

**INVOLVEMENT OF DEAF STUDENTS IN THE FOOTBALL GAME IN WAKIISO  
SECONDARY SCHOOL FOR THE DEAF.**

**BY**

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**A RESEACH REPORT SUBMITTED TO THE DEPARTMENT OF SPECIAL NEEDS  
STUDIES IN PARTIAL FULFILMENT OF THE AWARD OF BACHELORS OF  
EDUCATION WITH SPECIAL NEEDS OF KAMPALA INTERNATIONAL  
UNIVERSITY**


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## DECLARATION

I Baise Geoffrey do hereby declare to the best of my knowledge that this is my original work. It has never been presented to any institute of higher learning or university for the award of Bachelors of Education with Special Needs.

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**APPROVAL**

This is to certify that this study titled “Involvement of Deaf student in football game in wakiso secondary school for the Deaf” was carried out under my supervision. It is now ready for submission to the board of examiners Kampala International University with my due approval.

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## DEDICATION

I dedicate this report with affection and gratitude to my father Baise James and my mother Baise Florence; you were the most inspiration factor in this education.

May the Almighty "God" reward you abundantly.

## ACKNOWLEDGEMENT

I am grateful to Ms. Taligoola my supervisor for the professional, parental and moral support she rendered during the study that enabled me to succeed in producing this research report.

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## LIST OF ABBREVIATIONS

PE	Physical Education
FUFA	Federation of Uganda Football Association

WSSD	Wakiso Secondary School for the Deaf
EDSO's	European Deaf Sports Organizations
US	United States
CEO	Chief Executive Officer
WAKISSHA	Wakiso Secondary School's Head teachers Association.
URFA	Uganda Region Football Association.
Fc	Football club
UgSL	Ugandan Sign Language
PMC	Perceived Motor Competence
UEFA	Union of European Football Association.

### **ABSTRACT**

This study was intended to involvement of Deaf students in football game in wakiso secondary school for the Deaf. It was guided by the following objectives; to inspire Deaf students involve in football, to examine factors that hider student's involvement in football and to find solutions for involving Deaf students in football game at wakiso secondary school or the Deaf. The study

was based on three research questions; how can Deaf students be inspired to get involved in playing football at Wakiso Secondary School for the Deaf, What are the factors that hinder Deaf students involvement in playing football at wakiso secondary school for the deaf? And what should be done to involve Deaf students in playing football in wakiso? The study employed questionnaires and interview guide as research instruments to collect data from the sample size of twenty five (25) Deaf informants who were purposively sampled. Data was analyzed qualitatively and presented in tables. Findings of the study revealed that lack of facilities, limited time for sports, no expert coach, lack of involvement in competitions, No playing ground for the school, Lack of Deaf football role models and Small budget allocated to sports were the major factors hindering involvement of Deaf students in football game and availing enough facilities was said by many respondents in order to involve Deaf students in the football game at WSSD. The study recommended the school should advocate to the government to provide more facilities for training football and also for students to get involved in playing the football game among sports activities. This can be achieved through providing an expert coach, watching videos for football on internet, teachers to explain to students how to use the materials and also the importance of football. The government through the ministry of education should increase on the budget for sports so as the school can afford facilities like balls, jazzes, first aid kits, cones used when training and paying the trainer. However teachers encouraging both Gender (boys and girls) to involve in football plus timetabling sports activities in WSSD. Lastly Authorities in collaboration with teachers of the Deaf students should broader and balance the curriculum for the Deaf students and make more practical's plus providing all useful things students want to involve playing football among themselves and to constantly compete with the hearing schools because they know and believe that they can though their teachers do not prove it right, this will help WSSD be kwon by many schools in Uganda and also football will be promoted thus Deaf students will be involved in the game(football).

## CHAPTER ONE

### INTRDCTION

#### 1.0 Introduction.

In this period of technology advancement in school curriculum, it is also important for schools to encourage or promote games like football among students in order to reduce unnecessary behaviors among students like spending most of their free time chatting, watching movies on Television. Therefore when embracing advantages of technology for learning most students prefer to spend most of their time on technology like chatting on Facebook, watching pornography yet schools need to be aware of dangers on negative impact it may be on student's behaviors. However football not only for boys but girls as well. Therefore it is with this that games like football are important to students of wakiso secondary school for the Deaf (WSSD).

According to my observation from Wakiso Secondary School for the Deaf (WSSD) most of the students spend their free time unprofitably sleeping yet encouraging football game is one way to develop student's health and talents. In addition to that it is believed that it can sharpen their brains Mahan (2011) highlights that schools have the potential to influence the physical activities behaviors of their students through various opportunities, therefore it essential for schools to provide opportunities outside classroom activities especially football to students during their leisure time especially after classes and weekends.

The problem is that WSSD lacks technical staff in the field of training/coaching, the school has inadequate facilities like balls and girls negative attitude that football is only for boys. Therefore it is with the above reasons that the researcher is interested in the study about promoting football among students in WSSD

It has been argued that reversing obesity is another importance of sports among students Sledentop(2009) further argues that schools are an ideal venue for implementation of healthy behaviors because youth spend such a large amount of time in schools and schools already have access and space to implement physical activity like football. Therefore it is with the above reasons that the researcher is interested in the study about involvement of deaf students in football game in wakiso secondary school for the Deaf.

## **1.1 Background of the study.**

Playing football is among the household activities in nearly every child's upbringing .It is a talent to quite a number of children because they often sharpen their brains, have good health due to exercises and have good relations with colleagues through interactions, they also get the desire to emulate stars like Messi, Ronaldo and other great footballers so as to become professional footballers in their adulthood, football supplies intrinsic satisfaction to the participants and a social link to society.

In all schools, training football should be indicated like other subjects on school time table but with observation ,hardly any of the schools seems to have time to conduct football lessons practically according to Edgar in the new vision journal(2007) who is currently Federation of Uganda Football Associations Chief Executive Officer(FUFA CEO) and former Ugandan National soccer team captain has both male and female membership, the programs of using sports related activities to get young persons out of sympathetic , vulnerable situations to develop their personality ás to identify talent that will contribute to the flourishing of sports and society in general. However the football federation (FUFA) does not have a program for Deaf people. According to FUFA chief Executive Officer Mr. Edgar Watson, in his source there are less than 10% of teachers who are trained in skills of coaching football in Kampala district. This is the case with WSSD because there are problems such as lack of facilities like balls,negative attitude on the side of girls, a lack of technical staff in the field of training or coaching football as the school cannot hire or appoint technical coaches due to insufficient resources .This brings about lack of development on the side of techniques and tactics of football development.

Wills (2000) suggests involving Deaf students in programs of football provides hope and may make a difference in their lives. He further more pointed out those letting Deaf children play football will provide safe and supportive environment in which they are treated with dignity and taught new skills. Deaf students have other senses except hearing; the main language of use during football is sign language where referees must use at least gesture. In Wakiso district, WSSD head teachers Association (WAKISSHA) manages schools football on behalf of FUFA under the Uganda Region football Association (URFA).Deaf play and enjoy football both boys and girl's teams participate in WAKISSHA COPA COCACOLA inter school completions. The

sports department also puts more emphasis in football to prepare the students mental abilities, improve health, avoid laziness and prepare all round citizens after school. Coaching or teaching of football to the Deaf is done by the teachers in charge of sports through at a basic level. Facilities for uplifting the talent in terms of proper training methodologies, law and the levels of competition are only inter-house and inter- classes' competitions held annually throughout the country. This is an advantage for WSSD students after their A Level, they are likely to progress for example the likes of Bright stars Deaf football club (Fc).

The Deaf are quite academically and can compete favorably in terms of playing football if they are well provided with facilities. We have had Deaf student players who have joined well organized football teams from the hearing community. Also as stated by the sports teachers, the county team of Busiuro at one time registered a deaf player who was even registered with Buganda regional team Kakiiri town council Fc. Though talking is essential during a game for players but also sign language is advantageous to the deaf against hearing opponents.

### **1.2 Statement of the Problem.**

The students of WSSD and reasons for not spending their free time playing football is linked to a number of challenges which include; lack of technical staff in the field of coaching, training facilities like balls and less funding, negative attitude by girls that football is for boys and imbalance in perception of the teaching staff towards sports. It is believed that physical activities promote talents in students, confidence building, academic success and health related reasons like reducing obesity. Therefore, it is with these reasons that the researcher is interested in involvement of Deaf students in football game in Wakiso secondary school for the Deaf.

### **1.3 Purpose of the study**

To create equal opportunities for the Deaf students in WSSD like for the hearing footballers worldwide.

To encourage Deaf students from WSSD to promote their talents.

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

These study objectives will be;

- i. To inspire Deaf students involve in playing football game at wakiso secondary school for the Deaf.
- ii. To examine factors that hinder involvement of deaf students in football game at wakiso secondary school for the Deaf.

- iii. To find solutions for involving deaf students in football game in Wakiso secondary school for the Deaf.

### **1.5 Research questions**

- i. How can Deaf students be inspired to get involved in playing football at Wakiso Secondary School for the Deaf?
- ii. What are the factors that hinder Deaf student's involvement in playing football at Wakiso Secondary School for the Deaf?
- iii. What should be done to involve Deaf students in playing football in wakiso secondary school for the Deaf?

### **1.6 Study scope**

#### **1.6.1 Geographical Scope**

The study was carried out in Wakiso Secondary School for the Deaf located in kakiiri sub county, wakiso District. It is five kilometers (5km) off the kampala-Hoima road at kikubmpanga training center 26km from Kampala before kakiri town. Wakiso district is found in central region of Uganda. The district is bordered by Mpigi district in west, Mukono district in the east, Kampala district in the south and also Luweero district in the North.

#### **1.6.2 Content Scope.**

The research will be based on three objectives as in 1.4

#### **1.6.3 Time frame**

The study was conducted within a period from January 2018 to september 2018

### **1.7 Significance of the study**

The school management will have awareness on promoting playing football among students.

The study will help students improve their talents in WSSD.

The school management will provide facilities like balls to those students who are interested in playing football.



## CHAPTER TWO

### RELATED LITERATURE REVIEW.

#### 2.0 Introduction.

This chapter examines related literature that has been cited by different researchers and scholars in line with the research topic involvement of deaf students in football game in wakiso secondary school for the Deaf. It will be formulated on inspiring deaf student's involvement in football game at WSSD, examine factors that hinder student's involvement in playing football and solutions for involving deaf students in football game in wakiso secondary school for the deaf. Most importantly, the chapter attempts to identify the gaps that this study hopes to fill once it is conducted.

#### 2.1 Inspiring Deaf students to involve in football game.

A number of not belonging to motivators is at play in facilitating or impending sports participation. Three elements can be identified; self-esteem or concept, attraction towards the activity and support from significant others like (Weiss, 2004). Deaf students tend to manifest self-esteem (Marshark, Lang and Albertini, 2002). They may not develop a desirable self-perception from self-judgment of their physical ability. The perceived motor competence (PMC) influences participation in sports. The judgment follows the mastery of file manager sever(FMS), social acceptance and success in the past engagements (Fox 2000). Therefore, high or low self-perception results from interacting and connecting with the significant (Gallahue, and Donnelly, 2003).

According to Weiss (2004), other significant include Raedeke, TD, parents, teachers for sports and peers. Intrinsic encouragement in students for active sports participation comes from a high self-perception. Smith (2004) emphasizes that the place of positive peer relations in active sports participation, having time for hobbies and interests( 81%) are the things persons with disabilities chose as being most important. Deaf students are however disadvantaged due to restricted social environment resulting from communication barriers.

Farid(2003) studied extreme games activities among university putra Malaysia students and found main impediments to be "lack of interest"(interpersonal) "not enough time"(structural) and "feeling unsafe"(interpersonal). Nortey (2009) observes that the main reasons students did not

participate in sports included not knowing where to learn (interpersonal), overcrowded facilities physically unable to take part and cost of transportation from school to other places for competition.

According to Lieberman and Pecorella (2006), the main determinants of sports participation among Deaf students were disability and health, Ibrahim (2004) also notes that lack of time and commitment in jobs are the major reasons for non-participation in football sport. Other issues such as emphasis on tight rules, training drills, competition and winning also emerged in focus groups. In Ibrahim's (2004) study. Salman and Naz (20012) investigated the factors that motivate participation of Deaf students in eight special schools in Karachi in Pakistan, Asia. The study was based on the premise that participation in sports enhances physical and social rehabilitation for disabled people since it has holistic development and increases awareness of self-worth, ability, courage and capacity. The study reported that the most popular sporting activities were cricket, hockey and football and that more boys than girls were involved in these sports.

In Kenya, Riungu (2002) did a study on the effects of physical education (PE) and sports program on Deaf student's health related fitness and assessed the impact of PE and sports to secondary school pupils. The pupils as the subjects were put in a training program for eight (8) weeks. The study revealed that participation in sports and physical education improved health related fitness.

According to Smith (2004), in his study on encouragement of students in football, found that approximately 55% of 11-13 years old would play certain games on any given day. However engagement in sports is lower in girls, older students and during holidays. The study also found that a child spent 32-69 minutes of his or her daily time in sports, while the overall level of participation decline with age, with a sharp fall during puberty which is higher in girls than boys. These two studies raised the issue of time taken in sports participation by Deaf students. The current study considered time as a factor in sports especially participation in football and went further to compare levels of participation with in two-thirds of annual academic calendar.

Nortey (2009) examined the barriers affecting participation of Deaf students in Ghanaian society. The study was based on the assumption that lack of participation may lead to lack of self-esteem and control over an individual's life and health. The study reported barriers in family relations with family with friends, in accessing education, health care and government support. The

importance of football participation cannot be over emphasized among the Deaf hence the sports facilities like balls, kits, and training clothes are fundamental and must be provide in every learning institution for the Deaf to be encouraged to participate in football. The outcomes of a study done by Simon and Thornton (2010) revealed that schools in England provided resources required for 46 unique games to both young ladies and young men with a mean of 25.6 games in regular secondary schools and 17.6 in special schools.

Nicholas (2004) reported that all individuals in Kampala district who underwent through football academy have had life incredible changes. He claims that deaf who are skilled in football in Kampala are successful in the areas of sports. Given that the literature indicates there is all evidence that it is more important than to training of football to Deaf students in Wakiso Secondary School for the Deaf to improve on their skills.

## **2. 2 Factors that hinder student's involvement in playing football at WSSD.**

According to Hornbay, (2006) facilities are defined as equipment that is provided for a particular purpose like football and leisure. He continues to explain that it is one of the factors that hinder student's involvement in playing football among some Deaf Secondary Schools.

According to Belewa, (2005), most of the football facilities cannot be obtained because people lack knowledge of obtaining facilities. Brandy et-al (2002) in their views said facilities are hard to obtain due to lack of planning and implementing sports. Cay,(1996) argues that some of these facilities serve students with disabilities exclusively. He further said that some of these facilities serve students with mixture of disabilities.

Zollnes, (2003) challenged that most projects are based on the outcomes of the pilot projects implemented but not providing one for those which are not there. No wonder there is any provision for Head teachers in Wakiso Secondary School for the Deaf students.

Another factor is small budget allocated to sports, according to [www.business dictionary.com](http://www.businessdictionary.com), a set of fundamental information that affects a business like football or an investment's value; various economic factors need to be taken into account when determining the current and expected future value a business or investment portfolio. For a business, key economic factors include labor costs, interest rates, government policy, taxes and management. The game of

football requires a stable financial muscle where all issues from training, competitions, scouting and talent development must be catered for.

The head of Sports Department WSSD 2018 revealed that the annual financial budget is at approximately one (1) million which is too merging towards football financing. The school population does not favor for availability of funds to cater for all developmental budgets. Government funding or capitation is also restricted to specific items of academics and structural development which is a very big risk to the development of football in WSSD. He continues to explain that the other sources of income for the school come interms of donations or grants with restrictions on expenditures. Without finances, there cannot be progress in playing football since most activities will be started.

Furthermore WSSD has no expert coach. The sports master of Wakiso Secondary School revealed that Deaf Students in the school have a great urge for football to an extent that they train themselves. WSSD program does not wholesomely cater for technical issues of the game like training, kits, equipments and facilitation. He further narrated that wasted talents of some individual former students were put to proper school program for football training and development.

WSSD 2014 football team that won two trophies against hearing schools, Kinawa High School and St. Leo's Kyegobe in different tournaments. There is no technical person (coach) equipped enough to conduct a proper training, be in position to explain tactics. There is no scouting team that can identify talent early enough and thus, the skilled players just identify their potential during games which are also very few.

The Deaf students of WSSD do not see a career in football after school since there is no hope of playing professionally and so, some opt for other activities mostly on the girl's side they go for debating, netball more especially academics.

Deaf role models is also a factor hindering students involvement in playing football, according to Moog (2000) also help Deaf students to understand their feelings and resolve issues. In this way students can build up a relationship with someone who is Deaf as well and have the opportunity to learn about what it is like to grow up in a hearing environment. Deaf role models can bring valuable information regarding Deaf sports and Deaf traditions, Cultural values and structure of Deaf community. Hence Deaf students use them as their role models to improve on their level of

communication and also skills in sports. According to the researcher, it is true Deaf role models help more in the education of Deaf students as well as in the field of sports.

### **2.3. Solutions for involving deaf students in football game in Wakiso Secondary School for the Deaf.**

Hornbay,(2006) defined football as a game played by two teams of 11 players using a ground ball which players kick up and down in the playing field. In addition to that, when Deaf students are taught football, they develop physical fitness and prevent a number of chronic diseases, this keeps their brain alert, active and reasoning as for Pyken and Cohen(1990) stressed that football is not limited to physical fitness but subject to Deaf players with an important link to social competence unity, enjoyment and interaction with others.

According to the daily monitor Mark Chaplin (December 2014), UEFA has established partnerships with a group of organizations with the objective of developing football to broader the inclusion of players of all abilities together with students of wakiso.

According to European Deaf sports organization (EDSO's) football operation "We have videoconferences and talk in international sign Language the help of software", says Scolding. "Technology is becoming better and more beneficial for Deaf people. Email is another option to communicate and people translate into their own languages using online translation tools". For WSSD case, if they connect to the internet and help Deaf students watch the videos after they go for training football will be promoted in school

According to Bann (2002), Football plays a significant role in enhancing self-empowerment, self-esteem, and personal freedom which individuals use to perform a particular task. Barnes (2005) supported the idea in his findings that a negative relationship between sociality and level of sports participation in adolescent in United States especially Deaf students involved in sports were less compared to those non active.

Branchy (2005), documented the social outcomes associated with sports promotion in Deaf football program for overall health and development. Many people turn out as failures in life in this world according to Sabo et al, (1993) the same relationship for urbanadolescent Deafshow. There is no evidence to show teachers in Kampala prepare time to give attention to individuals, Deaf students to exhibit the levels of their talents.

Smith (2006) wonders why some individuals take teaching football when what they do is not teaching and they cannot promote it among students but things to do with their personal benefits. For WSSD some teachers are experienced in the field of sports but they don't know how to teach students football because they even cannot use gesture however if they knew how to do it, students would have been involved in football game in the school.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction.**

This chapter describes the actual methodology that was employed in data collection during field work. It involves description of research design, area of the study, population, sample size, methods, instruments, procedures and description of data analysis.

#### **3.1 Research design.**

Research design refers to a plan that guides the investigation in the process of collecting, analyzing and interpreting data (Rabson 1996). A research design typically included how data was collected, what instruments were employed, how the instruments were used and intended means for analyzing data collection. The research study involved qualitative design because the category of people to give information would do better in availing the required data. According to Gall (1999) qualitative design makes little use of numbers or statistics but instead rely heavily on verbal descriptions and subjective analysis.

According to Koul, (1998) qualitative designs are verbal or other symbolic materials, the detailed description of observed behavior people's situation and events; the choice of the design was made because of simple reasons such as the category of respondents providing information was done better under this design.

#### **3.2 Area of the study.**

The research was carried out in wakiso secondary school for the deaf, located in kakiri sub county, Busiro County, Wakiso District. It is five kilometers (5km) off the Kampala -Hoima road at kikubampanga trading center 26km from Kampala before Kakiri town. Wakiso district is found in central region of Uganda. The district is bordered by mpigi district in west, mityana district in the North West, Mukono district in the East, Kampala district in south and also luweero district in the north. The population of the district comprises of mainly Baganda and

other people from different tribes. The main agricultural activities; mixed farming whereby they grow both cash crops such as coffee and food crops such as beans, potatoes, bananas, cassava among others.

The school was sampled for the research study because the key informants identified for the study could be found in particular community at the school premises. Also it was a conducive place which was somehow nearer for researcher to conduct the research study.

### **3.4 Population of the study.**

Semakula (2000) defines population as a group of people in a given area. The total number of twenty (20) students, the head teacher and teachers of the deaf. The head teacher was chosen because he was responsible for encouraging and training student's football during their free time. However the students who were chosen had knowledge about the game of football and they were also interested in the game.

### **3.5 Sample size.**

This is a process by which a relatively small number of individuals from a large population are selected in order to find out something about the population (Koul, 1998). For this particular study ten (10) boys and ten (10) girls were selected as the sample size, (1) one head teacher, (4) four teachers of the deaf of which three (3) are male and (1) is female.

### **3.6 Instruments used in the study.**

An instrument is a tool or technique used to collect data (Koul, 1998). In order to collect data, the researcher used questionnaires and interviews.

#### **3.6.1 Questionnaires.**

According to (Longman Dictionary 2005) a questionnaire is a set of written questions that require an answer in order to give information about something. The researcher used open-ended questionnaire for the key informants because they provide in-depth response. Questionnaires were distributed to the teachers of the deaf students and the head teacher who were ready to write and explain their answers in English while interviews were conducted in Uganda sign language with Deaf informants who had some knowledge about the game of football and who were interested in it, however and those who had difficulties in comprehending English.



According to the American Dictionary, a questionnaire is a form containing a list of questions. A means of gathering information for survey. The researcher used the questionnaire because it saves time where by every respondent answers the required information personal without inconveniences, the respondents feel free to give frank answers to sensitive questions. On the other hand, misinterpretation may lead too misunderstanding of questions.

### **3.6.2 Interviews.**

Robinson (1993) defines an interview as a written guide to a two person conversation initiated by the researcher to obtain the related information or research. Interviews are classified as "structured" interviews. For the purpose of this study, structured interviews were used in the study. Structured interviews are similar to questions that are presented in the same order to each interviewee.

Auma (1998) added that interviews are essential in order to derive further information into a silent feature. The researcher used structured interviews because it gives freedom to the interviewees to give detailed experiences towards promoting football as a game among them. In addition to avail illiterate interviewees, the opponents to participate using their preferred language which is Ugandan sign language. Interviews were advantageous in a way that they helped the researcher to observe the feelings, attitudes or emotions to certain questions, interviews helped the interviewer to gain firsthand information from the respondents. On the other hand interviews were disadvantageous because some students were giving false answers which were not connected to the questions and other students were too busy for exams they could not answer the all interview questions.

### **3.7 Procedure of data collection.**

The researcher used the following procedure for collecting data. First the tools were designed and taken to the supervisor to be approved. The tools were piloted with colleagues to answer, to check and test their strength and weaknesses. After confirming the tools efficiency obtained an introductory letter from Kyambogo University; Faculty of special needs and Rehabilitation, Department of Special Needs Studies which the researcher presented to the head teacher of Wakiso secondary school for the Deaf to seek permission to carry out research from the school. The researcher paid a courtesy to the school and introduced herself to the head teacher and explained the purpose of the research study consent letters written requesting the informants to

voluntarily participate in the study. The researcher moved to classes which were identified for the study. In each class introductions were made and reasons for conducting the study were explained. And six (6) girls and (6) boys were randomly sampled using the flowed papers. Appointments were made with the sample informants to be briefed with the procedures of the research. During the briefing questionnaires were administered to identify illiterate informants and appointments to hold interviews with respected informants were made. Interviews were conducted with the help of the Sign Language interpreter and were recorded using a pen and a pencil plus a paper. Collection of data took a period of 2(two) weeks and all questionnaires from teachers were collected for further analysis.

### **3.7.1 Data Analysis.**

Data was analyzed qualitatively through thematic analysis which summarized key findings, according to themes, extracted from the objectives of the study. Raw data collected was sorted, scrutinized and reviewed to ensure accuracy in the data collection. Qualitative analyzed data was interpreted and presented in descriptive form in table using frequencies and percentage. The findings are presented in the next chapter.

### **3.8 Ethical Consideration.**

The researcher was as natural as possible and gave the information in its truth for ethical purposes.

The researcher also ensured confidentiality and identities of informants were not revealed.

### **3.9 Limitations of the study.**

The researcher experienced the following limitations during data collection.

- Mis-interpretation between the researcher and the deaf informants was experienced since the majority of the informants were signing very fast and sign variation used in different regions. To avoid mis-comprehension of the information between the informants and the researcher, one of the school interpreters whom the informants entrusted was used besides for those informants.
- Collection of data took a long duration of time as dealing with Deaf students was not simple, they were not settled because they were doing exams and they did not want to be disturbed. Therefore, good ample time was availed to accomplish the exercise.

- Key informants being students had a lot of work which they needed to accomplish during their free time. Hence the researcher ensured that scheduled appointments were made with each individual informant that suited their time.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter highlights data presentation and analysis of the findings. This study was aimed at involvement of deaf students in football game in wakiso secondary school for the deaf. The objectives of the study included; to inspire Deaf students involvement in football game, to examine factors that hinder involvement in football and to find solutions for involving playing football among deaf students. The presentation of data was based on the formulated research objectives. Presentation of findings was done with the use of tables.

**Table 4. 1 Number of respondents involved and their responses.**

<b>Respondents</b>	<b>Teachers</b>	<b>Head teacher</b>	<b>Students</b>	<b>Total</b>
Expected	4	1	20	25
Responded	4	1	20	25
Did not respond	0	0	0	0

#### 4.2 Analysis of data findings.

**4.2.1:** To inspire deaf students involve in football in wakiso secondary school for the Deaf.

Respondents were asked their views and their responses are shown in table 2.

**Table 4. 2: Teachers and students responses as regards to inspire Deafstudent's involvement in football game.**

<b>Responses</b>	<b>Number of respondents</b>
The school should provide facilities	05
Involvement of Deaf role models	04
Creating competitions	04
The school should get a serious coach/trainer	04
Time tabling sports activates	02
Encourage football for both genders	02
Award gifts and certificates to winning colors and students	02
The school should create enough training space	01
Teaching students the importance of football	01
<b>TOTAL</b>	<b>25</b>

From the findings, it is observed that five (5) of the respondents felt that providing facilities for example balls, kits, training Jazzes, first aid box in order to be inspired to participate in football, followed by four(4) respondents who thought that involvement of Deaf role models, creating competitions with in school and outside school, getting a serious coach/trainer, however two(2) explained that time tabling sports activities , encouraging football for both genders and awarding gifts plus certificates to winning colors and students who participated and for recognition, while

few respondents with the same frequency of one(1) put that the school should create enough training space/football pitch and teaching students the importance and laws of football.

**4.3 Objective two:** To examine factors that hinder Deaf students involvement in football game in wakiso Secondary School for the Deaf.

**Table 4.3.1 Table showing teachers and students responses on factors that hinder Deaf student's involvement in football game.**

<b>Responses</b>	<b>Number of Respondents</b>
Lack of equipment/facilities	06
Limited time for sports	05
No expert coach	03
Lack of involvement in competitions	02
No playing ground for the school	02
Physical inability of some students/sickness	02
Lack of inspiration in school/deaf football role models	02
Small budget allocated to sports	01
Lack of clear policy	01
Less facilitation	01
<b>TOTAL</b>	<b>25</b>

From table 3, majority of the Respondents six(6) said that lack of equipment for example balls, kits clothes used when training, five(5) explained that limited time for sports like football, three (3) put it that no expert coaches is also a factor hindering participation of students in football, two (2) thought that other factors are lack of involvement in competitions with other schools, no playing ground for the school, physical inability of some students/ sickness where by some cannot participate in any game, lack of inspirational persons in school/deaf role models, the other few respondents one(1) suggest other factors are small budget allocated to sports in the school, lack of clear policy also in school because some teachers keep on bringing what they want and they do not agree on what should be done on the side of sports, less facilitation is also a factor hindering students involvement in football.

#### 4.4 solutions for involving deaf students in playing football in wakiso secondary school for the Deaf.

**Table 4.4 solutions for involving deaf students in playing football in wakiso secondary school for the Deaf. Responses to this are shown in table 4.4**

Responses	Number of Respondents
Avail enough facilities(equipment's)	05
Creating a playground(football pitch)	04
Create more football competitions	04
Expand on the school budget	03
Giving students enough time to train	03
The school should hire an expert coach	02
The teachers should encourage both genders to play	02
Tabling sports activates	01
Encourage constant training	01
<b>TOTAL</b>	<b>25</b>

From the findings, it is observed that majority of five(5) respondents felt that availing enough facilities like balls, kits can be a solution for promoting football, four(4) suggest that creating a playground for football and creating more competitions both international and national, other three (3) thought that expanding the school budget and giving students enough time to train also are solutions, two (2) thought that hiring a school coach( an expert trainer) to train and teach students how to play football and the laws of football plus encouraging both genders to play to help them develop their talents, however one(1) wrote that tabling sports activities for example for example allowing them to play every evening and practice, encouraging constant training to students can also be a solution for promoting playing football among students.



## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

The final chapter of this study report discusses the findings of the study according to each objective and conclusion drawn from it. The study considers some recommendations to be addressed by the school.

#### 5.1 To inspire students involve in football.

The findings about to inspire students participate in football in table 4.2, as reflected in the findings, the school should provide facilities, getting serious coach, encourage both genders to participate in football among others, students can get interest in playing and if those issues are worked on, they can still be inspired to participate in football.

This finding is in support of that of Dommelly (2004) who observed that Deaf students are able to play but rather some do not care about their participation in football because at times they exhibit violent behavior in when they are given instructions in playing football.

This is connected with Austrian sport commission (2005) who pointed out that Deaf students love playing lone even though facilities are provided and this situation in wakiso secondary school for the Deaf speaks out itself because in wakiso few teachers know sign language as result communication becomes a problem in the field to play however there is no expert coach who knows sign language very well. This finding according to Volkava (2006) mean a lot as far as wakiso secondary school for the deaf is considered. Some of the major complainants are that Deaf students face a problem of communication since trainers are slow in sign language and they cannot be inspired to participate if they have such problems. This weakness in both Deaf students and their teachers in wakiso secondary school for the Deaf may not be doing all they have to do to make situation better. Awarding gifts and certificates to winning colors and students may both be reasons to inspire students participate in football as well as creating enough training space (football pitch).

The findings on the situation at wakiso secondary school or the Deaf, it is said that teachers feel happy if they involve Deaf students in competition with other schools and they win, this shows that if they inspire them participate they can do better than now.

### **5.2: To examine factors that hinder Deaf student's involvement in football game.**

According to the researcher finding, it is true that lack of facilities more in the field of sports of Deaf students, limited time for sports as it was seen in wakiso secondary school for the Deaf, lack of Deaf role models, involvement in competitions and no playing ground were observed on the ground but they also help Deaf student in participant in football, lack of clear policy, less facilitation and no expert coach in wakiso secondary school for the Deaf. This finding is in agreement with the head of sports Wakiso secondary school for the Deaf 2018 who revealed this to the researcher that the above factors hinder students to involvement in football game.

Furthermore Deaf role models is considered to be a great factor that hinder Deaf students in the process of participating as they can help Deaf students understand their feelings and resolve issues. Moog(2000) also supported that Deaf role models can help a student build up a relationship with someone who is Deaf as well and have the opportunity to learn about what it is like to grow up in a hearing environment. This was not observed by the researcher when visiting different classes however many responses were put on it by the respondents.

The above is in agreement with that of Ewing et-al (2002) which was carried out study in (2001) and documented that those teachers who teach students/train students merely use personal experience. Some teachers are academically knowledgeable but in terms of football their maybe dangerous thus creating more problems to Deaf students, so in this they must get expert coach to train them and Deaf students mastering football while pots and recreation South Africa. Still the head of sports wakiso secondary school for the Deaf 2018 continues to say that Deaf students can play football if they are provided with facilities, given an expert coach to train them and they can defeat the hearing schools. However this situation is not applicable to our country mainly in Deaf schools as it is seen in the hearing schools.

### **5.3: To find solutions for involving deaf students in football game.**

The provision of facilities helps the students to have more interest in football and to over football plus practicing football. Creating competitions helps the students to be known by different

schools and to know their talents. According to Horny (2006) defines facilities as equipment that is provided for a particular purpose like sports and leisure.

According to Belwa, (2005) most of football facilities cannot be obtained because some schools are not financially stable and some teachers lack knowledge of obtaining facilities.

According to Cay,(1996) some of the facilities serve student with disabilities exclusively if facilities are provide then an expert coach is also provided, some problems may be solved and students will also improve on their talents.th issue of creating competition allows students being known by different schools and people all over the country. Head of sports wakiso secondary school for the Deaf 2018states that if the school also expands on the budget for the year, giving sports time, if teachers continue encouraging students to participate in football and encourage constant training , wakiso secondary school for the Deaf will be far in sports and football would have been promoted I school. So he says that if they provide or work upon these issues above, there will be no problems in the sports department.

### **Conclusions.**

The findings at wakiso secondary school for the Deaf concerning deaf students involvement is concluded that to inspire students in involve in playing football, the school should provide facilities, involvement of Deaf role models, creating competition, getting serous coach, timetabling sports activities, encouraging football for both genders as well as awarding gifts and getting enough training space. Factors hindering deafstudent's involvement in football were Lack of equipment/facilities, Limited time for sports, No expert coach, Lack of involvement in competitions, No playing ground for the school, Physical inability of some students/sickness, Lack of inspiration in school, small budget allocated to sports and lack of clear policy. Finding solutions for involving Deaf students in football game, It is indicated that the school should avail enough facilities, create a playground for football, create more competitions with other schools, expanding on the school budget, giving students enough time to train, the school hiring an expert coach, teachers encouraging both genders to play football, tabling sports and encouraging constant training, so if all are put in consideration, Deaf students will be involved in football game in wakiso secondary school for the Deaf.

## **Recommendations.**

In view of the given findings and conclusions above, a number of recommendations were made as follows.

- The school together with the sports department at WSSD should put in more effort to help students love and play football through doing all considerations put across by teachers and students to help students improve on their talents and also to help the school develop in sports not only Academics.
- The school should advocate to the government to provide more facilities for training football and also for students to get involved in playing the football game among sports activities. This can be achieved through providing an expert coach, watching videos for football on internet, teachers to explain to students how to use the materials and also the importance of football.
- The government through the ministry of education should increase on the budget for sports so as the school can afford facilities like balls, jizzes, first aid kits , cones used when training and paying the trainer. However teachers encouraging both Gender (boys and girls) to involve in football plus timetabling sports activities in WSSD.
- Authorities in collaboration with teachers of the Deaf students should broaden and balance the curriculum for the Deaf students and make more practical's plus providing all useful things students want to involve playing football among themselves and to constantly compete with the hearing schools because they know and believe that they can though their teachers do not prove it right, this will help WSSD be known by many schools in Uganda and also football will be promoted thus Deaf students will be involved in the game(football).

If the above recommendations are put into consideration, Involvement of Deaf students in the football game will be elaborated.

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**APPENDIX II**

**INTERVIEW GUIDE FOR DEAF LEARNERS**

Dear respondent.

I am Baise Geoffrey from Kampala International University pursuing a bachelors of Education with Special Needs. Am carrying out a research study on promoting football game among students of WSSD. The information you give will be kept with maximum confidentiality and only used for academic purposes, you have been identified as a key person to give useful information for this study. You are therefore requested to voluntarily participate in this study.

MALE

FEMALE

O LEVEL

A LEVEL

1. How do students use their leisure time in this school?

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.....  
.....

2. Which games are you interested in? if not football, why not?

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

3. How does the school support students in playing football?

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



4. Has WSSD ever been involved in any football competitions? If yes, can you remember how many times?

.....  
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.....

5. What do you think the school can do to help students have more interest in playing football?

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.....  
.....

6. What do you think hinders students from participating in football?

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

7. What challenges does the school have that hinders students from playing football?

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

8. What do you think can be done to solve those challenges?

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

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX III**

**QUESTIONNAIRE FOR STAFF AT WSSD**

Dear respondent.

I am Baise Geoffrey from Kampala International University pursuing a bachelors of Education with Special Needs. Am carrying out a research study on promoting football game among students of WSSD.

The information you give will be kept with maximum confidentiality and only used for academic purposes, you have been identified as a key person to give useful information for this study. You are therefore requested to voluntarily participate in this study.

MALE

FEMALE

1. What is the perception of students in relation to playing football in WSSD?

.....  
.....

2. How can you as a staff member encourage students at WSSD to participate in football?

.....  
.....

3. How best can you improve on student's participation in football training?

.....  
.....

4. What are the factors that hinder student's involvement in football WSSD?

.....  
.....

5. What can be done to inspire student's participation in football at WSSD?

.....  
.....

.....

6.How can football as a game be promoted among students in WSSD?

.....

.....

.....

7.What challenges does WSSD have that limit students from playing football?

.....

.....

.....

8.What do you think can be done to solve that above challenges?

.....

.....

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX IV**

**QUESTIONNAIRE FOR HEADTEACHER AT WSSD**

I am Baise Geofréy from Kampala International University pursuing a bachelors of Education with Special Needs. Am carrying out a research study on promoting football game among students of WSSD.

Any information you provide will be treated with utmost confidentiality.

MALE

FEMALE

1. How do you gauge the attitude of your lesrners towards involving in playing football?

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

2.What measures have you put in place to enhance participation of learners in football?

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

3.What is the role of the sports department in your school?

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

4. How can football as a game be promoted among students in WSSD?

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

5.What challenges does WSSD have that limit students from involving in football?

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

6. What do you think can be done to solve the above challenges?

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

7. How does the school support students in playing football?

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

8 How do you gauge your student's performance in football compared to nearby schools?

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

**THANK YOU FOR YOUR COOPERATION**