teachers, in teaching or handling the hearing impaired in sporting activities. The responses given by the respondents fell under three main themes:

Communication

The preponderance of replies indicated communication barrier as a major and a general problem for all Physical Education personnel in respect to handling the hearing impaired in sporting activities. For instance, a District Physical Education Coordinator indicated that;

“My major concern for now is that it is a bit difficult to handle the hearing impaired, because I don't understand the sign language. This makes it difficult for me to explain things I would like to teach”.

A Physical Education tutor commented that:

“My major problem is the communication and understanding them; I haven't received any form of training about them so there is always a communication gap”.

Similarly, a sports teacher remarked as below:

“My major problem is how to communicate with them because I don’t understand the sign-language and it makes it difficult for me to involve them fully”.

One head teacher also intimated that:

“I don’t know but their main concern will be how to communicate with the hearing impaired”.

From the analysis above, respondents made mention of communication as barrier in handling the hearing impaired. Since they generally claim that communication is a problem, it means that the hearing impaired may miss much of the instructions and facts from physical education and sports personnel, since instructions are usually given through voiced language. This confirms the opinion of Okyere & Adams (2003) that hearing impairment of any degree usually has adverse effects on student’s educational programme. In view of the disadvantages of the hearing impaired in language and communication, the authors proposed several assumptions regarding the personal characteristics of learning with hearing impairment; firstly, student’s hearing losses result in speech and language challenges of varying degrees, which in turn affects either academic achievement, social adjustment, or both. Secondly, school’s present communicative demands are particularly difficult for learners with hearing impairment. Communication is primarily verbal, persons speaking frequently do not face the person they wish to communicate with, schedules are maintained by bells in schools, and audio-visual aids are used frequently. This implies that if the unique needs of these students are not met, poor self-esteem and social isolation may occur as they belong to the society and need to participate in activities going on in the society.

In Africa and for that matter Ghana, amplification which would help those with moderate hearing impairments is not available, very expensive and difficult to maintain in good working order (Okyere & Adams, 2003). If they were even available, the contacting nature of most of the games organized by the Ghana Education Service for schools would not permit their usage. This is because the gadgets were going to pose as injury threats for the students during games.

Though not a recommendation, two of the three head teachers interviewed mentioned sign-language interpreting as the role their sports teachers could play to assist the P E personnel in competitive schools' sports that involved their pupils and students. Teachers are often positive to the inclusion of students with disabilities but prefer that they receive support outside their own classroom (Heiman, 2004; Holt, 2003). Support is a necessary tool for removing barriers and facilitating participation. A common support mechanism is a personal or classroom assistant. Having an assistant can facilitate development, but sometimes having an assistant can create obstacles for participation in school. Assistance is important for children's inclusion and participation (Howes, Farrell, Kaplan, & Moss, 2003). The way that assistants work can either facilitate or inhibit participation and social relationships. Just having an assistant was not sufficient for facilitating participation. For assistants to be supportive they need to be valued members of the educational team; hence the use of the sports teachers from the hearing impaired schools.

Additional disabilities

In the course of responding to the interview, it came to light that some of the hearing impaired have additional disabilities that contributed to the difficulty in handling them when it comes to sporting activities. For instance, a Municipal Physical Education Coordinator lamented that:

“I know that when you cannot hear, it affects your balance. Since balance is also an essential factor in physical activities, there is an additional problem we will have to go through”.

A similar remark was made by one sports teacher that:

“Handling the hearing impaired is more work because apart from the fact that they cannot hear, some of them also have additional disabilities like mental retardation, hence making their control much more difficult” (Sports teacher).

These assertions above means that apart from being a hearing impaired, one's balancing is affected, which eventually affects their timing and coordination which are very essential in skill development in sports. Additionally, if one's hearing impairment comes with mental retardation then there is the additional difficulty of control on the field of play.

Lack of Coordination between the hearing impaired and the hearing

All six Physical Education personnel interviewed attested to the fact that handling the hearing impaired and the hearing in the same teams is difficult. While some are of the opinion that the problem is just at the initial periods of the merger, others think there is lack of coordination between the hearing impaired and the hearing permanently. For example,

“The presence of the hearing impaired and the hearing in the same teams at the onset is a very difficult situation but after some time the hearing rather succumb to the hearing impaired because they would like to learn from them”
(Physical education person).

A Municipal Physical Education Coordinator remarked that:

“We have to marry the hearing impaired and the hearing in the same teams but when they meet the problem of coordination come in. One group can hear, take instruction and cope up with the flow of the game. One group cannot hear anything. Example when a signal is made in accordance with rules it is represented in the sign language as different information and it affects the team. For instance there was a volleyball match involving Central Region and another Region, where a hearing impaired in the Central Regional team caught the ball after seeing the signal from an umpire indicating last service and it affected the team seriously”.

A headteacher stated as follows:

“P. E. personnel find the handling of the hearing impaired as more work. With the hearing you just give them instruction verbally but in the case of the hearing impaired the case is different; you need the sign-language to issue out the instruction”.

A sports teacher also intimated that:

“You see, handling one hearing impaired is like handling ten hearing people so in teaching them it is like you will have to double all instructions. More so our children are slow learners so it takes a long time for them to grasp whatever you will try to teach them”.

The consensus amongst the respondents clearly indicates that handling the hearing impaired in the same teams is difficult. This corroborates with Prochow et al., (2000) who stated that if the number of children with special needs in one class is more than five then the class teacher is under pressure to plan and prepare for each individual student. The teacher would not find enough time to prepare work for the children with special needs as well as the other regular children.

In all situations Physical Education personnel believed that the presence of the hearing impaired and the hearing in the same teams was a disruption of harmony. Teaching children with special needs clearly takes a lot of commitment. It inevitably means there is more planning and preparation to meet the needs of a range of abilities. Florin (1998) stated that having children with special needs including the hearing impaired in a regular classroom means additional work, which is appended onto teachers' existing workloads. However, Prochnow, Kearney, & Carroll-Lind, (2000) stated that not all children with special needs required additional work from the teachers, and it depends on the type of disability. He further elaborated that different disability levels gave different levels of exhaustion for teachers trying to meet children's needs. This means working with children with mild disabilities would be less exhausting than for children with moderate and severe learning difficulties.

Another study by Whiting & Young (1996) also indicated that teachers were under pressure teaching children with special needs. These teachers reported a high degree of stress regarding preparation of teaching resources for individual students and the supervision they have to carry out daily.

Research question 3: To what extent do Physical Education personnel support the idea of including the hearing impaired in competitive schools' sports?

To find out whether P. E. personnel agreed that the hearing impaired should be allowed to participate in competitive schools' sports and alongside their hearing counterparts, this question was asked and respondents gave their impressions as follows:

Views of respondents on the extent to which P E personnel support the inclusion of the hearing impaired in competitive schools' sports

Response	Frequency	Percentage
Competing alone	3	33.3%
Compete alongside hearing	6	66.7%
TOTAL	9	100 %

Responses captured above from interviews conducted depict that majority of the P E personnel support the fact that the hearing impaired be allowed to participate in competitive schools' sports and alongside their hearing counterparts. A close look at the responses indicates that three (3) respondents representing 33.3% of interviewees were of the opinion that the hearing impaired should compete among themselves alone. They however indicated that if the hearing impaired are allowed to participate alongside with their hearing counterparts they have no qualms about it. Six (6) respondents representing 66.7% of interviewees were clear on the hearing impaired participating alongside their hearing counterparts.

Of the three head teachers who were interviewed, only one attested to the fact that Physical Education personnel allowed their hearing impaired students to partake in competitive schools' sports. This is consistent with what some researchers have expressed, that teachers may not provide effective support to challenge children with special needs, such as with remedial work. These researchers contend that teaching approaches are often not modified to meet the needs of children with special needs (MacArthur, et al., 2005).

The Inclusive Paradigm

Reasons assigned by the respondents as to why the hearing impaired should be included in competitive schools' sports were varied and had direct references to the inclusive paradigm. For instance a Metropolitan coordinator remarked that:

–The deaf should not compete among themselves only because we are saying that this time we have all inclusive education so no matter their ability we have to bring them together. Nobody knows where one will find him or herself in future so if we bring them together they will feel to be part of the system, and will not feel isolated and will be learning from the hearing and vice-versa” (Metropolitan P E coordinator).

Some also responded as below:

“The hearing impaired should be made to participate with the hearing to make the inclusive concept work and as a way of exercising their rights in school sports” (Sports teacher).

“The hearing impaired should be made to feel as part of the school system and should not be isolated. However competitions among themselves will be more enjoyable than when they blend with the hearing” (Physical Education Tutor).

It is realised from the above that even though this research is not specifically addressing issues of inclusive education, some respondents opined that allowing the hearing impaired to participate will allow the concept of inclusion to work. The fundamental principle of the inclusive concept is that all children should learn together, regardless of any difficulties or differences they may have. Therefore, according to this principle general school activities ought to accommodate all children, regardless of their disabilities (Inclusion International, 1998).

Children should be given the right to be educated at the acceptable level of learning with other non-disabled children. Participation of the disabled with the non-disabled in the general classroom helps to combat discrimination and negative attitudes, develops children's confidence socially and builds an inclusive society for them to live in. It gives them the right to be recognized as persons who can contribute meaningfully to nation building along with the rest of the population (Salamanca Framework for Action, Article 7 – Inclusion International, 1998). It should be noted here that the idea of including persons with disabilities in general school activities was developed and adapted as the best solution to combat discrimination so that people with disabilities would not be segregated. Inclusion here means that people with disabilities are given equal opportunities to participate meaningfully in all activities, whether, educational, or social in their everyday lives (Florin et al., 1998; Inclusion International, 1998). The concept of bringing the disabled and non-disabled into the same school setting is to develop social competencies among children with special needs and their non-disabled peers within the school environment (Andrews & Lupart, 1993). The children are able to chat, share ideas together and to assist each other in all schoolwork while outdoors they can interact together and have the opportunity to invite others to join in their play (Conway, 2005).

Research question 4: To what extent do P. E. personnel accept the hearing impaired in their respective sports disciplines in the various Districts/municipal/metropolitan and Regional teams?

One central issue in the study was to find out how P. E. personnel accept the hearing impaired in the various district/municipal/metropolitan and the Regional teams. This was the concern that this research question sought to address. The emerging themes were:

Skill Level

The role of the teacher makes a difference in the learning of all the children in the classroom including the hearing impaired. It is the teachers who make sure students with special needs have the same rights to a quality education as students without special needs (Mitchell, 1999; Spedding, 2005). From the responses above, it is realized that it is only in the Cape Coast metropolis where Physical Education personnel accept the hearing impaired in their team for Inter-district/municipal/metropolitan sporting activities. Even that, it is noticed that in Cape Coast the concentration is on volleyball. Proper opportunities are therefore not given to the child with hearing impairment to enjoy other sports disciplines like football, netball, athletics and table tennis. The sports teacher and the head teacher for the school for the hearing impaired in the metropolis confirm that their school is involved in all sporting activities. They however fail to recognize that after inter-school sports it is only in volleyball that their pupils are involved so far as higher competitive schools' sports are concerned. It must be noted here that the metropolitan P. E. coordinator of Cape Coast mentioned:

They were given a very good foundation in volleyball by a former sports teacher and that I wouldn't like them to lose that opportunity".

The comment above means that the metropolitan P E Coordinator has not ventured into other disciplines where the students have no foundation. The interest of the Coordinator is therefore seen as a restriction to participation in other sports disciplines by the hearing impaired (King, et al 2005).

Ignorance

Evidence from the study indicates that in the Winneba Municipality no recognition is given to the hearing impaired to participate in competitive schools' sports. Both the head teacher and the sports teacher of the Winneba Unit School for the deaf mentioned that P E personnel do not involve their pupils in sporting activities. They commented as follows;

“They have not been involved in sports, but we involve them by selecting the good ones to join their hearing counterparts in this school as one team” (Sports teacher).

“In this school we join the main school as one team to go and participate and they are accepted by the P E personnel, but there has not been any situation where any of the hearing impaired has been selected for a higher competition other than inter-school” (Head teacher).

From the above analysis it is clear in the Winneba Unit School for the Deaf internal arrangements are made to select good sports boys and girls to join their mainstream school team to go and participate for the mainstream. They also indicated that none of the hearing impaired has ever gone beyond the inter-school level.

Ironically, the municipal P E Coordinator of Winneba, whose office is accommodated within the premises of the Municipal Educational Directorate's main offices, was not aware that there is a school for the hearing impaired in the Municipality. He said:

“In fact we don't have a school for the hearing impaired in the Winneba Municipality, but when we discovered one of them we assisted in his transfer to Cape Coast.”

The comment above is an indication that the School for the hearing impaired in Winneba has not taken part in any sporting event since the head of Physical Education is unaware of the existence of a school for the hearing impaired. Aligned with DePauw & Gavron (2005), this means that the hearing impaired have been generally excluded from sporting activities in mainstream society and the benefits of participation in sports and physical leisure activities has eluded them. With the denial of benefits of participation in sports and physical leisure activities, the hearing impaired are more likely to be sedentary (Burchell, 2006; Heath & Fentem, 1997).

Motor Skill

The level of acceptance according to responses from the interview depicted a picture in Agona Municipality which is quite similar to that of Winneba, except that in the earlier Municipality the hearing impaired were allowed to participate at the inter-school level. The inter-school level therefore was their limit so far as schools' sports competitions are concerned. The Agona Municipal P. E. Coordinator is of the opinion that because of their disability, the hearing impaired lack balance which affects their skills so he will only accept them only when it comes to games for socialization and for that matter fun-game. He reiterated that:

“I have been getting one or two at the school level but unfortunately due to balance issue I made mention of they are not able to fit into the district teams so I don't include them. Apart from the balance, there is the need for timing. If you cannot time well you will have the skill lacking in competitive sports. Even though they may be very good, timing is very important to outwit an opponent”.

The information above indicates that the hearing impaired is not perceived as being a competitive material. Consistent with this, Farmer et al. (1996), has found that most students with special needs were generally not accepted by their teachers. Furthermore, persons with Disabilities have traditionally been considered to be frail and not physically capable, and as a result of their perceived inferior physical and mental status (DePauw & Gavron, 2005). The Municipal P. E. Coordinator's reason for excluding students with hearing impairments is pressure to maintain standards regarding inclusion as only for social intervention (Holt, 2003). This is in contrast with the idea that teachers should not look at the disability of the child as the focus of education, but the child as a person and how he or she can achieve the aims of his lessons (Inclusion International, 1998).

Persuasion

It was gathered that at the regional level, the Regional Physical Education Coordinator is in charge of the management of all the regional teams. However, P E teachers from schools in the region are invited to assist in training the kids in their various teams. The regional teams are therefore at the receiving end, for sports boys and girls who have been selected and have advanced through the various stages of competitions organized in the region. Teachers who

are selected to handle teams at this level handle them on behalf of the region and may not have had any influence on the selection process.

Reacting to the interview the physical education teachers had this to say:

“I get into contact with them when they come to regional camp and here we are given teams to polish for our national games which may include them. In camp, before we sack any pupil, the Regional physical education coordinator would have to be notified given reasons” (P E Tutor).

It is worth noting that all the physical education teachers interviewed expressed the same views as indicated above. Physical Education teachers at this stage therefore have no other option than to accept and train sports boys and girls under their control in the camp and to produce results. Hence they had no direct powers to send packing any sports boy or girl from camp except through the Regional Physical Education Coordinator.

Research question 5: What do P. E. personnel require to handle the hearing impaired in sports?

Since P. E. personnel who handle competitive sports in Central Region are not regular teachers for the hearing impaired, it was necessary to find out if they would need any other requirements that would enable them to handle the hearing impaired with ease. This research was therefore to find out if apart from the physical education background that they possess, P. E. personnel would need other requirements to handle the hearing impaired. The question was: *A teacher in the hearing impaired school would need some form of requirements to handle the hearing impaired class. What about you who are a master in your own field?* In their responses, the following themes emerged:

Sign-Language

Ten representing 83.3% of the respondents mentioned the sign-language as the additional requirement needed that will enable P. E. personnel to handle the hearing impaired well. Some of the reactions from respondents are as follows:

“In coaching you need to be using gestures. Sometimes if you are not careful you may give a gesture that may carry different meaning to the hearing impaired. There is therefore the need to undergo thorough sign language schooling before I can handle them effectively” (P.E Tutor).

Another respondent had this to say:

“I have all I need for my job as a P. E. person, but I don't have the extra requirement in the form of sign-language to make my work easy when it comes to handling the hearing impaired” (P. E . Coordinator).

Head teachers and sports teachers from the various schools for the hearing impaired also expressed similar views. For instance:

“If you have the P. E. background, then it will be left with the Sign-language” (Sports teacher).

“All the P. E. personnel will be required to take care of our kids in Communication skills like the sign language” (Headteacher for school for the hearing impaired).

Analysis from the above data confirmed the sign language as an additional requirement needed to enable the Physical Education personnel to handle the hearing impaired.

Some disabilities are difficult to manage and need teachers to be specially trained in order to teach these children. For example, specialist support, such as using of sign language is not possible without specific training (West, et al., 2004). These assertions are consistent with Conway (2005) who posits that teachers must have additional training within the field of special education to provide effective teaching and learning programmes to children with special needs.

Teacher Aid

From the responses, one (1) person representing 8.3% was of the opinion that all that he was going to need as an additional requirement was a teacher aid. He lamented:

“Apart from assistance I will need from their teacher to interpret, I don’t think I need any other requirement”
(P. E. Coordinator).

The remark above therefore means that teacher aids would go a long way to assist Physical Education personnel to handle the hearing impaired in the field of sports.

Teacher aides play significant roles when collaborating with class teachers to deliver teaching and learning to children with special needs in regular situations. They provide direct support to children in the learning environments in many ways. These include working with a particular child with special needs or a small group of children, providing assistance and care for children during non teaching hours, helping facilitate interactions among students and providing support for class teachers (Kraayenoord & Elkins, 1998; Peterson & Hittie, 2003). It is clear from research that when teachers and teacher aides develop good working relationships, they share information and learn new skills together and provide learning for all children, including those with special needs. For instance, a study by Davis & Kemp (1995)

cited in Kraayenoord & Elkins, (1998) identified real benefits when teacher aides provided sufficient educational support to both the teachers and children with special needs. In this study teachers and teacher aides were able to sit together and organize different activities planned by the regular teachers. However, several authors have indicated that most teacher aides do not have the knowledge and skills to provide effective assistance to teachers in the classrooms. Most teacher aides have not received proper training (Hulson, 2000; Kavermann, 1998; Lai et al., 2003; Lloyd, Wilton & Townsend, 2000, cited in MacArthur, et al., 2005). Aligned with Hulson, (2000); Kavermann, (1998); Lai et al., (2003); Lloyd, Wilton & Townsend, (2000), cited in MacArthur, et al., (2005), this current research has revealed that it is only Cape Coast School for the Deaf, who have just received a qualified Physical Educational person this academic year. However, the rest of the sports teachers for the schools for the hearing impaired in the Central Region who are potential teacher aides, for the Physical Education personnel have no background experience in Physical Education.

In-service training

In-service training and methodology of teaching the hearing impaired as additional requirements was mentioned as needed to make the handling of the hearing impaired easy. For instance a physical education tutor remarked that:

“In order for me to have full contact with them I think I will need some laid down in-service training pertaining to methodology which will allow me to be more conversant with them and even manage them properly”.

It is evident from the remark that the Physical Education tutor needs to have proper training to equip him before teaching children with hearing impairments in the regular classrooms (Scruggs & Mastropieri, 1996 cited in Smith et al., 2004; Westwood & Graham, 2003 cited in Conway, 2005). It is essential, that teachers be trained in the areas of teaching and learning skills, in order to deliver well during their lessons so as to support and make effective the teaching of the children with disabilities in the regular schools (Pronchnow, 2000, cited in Connelly, 2004).

There are numerous international examples of the relationship between teacher, professional development and increased effectiveness and confidence in teaching children with special needs (Mushoriwa, 2001; Za'za, Chouaib, & Merhe, 1997). Physical Education personnel would therefore be more confident to teach or handle the hearing impaired if they go through professional development in the form of in-service training geared towards the teaching of the hearing impaired. Similarly, there are other studies, which indicate that some teachers do not want to teach children with special needs because they do not have the knowledge, skills and experience. They feel that they need to have proper training to equip them before teaching children with special needs in the regular classrooms (Scruggs & Mastropieri, 1996 cited in Smith et al., 2004; Westwood & Graham, 2003 cited in Conway, 2005). Teachers support the idea of including the hearing impaired in competitive schools' sports, yet felt they had insufficient knowledge and inadequate experience to teach children with special needs including the hearing impaired and therefore needed more training. Staff development therefore is a vital part of an effective plan to bring both the hearing impaired and the hearing together.

Special Education

Two (2) of the respondents stated background in Special Education and knowledge in deaf culture as additional requirements that Physical Education personnel would need to enhance proper handling of the hearing impaired. In their reaction they said:

“I think the major weapon here is the sign-language and some background in special education” (Sports teacher).

“Physical education personnel would need some knowledge of deaf culture in order to stay harmoniously with the hearing impaired” (Head teacher for school for the hearing impaired).

The reactions above indicate that background in Special Education and knowledge of deaf culture were considered as additional requirements needed to enhance proper handling of the hearing impaired. Essel (1996) is of the opinion that introduction to special education prepares the ordinary classroom teacher to be equipped to make efforts at helping the disabled including the hearing impaired. These requirements would therefore help the Physical Education personnel to understand the hearing impaired much better and assist Physical Education personnel in their teaching performance.

Research question 6: To what extent can P. E. personnel assist to promote the inclusion of the hearing impaired in competitive sporting activities?

This question sought to find out from the respondents as to how Physical Education personnel could assist to promote the inclusion of the hearing impaired in competitive sporting activities, to enhance their sports development. The question posed to the physical education and the sports teachers was:

„What contribution are you making as a physical education person/sports teacher to promote the inclusion of the hearing impaired in competitive sporting activities?“

Heads of schools for the hearing impaired were also asked:

„How could Physical Education personnel assist in enhancing the participation of the hearing impaired in competitive schools“ sports?“

The responses from the interview identified the following factors:

Flexible Screening

The findings indicated that where the hearing impaired are accepted to participate fully at the school level, certain mechanisms like the *‘flexible screening’* were given as an opportunity for the hearing impaired to be included since they generally start schooling quite late in age. For instance the Municipal physical education coordinator indicated that:

“ What I would like to say is that in my outfit we have something called screening (where pupils who are older and heavier than required to play in the basic schools are eliminated). Because of their disability they don’t go to school early and therefore they are affected seriously by the screening, so we are most at times flexible to allow them to participate”.

Though with a good intention to allow participation by the hearing impaired, the concession of flexible screening as indicated above is not allowed at higher competitions, hence placing an impediment on the path of the hearing impaired towards higher competitions.

Limitation to Inter-school sports / No Contribution

The findings of the research revealed that the pupils of the Salvation Army School for the Deaf were only allowed participation at the inter-school level and not beyond. As his contribution, the Municipal physical education coordinator of Agona indicated that:

“At my level here they are invited to participate at the Inter-School level but because of their problems we don't select them. I think they should start organizing their own internal competitions.

They should organize friendly games involving schools nearby so that they can forge ahead to curtail their problems”

(P E Coordinator).

The above remark is a clear confirmation that children with disabilities including the hearing impaired have long been integrated into regular schools, but they often have problems with social integration, such as participation in group-activities (Cullinan, Sabornie, & Crossland, 1992). Aligned with this, Hemmingsson & Borell (2002) found that most students with disabilities experience participation restrictions in their physical and social contexts.

The findings also indicated that in Winneba the Municipal Physical Education Coordinator was yet to include the Winneba Unit School for the Deaf in schools' sports. This is because it is this research that has informed him that there is a school for the hearing impaired in his Municipality. This was expressed in the response below:

“At the moment you have just told me that in our area too we have the school. Based on this we will go on a visit and see how best we can assist them to enjoy our school sports”.

From the above it is evident that contribution towards including the hearing impaired in competitive sports by the Physical Education coordinators in the Agona and the Winneba Municipalities is therefore non-existent, hence serving as participation restriction for the hearing impaired which will not increase their performance.

Acceptance and Patience

Two Physical Education tutors, who only get access to handle students with hearing impairments during regional camping, reiterated that the little contribution they can give is to accept them whole-heartedly and have total patience for them in camp when the children come under their control. In expressing this they said;

“At the moment I don't have direct contact with them, I only meet them in camp when I am asked by the regional boss to handle them. So I accept them and with total patience we always sail through”
(P. E. Tutor).

“The contribution I make to include them in schools' sports is by accepting them wholeheartedly when they come under my control during camping” (P. E. Tutor).

From the above it is realised that the physical education tutors have a limited influence on the inclusion of the hearing impaired in competitive schools' sports. They however express acceptance and patience for the hearing impaired during camping for training.

Retention and Encouragement

Among other efforts to promote the inclusion of the hearing impaired is that when the hearing impaired are invited to camp, they are retained to be members of the contingent. Instead of asking them to go back to their homes when they don't fit into their team, they are

allowed to stay unlike their hearing counterparts just to sustain their interests. In his remarks the Regional Physical Education Coordinator emphasised:

“When they are invited to camp, we retain them in camp to be members of our teams no matter their performance, instead of asking them to go back to their homes when they don’t fit into the team so that their interests will be sustained”.

The comments of the Regional Physical Education Coordinator therefore means that even if they don’t fit into a particular regional team at a point in time, the opportunity is created for the hearing impaired to stay in camp to polish up for another time instead of being eliminated to go and rust in terms of skill performance.

Friendly Games

In a bid to promote the inclusion of the hearing impaired in competitive schools’ sports, sports teachers and some Physical Education tutors involved the hearing impaired in friendly games and also assisted in their training. This was expressed in the responses of a sports teacher involved in the study. For instance, the sports teacher of Cape Coast School for the Deaf indicated that:

–My contribution here is organizing friendly matches within and outside Cape Coast with other schools, be it hearing impaired or hearing schools and it is helping us a lot. Sometimes some of the Physical Education teachers invite us for friendly games especially in volleyball”.

It must be noted here that the friendly games mentioned above in the comment will help polish the skill level of the hearing impaired. However if the chance is not created for them to participate in inter-school games, the purpose for the friendly games will not be achieved.

Lack of Inclusive Promotion

The research also indicated that some schools have not enjoyed any effort by Physical Education personnel to include them in schools sports. Views from some head teachers and sports teachers were indicative of the fact that Physical Education personnel were not doing anything to promote the inclusion of the hearing impaired in competitive schools' sports.

They remarked that:

–So far no P E person has paid us any visit or has even come to ask of our problems, let alone to help us train our students. We expect them to come round to assist us in training the children” (Sports teacher).

“The hearing impaired has potentials in sports but we are not involved by the Physical Education personnel fully. When there are sports meetings we are not even informed, so that we know what we should do, though we also pay capitation” (Head teacher).

These remarks are indications that no provisions are made to promote the inclusion of the hearing impaired in competitive school sports. Physical education and sports are not only geared towards the physical well being, or the fun of it, but it helps to augment the efforts that general education gives to an individual to make him a total being, or to fit into his society

(Okwokwor 2006). Denying the hearing impaired of the opportunities to be included in competitive sports therefore means denying them of psychological and social aspects of the individual's development.

Regular Visit

Regular visits to assist in the teaching of sports as well as to strike very good acquaintance with the Cape Coast School for the Deaf were means adopted by the Cape Coast Municipal Physical Education coordinator to include the hearing impaired in competitive schools' sports. Responding to the interview, the head teacher of Cape Coast School for the Deaf confirmed that:

“In actual fact the Municipal Physical Education coordinator is really doing well for the children and even the sports teacher. He comes here to assist the sports teacher and sometimes train the children himself more often”.

Other schools expressed interest in Physical Education personnel visiting them and subsequently helping them to train their pupils. The head teachers of the schools for the hearing impaired expressed the same sentiments as their sports teachers, hence confirming whatever their sports teachers said. They remarked that:

“Physical Education personnel should come round during training sessions and give some suggestions to help us develop sports talents in our children” (Head teacher and sports teachers).

The above remark indicates the fact that Schools for the hearing impaired have keen interest in Physical Education personnel visiting them and subsequently helping them to train their pupils. Aligned with this, Abrokwa (1996) citing the research of Zajona (1968), Grush (1980)

and Rheingold (1985) stated that the more contact people had with some object or person the more affection they felt towards that object or person. Adzokpa, Gademor & Ninson (1993) buttress this point that naturally, the more contact one has with a subject, the greater the possibility of getting closer to the subject. By this, it is likely to develop the necessary affection, rapport, necessary interest and the readiness to work with the hearing impaired.

Document Scrutiny

Registers of students or pupils who have participated for the Municipal/Metropolitan and the Regional teams for the past 10 (Ten) years, were scrutinized to ascertain whether the hearing impaired are included in the District teams or the regional teams. A finding from the various registers scrutinized, indicated that no pupil or student with hearing impairment, or from any school for the hearing impaired, has ever performed for neither Winneba nor Agona Municipality. Cape Coast Metropolis however had names from Cape Coast School for the Deaf appearing constantly on their register every year from 1998 to date. Consistent with the above, all the names that have appeared in the names of the hearing impaired emerged only from Cape Coast School for the deaf. It was evident that between the years 1998 and 2003 no hearing impaired was selected to join the regional contingent. However from the year 2004 up to date, the hearing impaired has featured consistently in the Central Regional teams. It should also be noted that apart from the year 2004 that a hearing impaired featured for the athletics team, all other students with hearing impairments are only selected to join the volleyball teams for the region.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

Introduction

This chapter deals with the summary, conclusions and recommendations made on the findings from the study which was on the attitudes of physical education personnel towards the participation of the hearing impaired in competitive schools' sports in the central region of Ghana

Summary

This study sought to find out:

1. The extent to which Physical Education personnel are equipped to handle the hearing impaired in competitive schools' sports.
2. The major concerns of the Physical Education personnel in respect to the participation of children with hearing impairments in schools' sports.
3. The extent to which Physical Education personnel support the idea of including the hearing impaired in competitive schools' sports.
4. The extent to which Physical Education personnel accept the hearing impaired in their respective sports disciplines in the various District and Regional teams.
5. What Physical Education personnel require to handle the hearing impaired in sports.
6. How Physical Education personnel can assist to promote the inclusion of the hearing impaired in competitive sporting activities.

Four (4) Physical Education coordinators, namely: the Central Regional Physical Education Coordinator, the municipal / metropolitan Physical Education Coordinators for Cape Coast, Winneba and Agona were involved in the study. Also involved were the three (3) Head teachers and the three sports teachers for the three (3) schools for the deaf, i.e. Cape Coast, Salvation Army and Winneba, as well as (2) Physical Education tutors from Adisadel College in the Central Region. The study therefore involved twelve respondents.

Using the purposive sampling, two instruments: interview and document scrutiny were used in data collection for this research. In terms of structure, the semi-structured type of interview was employed using the themes derived from the research questions used for the study.

A rapport was established with the respondents and then interview schedule, venue and duration were discussed. The interviews were recorded on one-on-one basis and ensured respondents' confidentiality.

The following is the summary of the findings based on the research questions used for the study:

Research question 1

How are physical education personnel equipped to handle the hearing impaired in competitive school sports?

An analysis of the findings showed that all the sports teachers of the hearing impaired schools were non-professional teachers for sports, and it was only in the 2008/2009 academic year that Cape Coast School for the Deaf had a professional sports teacher. There was the evidence that all the physical education personnel interviewed were all professionals in sports but had no background in special education. It was also clear that physical education and

sports teachers do not receive any in-service training pertaining to teaching or handling the hearing impaired in sporting activities.

There was the indication that when it comes to training the physical education personnel, the hearing impaired is not factored into the program.

The sports teacher of the Cape Coast School for the Deaf, who had her pre-service training in the University of Education, Winneba, apart from being a Physical Education and a special Education graduate, is a beneficiary of the course “Introduction to Special Education” and therefore the only sports teacher equipped with the basic skills to enable her handle the hearing impaired, an indication that the course “Introduction to Special Education” has started yielding results based on the purpose for which it was mounted.

Research Question 2

What are the major concerns of P E personnel in respect to the participation of children with hearing impairments in competitive schools’ sports?

Communication barrier was a major and a general problem for all Physical Education personnel in respect to the participation of children with hearing impairments in competitive schools’ sports. Physical Education personnel indicated that some of the hearing impaired have additional disabilities that contributed to the difficulty in handling them when it comes to sporting activities. Again, since the hearing impaired cannot hear, their balancing is affected, and this eventually affects their timing and coordination which are very essential in skill development.

Physical Education personnel attested to the fact that handling the hearing impaired and the hearing in the same teams is difficult. While some are of the opinion that the problem is just at the initial periods of the merger, others think there is lack of coordination between the

hearing impaired and the hearing permanently. In all situations P E personnel believed that the presence of the hearing impaired and the hearing in the same teams was a disruption of harmony.

Research Question 3

To what extent do P. E. personnel support the idea of including the hearing impaired in competitive schools' sports?

Physical Education personnel support the idea that the hearing impaired be allowed to participate in competitive schools' sports and alongside their hearing counterparts. Only three respondents representing 25% of interviewees were of the opinion that the hearing impaired should compete among themselves alone. Even though this research is not specifically addressing issues of inclusive education, some respondents opined that allowing the hearing impaired to participate will allow the concept of inclusion to work.

Research Question 4

To what extent do P. E. personnel accept the hearing impaired in their respective sports disciplines in the various Districts/municipal/metropolitan and Regional teams?

It was realized that it is only in the Cape Coast metropolis where P. E. personnel accept the hearing impaired in their teams for inter-district/municipal/metropolitan sporting activities. Even that, it is noticed that in Cape Coast the concentration is only on volleyball. Opportunities are therefore not given to the child with hearing impairment to enjoy other sports disciplines like football, netball, athletics and table tennis.

Evidence from the study indicates that in the Winneba Municipality no provision is made to allow the hearing impaired to participate in competitive schools' sports. Ironically, the municipal P. E. Coordinator of Winneba, whose office is accommodated within the premises of the Municipal Educational Directorate's main offices, was not aware that there is a school for the hearing impaired in the Municipality.

In the Agona Municipality the opinion was that the hearing impaired lack balance and skills, so they will only be accepted when it comes to games for socialization and for that matter fun-games. The impression therefore was that the hearing impaired is not a competitive material.

It was gathered that the regional teams are just receiving points for sports boys and girls who have been selected and have advanced through the various stages of competitions organized in the region. Teachers who are selected to handle teams at this level handle them on behalf of the region and might not have had any influence on the selection process. Physical Education teachers at this stage had no other option than to accept and train sports boys and girls under their control and to produce results. Hence they had no direct powers to send packing any sports boy or girl from camp except through the Regional Physical Education Coordinator.

Research Question 5

What do P. E. personnel require to handle the hearing impaired in sports?

Almost all the respondents mentioned the sign-language as the additional requirement needed that will enable P. E. personnel to handle the hearing impaired well, while one (1) person was of the opinion that all he was going to need as an additional requirement was a teacher aid. In-service training and methodology of teaching the hearing impaired were other additional

requirements that Physical Education personnel mentioned that they would need to make the handling of the hearing impaired easy.

Research Question 6

To what extent can P. E. personnel assist to promote the inclusion of the hearing impaired in competitive sporting activities?

The study revealed that it is only the hearing impaired from Cape Coast who is enjoying contribution from Physical Education personnel towards inclusion in competitive schools' sports. The regional team embraced all schools including that of the hearing impaired in the Central Region for sports. In addition to this, when the hearing impaired are invited to camp, they are retained in camp to be members of the contingent no matter their performance, instead of asking them to go back to their homes when they don't fit into their teams to sustain their interests. If the hearing impaired do not fit into the regional team after being invited to camp at a point in time, the opportunity is created for them to stay in camp to polish up for another time instead of being eliminated to go and rust in terms of skill performance.

Two schools out of the three schools for the hearing impaired in the Central Region reported that P. E. personnel have not included the hearing impaired in schools sports. They therefore expressed interest in looking forward to P. E. personnel visiting them and subsequently helping them to train their pupils.

Recommendations

- The child with hearing impairment learns by seeing, as such physical Education teachers are encouraged to make effective use of demonstrations to make what they teach more meaningful.

- Pre-service courses for Physical Education personnel should include competencies that would enable them to teach the hearing impaired.
- Physical Education personnel already on the teaching field should be given orientation or in-service training in methodologies of teaching the hearing impaired.
- Physical Education personnel should be encouraged to learn sign language to be able to communicate with hearing impairment and in so doing, be able to teach them.
- Sports teachers in the schools for the hearing impaired should be encouraged to undertake courses in Physical Education since they are potential support for teachers of the Physical Education personnel.
- The Ghana Education Service should endeavour to post trained and qualified Physical Education personnel to the schools for the hearing impaired.

Suggestions for further Research

In relation to the study conducted, the investigator suggested the following areas for further research:

- i. Research into the effects of communication on Sports performance of students with hearing impairments in Ghana.
- ii. Achieving Education for all by including persons with disabilities and Special Education needs in Sports.

Conclusion

The intention of the study was to find the attitudes of physical education personnel towards the participation of the hearing impaired in competitive schools' sports in the central region of

Ghana. There was a critical look at key issues relating to the research topic, notable amongst them and to mention few were;

- Meaning and factors, that influence attitude
- How teachers are prepared to teach the hearing impaired in Ghana
- Nature of competitive sports in the Central Region of Ghana
- Participation of the hearing impaired with the hearing in general school activities
- Rational and objectives for Physical Education and Sports

Because of the demands of their disability, people with hearing impairment have not enjoyed any good relationship with Physical Education personnel who are supposed to handle them in sporting activities in the Region. For instance Physical Education personnel in the Central Region reported about their inability to communicate with the hearing impaired, difficulty in including the hearing impaired in the same teams, lack of pre-service and in-service training on methodology of teaching them amongst others.

From the findings of the study, it could be concluded that Physical Education personnel agree to the participation of the hearing impaired in competitive schools' sports, even though these personnel lack background experience in teaching the hearing impaired.

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APPENDICES

APPENDIX A



DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA
OFFICE OF THE HEAD OF DEPARTMENT

Our Ref:..

Your Ref:..

Date: 21st September 2007

.....
.....
.....

LETTER OF – INTRODUCTION- TO WHOM IT MAY CONCERN

I write to introduce to you Mr. Owusu Kodwo. He is a second year Master of Philosophy student at the Department of Special Education of the University of Education, Winneba. He is currently working on his Thesis on the Topic: Attitudes of physical education personnel towards the participation of the hearing impaired in competitive schools' sports in the central region of Ghana

I should be grateful if you could give him the needed attention to enable him carry out with his work.

Counting on your usual Cooperation.

Thank you
Yours faithfully,

ALEXANDER MILLS OPPONG
AG. HEAD OF DEPARTMENT

APPENDIX B

SEMI-STRUCTURED INTERVIEW GUIDE FOR SPORTS TEACHERS OF THE SCHOOLS FOR THE DEAF IN THE CENTRAL REGION OF GHANA ON ATTITUDES OF P.E PERSONNEL TOWARDS THE PARTICIPATION OF THE HEARING IMPAIRED IN COMPETITIVE SCHOOLS' SPORTS IN THE CENTRAL REGION OF GHANA

Date:
Duration of interview:
Venue:

Time:
Personnel:

This interview is aimed at collecting information from sports teachers of the schools for the deaf in the central region of Ghana on attitudes of P.E personnel towards the participation of the hearing impaired in competitive schools' sports in the central region of Ghana. The items are developed on the themes in the research questions.

Questions

Responses

Question 1 (Major concerns of P.E personnel in respect to participation of the hearing impaired in schools' sports)

What are your major concerns regarding the participation of the hearing impaired in schools' sports?

Prompts: Do you find handling students with hearing impairments as more work?

Can you explain?

The presence of the hearing impaired in the same team with the hearing as a disruption of harmony. What is your opinion on this?

Are you invited to assist in the handling of students with hearing impairments during higher competitions other than inter-school?

Why?

Question 2 (Supporting the idea of including the hearing impaired in competitive sports)

Would you agree to the idea of making the hearing impaired participate with the hearing in the same teams?

Prompts: Suggest reasons for your opinion.

How has your school been involved in school's sports?

Are your pupils/students allowed to participate in school's sports up to higher levels like their hearing counterparts?

If yes, how often?

If no, what accounts for this?

How have you come to realize that your students/pupils are not allowed to participate to advance to higher level competitions?

Why do you believe so?

Question 3 (Accepting the hearing impaired in respective sports disciplines in the various districts/municipal and regional teams)

Would you accept the hearing impaired as members of your selected contingents to participate in inter- district / municipal / regional sports festivals?

Prompts: Give reasons

Question 4 (Requirements for P.E personnel to handle the hearing impaired in sports)

A teacher in this school will need some form of qualification to be able to handle the hearing impaired in class. What about the Physical Education personnel who is a master in his own field who will have to handle the hearing impaired.

Prompts: What are some of them?

Question 5 (P.E personnel assisting to promote the inclusion of the hearing impaired in competitive sporting activities)

What contribution are you making as a sports teacher to promote the inclusion of the hearing impaired in competitive sporting activities?

How do you do it?

Do you encounter problems in doing this?

What are some of the problems?

Can you suggest any way forward?

What contribution are Physical Education personnel making to promote the inclusion of the hearing impaired in competitive sporting activities?

How could Physical Education personnel assist in enhancing the participation of the hearing impaired in schools' sports?

General: Is there anything not brought up that you would like to discuss?

APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDE FOR HEAD TEACHERS OF SCHOOLS FOR THE DEAF IN THE CENTRAL REGION OF GHANA ON ATTITUDES OF P.E PERSONNEL TOWARDS THE PARTICIPATION OF THE HEARING IMPAIRED IN COMPETITIVE SCHOOLS' SPORTS IN THE CENTRAL REGION OF GHANA

Date:

Time:

Duration of interview:

Personnel:

Venue:

This interview is aimed at collecting information from head teachers of schools for the deaf in the Central Region of Ghana on attitudes of P.E personnel towards the participation of the hearing impaired in competitive schools' sports in the central region of Ghana. The items are developed on the themes in the research questions.

Questions

Responses

Question 1 (Major concerns of Physical Education personnel in respect to participation of the hearing impaired in schools' sports)

In your opinion what are the major concerns of Physical Education personnel regarding the participation of the hearing impaired in the same sports teams?

Prompts: Do they find handling students with hearing impairments as more work?

Can you explain?

Is your sports teacher invited to assist in the handling of students with hearing impairments during higher competitions other than inter-school?

Why?

Question 2 (Supporting the idea of including the hearing impaired in competitive sports)

Do Physical Education personnel agree to the idea of allowing the hearing impaired to participate with the hearing in the same teams?

Prompts: Suggest reasons for your opinion.

How has your school been involved in schools sports?

Are your pupils/students allowed to participate in schools' sports up to higher levels like their hearing counterparts?

If yes, how often?

If no, what accounts for this?

How have you come to realize that your students/pupils are not allowed to participate to advance to higher level competitions?

Why do you believe so?

Question 3 (Accepting the hearing impaired in respective sports disciplines in the various districts/municipal and regional teams)

How best/well do Physical Education personnel accept the hearing impaired as members of their selected contingents to participate in inter- district / municipal / regional sports festivals?

Prompts: Why do you believe so?

Would you blame the Physical Education personnel for not accepting the hearing impaired in their teams?

Why?

Question 4 (Requirements for Physical Education personnel to handle the hearing impaired in sports)

A teacher in this school will need some form of qualification to be able to handle the hearing impaired in class. What about the Physical Education personnel who is a master in his own field who will have to handle the hearing impaired.

Prompts: What are some of them?

Question 5 (Physical Education personnel assisting to promote the inclusion of the hearing impaired in competitive sporting activities)

What contribution are Physical Education personnel making to promote the inclusion of the hearing impaired in competitive sporting activities?

How could Physical Education personnel assist in enhancing the participation of the hearing impaired in schools' sports?

General: Is there anything not brought up that you would like to discuss?



APPENDIX D

SEMI-STRUCTURED INTERVIEW GUIDE FOR DISTRICT/ MUNICIPAL/ REGIONAL P.E COORDINATORS AND P.E TUTORS IN THE CENTRAL REGION OF GHANA ON ATTITUDES OF P.E PERSONNEL TOWARDS THE PARTICIPATION OF THE HEARING IMPAIRED IN COMPETITIVE SCHOOLS' SPORTS IN THE CENTRAL REGION OF GHANA

Date:

Time:

Duration of interview:

Personnel:

Venue:

This interview is aimed at collecting information from district/municipal/regional P.E coordinators and P.E tutors in the central region of Ghana on attitudes of P.E personnel towards the participation of the hearing impaired in competitive schools' sports in the central region of Ghana. The items are developed on the themes in the research questions.

Questions

Responses

Question 1 (Equipping P.E. personnel to handle the hearing impaired)

Does the training of P.E personnel include competencies that will enable them to handle the hearing impaired during schools' sports in Ghana?

Prompts: In what form is the training? Is it in the form of pre-service or in-service training?

How often are you provided with this training?

What other necessary training would you need to handle students with hearing impairments?

Question 2 (Major concerns of P.E. personnel in respect to participation of the hearing impaired in schools' sports)

What are your major concerns regarding the participation of the hearing impaired in schools' sports?

Prompts: How do you find the handling of students with hearing impairments?

Do you see it as more work?

Can you explain?

How do you find the presence of the hearing impaired in the same team with the hearing?

Do you see it as a disruption of harmony?

Why?

Should the hearing impaired compete among themselves only?

Why?

Question 3 (Supporting the idea of including the hearing impaired in competitive sports)

What is your opinion on the idea of the hearing impaired participating with the hearing in the same teams?

Prompts: Suggest reasons for your opinion.

How have you involved the pupils with hearing impairments in competitive schools' sports?

How enthusiastic are you in using the pupils with hearing impairments to participate in sports competitions?

Question 4 (Accepting the hearing impaired in respective sports disciplines in the various districts/municipal and regional teams)

Would you accept the hearing impaired as members of your selected contingents to participate in inter- district / municipal / regional sports festivals?

Prompts: Give reasons

How best do you accept the hearing impaired as members of your selected contingents to participate in school's sports?

Question 5 (Requirements for P.E personnel to handle the hearing impaired in sports)

A teacher in the hearing impaired school would need some form of requirements to handle the hearing impaired in class. What about you who are a master in your own field?

Prompts: Do you need any requirements to enable you handle the hearing impaired?

What are some of them?

Which of these do you possess?

Question 6 (P.E personnel assisting to promote the inclusion of the hearing impaired in competitive sporting activities)

What contribution are you making as a Physical Education person to promote the inclusion of the hearing impaired in competitive sporting activities?

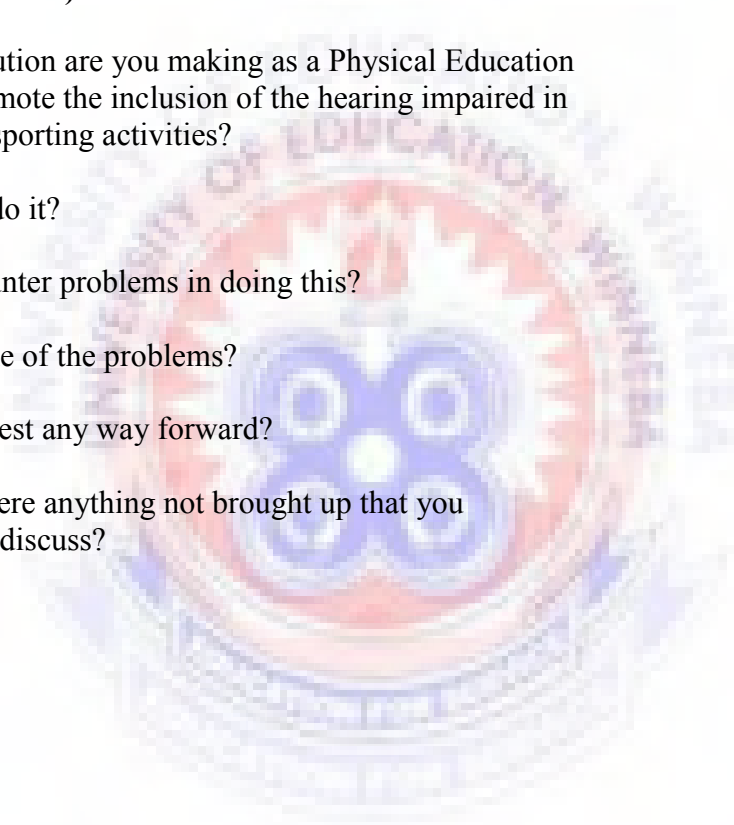
How do you do it?

Do you encounter problems in doing this?

What are some of the problems?

Can you suggest any way forward?

General: Is there anything not brought up that you would like to discuss?



APPENDIX E

GHANA EDUCATION SERVICE

*In case of reply the
Number and date of this
Letter should be quoted*

*Tel. 042-32514-32676
Fax 042-32676*

My Ref. No. GES/MD/

Your Ref. No.



REPUBLIC OF GHANA

MUNICIPAL EDUCATION OFFICE
P. O. BOX 164
CAPE COAST

11th May, 2007

MUNICIPAL BASIC SCHOOLS SPORTS ASSOCIATION INTER DISTRICT ZONALS SPORTS COMPETITION – SALTPOND 1ST – 3RD JUNE, 2007

In connection with the above competition the following sports boys and girls in your school have been selected to form the Municipal team.

I shall be very grateful if you would inform them and permit them to attend training from Wednesday 16 May 2007 at the Adisadel Park each day at 3:30 p.m.

If their performance during training is satisfactory, they shall travel with the team to Saltpond for the games.

They are:

NETBALL

NAME	SCHOOL
Janet Anison	English and Arabic
Jamiratu Haruna	English and Arabic
Mariama Mohammed	English and Arabic
Hamidatu Abdala	English and Arabic
Zuwarah Ibrahim	English and Arabic
Comfort Mensah	English and Arabic
Lilly Avelly	Ayifua St. Mary's
Mariam Jonson	Bakatsir
Harriet Jomo	St. Augustine's
Rita Ainoo	St. Augustine's
Selina Ouansah	Efutu

Adiza Bingo	Aboom Zion
Beatrice Amoah	St. Nicholas
Faustina Adoo	St. Lawrence
Margaret Abeka	St. Mary's

VOLLEYBALL GIRLS

Ernestina B. Adjei	Cape Deaf
Victoria Aggrey	Cape Deaf
Eunice Essilfie	Cape Deaf
Leticia Nyarko	Cape Deaf
Augustina Abban	Cape Deaf
Jessica Nortey	Cape Deaf
Rebecca Tsoho	St. Mciheal
Cecilia Baidoo	St. Mciheal
Bridgit Mensah	St. Mciheal
Selefina Sam Brew	St. Mciheal
Gifted Nyame	Pedu 'B'
Augustina Nkrumah	Pedu 'B'
Elizabeth Sagoe	Wesley Girls
Matilda Damtse	Bakatsir
Florence Ankomah	Bakatsir
Gifted Arthur	St
Rebecca Eshun	Cape Coast Presby

VOLLEYBALL BOYS

Eric Dodoe	Bakatsir
George Dick	Philip Quaque
Isaac Sagoe	St. Lawrence
Price Boateng	Pedu
Atia Anthony	Efutu
Osuman Awudu Mohammed	Nyinasin
Timothy Idan	Cape Deaf
Ishmeal Duah	Cape Deaf
Ishmeal Dandy	Cape Deaf
Solomon Nyarko	Cape Deaf
Benjamin Aidoo	Cape Deaf
Solomon Commey	Cape Deaf

SOCCER

NAME	CIRCUIT	SCHOOL
Joseph Mills	Aboom	Abbom Zion
Stephen Obosu	Pedu/Abura	Pedu
Ceasar Amo-Coleman	Bakaano	Church Of Christ
Yakubu Abubakar	Aboom	Falahiya
Benjamin Amissah	Aboom	
Ibrahim Mustapha	Aboom	Kwegyir Aggrey
Frank Ainoo	Aboom	
Yaw Anderson	OLA	Apewosika
Gilbert Quainoo	OLA	Presby Model Amamoma
Francis Ali	OLA	Apewosika
Roger Bonsu	OLA	University
Nicholas Mensah	OLA	Presby Model-Apewosika
Josph Arhin (Jnr)	Pedu	Kakomdo

SOCCER

Joseph Arhin (Snr)	Pedu	Kakomdo
David Tawiah	Pedu	
Yusif Ampah	Bakaano	Cherubim/Seraphim
Joseph Kemevor	Bakaano	Bakatsir
Eric Baidoo	Bakaano	Cherubim/Seraphim
Mamud Abubakar	Bakaano	St. Augustine's Practice
Prince Tawiah	Bakaano	St. Augustine's Practice
Alfred Asafuah	Pedu	
Musa Ahmed	Bakaano	St. Augustine's Practice
Ackah Ebenezer	OLA	Apewosika

ATHLETICS GIRLS

EVENT	NAME	SCHOOL	CIRCUIT
100 meters	Rita Prah	Philip Quaake Girls	Bakaano
200 meters	Elizabeth Arthur	St. Monica	Aboom
400 meters	Agnes Eghan	St. Lawrence	Pedu/Abura
4.	Vivian Sam	Aboom Zion	Aboom
5.	Ayishetu Yahya	Ahmadiyya 'A'	Pedu/Abura
	Vida Acquah	Efutu M/A	Efutu
	Sarah Assafuah	Kakomdo M/A	Pedu/Abura
	Cynthia Axatse	Wesley Girls	Pedu/Abura
	Cecilia Mensah	St. Nicholas	Aboom
	Stella Nkum	Philip Quaake Girls	Bakaano
	Elizabeth Acquah	Cherubim/Seraphim	Bakaano
800 meters	Kenda Mohammed	St. Nicholas	Aboom
1500 meters	Lydia Mpong	Efutu M/A	Efutu
3000 meters	Sarah Hayford	St. Monica's	Aboom
	Vida Ankara	Ahmadiyya	Pedu/Abura
	Helena Botwe	Bakatsir JSS	Bakaano

	Nafisatu Haruna	Aboom Zion	Aboom
Long jump	Faustina Adjei	Philip Quaake Girls	Bakaano
	Lydia Monney	St. Monica's	Aboom
			Cape Coast
High jump	Augustina Nkrumah	Pedu M/A 'B'	Pedu/Abura
	Rita Boakye	University JSS	OLA
	Ayishetu Razak	St. Nicholas	Aboom
Javelin	Harriet Jomo	St. Ausutine's JSS	Bakaano
	Cynthia Axatse	Wesley Girls	Bakaano
Shot Putt	Aminatu Iddrisu	Esuekyir	Pedu/Abura
	Eunice Essilfie	Cape Deaf	Cape Coast

ATHLETICS BOYS

100 METERS	Benjamin Gyepi-Garbrah	Christ Church Ang	Aboom
200 METERS	Evens Essel	Jacob Wilson-Sey	Bakaano
400 METERS	Solomon Nyarko	Cape Deaf	Cape Coast
	Yaw Anderson	Apewosika M/A	OLA
	Eric Owusu	Christ Church Ang	Aboom
	Suleman Hawal	Christ Church Ang	Aboom
	Prince Tawiah	St. Augustine's JSS	Bakaano
800 METERS	Sheriff Aburakar	Falahiya Ishm.	Aboom
1500 METERS	Julins Boakye	St. Nicholas	Aboom
3000 METERS	Richard Quansah	St. Augustine's JSS	Bakaano
	Prince Annan	Esuekyir	Pedu/Abura
	Felix Arthur	Amamoma Presby	OLA
	Paul Aggrey-Fynn	Mensah Sarbah	Cape Coast
LONG JUMP/TRIPPLE	Eric Owusu	Christ church Ang.	Aboom

	Joseph Sampson	St. Augustine's JSS	Bakaano
	John Martin	Cherubim/Seraphim	Bakaano
HIGH JUMP	Tahiru Sia	Bakatsir JSS	Bakaano
	Joseph Minnow	University JSS	OLA
JAVELIN	George Asumah	Christ Church Ang.	Aboom
	Eleazar Acquah	Ghana National Basic	Cape Coast
SHOT PUTT	Dundy Ishin	Cape Deaf	Cape Coast
	McCarthy Ofori	T.H.I.S	Pedu/Abura



ALBERT K. BONNEY
MUNICIPAL P.E. ORGANIZER
CAPE COAST

All Headteachers Concerned



APPENDIX F

GHANA EDUCATION SERVICE
CENTRAL REGION BASIC SCHOOLS SPORTS
ASSOCIATION.



Republic of Ghana



GENERAL TEAM SHEET

- **Athletics**
- **Handball**
- **Volleyball**
- **Table Tennis**
- **Soccer**

E'mail: centralregionsports@yahoo.com / cregionsports@yahoo.com
Tel: 024 – 4598421 / 024 – 4598419 / 024 – 4828984

Fax: 233 – 042 – 32333

GHANA EDUCATION SERVICE
CENTRAL REGION BASIC SCHOOLS SPORTS ASSOCIATION.

In case of reply, the
Number and date of this
Letter should be quoted
My Ref. No. GES/CR/PG/218/SF 1/VOL 24/2007
Your ref. No.



Regional Education Office
P. O. Box 111
Cape Coast.

August 20, 2008

GENERAL TEAM SHEET

	NAME	SCHOOL	DATE OF BIRTH	CLASS
1	Emmanuel Acquah	Komenda D/A 'B' J. H. S.	10-11-95	J. H. 1
2	Timothy Idun	Cape Coast School for The Deaf	03-03-94	J. H. 1
3	Sterling Tong	Mary Queen of Peace Prep. School	15-09-93	J. H. 3
4	Ishmael Dandy	Cape Coast School For The Deaf	11-09-93	J. H. 1
5	Robert Asako	Wawase ADA J. H. School	25-05-94	J. H. 1
6	Daniel Aduah	Akwamu J. H. School	15-08-94	J. H. 2
7	Ebenezer Aidoo	Swedru Holy Quran J. H. School	08-04-94	J. H. 1
8	Adam Musah	Sultama Islamic J. H. Sch	01-01-94	J. H. 1
9	Maxwell Ahenabu	Wawase D/A J. H. School	01-04-95	J. H. 3
10	Andrews Osei	Swedru Cath. 'A' J. H. S.	24-10-94	J. H. 8
11	Abduramani Kwabo	Swedru Ahmadiyya J. H. S.	17-08-94	J. H. 2
12	Ibrahim Arhin	Swedru Ahmadiyya J. H. S.	08-01-94	J. H. 1
13	Oscar Forson	Winneba Anglican J. H. S.	26-06-94	J. H. S. 3
14	Michael Darbani	Winneba Zion J. H. S.	14-08-93	J. H. S. 2
15	Kingsley Hooper	UNIPRA South	12-02-95	J. H. S. 2
16	Isaac Davies	Catholic Jubilee J. H. S.	22-11-93	J. H. S. 1
17	Joseph Abakari	Abura Odonase D / A J. H. S	14-05-94	J. H. S. 3
18	Ransford Buameh	Swedru A.D.A. 'B' J H S	15-04-94	J. H. S. 2
19	Eric Baidoo	Cherubin & Sarephim J H S	08-06-94	J. H. S. 3
20	Michael Amoah Bayal	Faith & Fire Prep School (T. Praso)	26-02-94	J. H. 3
21	Bismark Yigah	Ayaase D / A J. H. S	24-05-94	J. H. 3
22	Ismaila Adamu	Baako D / A J. H. S.	22-12-95	J. H. 3
23	Haruna Musah	Imam Khomeni J H S	15-05-94	J. H. S. 3
24	Evans Asare	Wawase D/A J H S	06-04-95	J. H. S. 3
25	Isaac Obeng	Odonase J H S	18-03-94	J. H. S. 3
26	Prince Sarfo	Swedru Anglican J H S	01-05-94	J. H. S. 2
27	Amadu Hakeem	Feyenoord Academy	03-07-93	J. H. S. 3
28	Abubakar Suleman	Feyenoord Academy	05-11-92	J. H. S. 3
29	Boakye Mensah Jnr.	Feyenoord Academy	02-05-95	J. H. S. 3
30	Boakye Mensah Snr.	Feyenoord Academy	02-05-95	J. H. S. 3
31	Bernard Mensah	Feyenoord Academy	17-10-93	J. H. S. 3
32	George Ofosu	Feyenoord Academy	16-04-94	J. H. S. 2
33	Mouen Yannick	Feyenoord Academy	07-04-93	J. H. S. 2
34	George Owusu	Feyenoord Academy	03-09-93	J. H. S. 2

E-mail: centralregionsports@yahoo.com / cregionsports@yahoo.com
Tel: 024 - 4598421 / 024 - 4598419 / 024 - 4828984

Fax: 233 - 042 - 32333

35	Seth Kweku Osei	Feyenoord Academy	17-09-93	J.H.S. 2
36	Arafai Ibrahim	Feyenoord Academy	11-07-93	J.H.S. 2
37	Adamu Ibrahim	Feyenoord Academy	13-12-92	J.H.S. 2
38	Oaedraugo Louckmane	Feyenoord Academy	17-10-93	J.H.S. 2
39	Ebenezer Akaifie	Baifikrom D/A J. H. S.	08-11-90	J. H. S. 2
40	John Koufie	Eguafo D/A J. H. S.	05-06-93	J. H. S. 3
41	Kow Bonney	Senya Catholic J. H. S.	05-05-96	J. H. S. 1
42	Joseph Acheampong	Senya A. M. E. Zion J. H. S	22-09-95	J. H. S. 2
43	Nicholas Essandoh	Senya St. Anthony J. H. S.	26-03-95	J. H. S. 1
44	Joel Anderson	Senya A. M. E. Zion J. H. S	23-10-95	J. H. S. 2
45	Richard Arhin	Aboso D/A 'B' J. H. S	15-05-94	J. H. S. 2
46	Isaac Ehuren	Kromaim Methodist J. H. S.	15-05-93	J. H. S. 3
47	Francis Annan	Abonko D / A J. H. S.	21-10-92	J. H. S. 2
48	Stephen Arkon	Baifikrom D/A J. H. S.	10-05-93	J. H. S. 2
49	Evans Edumadze	Swedru Catholic J. H. S.	19/09/93	J. H. S. 2
50	Shaibu Adam	Ankamu Islamic J. H. S	12-06-94	J. H. S. 2
51	Suleman Awal	Christ Church Anglican J. H. S.	27/08/93	J. H. S. 3
52	Samuel Kyeadze	Komenda D/A JHS 'A'	05-03-93	J.H.S. 2
53	Prince Asibu	Church of Christ JHS	16-06-93	J.H.S. 2
54	Emmanuel Affum	Don Bosco Cath. J.H.S	28-06-94	J.H.S. 2
55	Kwaku Arkaah	Zion School	21-03-93	J.H.S. 3
56	Benjamin Gyepi Gabrah	Christ Church Anglican	31/12/93	J.H.S. 2
57	Agbanu James	Asensuho Agave J.H.S	01 - 07 - 94	J.H.S. 3
58	Isaac Tenu Mensah	Odina Oguaa M.D.C.C.	14-02-93	J.H.S. 3
59	Samuel Arthur	A.C.M.J H S Winneba	14-01-93	J.H.S. 3
60	Emmanuel Sekum	Zion ABC JHS, Winneba	04-05-93	J.H.S. 2
61	Emmanuel Otoo	Amissano Catholic	30-03-93	J.H.S. 2
62	Prince Boateng	Meth. JHS, Dunkwa	09/08/94	J.H.S. 2
63	Francis Blay	Ang. JHS, Dunkwa	04/03/94	J.H.S. 2
64	Kwame Fosu	Edina Meth.	01-07-93	J.H.S. 3
65	Enoch Amankonah	Mary Queen of Peace	24/01/94	J.H.S. 2
66	Emmanuel Essuon	Roman Cath. JHS,	10/02/93	J.H.S. 1
67	Eric Owusu	Christ Church Anglican	01/04/93	J.H.S. 2
68	Charles Johnson	Church of Sarafin	15/09/93	J.H.S. 3
69	Sharif Abubakar	Falahiya J. H. S.	02/07/93	J.H.S. 2
70	Emmanuel Wutsika	D/Komenda Catholic	21-05-94	J.H.S. 3
71	Joseph Banyin	Watreso D/A	20-01-94	J.H.S. 2
72	Richard Adooku	D/A JHS, Manso	16-04-93	J.H.S. 2
73	Emmanuel Ekow	Catholic J. H. S., Ankwanda	01-06-94	J. H. S. 1
74	Samuel Awortwe	Catholic Jubilee J. H. S	01/07/93	J. H. S. 2

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GIRLS				
1	Augustina Abban	Cape Deaf J. H. School	26-01-93	J. H. 3
2	Augustina Nkrumah	Pedu M/A 'B' J. H. S.	03-07-92	J. H. 2
3	Liticia Nyarko	Cape Sch. for the Deaf J. H. S	03-03-93	J. H. 3
4	Doris Abbo Mensah	Ebenezer Prep. School	31-05-92	J. H. 3
5	Rita Narh	Pentecost Prep School	28-03-93	J. H. 2
6	Evelyn Haizel	Don Bosco J. H. School	28-02-93	J. H. 3
7	Dorcas Arhin	Swedru ADA 'C' J. H. School	19-04-93	J. H. 3
8	Charlotte Bruce	Swedru Catholic J. H. School	10-05-93	J. H. 2
9	Faustina Afedzi	Swedru Catholic J. H. School	10-05-93	J. H. 3
10	Clara Kotor	Jeikrodua Anglican. J. H. S.	29-08-92	J. H. 3
11	Gloria Fosu	Mt. Sinai Prep School	28-03-93	J. H. 1
12	Millicent Anison	Agona Swedru Presby J. H. S.	24-04-93	J. H. S. 3
13	Georgina Hackman	H & E Educ. Centre - W'ba	06-05-96	B. S. 6
14	Yesimi Ibrahim	UNIPRA North	22-09-97	B. S. 6
15	Matilda Gordon	Bakatsir Methodist J. H. S.	29-08-93	J. H. S. 1
16	Vida Sarponmah	Foso Presby J. H. S.	10-12-93	J. H. S 3
17	Esther Essuman	Akropong Methodist J. H. S.	21-08-94	J. H. S 3
18	Edith Anyan	Foso Railway Station 'A'	18-11-93	J. H. S 3
19	Elizabeth Amaglo	Foso Railway Station Pry. 'B'	05-02-97	B. S. 5
20	Harriet Jomo	St. Augustine's Practice J. H. S.	12-09-93	J. H. S 3
21	Zelweratu Ibrahim	English & Arabic J. H. S.	25-03-93	J. H. S 3
22	Cecilia Mensah	Komenda D/A J. H. S.	13-09-93	J. H. S 3
23	Hamidatu Abdullah	English & Arabic J. H. S.	22-11-93	J. H. S 3
24	Selina Quansah	Efutu M/A J. H. S.	25-05-93	J. H. S 3
25	Priscilla Adjei	Agona Swedru Narrow Way Prep Sch	29-05-95	J. H. S 2
26	Lucy Arthur	Foso Catholic J. H. S	11-10-93	J. H. S. 3
27	Portia Eyiah - Amoasi	Akwamu D/A J.H.S.	12-09-93	J.H.S. 3
28	Priscilla Amponsah	Enyan Maim Islamic J. H. S.	29-05-93	J. H. S. 2
29	Juliet Adomako	Baifikrom D/A J. H. S	05-01-96	J. H. S. 3
30	Grace Amponsah	Praso D/A 'B' J. H. S	23-04-94	J. H. S. 3
31	Cecilia Arthur	Dutch Komenda J. H. S	27-07-92	J. H. S. 1
32	Gloria Anderson	Senya A. M. E. Zion Primary School	13-05-92	B. S. 6
33	Rose Hammond	Senya A. M. E. Zion J. H. S.	21-08-92	J. H. S. 3
34	Sarah Armah	Mother Theresa J. H. S	24-08-91	B. S. 6
35	Mary Arthur	Senya D / A J. H. S.	01-04-93	J. H. S. 2
35	Martha Nyamekye	Mother Theresa J. H. S.	17-09-92	J. H. S 2
36	Lydia Boadu	Asikuma Methodist J. H. S.	22-03-93	J. H. S. 2
37	Florence Assan	Baifikrom D/A J. H. S	03-05-93	J. H. S. 2
38	Hannah Essel	St. Nicholas J.H.S.	12/04/95	J.H.S., 2
39	Rejoice Kuvor	Swedru Ahmadiyya Primry School	12/09/97	B.S. 5
40	Patience Kuvor	Swedru Ahmadiyya Primry School	23/11/97	B.S. 5

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41	Helena Danzerl	Bakatsir Methodist	03/03/94	J.H.S. 1
42	Cynthia Essibrah	A.M.E. Zion, Winneba	19-05-93	J.H.S. 3
43	Sarah Asafuah	Kakumdo M/A	07/07-93	J.H.S. 2
44	Janet Gyesi	Ayiasebea D/A	31-08-94	J.H.S. 3
45	Sarah Owu	Don Bosco, Winneba	21-01-96	P.6
46	Charity Mbir	A.M.E. Zion, Winneba	04-05-94	J.H.S. 3
47	Esther Afedzie	A.M.E. Zion, Winneba	21-02-93	J.H.S. 3
48	Ophelia Akwandoh	Senya R/C	15-09-94	J.H.S. 1
49	Rita Prah	Philip Quaue	08/12/93	J.H.S. 2
50	Rita Aidoo	Duakwa Methodist	02-07-93	J.H.S. 3
51	Felicia Balah	S.D.A., Bawjiase	05-10-94	J.H.S. 1
52	Christina Andam-Kore	Nkwankyemaso	14-03-94	J.H.S. 3
53	Doris Bubu	Asensuko Agave	31-12-94	J.H.S. 3
54	Linda Buabeng	Bisease Methodist	31-12-94	J.H.S. 2
55	Mary Ala Peter	Assin Praso M/A	01-07-98	B.S. 4
56	Hagar Baah	Foso Methodist Primary School	26-06-98	P.4
57	Sandra Asare	Assin Dansame M/A Primary School	05-05-97	P.5
58	Grace Odoom	Supunso D/A Primary	10-10-94	P.5
59	Doris Donkoh	Amoaben Outreach J.H.S.	07-07-93	J.H.S. 3
60	Akua Buckman	Foso Catholic J.H.S.	10/06/93	J.H.S. 3
61	Sabbina Paintsil	UNIPRA South	14-05-94	J.H.S. 2
62	Jemima Aidoo	Bawjiase D/C	22-04-93	J.H.S. 2
63	Grace Idun	Bosomadwe D/A	04-10-94	J.H.S. 2
64	Sarah Mensah	Owane Presby Primary	02-01-95	B. S. 6
65	Hagar Mensah	Wawase Primary	01-01-95	B. S. 6
66	Vivian Mills	English & Arabic J. H. S.	19/12/93	J. H. S. 3.


THEOPHILUS KOW ANYANFUL
 REGIONAL CHAIRMAN


SAMUEL E. KOTCHA - BREW
 REGIONAL P. E. COORDINATOR
 REGIONAL P. E. ORGANISER
 CENTRAL

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APPENDIX G

CENTRAL REGION BASIC SCHOOLS SPORTS ASSOCIATION



4TH - 12TH SEPTEMBER 2004
BOLGATANGA

CENTRAL REGION BASIC SCHOOLS SPORTS ASSOCIATION
26TH NATIONAL SPORTS FESTIVAL - BOLGATANGA
4TH - 12TH SEPTEMBER 2004

TEAM SHEET - BOYS

	NAME	SCHOOL	DISTRICT	CLASS	DATE OF BIRTH
SOCCER					
1	Isaac Nyarko	Winneba Catholic J. S. S.	Awutu - Efutu - Senya	B. S. 9	05 - 08 - 89
2	Dadson Agyekum	Swedru ADA 'B' J. S. S.	Agona	B. S. 7	17 - 05 - 91
3	Emmanuel Kumi	Swedru Presby 'A' J. S. S.	Agona	B. S. 8	15 - 06 - 90
4	Eric Etuafu	Eyisam D / A J. S. S.	Mfantiman	B. S. 8	21 - 04 - 90
5	Mandella Ocansey	Fetteh Feyenoord Academy	Gomoa	B. S. 7	02 - 02 - 90
6	Sibaway Mohammed	Fetteh Feyenoord Academy	Gomoa	B. S. 6	22 - 06 - 89
7	Patrick Baah	Fetteh Feyenoord Academy	Gomoa	B. S. 8	27 - 07 - 89
8	Emmanuel Dogbe	Fetteh Feyenoord Academy	Gomoa	B. S. 8	06 - 06 - 89
9	Kojo Alhassan	Fetteh Feyenoord Academy	Gomoa	B. S. 7	23 - 11 - 89
10	Dennis Ofori	Fetteh Feyenoord Academy	Gomoa	B. S. 9	03 - 06 - 89
11	Eric Osabutey	Fetteh Feyenoord Academy	Gomoa	B. S. 8	07 - 04 - 89
12	Mark Sekyere	Fetteh Feyenoord Academy	Gomoa	B. S. 9	28 - 02 - 89
13	Richard Twum	Fetteh Feyenoord Academy	Gomoa	B. S. 8	21 - 09 - 89
14	Ebenezer Yemoh	Fetteh Feyenoord Academy	Gomoa	B. S. 8	15 - 05 - 89
15	Harrison Aful	Fetteh Feyenoord Academy	Gomoa	B. S. 9	24 - 12 - 89
16	Prince Twumasi	Praso International School	Twifo - Heman - Lower - Denkyira	B. S. 8	28 - 09 - 90
17	Isaac Bonney	Senya Catholic J.S.S	Awutu - Efutu - Senya	B. S. 7	14 - 05 - 91
18	Isaac Effah	St. Barnabas International School	Twifo - Heman - Lower - Denkyira	B. S. 7	17 - 11 - 90

TABLE TENNIS					
1	Michael Amoah	Kwanyako Anglican J. S. S.	Agona	B. S. 9	17 - 10 - 89
2	Jibrilla Baba Salifu	Swedru ADA 'A' J. S. S.	Agona	B. S. 8	10 - 04 - 89
3	Samuel Koomson	Swedru ADA 'B' J. S. S.	Agona	B. S. 9	23 - 08 - 89

4	John Gurah	Winneba UNIPRA North	Awutu - Efutu - Senya	B. S. 9	27 - 10 - 89
VOLLEYBALL					
1	Stephen Mohammed	Swedru Ahmadiyya J. S. S.	Agona	B. S. 7	03 - 08 - 89
2	Mohammed Adams	Calvary Christian Academy School	Agona	B. S. 8	01 - 05 - 91
3	Isaac Anim	St. George International School	Agona	B. S. 7	07 - 01 - 90
4	Kingsley Darko	Kakomdo M/A J. S. S.	Cape Coast	B. S. 9	16 - 09 - 89
5	Eric Asiedu	St. George International School	Agona	B. S. 7	16 - 06 - 92
6	Eric Donkoh	Bawjase Presby J. S. S.	Awutu - Efutu - Senya	B. S. 7	01 - 01 - 90
7	Titus Amoakwah	Cape Coast School for Deaf	Cape Coast	B. S. 7	12 - 09 - 90
8	Justice Impraim	Winneba D/C J. S. S.	Awutu - Efutu - Senya	B. S. 8	07 - 04 - 90
9	Samuel Quarley	Winneba Zion J. S. S.	Awutu - Efutu - Senya	B. S. 9	14 - 09 - 89
10	Sadat Mumin	Bawjase Nuryya J. S. S.	Awutu - Efutu - Senya	B. S. 9	11 - 01 - 89
ATHLETICS					
1	Samuel Awotwe	Amanful Catholic J. S. S.	Cape Coast	B. S. 8	06 - 08 - 89
2	Anthony Mensah	Antem 'A' J. S. S.	Cape Coast	B. S. 8	01 - 01 - 89
3	Bernard Eshun	Church of Christ J. S. S.	Cape Coast	B. S. 8	22 - 05 - 90
4	James Dickson - Arthur	Abura Ahmadiyya J. S. S.	Cape Coast	B. S. 9	07 - 09 - 89
5	Nuhu Dawda	Bakatsir Methodist J. S. S.	Cape Coast	B. S. 9	23 - 04 - 89
6	Stephen Andrews	Albert Sam Prep. School J. S. S.	Cape Coast	B. S. 9	24 - 04 - 89
7	Francis Annan	Imam Khomeni J. S. S.	Cape Coast	B. S. 9	17 - 04 - 89
8	Stephen Apuni	Mary Queen of Peace J. S. S.	Cape Coast	B. S. 9	05 - 07 - 89
9	Isaac Nyarko	Bakatsir Methodist J. S. S.	Cape Coast	B. S. 9	01 - 04 - 89
10	Samuel Nkoom	Kakomdo M/A J. S. S.	Cape Coast	B. S. 9	17 - 07 - 89
11	Richard Awotwi	Bakatsir Methodist J. S. S.	Cape Coast	B. S. 7	22 - 09 - 90
12	Alfred Nunoo	Catholic Jubilee J. S. S.	Cape Coast	B. S. 9	31 - 03 - 89
13	Samuel Bonney	Winneba UNIPRA South	Awutu - Efutu - Senya	B. S. 8	03 - 09 - 90
14	Enoch Mensah	Don Bosco Catholic J.S.S Winneba	Awutu - Efutu - Senya	B. S. 9	21 - 08 - 89
15	Emmanuel Wesley	Senya D/C J. S. S.	Awutu - Efutu - Senya	B. S. 8	15 - 11 - 89
16	Bright Otoo	Aboso 'A' J. S. S.	Gomoa	B. S. 7	15 - 04 - 91
17	Richmond Amissah	Apan Methodist J. S. S.	Gomoa	B. S. 9	02 - 06 - 89
18	Adika Klu	Bantama D/A Primary School	Komenda - Edina - Eguafu - Abrem	B. S. 5	27 - 07 - 90
19	Emmanuel Arthur	United D/A J. S. S.	Komenda - Edina - Eguafu - Abrem	B. S. 9	01 - 06 - 89
20	Issaka Mensah	Elmina Methodist J. S. S.	Komenda - Edina - Eguafu - Abrem	B. S. 9	10 - 10 - 89
21	Robert Quansah	Komenda D/A J. S. S.	Komenda - Edina - Eguafu - Abrem	B. S. 8	12 - 01 - 89

22	Happy Bor	Mpeseduase Bob Beeble D/A J. S. S.	Abura - Asebu - Kwamankese	B. S. 9	20 - 03 - 89
23	Kingsley Kordie	Kwansakrom ADA J. S. S.	Agona	B. S. 8	05 - 08 - 89
24	John Essuman	Swedru ADA 'C' J. S. S.	Agona	B. S. 8	05 - 07 - 89
25	Charles Essoun	Besease Methodist J. S. S.	Ajumako - Enyan - Essiam	B. S. 9	18 - 08 - 90
26	Emmanuel Otoo	St. Joseph's Catholic J. S. S.	Cape Coast	B. S. 7	30 - 03 - 91
27	Bright Nyarko	Kasoa Catholic J. S. S.	Awutu - Efutu - Senya	B. S. 8	05 - 08 - 90
28	Anthony Arhin	Agona D/C 'D' J. S. S.	Agona	B. S. 8	13 - 02 - 91
29	Alhassan Qyayson	Kakomdo M/A	Cape Coast	B. S. 8	12 - 12 - 90
30	Peter Amoah	Foso D/C 'B'	Assin	B. S. 8	

TEAM SHEET - G I R L S

	NAME	SCHOOL	DISTRICT	CLASS	DATE OF BIRTH
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TABLE TENNIS

1	Celia Baah - Danso	Swedru Good News J.S.S	Agona	B. S. 9	24 - 07 - 89
2	Kate Darko	Kwanyako Presby J.S.S	Agona	B. S. 8	08 - 08 - 90
3	Comfort Ampah	Winneba Zion Primary	Awutu - Efutu - Senya	B. S. 6	03 - 08 - 92
4	Dorothy Obuobi	Winneba D/C Primary	Awutu - Efutu - Senya	B. S. 6	09 - 12 - 92

ATHLETICS

1	Vivian Mills	English and Arabic School	Cape Coast	B. S. 6	10 - 05 - 91
2	Cyndy Thompson	University J.S.S	Cape Coast	B. S. 8	12 - 04 - 90
3	Monica Sam	Arch Bishop Catholic J.S.S	Cape Coast	B. S. 9	24 - 05 - 89
4	Georgina Agbanyi	Arch Bishop Catholic J.S.S	Cape Coast	B. S. 9	17 - 09 - 89
5	Kabukey Nartey	Cape Coast School for Deaf	Cape Coast	B. S. 9	16 - 08 - 89
6	Theresah Abaka	Don Bosco Catholic J.S.S, Winneba	Awutu - Efutu - Senya	B. S. 8	01 - 03 - 90
7	Patricia Mensah	Winneba Uncle Rich Prep School	Awutu - Efutu - Senya	B. S. 9	10 - 10 - 89
8	Beatrice Gyaman	Bontroase D/C J.S.S	Awutu - Efutu - Senya	B. S. 9	15 - 08 - 89
9	Mary Avorgah	Bawjiase D/C J.S.S	Awutu - Efutu - Senya	B. S. 7	28 - 04 - 91
10	Georgina Yawson	Senya A. M. E. Zion J.S.S	Awutu - Efutu - Senya	B. S. 8	08 - 08 - 90
11	Emelia Abbey	Obrachire D/C J.S.S	Awutu - Efutu - Senya	B. S. 9	03 - 08 - 89
12	Sophia Grant	Wesley Girls J.S.S	Cape Coast	B. S. 7	06 - 03 - 90
13	Phoebe Tetteh	Redeemer Prep. J.S.S	Komenda - Edina - Eguafo - Abrem	B. S. 8	12 - 10 - 90
14	Lydia Bonney	Janira Methodist J.S.S	Asikuma - Odoben - Brakwa	B. S. 7	21 - 06 - 90

15	Winifred Adoko	Nyakrom ADA J.S.S	Agona	B. S. 7	06 – 08 – 91
16	Atsupey Doku	Hasowodze D / C Primary	Twifo – Heman – Lower – Denkyira	B. S. 5	04 – 07 – 90
17	Janet Danquah	Foso Catholic Primary	Assin	B. S. 5	30 – 10 – 93
18	Grace Doku	Nyinase Catholic J.S.S	Twifo – Heman – Lower – Denkyira	B. S. 9	02 – 08 – 90
19	Leticia Acquah	Brakwa D/A J.S.S	Asikuma - Odoben - Brakwa	B. S. 7	17 – 07 – 91
20	Veronica Otoo	Aboso Benso D / A J.S.S 'B'	Gomoa	B. S. 8	01 – 09 – 90
21	Monica Ansa	St. Lawrence Catholic J.S.S	Cape Coast	B. S. 8	05 – 03 – 89
22	Salomey Kpobi	Akufo Krodua Catholic J. S. S.	Awutu – Efutu – Senya	B. S. 9	24 – 12 – 89
23	Ernestina Andoh	Besease D/C J. S. S.	Asikuma - Odoben - Brakwa	B. S. 8	06 – 08 – 89
24	Jenefeer Anane	Foso Catholic Primary	Assin	B. S. 5	06 – 10 – 93
NETBALL					
1	Angela Boatemaa	Foso Catholic J. S. S.	Assin	B. S. 9	14 – 04 – 89
2	Eunice Affum	Foso Catholic Primary	Assin	B. S. 6	17 – 08 – 92
3	Rebecca Zanore	St. Lawrence Catholic J.S.S	Cape Coast	B. S. 8	02 – 12 – 89
4	Hasana Fuseni	English and Arabic J. S. S.	Cape Coast	B. S. 8	04 – 06 – 89
5	Dina Sorse	Akwamu J. S. S.	Gomoa	B. S. 8	02 – 11 – 89
6	Eunice Dadzie	Komenda D/A J. S. S.	Komenda – Edina – Eguafu – Abrem	B. S. 9	25 – 09 – 89
7	Comfort Haizel	Foso Catholic J. S. S.	Agona	B. S. 8	06 – 07 – 90
8	Zenatu Mohammed	Swedru ADA 'C' J. S. S.	Agona	B. S. 9	07 – 08 – 89
9	Emelia Essandoh	Bawjase Catholic J. S. S.	Awutu – Efutu – Senya	B. S. 7	26 – 02 – 90
10	Abibatu Issaka	Akwamu D / A J. S. S.	Gomoa	B. S. 9	21 – 08 – 89
VOLLEYBALL					
1	Alberta Addae	Swedru Happy Home J. S. S.	Agona	B. S. 9	11 – 12 – 89
2	Rita Ndah	Swedru Catholic 'A' J. S. S.	Agona	B. S. 8	03 – 10 – 89
3	Kabuki Nartey	Cape Coast School for Deaf	Cape Coast	B. S. 9	16 – 08 – 89
4	Benedicta Amoako	Good News J. S. S.	Agona	B. S. 7	31 – 03 – 91
5	Gifty Aful	Akwamu D / A J. S. S.	Gomoa	B. S. 9	23 – 08 – 89
6	Hannah Acquah	Winneba D/C J. S. S.	Awutu – Efutu – Senya	B. S. 9	16 – 10 – 89
7	Charity Anane	Winneba D/C J. S. S.	Awutu – Efutu – Senya	B. S. 9	01 – 03 – 89
8	Perpetual Aikon	Winneba A. M. E. J. S. S.	Awutu – Efutu – Senya	B. S. 8	06 – 03 – 90
9	Rosemond Mensah	Winneba Presbyterian J. S. S.	Awutu – Efutu – Senya	B. S. 9	08 – 12 – 89
10	Afi Adjeley	Bawjase Presbyterian J. S. S.	Awutu – Efutu – Senya	B. S. 9	08 – 10 – 89

SOCCER					
1	Ellen Coleman	Church of Christ Anglican J. S. S.	Cape Coast	B. S. 7	12-11-92
2	Judith Edzie	Wesley Girls J. S. S.	Cape Coast	B. S. 7	03-09-90
3	Mary Bairloo	Mensah Sarbah J. S. S. 'A'	Cape Coast	B. S. 7	10-02-90
4	Linda Smith	Abura Ahmadiyya J. S. S.	Cape Coast	B. S. 8	28-10-89
5	Deborah Nyame	Oxford Practice Academy J. S. S.	Abura - Asebu - Kwamankese	B. S. 7	23-12-90
6	Vida Crentsil	UNIPRA North J. S. S.	Awutu - Efutu - Senya	B. S. 9	17-04-90
7	Barbara Okyere	Swedru Presby. 'B' J. S. S.	Agona	B. S. 8	11-11-89
8	Sabina Adoboa	Praso D/C J. S. S.	Twifo - Heman - Lower - Denkyira	B. S. 8	09-06-89
9	Rita Bonney	Don Bosco Catholic Primary School	Awutu - Efutu - Senya	B. S. 6	02-06-89
10	Edem Etovor	Winneba Anglican J. S. S.	Awutu - Efutu - Senya	B. S. 7	31-12-91
11	Lilicia Nyarko	Kakomdo M/A J. S. S.	Cape Coast	B. S. 8	30-09-89
12	Cynthia Ahinakwa	Kakomdo M/A J. S. S.	Cape Coast	B. S. 8	06-08-89
13	Habiba Ali	Nyinasin D/C Primary	Cape Coast	B. S. 5	04-08-91
14	Vivian Nkrumah	Jukwa D/C J. S. S.	Cape Coast	B. S. 9	30-06-89
15	Sakina Abubakar	Swedru Ahmadiyya J. S. S. 'B'	Agona	B. S. 8	17-08-90
16	Mavis Adjei	Kakomdo M/A J. S. S.	Assin	B. S. 9	05-01-89
17	Joyce Ahoto	Twifo Praso D/C J. S. S.	Twifo - Heman - Lower - Denkyira	B. S. 8	15-07-89
18	Grace Amoako	Saltpond Catholic Girls J. S. S.	Mantsiman	B. S. 9	03-11-90


ISAAC BART - ADDISON
 REGIONAL CHAIRMAN


S. E. KOTCHA - BREW
 REGIONAL P. E. ORGANISER.
 REGIONAL P. E. ORGANISER
 CENTRAL