

**THE IMPACT OF SPORT FOR ALL PROGRAMS  
AND ITS IMPLEMENTATION IN GAMBELLA  
ADMINISTRATIVE TOWN**

**BY  
ACHENEF WUDYE**

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## ABSTRACT

The purpose of the study was to describe the impacts of sport for all programs and its implementation in Gambella Administrative town, to suggest effective and appropriate ways in order to avoid or minimize challenges in public participation. To these end, attempts were made to identify influence in public participation in sport and examining the participation of every individuals including girls and persons with disabilities in sport activities. Moreover, the study was proposed more effective and appropriate methods to enhance every individual's participation in sport regardless of sex, age, economical status and peoples with disabilities. The study was conducted on three randomly selected high schools, Gambella administrative town youth and sport office, Gambella sport commission and sport for all participants. From these sample high schools, sample of physical education teachers and students were selected by using availability sampling and stratified sampling techniques respectively, from both sample of Gambella administrative town youth and sport experts and sport for all participants were selected by availability sampling techniques. The required data were gathered from sample schools, physical education teachers, students, sport experts and sport for all participants by using questionnaire, semi-structured interview and observation. After the data were collected from these samples in these ways, the questionnaire data was analyzed and interpreted by using frequency and percentage, data from semi-structured interview and observation were summarized shortly by the researcher. The finding of the study revealed that there were problems in implementation of sport for all, of which the most important were discrimination of girls and people with disability in sport activity, lack of facilities and materials, lack of awareness of the significance of physical activity, role model influence, family influence, limited opportunities and programs for participation, training and competition. The findings of the study also indicated that there were many factors in the public participation of sport, lack of motivation, sport professionals did not give attention for the societies, limited access of information and resource, peer group influence, lack of media coverage, religious attitude and the curriculum does not address the needs, interests and capacity of girls and people with disability. Lastly, as it is evident from the findings in the study, suggestions forwarded to enhance the participation of every individuals in sport, like creating the opportunities of awareness of sport or physical activity, improving availability of materials and facilities, demonstrating the role models of parents, friends and teachers, creating conducive environment, presence of sport expert-societies communication and school mini-media were founded to be effective and appropriate methods to promote the participation of every individual regardless of sex, age and people with disabilities in implementation of sport for all programs.

Key terms : sport, disability, Para Olympic, equality and physical activity.

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Sport can enrich people's quality of life, rise self-esteem and confidence levels and provides enjoyment to individuals. It also has a much larger part to play in building stronger, safe communities, strengthening the economy and developing the skills of local people, meeting the needs of children and improving every one's health. Sport plays major role in government's effort to tackle obesity in the population as a whole. Being more active can also lower the risk of coronary heart disease, heat stroke, type II diabetes and certain types of cancer.

Sport for all program increases the quality and quantity of sporting opportunities all across the world. It is vital to encourage more people to participate in this program to challenge the year on year increase in obesity and heart disease.

According to Canadian association for health, physical education and recreation (1992) referred that Sport for all opening doors to everyone. Sport for all; something for everyone. The benefits of sport are well documented. Participants enjoy increased physical fitness, better self-esteem and a feeling of belonging. In sum, they enjoy life more and are better able to contribute to the world in which they live.

Kids who are regularly active are less susceptible to stress, perform as well or better academically, exhibit positive attitudes about school and themselves and are less aggressive and play better with other children. The more people participate, the more all of introduction society wins. Traditionally, sport has been mainstream activity and many groups have been excluded. First Nations/Aboriginal people, the economically disadvantaged, women and people with disabilities are among those who have not always been able to take part in sport. Sport for all strives to change that by increasing participation by those groups currently represented in sport through its sport for all program. But sport for all is more than a program. It's an attitude based on the understanding that when the doors to sport are open wide everyone benefits.

According to Smoll and Smith (2002), one clear goal of sport involvement is the promotion and fitness and health through an active life style. Research has shown that the goal to be fit and healthy is a significant predictor for children and adolescents' decision to participate in both sports and physical fitness activities (Perkins et al. 2004). However; it is also commonly believed that, through sports, children and adolescents learn values and skills that will serve them well as

they prepare for the rest of their lives (Danish et al 2003). 'Sports build character' is a wide spread belief in American Culture (Fillinwider 2006). Supporting that common dictum, Lopez and Moore(2006) found that youth who participated in sports during high school were more likely to have volunteered, registered to vote, and followed the news closely as young adults age 18-25.

Commission of the European Communities(1993) stated that combating social exclusion, or 'the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society', has become a focus of attention for governments and nongovernment organizations in recent years. Some writers have argued that sports not only reflect but can also contribute to girls' social exclusion in sports and wider society. Certainly, the dominance of sports as culturally valued physical activities, and the close identification of sports with masculinity, means that other, non-masculine groups can become pushed to the margins. However, positive sports experiences do seem to have the potential to, at least, contribute to the process of inclusion by: bringing individuals from a variety of social and economic background together in a shared interest in activities that are inherently valuable; offering a sense of belonging, to a team, a club or a programme; providing opportunities for the development of valued capabilities and competencies; and increasing' community capital', by developing social networks, community cohesion and civic pride.

Different sport activity takes place in Ethiopia, for example, athletics, football, volleyball, and basketball. These activities might take place in the form of competition or not. But the problem is the exclusion of the societies such as especially girls; women's, sometimes men's and persons with disabilities are marginalized. Sport must satisfy the whole society without discrimination. Because sport is not for specific groups, it is for all society.

## **1.2. STATEMENT OF THE PROBLEM**

Payne, W., Reynolds, M., Brown, S. and Fleming, A. (2003) suggested that the role models who influence children's physical activity participation change over time. In early childhood, primary role models are parents, with friends and teachers becoming more significant as they enter school, and sports players, coaches and celebrities gaining in influence in adolescence. Boys and girls tend to attribute role models differently, with girls being more likely to name parents as models, while boys more often named public figures, such as sports stars. This difference may be due, in part, to the evident lack of female sporting role models available to girls. This is not necessarily

as serious as it might seem, since studies have emphasized the importance of learners' self-efficacy in this process: similarity to models in terms of gender, age and ability enhances self-efficacy and motivates performance. 'Stars' are most likely to inspire imitation when they are perceived by observers as having some connection with their lives, and when their success seemed attainable. So, effective role models need not be the most outstanding sporting individuals, but rather, may come from within the school (other pupils or teachers) or at home (parents or siblings).

Klesges, R., Eck, L., Hanson, C., Haddock, C., Klesges, L. (1990) mentioned that parents' fears and concerns regarding safety can be a powerful constraint on children's time and access to opportunities for physical activity. The now classic study of independent mobility found a connection between restrictions placed on children's freedom to be away from home and participation in both organized and unorganized sports and physical activities. A number of studies have shown significant gender differences in independent mobility, with boys experiencing far more freedom than girls to be active. Very often girls' freedoms to move are curtailed by cultural norms and conditions that determine where it is safe or appropriate for them to go. Nevertheless, many girls do take part in out-of-doors physical activities, especially if opportunities are convenient. The finding that the more places that are available in which girls can be active, the more they are active, is salutary.

The researcher observed the factors that affect the participation of sport or physical exercise as the above mentioned. The same is true in our country Ethiopia.

Different sport activity takes place in Ethiopia, for example, athletics, football, volleyball, and basketball. These activities might take place in the form of competition or not. But the problem is the exclusion of the societies such as especially girls; women's, sometimes men's and persons with disabilities are marginalized. Sport must satisfy the whole society without discrimination. Because sport is not for specific groups, it is for all society

Here the researcher wants to motivate and encourages about the benefits of sport because of the participation of physical exercise is very less in Gambella town society. Every society has the right to participate in sport or physical activity. But, in the context of Gambella town, sport for all program is not implemented properly that means it does not concern all ages, women's, men's and people's with disabilities and it is not taking place regularly. It may be it takes place one day within a year. It is not enough even if one day per week is not enough to maintain the health of

the society. If the sport experts or professionals are in collaborative with Health Bureau, they can create awareness for the society about the importance of physical exercise, gradually the society become benefited and they can perform regular exercise at their surrounding, sport field or gymnasium.

Similarly, 9<sup>th</sup> world sport for all congress(2002) stated that participation in sport continues to show striking gradients to age, disability, ethnicity and social class in particular, indicating an ongoing imbalance between, the demand and supply of sports opportunities and services.

In addition to these intra-sport developments, the sports community is facing new social challenges such as public health, equity, tolerance and environmental sustainability, which call for a sensible response from both sport for all and elite sport. Of particular importance currently is the recent WHO initiative in taking physical activity as an integral part of its agenda to combat the increasing global burden of non-communicable diseases, in both the developed and developing worlds. This initiative represents a new challenge and at the same times a tremendous opportunity for the sports movement as a whole, and sport for all in particular. An active role in this area can contribute uniquely and importantly to the promotion of public health and at the same time strengthen the social credibility and accountability of sport.

The Congress agreed that all organizations involved should provide an offer lifetime sport and physical activity that encourages every individual to be physically active and participate in sport at their own level of “need”, from recreational to elite. This can be accomplished only in coherent system of supply of sporting activities at all levels. For this reason, the Congress is convinced that working together rather than separately the best is the best approach for the well-being of sport and communities, and that it is important to take action to secure the continuation of this partnership and prevent the possibility of sport for all and elite sport becoming rivals. Moreover, sport for all and elite sports are complimentary elements within the whole area of sport and physical activity.

If the Gambella society gets awareness, they can practice more exercise by their own and they obtain so many benefits. Among these benefits, to produce responsible and productive citizens, for good posture, to maintain health, fitness, to live with active life style, to develop self-confidence, and to avoid stress, anxiety, depression. The researcher’s dream is to avoid the challenges or problems in the participation of physical exercise in Gambella town societies. If we more perform physical exercise, we more benefited.

Great run started in 2001 E.C at Gambella. This program was very important and motivated to participate all society in all ages and both sexes. As the researcher observed this program, many people were participating especially 2003 Great run in Gambella. Here the researcher did not observe the participation of persons with disabilities, girls except local athletes, women's. Why excluded women's, girls and persons with disabilities in this program?. These persons have right to participate in physical activity or sport because they are part of the society and they must get benefits of physical exercise to develop self- confidence, to take responsibility, to be productive citizen, to maintain their health aspects, and to develop positive social interaction between them and other societies.

The same is true in sport for all program; sport for all have taken place in Gambella occasionally even in this program persons with disabilities, girls and women's did not include. As the term sport for all indicates that sport is inclusive regardless of sex, ethnicity, disabilities and all ages. But there is the discrimination in the participation of sport in this town.

Similarly, there was mass sport participation in 2002 E.C in Gambella town. It included different school teachers, office and bureau workers. This program included both football and volleyball. At this time, the participants were all are men. The women's were totally marginalized. This is poor internal organization and lack of skilled managerial and technical staffs in the Gambella administrative youth and sport offices and Gambella region sport commission because women's have right to take part in this mass sport and they are parts of the society. As a society they can get equal chance to engage in, to obtain benefits from exercise. As we observed that there is dominance of male and exclusion of girls, women's and disabilities. This is why the researcher wants to prefer and investigate about the topic of sport for all and its implementation in Gambella town and this research study can avoid the exclusion of girls, women's persons with disabilities.

In general, the major problems in Gambella administrative town include;

1. Marginalize girls, women's and persons with disabilities in participation of sport
2. Lack of awareness about the contribution of sport in the society
3. Exclusion of all ages in sport or physical activity
4. Poor internal organization and lack of model or active skilled managerial and technical staffs and
5. Poor implementation of sport for all programs in the town

### **1.3 REASERCH QUESTIONS**

Based on the problem identified above, the following research questions will be answered at the end of the investigation.

1. What are the purposes of sport for all programs in this Gambella administration town?
2. How do you create the awareness of the significance of sport or physical activity in Gambella administrative town society?
3. What are the roles of sport professionals to enhance the implementation of sport for all programs?
4. Why disabled people are excluded in the participation of sport for all programs in Gambella administrative town?
5. What are the major problems to implement sport for all in Gambella administrative town?
6. What are the possible solutions to promote the participation of people's with disabilities, youth and all societies regardless of age, sex in sport?

### **1.4 OBJECTIVE OF THE STUDY**

The study has the following general and specific objectives

The aim of the research is to vary this hypothesis, that is to a certain the reality of formulation of the impact of sport for all and its implementation in Gambella administrative town

- To find out an optimal methodological approach
- To make quantification of deciding factors

#### **1.4.1 GENERAL OBJECTIVE**

The general objective of the study is to investigate the impact of sport for all programs and its implementation in Gambella administrative town.

#### **1.4.2 SPECIFIC OBJECTIVE**

This study has many objectives related to the participation and benefits of sport or physical exercise in Gambella administrative town. In general, it includes the following purposes;

- ❖ To examine the participation of the community in physical exercise
- ❖ To investigate especially the involvement of disabled persons and girls in sport
- ❖ To identify the challenges and solutions to implement sport for all program
- ❖ To assess the awareness of significance of sport in Gambella town youth and sport staffs and society

## **1.5 SIGNIFICANCE OF THE STUDY**

This study is very important to contribute over all development of the society. It will have some findings for which recommendations would be forwarded. These recommendations would have contributions for proper implementation sport for all programs. In general, the contribution of the study includes as the followings;

- To enhance the participation of sport in the society
- It gives awareness of the benefit of physical exercise in the society
- It motivates concerned body or some professionals to implement sport for all programs
- It is very important to bring change about inequalities and discrimination of girls, women's and people with disabilities
- It contributes to wake-up all age groups to participate in sport
- The study help as informant to those are engaged in related field of research

## **1.6. DELIMITATION OF THE STUDY**

Gambella regional state is situated in western Ethiopia, about 777km away from Addis Ababa. Its area is 25,274 square km, consisting of 13 woredas. Among these woredas, the specific area for this study is Gambella administrative town. The study is limited to three high schools, Gambella administrative town youth and sport and Gambella region sport commission. This is because, first to make the study manageable in terms of time and material supply, secondly the researcher is well familiar with the area.

## **1.7. Limitation of the study**

Shortage of time, collecting data from different sources had taken so much time and shortages of sufficient resources were the major limitation of the study.



## **1.8 Operational definition of terms**

**Disability:** is a physical or mental condition that limits a person's movements, senses or activities.

**Olympic Games:** is the modern revival of ancient games held once every four years in selected country.

**Para Olympic Games:** the present formal explanation for the name "Para Olympic" is that it derived from the Greece preposition Para ("beside" or "alongside") and these refers to competition held in parallel with the Olympic Games.

**Sport** – is an activity involving physical exertion and skill in which individual or team competes against another or others.

**Sport for all:** is "a collective term used to describe a range of policies adopted by governments to promote active participation in sport in the community." It concerns everybody regardless of sex, age, race and persons with disabilities.

## **1.9 Organization of the study**

The study contains five chapters. Chapter one treats the background and its approach, statement of the problems, objective of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study and definitions of terms, while chapter two deals with the review of the related literature to find what has been written related to the topic. Chapter three consists of research method, source of data, sampling procedures and data collection instruments, data analysis and procedures of the study. Chapter four deals with the data presentation and analysis, and the final chapter reveals about summary, conclusion and recommendation of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter concerns about sport, sport for all and Olympic movement, equality in sport, world sport for all congress, sport for girls, women, people's with disabilities, boys and Ethiopia in Olympic games as follows.

#### **2.1 SPORT**

According to Biglan and Petitpas (2004),the last decade has witnessed a significance increase in the number of youth programs that are based on the belief that sport participation can enhance personal development and eliminate problems, yet rates of delinquency, gang involvement, obesity and teenage pregnancy have not decline (Biglan et al.2004).Unfortunately, simply playing sports does not ensure that young people will learn the skills and develop the attitudes that will prepare them for productive futures. There is growing evidence, however, that if sport is structured in the right way and young people are surrounded by trained caring adult mentors, positive youth development is more likely to occur (Petitpas et al 2004).

#### **2.2. THE IMPACT OF SPORT AND PHYSICAL ACTIVITY**

In addition to, Csikzentmihalyi and Larson 1984) mentioned that enhancing life skills through sport for children and youth, is important to note, however ,that youth sports differ quite dramatically from individual activities (e.g. horseback riding) to team sports (e.g. football), with different skills sets and competencies(e.g. strength , speed, dexterity) needed to perform effectively. What is common through is that young people are engaged in a physical, structured activity with one or a group of adults who serve as coaches and mentors. Children voluntarily join sports program for a variety of reasons including interest, fun, or to be with friends, and they consistently report higher levels of motivation and cognitive engagement in the activities, which contributes to a diverse array of personal and interpersonal development processes.

Similarly, National Audit Office (NAO) (2001) mentioned that physical activity is widely accepted as being beneficial to health. However only a minority of the UK population achieves recommended levels of physical activity and levels have declined in recent years. This briefing describes the health benefits of physical activity, looks at trends in activity levels among the UK

population and examines policy options for encouraging people to be physically active more frequently.

There is strong and growing evidence from the UK and elsewhere that regular physical activity reduces the risk of suffering from various common disorders. Conversely, physical inactivity can increase the risk of a number of such diseases. For instance, physical inactivity can double the risk of coronary heart disease – the UK's leading single cause of death. Increasing levels of physical activity also contribute to longer life and protect against conditions such as diabetes, stroke, osteoporosis, as well as certain types of cancer.

In addition to decreasing the risk of certain disorders, physical activity is also associated with more general health benefits. In particular, a planned exercise programme is an effective means of achieving and maintaining long-term weight loss by increasing energy expenditure and metabolising body fat while preserving lean mass and raising metabolic rates. Nearly 7 out of 10 men and 6 in 10 women in the UK are overweight or obese. Regular physical activity also preserves optimum structure and function of muscles, bones, joints and the cardiovascular system, thus enhancing quality of life. This may be important in older people, as research shows that physical activity improves co-ordination, strength and balance and hence reduces falls and fractures. There is evidence that it relieves symptoms of depression and anxiety, improves mood, reduces the risk of developing depression and raises self-esteem.

According to US department of health and human service (1996); a large body of laboratory and population-based studies has documented the many health and fitness benefits associated with physical activity and endurance exercise training, such as improved physiologic, metabolic, and psychologic parameters, as well as decreased risk of many chronic diseases and premature mortality. Physical activity and exercise clearly prevent occurrences of cardiac events; reduce the incidence of stroke, hypertension, type 2 diabetes mellitus, colon and breast cancers, osteoporotic fractures, gallbladder disease, Obesity, depression, and anxiety, and delay mortality. Additionally, several studies have examined the impact of change in physical activity or fitness in relation to developing coronary heart disease or dying prematurely. These data indicate that individuals who change from a sedentary lifestyle to being physically active, or who change from being physically unfit to physically fit, experience lower rates of disease and premature mortality compared with those who continue to remain sedentary or unfit. This holds true from middle age

to older age (forties to eighties), indicating that it is never too late to become physically active to achieve health benefits.

### **2.3 SPORT FOR ALL AND OLYMPIC MOVEMENT**

Veal, A J., and Frawley, S. (2009) referred that Sport for all is a collective term used to describe a range of policies adopted by governments to promote active participation in sport in the community. The origins of the sport for all movement lie with the council of Europe in the 1960s (McIntosh and Charlton, 985:10), but it is now espoused by governments worldwide and by the international Olympic committee (IOC).

Concerns about obesity among young people and about the need to maintain mobility and health among an ageing population have made sport for all a policy of increasing potential importance for community health and well-being.

One among many measures adopted by governments to promote sport for all is to support participation as the Olympic Games, the Commonwealth Games and the Rugby World Cup.

### **2.4 EQUALITY IN SPORT**

UNESCO International Charter (1948) mentioned that *“The practice of physical education and sport is a fundamental right for all.”*

—UNESCO International Charter of Physical Education and Sport, article 1 ; A rights-based understanding of sport and physical activity has been present since the founding of the United Nations. In 1948, the Universal Declaration of Human Rights set out a framework of rights and duties and recognized that “Everyone has the right to rest and leisure. . .” (article 24); “Education shall be directed to the full development of the human personality . . .” (article 26); and “Everyone has the right to freely participate in the cultural life of the community . . .” (article 27).

Sport and physical activity were first specifically recognized as a human right in the International Charter of Physical Education and Sport, adopted in 1978 by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Charter states: “One of the essential conditions for the effective exercise of human rights is that everyone should be free to develop and preserve his or her physical, intellectual, and moral powers, and that access to physical education and sport should consequently be assured and guaranteed for all human beings.”

The Convention on the Rights of the Child, adopted in 1989, also supports the notion of sport and physical education as a human right. In article 29 (1), States parties agreed that the education of the child shall be directed to “the development of the child’s personality, talents and mental and physical abilities to their fullest potential”.

The adoption of the United Nations Convention on the Rights of Persons with Disabilities in 2006 marked a significant step forward in the policy framework on sport for people with disabilities. The Convention affirms the right of persons with disabilities to participate in mainstream and disability specific sporting activities at all levels and to have equal access to training, resources, venues and services. It also affirms the right of children with disabilities to have equal access to recreation and sporting activities, including those in the school system. The specific focus on equality between women and men and women with disabilities in this new Convention will benefit women and girls in sport.

We can reach far more people through sport than we can through political or educational programs. In that way, sport is more powerful than politics. We have only just started to use its potential to build up this country. We must continue to do so. (Nelson Mandela, speaking to the footballer Lucas Radebe; cited in Hansard 2002).

Nelson Mandela’s statement reflects a widely held view that sport can contribute in distinctive and far reaching ways to important broad social outcomes (Bailey 2005, Burt 1998).

Policy makers, too, have started to embrace a wider role for sport. The council of Europe’s study of ‘Diversity and Cohesion’ is typical of recent claims made on behalf of sport:

The role of sport in promoting social integration, in particular of young people is widely recognized. Sport.... is a recognized social phenomenon. Sports offer a common language and platform social democracy. [Sport] creates conditions for political democracy and is instrumental to the development of democratic citizenship. Sport enhances the understanding and appreciation of cultural differences and it contributes to the fight against prejudices. Finally, sport plays its part to limit social exclusion of immigrant and minority groups. (Niessen 2000:14).

These are bold claims, and attribute to sport a distinctive role in the realization of broader political objectives. It is not surprising, then, that initiatives like the United Nations International Year of Sport and Physical Education in 2005 gathered endorsements from the governments of over 130 countries for its goal to youth sport as a vehicle ‘for promoting education, health,

development and peace’ and as a ‘universal language [which] can help bridge social, religious, racial and gender divides’ (United Nations 2005:1).

As African charter on human and people’s rights (1986) mentioned that the right of society in sport as follows;

1. Young people shall have the right to rest and leisure and to engage in play and recreational activities that are part of a healthy lifestyle as well as to participate freely in sport, physical education drama, the arts, music and other forms of cultural life. In this regard, States Parties shall:
  - a) Make provision for equal access for young men and young women to Sport, physical education, cultural, artistic, recreational and leisure Activities;
  - b) Put in place adequate infrastructure and services in rural and urban areas for youth to participate in sport, physical education, cultural, artistic, recreational and leisure activities.

Bailey, R.P (2005) stated that since sports participation provides a focus for social activity, an opportunity to make friends, develop networks and reduces social isolation, it seems well placed to support the development of social capital. A series of connected dimensions of social inclusion can be extrapolated from the literature (e.g. Donnelly1996; Frailer 2001) that offer a useful framework for considering sport’s potential contribution to social inclusion/exclusion (Bailey 2005).

Social inclusion can be defined in *relational* terms, such as a sense of social acceptance. Sport might play a role, here, by offering young people a sense of belonging, to a team, a club or community (Ennis 1999). Harris (1998) highlights the communal or ‘civic’ character of sport. Large numbers of people give a great deal of time to participate in sport, whether as a player, an organizer or a spectator. Players sometimes claim that sport can act as a point of shared interest bringing families together and encouraging people to interact in the broader community and beyond, often with people of different social backgrounds (Sport Canada 2005). Even young people who identify themselves explicitly as ‘non-joiners’ seem able to join like-minded peers in informal or ‘lifestyle’ sports (Wheaton 2004),and through this find ‘a bridge between social and personal identities’ (Chaney1996: 134 ).

## **2.5 WORLD SPORT FOR ALL CONGRESS**

12<sup>TH</sup> WORLD SPORT FOR ALL CONGRESS (2008) recognized that the benefits of increasing levels of sports and physical activity, including:

- Improved levels of health – mental and physical
- Increased socio-cultural integration, equity, harmony and unity in communities, particularly integration of ethnic groups, people with perceived disabilities, and immigrants
- Increased social interaction, social inclusion and involvement skills, and the benefits derived from the inherent spirit and values of sport and physical activity
- The educational role of sport and physical activity
- A reduction in costs of health and welfare to governments and communities

2. The Congress fully supported the implementation of the WHO Global Strategy on Diet, Physical Activity and Health, the 2008 Action Plan and the recommendations on prevention and control of non communicable disease.

3. The Congress affirmed that:

- Physical inactivity is a major independent risk factor for Non-communicable Disease (NCD) – including cardiovascular diseases, diabetes, obesity and certain types of cancers – around the world, and alone accounts for almost two million deaths each year.
- NCD deaths constitute approximately 60% of all deaths around the world each year, and 66% of the 35 million NCD deaths occur in developing countries, with the overall physical inactivity trend worst in poor urban areas.
- Childhood obesity - which also leads to increased adult obesity levels - is an increasing problem, with almost 22 million children under five years old and 155 million (1 in 10) of school age (5-17 years-old) overweight, with an estimated 30-45 million people obese.
- Socio-economic factors, including poverty, are a key factor in the incidence of obesity.
- A variety of lifestyle factors, including eating habits, urbanization and changes in the nature and use of technology (especially “screen-based activities”), transport and the workplace are all contributing to an increased sedentary lifestyle and declining levels of physical activity.

3. The Congress strongly recommended that National Olympic Committees, International

Federations and other sports organisations, together with government agencies for health, education and sport, develop, expand or adapt (to suit local needs and conditions) sport and physical activity and education programmes, and consider the importance and benefits of:

- The IOC focus on education through sport – and on culture and environment – which provides a unique platform for promoting the values of Sport for All and attracting young people to sport and physical activity, particularly through the Olympic Games and the hosting of the Youth Olympic Games.
- Community-based, non-discriminatory, low-cost, accessible programmes; sports and physical activity facilities (including open space) and suitable neighbourhood and environmental conditions, for all ages and performance levels.
- School and youth-based programmes, including after-school programmes; “physical education and health” programmes with quality time, inclusive curricula and a significant fun element; and education systems which feature and allow a satisfactory study /physical activity balance.
- Integral involvement of community clubs, sports clubs and other community organizations.
- Meeting the specific needs of people with perceived disabilities.
- Using modern technology, including information technology, to educate, inspire and encourage the community, especially young people, in regard to the values and benefits of sport; to motivate and encourage participation at all levels; and use modern technology for training, instruction, organization and other support for sport and physical activity providers and professionals.
- Expanding or establishing low and moderate level intensity sport and physical activity programmes, with low “threshold to start” criteria; popularising, where appropriate, sports programmes to attract and maintain interest amongst young people.
- Maximum transfer of knowledge between organizations to facilitate widespread use and adoption of best-practice models and case studies of sport and physical activity programmes.
- Harnessing the impetus, encouragement and role-model assistance available through elite sport for community sport and physical activity.

## **2.6 GIRLS AND WOMEN’S IN SPORT**



International Olympic Committee (2000) mentioned that Women's participation in sport has a long history. It is a history marked by division and discrimination but also filled with major accomplishments by female athletes and important advances for gender equality and the empowerment of women and girls.

Although many of the clinical trials and epidemiological studies in health research have excluded women, the data available suggest that women derive many health benefits from an active life style. The health benefits of women's participation in physical activity and sport are now well established participation in sport and physical activity can prevent a myriad of non communicable diseases which account for over 60 percent of global deaths, 66 percent of which occur in developing countries. For girls, it can have positive impact on childhood health, as well as reduce the risk of chronic diseases in later life.

For older women, it can contribute to the prevention of cardiovascular disease, which account for one third of disease of among women around the world and have of all diseases among women over 50 in developing countries. Physical activity also helps to reduce the effects of osteoporosis, which women have a high risk of developing than men. Participation in physical activity aids in the prevention and/ or treatment of other chronic and degenerative disease associated with aging, such as type 2 diabetes, hypertension, arthritis, osteoporosis and cardiovascular abnormalities. It also helps in the management of weight and contributes to the formation and maintenance of healthy bones, muscles and joints. Physical activity can reduce the incidence of falls among older women.

An important role of physical activity in the life of older women lies in prolonging independence. Much of the physical decline that was presumed an inevitable consequence of aging is now thought to be the result of inactivity. While no one can guarantee that exercise will prolong life, it can enhance the quality of life for older women who value their independence.

The benefits for women and girls with disabilities are also well established it has been noted that sport provides a double benefit to women with disabilities by providing affirmations of self-empowerment at both personal and collective levels. Apart from enhancing health, wellness and quality of life, participation in physical activity and sport develops skills such as teamwork, goal-setting, the pursuit of excellence in performance and other achievement-oriented behaviors that women and girls with disabilities may not be exposed to in other contexts.

Participation in sport and physical activity can also facilitate good mental health for women of all ages, including the management of mental disorders such as Alzheimer's disease. It can promote well-being through building self-esteem, confidence and social integration, as well as help reduce stress, anxiety, loneliness and depression. This is particularly important as rates of depression among women are almost double those of men in both developed and developing countries. Adolescent girls in particular are vulnerable to anxiety and depressive disorders and are significantly more likely than boys to have seriously considered suicide by the age of 15.

In addition to improvements in health, women and girls stand to gain specific social benefits from participation in sport and physical activity. Sport provides women and girls with an alternative avenue for participation in the social and cultural life of their communities and promotes enjoyment of freedom of expression, interpersonal, new opportunities and increased self-esteem. It also expands opportunities for education for the development of a range of essential life skills, including communication, leadership, teamwork and negotiation.

Inactive adults can rapidly improve their health and well-being by becoming moderately active on a regular basis. Physical activity need not be strenuous to achieve health benefits and it is never too late to gain benefits.

International Working Group on Women and Sport (1994) referred that; The Brighton Declaration on Women and Sport calls for:

- Equality in society and sport;
- Sport facilities that meet the needs of women;
- An increase in the number of women coaches, advisers and decision makers in sport;
- Education, training and development programmes that address gender equality;
- Information and research on women and sport;
- Allocation of resources for sports women and women's programmes; and
- Incorporation of the promotion of gender equality and sharing of good practices into governmental and non-governmental policies and programmes on women and sport.

Sallis, J. and Owen, N. (1999) mentioned that In recent years, there has been evidence of disturbingly high rates of mental ill-health among adolescents and even younger children, ranging from low-self-esteem, anxiety and depression to eating disorders, substance abuse and suicide. Adolescent girls are particularly vulnerable to anxiety and depressive disorders: by 15

years, girls are twice as likely as boys to have experienced a major depressive episode; girls are also significantly more likely than boys to have seriously considered suicide.

Research suggests two ways in which physical activities can contribute to mental health in girls. Firstly, there is fairly consistent evidence that regular activity can have a positive effect upon girls' psychological well-being; indeed, some studies indicate more that girls may respond strongly than boys in terms of short-term benefits. Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression. Evidence is beginning to be gathered for exercise as a treatment for clinical depression, with studies finding that physical activity is as effective a treatment as anti-depressant, and psychotherapy. Similarly, a variety of nonclinical studies have found that higher levels of activity were related to lower rates of depression. A position statement of the International Society of Sport Psychology drew out numerous mental health benefits of physical activity from the research literature, including reduced state anxiety, neuroticism and anxiety, mild to moderate depression, and various kinds of stress.

Commission of the European Communities(1993) stated that combating social exclusion, or 'the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society', has become a focus of attention for governments and nongovernment organizations in recent years. Some writers have argued that sports not only reflect but can also contribute to girls' social exclusion in sports and wider society. Certainly, the dominance of sports as culturally valued physical activities, and the close identification of sports with masculinity, means that other, non-masculine groups can become pushed to the margins. However, positive sports experiences do seem to have the potential to, at least, contribute to the process of inclusion by: bringing individuals from a variety of social and economic background together in a shared interest in activities that are inherently valuable; offering a sense of belonging, to a team, a club or a programme; providing opportunities for the development of valued capabilities and competencies; and increasing' community capital', by developing social networks, community cohesion and civic pride.

Sallis, J. (1995) Influences on Girls' Participation has been suggested that there is a genetic predisposition towards being more or less physically active. However, any such predisposition is mediated by a host of factors, some of which are personal and environmental factors. Personal factors include; hereditary, age, obesity, fitness level, psychological, motivation, perceived

barriers, attitudes and so on. Environmental factors also includes; social, peer group, family, culture ,role models, environmental, access, type of activity, school and independent mobility.

Numerous studies have emphasized the influence of the family on childhood physical activity levels. Active parents have been shown to have more active pre-school children, older children and adolescents; activity levels are further supported with an active sibling. Studies generally identify fathers as playing the primary role in influencing children's participation in sports and physical activities. It is noteworthy, then, that fathers have also often been reported to be the primary socialization agent for gender role development. The nature and extent of physical play opportunities depend greatly on the set of beliefs and expectations held by the parents, and these beliefs are particularly significant in relation to gender. Some writers have argued that involvement in physical activities is a product of a cultural belief system that values certain activities and skills for one sex and not for the other. From an early age, many parents, in a range of cultures, treat boys and girls differently and encourage different styles of play in physical activity contexts, most commonly by providing gender-based toys and encouraging boys and girls to engage in gender stereotyped activities, usually with boys encouraged to play vigorously and girls quietly.

Christensen, K., Guttmann, A. and Pfister, G. (eds) (2001) stated that Physical activities are always intertwined with the structures, norms and ideals of a society, and they always mirror that society's gender order and gender hierarchy. Therefore, in many countries all over the world and in all phases of history, women have played a specific, but often marginal, role in traditional games, dances and physical activities.

What is the situation today? Using the Olympic Games as an example, we observe that women are increasingly being admitted to more and more previously designated 'male' types of sport – even soccer, ice hockey, weightlifting and pole-vaulting are now included in the women's programme (Pfister 2000). This development gives rise to the issue as to whether the long-standing demand for equal access and equal opportunity for women and men in sport has finally been met. However, women in 'male' sports still represent a tiny minority of young athletes and, as far as is known, women and girls in many countries of the world are engaged in physical activities and sport to a much smaller extent than boys and men (see the contributions in Christensen *et al.* 2001). Nonetheless, questions surrounding the issue still remain. Are there countries where women form the majority of those active in sport? Do girls and women everywhere prefer the same types of physical activities and sport and the same sport providers?

Do female elite athletes worldwide enjoy the same support as their male counterparts? And, while decision-making committees still seem to be in the hands of men, is this true for all countries throughout the world?

We know about the tendencies mentioned above from data, which are available in many countries. However, the statistical data are taken from different sources and are of varying quality; moreover, they are gathered for different reasons and by different methods. They may range from the membership statistics of sports federations to public opinion polls, but their value is often limited. In addition, in some countries, a considerable amount of research about women and sport has been conducted, taking into consideration the background of active participation in sport, the reasons for the gender hierarchy in sport and the social context of sports practice.

## **2.7 PEOPLE'S WITH DISABILITIES IN SPORT**

The adoption of the United Nations Convention on the Rights of Persons with Disabilities in 2006 marked a significant step forward in the policy framework on sport for people with disabilities. The Convention affirms the right of persons with disabilities to participate in mainstream and disability specific sporting activities at all levels and to have equal access to training, resources, venues and services. It also affirms the right of children with disabilities to have equal access to recreation and sporting activities, including those in the school system. The specific focus on equality between women and men and women with disabilities in this new Convention will benefit women and girls in sport.

While sport has a value in every one's life, it is even more in the life of a person with disabilities is because of the rehabilitative influence sport can have not only the physical body but also on rehabilitating people with a disability in to society. Future more, sport teaches independence. Now a day, people with a disability participate in high performance as well as in competitive and recreational sport.

The number of people with disabilities involved in sport and physical recreation is steadily increasing around the world with organized sports for athletes with disabilities divided in to three main disability groups, sports for all deaf, sports for persons with physical disabilities, and sports for persons with intellectual disabilities.

From the late 1980s organizations began to include athletes with disabilities in sporting events such as Olympic Games and Common wealth Games. How ever, many sports are practiced by

persons with a disability outside the formal sports movements, for example: wheel chair basketball, and wheel chair dancing, weight lifting, swimming, and many other sporting activities you can join if you are mentally or physical disabled.

Major disability sport events include: Para Olympic Games –a multi- sport event for athletes with physical, mental, and sensorial disabilities. This includes mobility disabilities, amputees, visual disabilities and those with cerebral palsy. The Para Olympic Games are held every four years, following the Olympic Games, and are governed by international Para Olympic committee. Deaflympic-the summer and winter deaflympics are among the world’s fastest growing sport events.

Special Olympics- the global Special Olympics movement got its part on 20 July 1968, when first international Special Olympics Games were held at soldier field, Chicago, Illinois, USA. But the concept of Special Olympics was born much earlier, when Eunice Kennedy Shriver started a day camp for people with intellectual disabilities at her home in 1962.

Disability common wealth Games-for the first time in the Games history a number of Para – sports were included in a fully inclusive sports program in Manchester 2002 when 20 countries seat both male and female elite.

## **2.8 BENEFITS OF SPORT FOR BOYS**

Sports benefit boys in many ways by Brooke Del Lench (2003). It is well established that boys benefit from playing sports. Indeed, some experts contend that, given the way they hard wired, boys need sports and competition.

Here are some the reasons boys benefit from playing sports:

- ✓ Sports help keep boys active and physically fit
- ✓ Sports provide boys a healthy way to channel their intense physically and aggression and feel strong Sports help boys develop self- control
- ✓ Sports help boys develop self- confidence
- ✓ Sports provide a place which boys can form friendship with other boys. Indeed, sports are central to boys’ social relationships. As 2003 article in developmental review suggests, one of the functions of team sports for boys is to help them develop the social skills needed to form competitive groups or coalitions in adult hood, such as business organizations. Many of these developmental activities also mirror and provide practice for specific behavioral skills associated with primitive warfare, such as throwing and

tracking the trajectory of projectiles (This might explain why fathers seem so intent on spending so much time with their sons practicing throwing and catching- they are hard – wired to pass these skills on their sons to prepare them for warfare-and seem far less interested in teaching their daughters these same skills.)

- ✓ Sports provide boys increased social status. Research shows that male athletes across all sports are significantly more popular than non-athletic male peers, with the most popular group being those boys who play both contact and non-contact sports.

## **2.9 ETHIOPIA IN THE OLYMPIC GAMES**

MOE (2001) stated that when 14 nations took part in the first modern Olympic Games in 1896 in Athens, the time and place was too distant for us, Ethiopians.

Sixty years after the first modern Olympics, held in Athens, we made our participation for the time in 1956 Melbourne Olympiad. Though, we took part in Athletics and cycling. The team returned home with out a medal but with a lot of international experience. This experience was a break through to the E Ethiopian sports. In the second participation in 1960 Rome Olympics, the Ethiopian achieved remarkable result. It was in this Olympiad that Abebe Bikila, who ran barefooted, won the first gold medal in the marathon race for Ethiopia and indeed for the whole of Africa.

The same history was also repeated in the 18<sup>th</sup> Olympiad held in Tokyo in 1964. Once again Abebe Bikila won gold in marathon. Abebe has become the first and the only Athlete to win the Olympic marathon race twice in successive. Until this time, Ethiopia took participation in Athletes and cycling.

Mamo Wolde, Miruise Yifter, Mohammed Kidir, Derartu Tulu, Haile G/Selassie, kenenisa Bekele, Meseret Defar, Titunesh Dibaba and others are famous Athletes in Olympic Games.

## **2.10. Influences on public participation in sport/Physical activity/**

It has been suggested that there is a genetic predisposition towards being more or less physically active. However, any such predisposition is mediated by a host of factors, some of which are Follows will, necessarily, be selective, but further detail is available in the indicated references **Personal Factors include:** Biological, Psychological, Hereditary, Motivation, Age, Perceived barriers, Obesity, Perceived competence, Fitness level and Attitudes.

**Environmental Factors includes:** Social, environmental, Peer groups, access, family, type of activity, culture, role models, school and independent mobility.

### **2.10.1 Age**

Age is the dominant biological determinant of physical activity in girls. (Kemper, 1994) Overall, levels of activity steadily decline from about 6 years of age until adolescence, when activity levels drop more steeply. Whether this decline ought to be understood solely in terms of biological influences is dubious, and it is, perhaps, noteworthy that the decline in sporting or physical activities among girls around 11 or 12 years occurs almost simultaneously with the period when gender ideology sharply interacts with socialization influences.

### **2.10.2 Perceived barriers**

A recent review of 108 published studies addressing correlates of physical activity identified perceived barriers as the most consistent negative psychological correlate of physical activity. Studies specifically focused upon girls' perceived barriers to physical activity are still relatively rare, and predominantly come from the US, but themes are beginning to emerge. Both qualitative and quantitative studies have identified girls' wish to do other things with their time as a frequent explanation for non-participation. Other explanations for inactivity include unsuitable weather, school pressures, dissatisfaction with school physical education classes, reluctance to get sweaty or disheveled, and inaccessibility or inconvenience of sporting provision. Summarizing this data, Sallis and Owen state that, 'It appears that adolescents are not just acquiring adult patterns of sedentary habits, they are also acquiring adult ways of thinking about exercise, including reasons (or excuses) for not being active'.(Sallis, 2000)

### **2.10.3 Peers**

Sports and physical activities are usually social events for children. Similarly, physically active adolescents tend to socialize with friends who are also active. Whilst a peer group can act as powerful enforcer of norms and behaviors for both boys and girls, there is evidence that they use and view friendships in different ways. Studies suggest that a key factor in whether girls engage in and sustain physical activities was whether they had a same-sex friend with whom to participate. Anderson, 1992, this may, in part, be due to the support structure such shared experiences can offer, especially during adolescence, when many girls consider reducing their commitment to physical activities that they are most anxious about being rejected or excluded from same-sex friendships. For girls, physical activities often become less important in their



lives as they, encouraged by pressure from their peer group to seek other activities associated with their preferred perceptions of femininity.

#### **2.10.4 Family**

According to Sallis, 1994, numerous studies have emphasized the influence of the family on childhood physical activity levels. Active parents have been shown to have more active pre-school children, older children and adolescents; activity levels are further supported with an active sibling. Studies generally identify fathers as playing the primary role in influencing children's participation in sports and physical activities. It is noteworthy, then, that fathers have also often been reported to be the primary socialization agent for gender role development. The nature and extent of physical play opportunities depend greatly on the set of beliefs and expectations held by the parents, and these beliefs are particularly significant in relation to gender. Some writers have argued that involvement in physical activities is a product of a cultural belief system that values certain activities and skills for one sex and not for the other. From an early age, many parents, in a range of cultures, treat boys and girls differently and encourage different styles of play in physical activity contexts, most commonly by providing gender-based toys and encouraging boys and girls to engage in gender stereotyped activities, usually with boys encouraged to play vigorously and girls quietly.

#### **2.10.5 Role Models**

The role models who influence children's physical activity participation change over time (Payne, 2003). In early childhood, primary role models are parents, with friends and teachers becoming more significant as they enter school, and sports players, coaches and celebrities gaining in influence in adolescence. Boys and girls tend to attribute role models differently, with girls being more likely to name parents as models, while boys more often named public figures, such as sports stars. This difference may be due, in part, to the evident lack of female sporting role models available to girls. This is not necessarily as serious as it might seem, since studies have emphasized the importance of learners' self-efficacy in this process: similarity to models in terms of gender, age and ability enhances self-efficacy and motivates performance. 'Stars' are most likely to inspire imitation when they are perceived by observers as having some connection with their lives, and when their success seemed attainable. So, effective role models need not be the most outstanding sporting individuals, but rather, may come from within the school (other pupils or teachers) or at home (parents or siblings).

### **2.10.6 Physical Education**

Being the primary societal institution with responsibility for promoting physical activity in young people, school physical education has the potential to be a powerful force against sedentary lifestyles: ‘The potential of PE to reach virtually all children makes it a uniquely important resource’ (Sallis, 1999). Especially important, in this regard, is the Primary/Elementary phase of schooling, which has the advantages of relatively high engagement in physical education lessons, and students who are curious about their bodies and receptive to health information. Whilst the amount of actual activity experienced during many physical education lessons is probably inadequate to deliver health outcomes, physical education is well placed to facilitate the development of a foundation of movement skills and positive attitudes towards recreational physical activities, which are likely to positively contribute to health. It ought to be stressed that physical education lessons do not necessarily promote physical activity in children. Indeed, there is evidence that inappropriate provision can disaffect some students, especially girls. In many settings, a narrow curriculum, dominated too heavily by competitive team games, fails to address the needs and interests of the whole school population, and does not transfer well to out-of-school and adult sporting participation. Many girls reject an overly competitive teaching climate, even the very able and physically active, and prefer individual, creative or co-operative activities. The outcome is often that, whilst positive physical education experiences are highly supportive of lifelong physical activity habits, inappropriate provision can actually harm such healthy practices. Nevertheless, it needs to be acknowledged that schools and, especially physical education, continue to be vital factors potentially supportive of sporting and physical activities. Evidence from many countries around the world of reduced curriculum time and facilities, therefore, is serious cause for concern.

### **2.10.7 Type of activity**

Although boys are generally more physically active than girls, little is known about possible explanations for this. It may be that boys spend more time in activity-enhancing environments than girls, particularly out-of-doors. Also, boys and girls often engage in different types of activities, although it is not clear always why this would be the case. In many contexts, boys and girls are offered distinct activities on the basis of their gender, and even when they are presented with nominally the same curriculum content; boys tend to dominate in many sports. So, it may be

that many girls' unwillingness to engage with sports and physical activities can be attributed as much to the terms of their participation as the activities, themselves (Baranowski, 1993).

### **2.10.8 Independent mobility**

Parents' fears and concerns regarding safety can be a powerful constraint on children's time and access to opportunities for physical activity (Klesges, 1990). The now classic study of independent mobility found a connection between restrictions placed on children's freedom to be away from home and participation in both organized and unorganized sports and physical activities. A number of studies have shown significant gender differences in independent mobility, with boys experiencing far more freedom than girls to be active. Very often girls' freedoms to move are curtailed by cultural norms and conditions that determine where it is safe or appropriate for them to go. Nevertheless, many girls do take part in out-of-doors physical activities, especially if opportunities are convenient. The finding that the more places that are available in which girls can be active, the more they are active, is salutary.

## **RESEARCH METHODOLOGY**

### **3.1 Research Methods**

The main concern of the research is to investigate the implementation of sport for all programs in Gambella People's Nation's Regional State (the case of Gambella Administrative town). The researcher was used a descriptive survey research method to find sample of the study that could help the researcher to assess the implementation condition of sports for all program. This was because this method has a potential to make details description about the existing phenomenal, explore current conditions and practices to make intelligent solutions for improvement.

### **3.2 SOURCES OF DATA**

The sources of data for study were both primary and secondary data sources. The primary data sources were five physical education teachers, 232 students including disabilities, 19 sport for all participants and eight Gambella sport commission staffs and three Gambella Administrative youth and sport experts. The secondary data sources were internet, published, unpublished books, reports and articles.

### **3.3 SAMPLING SIZE AND TECHNIQUES**

There are five high schools in Gambella administrative town. Four high schools are governmental and one high school is non governmental schools. Among these schools three were chosen. The schools were selected based on simple random sampling method in a lottery system. The selected schools are Gambella senior secondary and preparatory school, Ellay High school, and Hope enterprise high school. Concerning the selection of sample physical education teachers and students, the researcher was used availability sampling and stratified sampling techniques respectively. Physical education teachers were selected by using availability sampling technique purposefully, since the numbers of physical education teachers in these high schools are few, all physical education teachers of the sample of schools were sample of the study.

Regarding the selection of sample students the researcher will use stratified sampling techniques. The information from schools, there are 616 males and 531 females students in grade nine, 689 males and 483 females students in grade ten.

Therefore, the sample was drawn proportionally as such 62 are males and 53 females from grade nine and 69 males and 48 females from grade ten ,a total of 232 students will selected on random basis.

Finally, the researcher will use eight(half percent) from Gambella regional sport commission out of fifteen experts, three from Gambella youth and sport administration office out of three experts and all sport for all participants purposefully.

### **3.4 DATA COLLECTION INSTRUMENTS**

The quantitative and qualitative research methods were employed to obtain the necessary data. There were questionnaire, interview and observation checklist. Accordingly, a questionnaire was used to gather quantitative data, while interview was used to obtain qualitative data.

**Questionnaire;** a questionnaire is an enquiry form of data gathering instrument in which respondents answer question to statement in writing and is used to get factual information. Therefore, in order to collect large amount of data from sample students, physical education teachers, sport experts and sport for all participants, in a short time, a questionnaire which consist of 29 close ended items was prepared.

**Interview;** interview gives the needed information orally and face to face. Therefore, to gather more detailed information from physical education teachers and sport experts, semi structured, interview was employed. Many writers stated that interview is a useful instrument to generate important and often crucial information. Thus, it is with this assumption that interview was selected as a data gathering instruments for this study. Furthermore, an interview schedule was prepared to interview four physical education teachers and three sport experts. Before starting the interview, the interviewees were informed about the purpose of the study. Finally, the response of the interviewees were analyzed and incorporated into the final reports of the study.

**Observation checklist:** In addition a questionnaire and interview, observation checklist also prepared to gather more data about sport facilities, materials, availability of different sport activities, participation of students in practical session in physical education class and public participation in sport for all program in the town.

### **3.5 Data Analysis**

Data collected through questionnaire were tailed, organized and tabulated according to the nature of issues raised in the instrument, and it was analyzed by using frequency and percentage to describe what portion of the respondents agree or disagree on a given item. In addition to this, qualitative data obtained through interview and observation was summarized shortly.

### **3.6. Procedures of the study**

To get relevant and reliable data on the impact of sport for all programs and its implementation in Gambella administration town, the study has the following procedures.

First, a review of related literature was prepared to develop a theoretical background. Second, data gathering instrument was developed. Third, during this stage the designed questionnaire was distributed to sample students, all sport for all participants, physical education teachers, sport experts from Gambella sport commission and Gambella administrative town youth and sport, and then interview was conducted with sample physical education teachers and sport experts in Gambella administrative town to gather the relevant data and in doing so the researcher was conducting observation in school compound and in the town based on the previously prepared checklist. Finally, based on the data collected, analysis and discussion were made followed by summary, conclusions and recommendations.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

This chapter deals with presentation, analysis and interpretation of data obtained from samples of physical education teachers, students, and sport for all participants and sport experts in the office.

In order to gather relevant information on the impact of sport for all programs and its implementation in Gambella administrative town in the study, a questionnaire consists of twenty nine questions including characteristics of respondents with close ended type was distributed to samples of 232 students, 4 physical education teachers, 3 sport experts from Gambella administrative youth & sport office, 8 sport experts from Gambella regional sport commission and 19 sport for all participants, out of these, 224(96.6%) of students, 13(86.7%) of physical education teachers and sport experts and 19(100%) of sport for all participants filled and returned the questionnaires.

In addition to this, semi-structured interview and observation checklist were used. A semi structured interview consisting of 6 open-ended questions were employed to all samples of sport experts and physical education teachers.

#### **4.1 Characteristics of the respondents**

To obtain information about the characteristics of respondents, a few items in the first set of the questionnaires were provided to the sample respondents. Based on the responses of the respondents, the data collected were reported in number and percentage as indicated in table 1 below.

**Table 1: Characteristics of the respondents**

No	Item		Types of respondents					
			Physical education Teachers & Sport experts (n=13)		Sport for all participants (n=19)		Students (n=224)	
			n	%	n	%	n	%
1	Sex	M	10	76.9	13	68.4	126	56.2
		F	3	23.1	6	31.6	98	43.8
2	Age	<22	-	-	-	-	-	-
		22-30	2	15.4	-	-	-	-
		>30	11	84.6	19	100	-	-
3	Age of students	<14	-	-	-	-	-	-
		14 – 18	-	-	-	-	186	83.0
		19 – 25	-	-	-	-	36	16.1
		>25	-	-	-	-	2	0.9
4	Grade level of Students	9 <sup>th</sup>	-	-	-	-	113	50.4
		10 <sup>th</sup>	-	-	-	-	111	49.6
5	Qualification	Diploma	11	84.6	18	94.7	-	-
		BSC/BED	2	15.4	1	5.3	-	-
		MSC/MED	-	-	-	-	-	-
6	Service Years	<5 Years	-	-	-	-	-	-
		5 – 10 Yrs	3	23.1	7	36.8	-	-
		> 10 years	10	76.9	12	63.2	-	-
7	Health Status	Disable	0	0	1	5.3	11	4.9
		Non-Disable	13	100	18	94.7	213	95.1

Table 1 indicates, out of the total thirteen physical education teachers and sport experts, 10(76.9%) were males and 3(23.1%) were females. The table also shows that 11(84.6%) and 2(15.4%) of physical education teachers and sport experts fall in the age range from 22 – 30, and above 30 respectively, they have 11 (84.6%) diploma and 2(15.4%) BSC/BED educational level, out of the respondents, 10(76.9%) have service years greater than 10 years and the rest 3(23.1%) have service years in the category of 5 – 10 years.

From the above table, regarding students participants, 126(56.2%) were males and the rest 98(43.8%) were females. The table also shows that 186(83%) of students participants fall in the age ranges from 14 – 19 years, 36(16.1%) participants fall in the age ranges from 19 – 25 years and 2(0.9%) participants fall in the age ranges greater than 25 years. In addition to this, 113(50.4%) participants were grade nine and the rest 111(49.6%) participants were grade ten students.

Concerning of sport for all participants, 13(68.4%) were males and the rest 6(31.6%) were females. The table also shows that all 19(100%) of sport for all participants fall in the age ranges greater than 30 years, they have 18(94.7%) diploma and 1(5.3%) are degree educational levels. Out of these respondents, 7(36.8%) have service years in the range of 5 – 10 years and the rest



12(63.2%) have service year greater than 10 years. Regarding health status of sport for all participants, 18(94.7%) were non disabled and 1(5.3%) were disabled in the above table.

Finally, concerning of health status of students, 11(4.9%) were disabled and 213(95.1%) were non-disabled, health status of physical education teacher and sport expert. All 13(100%) were non-disabled and 18(94.7%) were non-disabled and 1(5.3%) was disabled from sport for all participants.

## **4.2 Presentation and Analysis of data from Questionnaire**

### **Influence on public participation in sport activity in the implementation of sport for all**

In the following set of items of the questionnaires, the responses of the respondents to these items are presented in the tables and followed by their analysis as shown in the pages below the table.

#### **A. Personal factors that influence on public participation in sport for all**

Respondents were given their responses in the four set of items of the questionnaire which were assumed to be influenced on the participation of sport for all in all society. The responses were changed to percentages as shown in the table. The analysis of the data followed by the interpretation was done as indicated in the pages below in the table.

4. Strongly Disagree      3. Disagree      2. Agree      1. Strongly Agree

**Table 2. Responses to personal related factors in public participation for the implementation of sport for all**

No	Items	Respondents	4	3	2	1	Total	4+3	2+1	
1	Biological Factors	PET&SE	N	-	-	8	5	13	0	13
			%	-	-	61.5	38.5	100	0	100
		SFAP	N	-	1	12	6	19	1	18
			%	-	5.3	63.1	31.6	100	5.3	94.7
		S	N	20	36	128	40	224	56	168
%	8.9		16.1	57.1	17.9	100	25	75		
2	Lack of motivation	PET&SE	N	-	2	9	2	13	2	11
			%	-	15.4	69.2	15.4	100	15.4	84.6
		SFAP	N	-	2	8	9	19	2	17
			%	-	10.5	42.1	47.4	100	10.5	89.5
		S	N	12	49	146	17	224	61	163
%	5.4		21.9	65.2	7.6	100	27.5	72.8		
3	Lack of early experience in sport	PET&SE	N	2	2	7	2	13	4	9
			%	15.4	15.4	53.8	15.4	100	30.8	69.2
		SFAP	N	1	2	13	3	19	3	16
			%	5.3	10.5	68.4	15.8	100	15.8	84.2
		S	N	19	37	112	56	224	56	168
%	8.5		16.5	50	25	100	25	75		
4	Age related factors	PET&SE	N	3	2	4	4	13	5	8
			%	23	15.4	30.8	30.8	100	38.5	61.5
		SFAP	N	5	8	3	3	19	13	6
			%	26.5	42.1	15.8	15.8	100	68.4	31.6
		S	N	48	86	53	37	224	134	90
%	21.4		38.4	23.7	16.5	100	59.8	40.2		
5	Fitness level related factors	PET&SE	N	6	3	2	2	13	9	4
			%	46.2	23.1	15.4	15.4	100	69.2	30.8
		SFAP	N	4	8	4	3	19	12	7
			%	21.1	42.1	21.1	15.8	100	63.2	36.8
		S	N	41	54	97	32	224	95	129
%	18.3		24.1	43.3	14.3	100	42.4	57.6		
6	Lack of understanding & awareness of how to include people with disabilities	PET&SE	N	-	-	10	3	13	0	13
			%	-	-	77	23	100	0	100
		SFAP	N	-	4	12	3	19	4	15
			%	-	21.1	63.1	15.8	100	21	79
		S	N	-	18	185	21	224	18	206
%	-		8	82.6	9.4	100	8	92		

Key: PET and SE - sample physical education teachers and sport experts

SFAP - Sample sport for all participants

S - Sample students, SD – Strongly disagree

D – Disagree, A- agree and SA- strongly agree

As table 2 were presented that obtain information from respondent about personal factors that influence on public participation of sport for all analysis as follows.

Regarding item number 1, biological factors 100% of physical education teachers and sport experts 94.7% of sport for all participants and 75 % of students agreed that biological factors influenced participation of sport for all. But 5.3% of sport for all participants and 25% of students disagreed about the issue. Therefore, a large number of respondents realized that a biological factor is one of the influences of implement sport for all.

Concerning to number 2, lack of motivation, 84.6% of physical education teachers and sport experts 89.5% of sport for all participants and 72.8% of students agreed in this issue.

However 15.4% of physical education teachers and sport experts, 10.5% of sport for all participants and 27.2% of students disagreed. This show that lack of motivation is the problem to implement sport for all.

Similarly for item number 3, lack of early experience in sport, 69.2% of physical education teachers & sport experts, 84.2% of sport for all participants and 75% of students agreed about this problem. In opposite, 30.8% of physical education teachers and sport experts, 15.8% of sport for all participants and 25% of students, were disagreed. Therefore, a large number of respondents recognized that lack of early experience in sport is influenced to implement sport for all.

Concerning to item number 4, age related factors, 61.5% of physical education teachers and sport experts, 31.6% of sport for all participants and 40.2% of students agreed. In contrary, 38.5% of physical education teachers and sport experts, 68.4% of sport for all participants and 59.8% of students disagreed about the issue. Thus, as more percentages indicates age related factors is not influenced the implementation of sport.

Regarding to item number 5, fitness level related factors, 30.8% of physical education teachers and sport experts 36.8% of sport for all participants and 57.6% of students agreed. While 69.2% of physical education teachers and sport experts, 63.2% of sport for all participants and 42.4% of students disagreed. So, more respondents said fitness level related factors is not influenced the implementation of sport for all.

Similarly, item number 6, lack of understanding and awareness of how to include people with disabilities, 100% of physical education teachers and sport experts, 79% of sport for all participants and 92% of students agreed while 21% of sport for all participants and 8% of students disagreed. Therefore, a large number of respondents realize lack of understanding and awareness of how to include people with disabilities is considered as one of the influence to implement sport for all.

No	Items	Respondents	4	3	2	1	Total	4+3	2+1	
7	Limited opportunities and programs for participation, training & competition.	PET&SE	N	-	-	12	1	13	0	13
			%	-	-	92.3	7.7	100	0	100
		SFAP	N	-	-	13	6	19	0	19
			%	-	-	68.4	31.6	100	0	100
S	N	-	9	198	17	224	9	215		
	%	-	4	88.4	87.5	100	4	96		
8	Perceived barriers	PET&SE	N	-	-	9	4	13	0	13
			%	-	-	69.2	30.8	100	0	100
		SFAP	N	-	2	8	9	19	2	17
			%	-	10.5	42.1	47.5	100	10.5	89.5
S	N	23	71	47	83	224	94	130		
	%	10.3	31.7	21	37.1	100	42	58		
9	Negative attitudes of the society	PET&SE	N	4	3	3	3	13	7	6
			%	31	23	23	23	100	53.8	46.2
		SFAP	N	7	5	5	2	19	12	7
			%	36.8	26.3	26.3	10.5	100	63.1	36.9
S	N	39	163	22	0	224	202	22		
	%	17.4	72.8	9.8	0	100	90.2	9.8		
10	Lack of understanding and awareness of the significance of sport	PET&SE	N	-	-	8	5	13	0	13
			%	-	-	61.1	38.5	100	0	100
		SFAP	N	-	-	9	10	19	0	19
			%	-	-	47.4	52.6	100	0	100
S	N	-	-	90	134	224	0	224		
	%	-	-	40.2	59.8	100	0	100		
11	Negative attitude of girls, disabilities themselves to sport	PET&SE	N	4	5	2	2	13	9	4
			%	30.7	38.5	15.4	15.4	100	69.2	30.8
		SFAP	N	8	9	2	-	19	17	2
			%	42.1	47.4	10.5	-	100	89.5	10.5
S	N	97	76	51	-	224	173	51		
	%	43.3	33.9	22.8	-	100	77.2	22.8		
12	Cultural attitude	PET&SE	N	-	2	8	3	13	2	11
			%		15.4	61.5	23.1	100	15.4	84.6
		SFAP	N	-	-	14	5	19	0	19
			%	-	-	73.7	26.3	100	0	100
S	N	64	51	93	16	224	115	109		
	%	28.6	22.8	41.5	7.1	100	51.3	48.7		

Item number 7, limited opportunities and programs for participation, training and competition, 100% of physical education teachers and sport experts, 100% of sport for all participants and 96% of students agreed while 4% of students disagreed. Hence, majority of respondents perceived that this item 7 is influenced to implement sport for all properly.

Concerning to item number 8, perceived barriers, 100% of physical education teachers and sport experts, 89.5% of sport for all participants and 58% of students agreed while 10.5% of sport for

all participants and 42% of students disagreed. So, a large number of respondents recognize that perceived barriers influence to implement sport for all.

Regarding to item number 9, negative attitudes of the society, 46.2% of physical education teachers and sport experts, 36.9% of sport for all participants and 9.8% of students while 53.8% of physical education teachers and sport experts, 63.1% of sport for all participants and 90.2% of students disagreed. That means majority of the respondents understand negative attitudes of the society do not influence to implement sport for all.

As item number 10 indicates, lack of understanding and awareness of the significance of the sport, 100% of physical education teachers and sport experts, 100% of sport for all participants and 100% of students agreed. Therefore, it is a big factor to implement sport for all.

Similarly, item number 11, negative attitude of girls and disabilities themselves to sport, 30.8% of physical education teachers and sport experts 10.5% of sport for all participants and 22.8% of students agreed whilst 69.2% of physical education teachers and sport experts, 89.5% of sport for all participants and 77.2% of students disagreed. So, a large number of respondents did not accept as a problem about this issue rose in the implementation of sport.

Lastly, item number 12, cultural attitude, 84.6% of physical education teachers and sport experts, 100% of sport for all participants and 48.7% of students agreed while 15.4% of physical education teachers and sport experts and 51.3% of students disagreed. As majority of the respondents agreed that cultural attitude influences the implementation of sport for all program.

## **B. Environments related factors in public participation for the implementation of sport for all**

There are 15 items regarding to the surrounding in vital factors in the implementation of sport for all in the town. In each item, it has four set of options of the questionnaire intended to gather information from the three groups of the respondents. The data presented in the table 3 were responses of the respondents expressed in percentages and analysis of the data as well as the interpretation was done just below the table.

Table 3 responses to environmental related factors in public participation for the implementation of sport for all.

4. Strongly Disagree      3. Disagree      2. Agree      1. Strongly Agree

**Table 3: Responses to environmental related factors in public participation of sport for all**

No	Items	Respondents	4	3	2	1	Total	4+3	2+1	
1	Limited accessible transportation	PET & SE	N	2	8	3	-	13	10	3
			%	15.4	61.5	23.1	-	100	77	23
		SFAP	N	7	8	4	-	19	15	4
			%	36.8	42.1	21.1	-	100	79	21
		S	N	39	97	67	21	224	136	88
%	17.4		43.3	30	19.3	100	60.7	39.3		
2	Limited access of information and resources	PET & SE	N	-	0	11	2	13	0	13
			%	-	-	84.6	15.4	100	0	100
		SFAP	N	-	2	16	1	19	2	17
			%	-	10.5	84.2	5.3	100	10.5	89.5
		S	N	6	23	168	27	224	29	195
%	2.6		10.3	75	12.1	100	12.9	87.1		
3	Peer group influence	PET & SE	N	-	2	9	2	13	2	11
			%		15.4	69.2	15.4	100	15.4	84.6
		SFAP	N	1	6	9	3	19	7	12
			%	5.3	31.6	47.4	15.8	100	36.8	63.2
		S	N	16	39	152	17	224	55	169
%	7.1		17.4	67.9	7.6	100	24.6	75.4		
4	Family influence	PET & SE	N	-	1	10	2	13	1	12
			%	-	7.7	77	15.3	100	7.7	92.3
		SFAP	N	-	2	15	2	19	2	17
			%	-	10.5	79	10.5	100	10.5	89.5
		S	N	8	17	184	15	224	25	99
%	3.6		7.6	82.1	6.7	100	11.1	88.9		
5	Role models influence(friends, parents & teachers)	PET & SE	N	-	-	2	1	13	0	13
			%	-	-	2.3	7.7	100	0	100
		SFAP	N	-	1	17	1	19	1	18
			%	-	5.3	89.4	5.3	100	5.3	94.7
		S	N	8	33	135	48	224	4	183
%	3.6		46.7	60.3	21.4	100	18.3	81.7		

As table 3 indicates, gathered information from three groups of respondents about in vital related factors for the implementation of sport for all are analyzed and interpreted as the following.

Item number 1, limited accessible transportation, 23% of physical education teacher and sport expert, 21% of sport for all participants and 39.3% of students agreed while 77% of physical education teachers & sport experts 79.% of sport for all 60.7% of students disagreed. Therefore large of no. of respondents realized limited accessible transportation is not influenced the implementation of sport.

Similarly item no.2, limited access of information and resource 100% physical education teacher and sport experts, 89.5% of sport for all participants and 87.1% of students agreed while 10.5% of sport for all participants and 12.9% students disagreed. So a majority of the respondents perceived that limited access of information and resource influenced the implementation of sport for all.

In addition to item number 3, peer group influence, 84.6% of physical education teachers and sport experts, 63.2% of sport for all participants and 75.4% of students agreed while 15.4% of physical education teachers and sport experts 36.8% of sports for all participants and 24.6% of students disagreed. Thus, more of respondents recognized that peer group can influence of the implementation of sport for all.

Concerning to item 4, family influence, 92.3% of physical education teachers and sport experts, 89.5% of sport for all participants and 88.9% of students agreed while 7.7% of physical education teachers and sport experts, 10.5% of sport for all participants and 11.1% of students disagreed as more of respondents agreed that family influenced the implementation of sport.

Regarding to item number 5, role models influence, 100% of physical education teachers and sport experts, 94.7% of sport for all participants and 81.7% of students agreed while 5.3% of sport for all participants and 18.3% of students disagreed. Hence, a large number of respondents received that role models influence is one of the factors or obstacles to implement sport for all.

No	Items	Respondents	4	3	2	1	Total	4+3	2+1	
6	The nature of sport or type of activity	PET & SE	N	-	3	9	1	13	3	10
			%	-	23.1	69.2	7.7	100	23	77
		SFAP	N	3	5	11	-	19	8	11
			%	15.8	26.3	57.9	-	100	42	58
		S	N	76	93	39	16	224	169	55
%	3.4		41.5	17.4	7.1	100	75.4	24.6		
7	Restriction of independent mobility	PET & SE	N	-	1	9	3	13	1	12
			%	-	7.7	69.2	23.1	100	7.7	92.3
		SFAP	N	4	3	9	3	19	7	1
			%	21	15.8	47.4	15.8	100	36.8	63.2
		S	N	44	83	57	40	224	127	97
%	19.6		37.1	25.4	17.9	100	50.7	43.3		
8	Influence of physical education teachers, sport experts and administrators	PET & SE	N	2	3	8	-	13	5	8
			%	15.4	23.1	61.5	-	100	38.5	61.5
		SFAP	N	-	5	12	2	19	5	14
			%	-	26.3	63.2	10.5	100	26.3	73.7
		S	N	12	65	143	4	224	77	147
%	5.4		29	63.8	1.8	100	34.4	65.6		
9	Lack of accessible sport facilities and materials	PET & SE	N	-	-	10	3	13	0	13
			%	-	-	77	23	100	0	100
		SFAP	N	-	-	11	8	19	0	19
			%	-	-	57.9	42.1	100	0	100
		S	N	-	-	125	99	224	0	224
%	-		-	55.8	44.2	100	0	100		
10	Shortage of economical standards(food, lack of sport wears)	PET & SE	N	3	8	2	-	13	11	2
			%	23.1	61.5	15.4	-	100	84.6	15.4
		SFAP	N	1	3	10	5	19	4	15
			%	5.3	15.8	52.6	26.3	100	21	79
		S	N	27	63	112	22	224	90	134
%	12.1		28.1	50	9.8	100	40.2	59.8		

As item number 6, the nature of sport or type of activity, 77% of physical education teachers & sport experts, 58% of sport for all participants and 24.6% of students agreed while 23% of physical education teachers and sport experts, 42% of sport for all participants and 75.4% of students disagreed. So, majority of respondents believed that the nature of sport or type of activity is one of the factors to implement sport properly.

In relation to item number 7, restriction of independent mobility, 92.8% of physical education teachers and sport experts, 63.2% of sport for all participants and 43.3% of students agreed while 7.7% of physical education teachers and sport experts, 36.8% of sport for all participants and 56.7% of students disagreed. Therefore, this is influencing for the public participation of implementation of sport.

Similarly, item number 8, influence of physical education teachers and sport experts and administrators, 61.5% of physical education teachers and sport experts, 73.7% of sport for all



participants and 65.6% of students agreed while 38.5% of physical education teachers and sport experts, 26.3% of sport for all participants and 34.4% of students disagreed. On majority of respondents that physical education teachers, sport experts and administrators influenced the public participation in the implementation of sport.

Concerning to item number 9, lack of accessible sport facilities and materials, 100% physical education teachers and sport experts, 100% of sport for all participants and 100% of students agreed. Therefore, all respondents accepted this lack of accessible sport facilities and materials is a big problem in public participation in the implementation of sport.

In addition to item number 10, shortage of economical standards, 15.4% of physical education teachers & sport experts, 79% of sport for all participants and 59.8% of students agreed while 84.6% of physical education teachers and sport experts, 21% of sport for all participants and 40.2% of students disagreed. As the result indicates, majority of the respondents received shortage of economical standards is one of the influential in public participation of sport for the implementation of sport for all.

No	Items	Respondents	4	3	2	1	Total	4+3	2+1	
11	Lack of time	PET & SE	N	4	4	3	2	13	8	5
			%	30.8	30.8	23	15.4	100	61.5	38.5
		SFAP	N	5	6	7	1	19	11	8
			%	26.3	31.6	36.8	5.3	100	58	42
		S	N	102	92	28	2	224	194	30
%	5.5		41.1	12.5	0.9	100	86.6	13.4		
12	Religious attitude	PET & SE	N	8	2	3	-	13	10	3
			%	61.5	15.4	23.1	-	100	77	23
		SFAP	N	6	5	5	3	19	11	8
			%	31.6	26.3	26.3	15.8	100	58	42
		S	N	96	98	25	15	224	184	40
%	38.3		43.8	11.2	6.7	100	82.1	17.9		
13	Discouraging and insulting females and disabilities	PET & SE	N	1	2	7	3	13	3	10
			%	7.7	15.4	53.8	23.1	100	23	77
		SFAP	N	-	3	10	6	19	3	16
			%	-	15.8	52.6	31.6	100	15.8	84.2
		S	N	19	52	128	25	224	71	153
%	8.5		23.2	57.1	11.2	100	31.7	68.3		
14	Lack of media coverage	PET & SE	N	-	-	6	7	13	0	13
			%	-	-	46.2	53.8	100	0	100
		SFAP	N	-	2	14	3	19	2	17
			%	-	10.5	73.7	15.8	100	10.5	89.5
		S	N	13	34	147	70	224	47	177
%	5.8		15.2	65.6	13.4	100	21	79		
15	Temperature( hotness & coldness)	PET & SE	N	-	2	7	4	13	2	11
			%	-	15.4	53.8	30.8	100	15.4	84.6
		SFAP	N	1	4	8	6	19	5	14
			%	5.3	21.1	42.1	31.6	100	26.3	73.7
		S	N	3	43	134	16	224	74	150
%	13.8		19.2	59.5	7.1	100	33	67		

Regarding to item number 11, lack of time, 38.5% of physical education teachers and sport experts, 42% of sport for all participants and 13.4% of students while 61.5% of physical education teachers and sport experts, 58% of sport for all participants and 86.6% of students disagreed. This indicates, lack of time is not considered as influence in the public participation of sport.

As the same as item number 12, religious attitude, 23% of physical education teachers and sport experts, 42% of sport for all participants and 17.9% of students agreed while 77% of physical education teachers & sport experts, 58% of sport for all participants and 82.1% of students agreed about the issue. As the result shows, religious attitude is not a big problem in public participation of sport for all.

In relation to item to number 13, discouraging and insulting females and disabilities, 77% of physical education teachers and sport experts, 84.2% of sport for all participants and 68.3% of

students agreed while 23% of physical education teachers and sport experts, 15.8% of sport for all participants and 31.7% of student disagreed. Thus, a large number of respondents realized that discouraging and insulting females and disabilities is considered as a factor in the public participation for implementation of sport.

Regarding to item number 14, lack of media coverage, 100% of physical education teachers and sport experts, 89.5% of sport for all participants and 79% of students agreed about the issue while 10.5% of sport for all participants and 21% of students disagreed. So, large number of received lack of media coverage can influence in the public participation for the implementation of sport for all.

Lastly, item number 15, temperature, 84.6% of physical education teachers and sport experts, 73.7% of sport for all participants and 67% of students agreed about the issue raise while, 15.4% of physical education teachers and sport experts, 26.3% of sport for all participants and 33% of students disagreed. Therefore, temperature is one of factor in the public participation for the implementation of sport for all.

### C. Curriculum related factors in public participation for the implementation of sport for all

There are two items concerning to curriculum related factors in public participation for the implementation of sport for all in the town. In each item, it has four set of options of the questionnaire intended to gather information from the here groups of respondents. The data presented in the table 4 were responses of the respondents expressed in percentages and analysis of the data as well as the interpretation was done below the table.

**Table 4: responses to curriculum related factors in public participation for the implementation of sport for all**

No	Items	Respondents	4	3	2	1	Total	4+3	2+1	
1	Lack of relevance on the curriculum in addressing girls and disabilities needs and interests	PET&SE	N	-	2	10	1	13	2	11
			%	-	15.4	77	7.6	100	15.4	84.6
		SFAP	N	-	1	14	4	19	1	18
			%	-	5.3	73.7	21	100	5.3	94.7
		S	N	15	38	161	10	224	53	171
			%	6.7	17	71.8	4.5	100	23.7	76.3
2	The curriculum did not consider the capacity of girls and disabilities	PET&SE	N	2	3	8	-	13	5	8
			%	15.4	23.1	61.5	-	100	38.5	61.5
		SFAP	N	-	1	15	3	19	1	18
			%	-	5.2	79	15.8	100	5.3	94.7
		S	N	8	19	158	39	224	27	197
			%	3.6	8.5	70.5	17.4	100	12.1	87.9

As table 4 indicates that gathered data from three different groups of respondents about curriculum related factors in public participation for the implementation of sport for all analyzed and interpreted below as follows.

Regarding to item number 1, lack relevance on the curriculum in addressing girls and disabilities need and interest, 84.6% of physical education teachers and sport experts, 94.7% of sport for all participants and 76.3% of students agreed about the issue raised while 15.4% of physical education teachers and sport experts, 5.3% of sport for all participants and 23.7% of students disagreed. Based on the large number of respondents received that, lack of relevance on the curriculum in addressing girls and disabilities is a big factor for public participation in implementation of sport for all.

Similarly, item number 2, the curriculum did not consider the capacity of girls and disabilities, 61.5% of physical education teachers and sport experts, 94.7% of sport for all participants and 87.9% of students agreed about this problem. But 38.5% of physical education teachers and sport experts, 5.3% of sport for all participants and 12.1% of students disagreed. Therefore, majority of respondents accepted that the curriculum did not consider the capacity of girls and disabilities.

#### **4.3 Result from interview**

Data were collected from physical education teachers and sport experts in Gambella administrative town by using interview questions. The interview was done on 18 June, 2012 and 19 June, 2012 to four physical education teachers from 3 sample high schools and 3 sport experts from Gambella administrative youth and sport office.

The researcher interviewed physical education teachers and sport experts results are summarized as follows.

1. What are the purposes of the sport for all programs in this town?

To encourage every individual to be physically and mentally active, working together rather than separately, developing and improving the communities health, in addition to, it focuses on the motivation and participation of all societies regardless of age, sex, disability, ethnicity, in sport or physical activity through continuous participation of every society in everywhere (even including working place) and every time including sport for all programs as much as possible to maintain all aspects of personality.

2. How do you create the awareness of the significance of sport or physical activity for the society in the town?

Through physical education class in schools, students can bring change about the awareness of sport, gradually students transfer or spread out their knowledge to their families. In addition, sport experts and responsible persons should discuss with the societies about the importance of sport for the development of self confidence, health, maintaining physical fitness and for leisure time rather than wasting there free time unwanted place. Other concerning bodies should create opportunities to participate in physical activity in the society's surrounding area through sport completion in all age, sex and disabilities without discrimination one to another. At the end of competition, rewards

or incentives and certificate should be given for good achievers to encourage and appreciate their participation in sport for the future.

3. What are the roles of sport professionals to enhance public participation in implementation of sport all program in the town?

Sport for all programs implementing and providing different sport activities for those societies in living the town by sport experts. Sport professionals should have responsibility to enhance the participation of society and create awareness of the significance of physical activity. Sport professionals also should plan, controls and evaluate each sport programs for continuous participation of the society for future.

4. Why disabled people are excluded in the participation of sport for all programs in the town?

Because of lack of accessible sport materials & facilities, people with disabilities are not interesting to participate, lack of understanding and awareness of the significance of physical activity or sport and so on.

5. What are the major problems to implement sport for all in the town?

There are too much obstacles to implement sport for all, such as, lack of early experience, lack of motivation, lack of understanding and awareness of the significance of sport in the society, limited opportunities and programs for participation, training and competition, perceived barriers, limited access of information and resources, peer groups influence, family influence, role model influence, shortage of accessible sport facilities and materials, shortage of economical standards, curriculum does not address the needs, interests and capacity of girls and people's with disabilities.

6. What are the possible solutions to promote the participation of people's with disabilities, youth and all societies regardless of age, sex in sport in the town?

Creating the opportunities of awareness & significance of sport or physical exercises, fulfill sport facilities and materials, creating conducive environment, demonstrating role models of peer groups, families, physical education teachers, coaches and sport experts.

#### **4.4 Result from Observation checklist**

To get additional reliable information, the researcher was observed different variables in Ellay, Gambella and Hope enterprise high schools and in the Gambella administrative town. The result of the observation is summarized here.

1. Availability of play grounds

As the researcher observed, there are no football play ground in these three sample high schools. There is only one football court in the town. There is also only a single court that consists of volleyball, basketball and handball courts in Gambella administrative town. There are volleyball and handball courts in hope enterprise high school. This shows that there are shortages of playing courts in these sample high schools and in the town.

2. Availability of different sport materials

It is observed that there were no sufficient materials in among sample schools and in the town. Materials were few in number and were not enough to implement sport activity effectively in these schools. The researcher also observed that lack of materials in football competition among 5 kebele's during training programs and at the competition time in this year in the town.

3. Public participation in sport for all programs and other sport activities

As the researcher observed there were few males & females in competition of 3km running in the participation of sport for all programs in this year. The participant's age was greater than 30 years. There is no participants those age were below 30 years in this 3km running competition in sport for all programs. In addition, there was no people's with disabilities except one female participant in the program. Generally, there was very less participation of the society during this sport for all programs in the town. In other sport competition for example, the competition of male's football games among 5 kebele's in the town, it does not include female participants in the competition. There were no different sport activities except football games.

4. Participation of students in practical session in physical education class

As the researcher observed majority of the students were standing without involving or actively participating in practical session in physical education, this is due to shortage of materials and large class size. The research also observed that students with disabilities were not totally participating in physical education practical session.

5. Availability of different sport activities in sport for all programs

As the researcher observed there was only one athletics competition i.e. 3km running competition in the program. This indicates that there were no different activities. Athletics is not considering the interest of whole societies, it may decrease the participation of sport in the society.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations. The first part deals with the summary of what have been treated in the previous chapters followed by the conclusions of the fundamental findings of the study. Finally, based on the findings and conclusions drawn, some important recommendations would be forwarded.

#### **5.1 Summary**

The purpose of this study was to access the current conditions of the impacts of sport for all, its implication, and to identify the major influences for the public participation in the Gambella administrative town.

The study was expected to give answers for the following basic questions.

1. What are the purposes of all programs in the town?
2. How do you create the awareness of the significance of sport or physical activity for the society in the town?
3. What is the role of sport professionals to enhance the public participation in the implementation of sport for all programs in the town?
4. Why disabled peoples are excluded in the participation of sport for all programs in the town?
5. What are the major problems to implement sport for all in the town?
6. What are the possible solutions to promote the participation of people's with disabilities, youth and all societies regardless of age and sex in sport in the town?

To achieve the objectives of the study, a questionnaire, a semi structured interview and observation checklist were used. A questionnaire was closed ended type and it was distributed to samples of 232 students, 15 physical education teachers and sport experts and 19 sports for all participants filled the questionnaire and returned. Based on the frequency count the raw data were tailed, tabulated, analyzed and major findings were summarized as follows; out of these 96.6% of students, 86.7% of physical education teachers and sport experts & 100% of sport for all participants.

1. Regarding the purpose of sport for all program in the town under the study, the majority of the respondents from physical education teachers and sport experts in Gambella administrative town officers were perceived that sport for all encourages every individual to be physically active, working together rather than separately, developing or improving the communities health, in addition, it focuses on the participation of all societies regardless of age, sex, people with disabilities, ethnicity in sport or physical activity through continuous participation of the society in every where including working place and every time including sport for all programs as much as possible to maintain all aspects of personality.

2. Concerning to how to create awareness of the significance of sport or physical activity for the society in the town as a large numbers of respondents convinced that through physical education class in schools, students can bring change about the awareness of sport, gradually students spread out or transfer their knowledge to their families, friends and other societies. In addition, sport experts and responsible persons must discuss with the society about the importance of sport for the development of self confidence, health, maintaining physical fitness and for using leisure time wisely rather than wasting their free time in unwanted place. Concerning bodies like administrators, health professionals and other responsible persons should create opportunities to participate in physical activity in their surrounding area through sport competition in all ages, sexes, people with disabilities and economical standard without discrimination one to another.
3. In relation to the role of sport professionals to enhance the implementation of sport for all in the town, mainly sport for all programs and different organized sport activities are provided and implemented by sport experts for those societies in living the town. Sport professionals have responsibility to enhance the participation of the society and create awareness of the significance of physical activity. Sport professionals also should plan, control and evaluate each sport program for continuous participation of the society for the future.
4. Based on the respondents about exclusion of the people with disabilities in the participation of sport for all, because of the following reasons, lack of accessible sport materials and facilities, financial problem lack of motivation, influence of role models of friends, families and sport experts, people with disabilities were not interesting to involve in physical activity and lack of understanding and awareness of the significance of sport, sport experts, did not give attention for them are the influences to include people's with disabilities in participation of sport.
5. As majority of the respondents received that major problems to implement sport for all were, lack of motivation, sport professionals do not give attention for the societies, lack of understanding and awareness of the significance of sport in the society, limited opportunities and programs for participation, training and competition, perceived barriers, limited access of information and resources, peer groups influence, family influence, role models influence, shortage of accessible sport facilities and materials, low economic back ground level, curriculum does not address the needs, interests and capacity of girls and people's with disabilities.



6. As to the findings of the study, possible solutions to promote the participation of people's with disabilities, youth and all societies regard less of age and sex in sport in the town were;
- Creating the opportunities of awareness and significance of sport or physical activity in the societies
  - Improving the availability of sport materials and facilities' in the town
  - Demonstrating role models of peer groups, families, physical education teachers or experts and coaches
  - Creating conducive environment
  - Encouraging and rewarding of the society in the participation of physical exercise
  - Improving sport experts-societies relationship
  - Using media coverage, for example TV program and school mini media to address the issue

## **5.2. Conclusions**

Based on the findings of the study summarized in the previous sections the following conclusions were drawn

1. Sport for all programs encourage every individual to be physically active, working together rather than separately, developing the communities health, better self-confidence, and use leisure time wisely. Since sports participation provides and focus for social activity, an opportunity to make friends, develop networks and reduces social isolation, its seems well placed to support the development of social capital. So sport experts should create opportunity in the participation of sport for the society in the town.

Sport is very important for rounded personality for the society. So sport professionals should create opportunities and conducive environment for the participation of the whole society in sport activity. However, from the findings of the study in the town, it is possible to conclude that societies were very less participated in sport activity in the town.

2. Awareness of the significance of sport is created in the following ways, demonstrating role models of friends and families, active participation or communication of sport experts with the society when health professionals discussing with the societies about this issue and through media coverage.
3. Sport professionals are important to enhance the implementation of sport for all programs. So the professionals are expected to create the awareness of the importance of sport,

provide conducive environment for the participation of sport, motivate the society for active participation of physical exercise. But these responsible persons did not accomplish the above mentioned ideas properly.

4. It is indicated in the review of the related literature that affirms the right of persons with disabilities to participation mainstream and disability specific activities at all levels and to have equal access to training, resources, venues and services. It also affirms the right of children with disabilities to have equal access to recreation and sporting activities including those in the school system. While sport has a value in every one's life, it is even more in the life of a person with disabilities is because of the rehabilitative influence sport can have not the physical body but also on rehabilitating people with a disability into society. Future more, sport teaches independence. As the findings of the study indicated that people with disabilities were not actively participate in any physical activities.
5. There are major problems to implement sport for all programs effectively in the town. these problems are; lack of motivation, sport professionals do not give attention for the societies, the societies are not aware of the significance of sport, limited access of information and resources, peer groups influence, family influence, role model influence, lack of accessible sport facilities and materials, limited opportunities and programs for participation, training and competition and the curriculum does not address the needs, interests and capacity of girls and people's with disabilities.
6. From the suggested possible solutions to promote the participation of every individual societies in the town, it is possible to conclude that all responsible bodies should create an awareness about the importance of sport for all programs, providing appropriate facilities and equipments take into consideration, assigning the appropriate or right person to facilitate the sport for all programs since nothing will be done with out professional knowledge and demonstrating role models of peer groups, families, physical education teachers, experts, previous sport men's/women's and creating conducive environment.

### **5.3. Recommendations**

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many societies around the town are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities. Therefore, a central challenge facing governments, schools, sport groups and communities is to develop forms of physical activity that are sensitive to societies need and interest. We should be looking for ways to make sports and other physical activities more applicable.

Based on the findings of the study that suggests a number of strategies that promote the society practices, facilitate regular physical activity and supportive of positive sporting experiences.

1. Sport for all is an exciting program that provides to individuals with developmentally appropriate practice for sport related skills increasing their desire to be active and participate in sport and health related physical activities. Sport can enrich people's quality of life, rise self esteem and confidence levels and provides enjoyment to individuals. It also has a much larger part to play in building stronger, safe communities strengthening the economy and developing the skills of local people, meeting the needs of children and improving every one's health.
2. To create awareness of the significance of sport or physical activity, sport professionals or all concerned bodies including leaders of the kebele must provide sport facilities and equipments sufficiently to give a chance for the whole society to participate in their best interest, provide role models of older, peer groups, physical education teachers, coaches, and experts, provide conducive environment, encouraging and give rewards for active participants, improving sport experts-society relationship and using media coverage.
3. Sport professionals are very important and responsible persons to carry out sport for all programs properly in the town. Therefore, these persons should motivate, encourage and create awareness in the participation of the society, provide sport competition for every individual to maintain the society's health, better self confidence, to strengthen their positive social interaction, plan different project and contact local NGOs for fund to full fill sport materials and facilities in the town.
4. As the study indicated that persons with disabilities were totally ignored in different sport activities and in the participation of sport for all in the town sport for all is for everyone and they are part of the society. Therefore, they have right to involve in any physical activity based on their abilities and interests.

5. As the findings of the study indicated that there are many problems through the implementation of sport for all program such as personal related, environmental related and curriculum related factors. Sport professionals should work with concerned bodies to fulfill different opportunities, materials and facilities. These professionals should also discuss with concerned bodies to get solutions for these problems, should create conducive environment to conduct effective sport for all programs.
6. To promote sport or physical activity in all societies, the following suggestions are relevant to accomplish sport for all for every individuals effectively.
  - School physical education is a foundation of life-long physical activity. Fundamental movement skills need to be developed from an early age, for all children, with the emphasis on the individual today, rather than sporting outcomes.
  - The more opportunities that are available for societies to be physically active, the more they are active. Strategies need to be put in place the ensure activates, settings materials and facilities are easily accessible and safe.
  - The organization of sports groups and programs should be include women in key roles, such as coaching and mentors, and role models drawn from within local communities and schools. These should reflect differences in perspectives and interests, and close links with schools and communities, to ensure continuity of engagement in sports and physical activities through out life.
  - Societies do enjoy engaging in physical activities. Strategies should be implemented which build upon this enjoyment and allow them to participate as fully as possible, informs that offer them satisfaction and opportunities for achievement.
  - Improving sport expert-societies relationship
  - More research is needed to explore sports and physical activities in the lives of young people, and this needs to reflect the diversity of experiences around the world.

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## **Appendix-1**

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Questionnaire to be filled by physical education teachers, sport experts and sport participants

Dear respondents:

The main objective of this questionnaire is to assess the study of current conditions in the impact of sport for all programs and its implementation in Gambella administrative town. Your responses are confidential and are not used for other purposes rather than this study. Therefore in order to obtain relevant and reliable information that would contribute to the success of this study. I kindly request your cooperation to answer all the questions frankly.

Thank you in advance

**Part 1: Back ground information**

Please circle your back ground on the choices provided.

1. Sex    A) M            B) F
2. Age ( in years)    A) <22            B) 22-30            C) > 30
3. Qualification    A) Diploma        B) BSc/BEEd        C) MSc/Med
4. Service year    A) < 5 years        B) 5-10 years        C) > 10 years

**Instruction:** show your agreement based on the numbers represented as follows.

Strongly disagree = 4      Disagree =3      Agree = 2      strongly agree = 1

**Part 2:**

The following ideas are assumed that influence on public participation for the implementation of sport for all programs, put “ ✓ ” on the option given under to show your agreement how frequently the problems occur your school or other sport competition/ programs in your town.

**Appendix-2**

Addis Ababa University

School of Graduate Studies



Department of Sport Science

Questionnaire to be filled by students

Dear respondents:

The main objective of this questionnaire is to assess the study of current conditions in the impact of sport for all programs and its implementation in Gambella administrative town. Your responses are confidential and are not used for other purposes rather than this study. Therefore in order to obtain relevant and reliable information that would contribute to the success of this study. I kindly request your cooperation to answer all the questions frankly.

Thank you in advance

**Part one:** Back ground information

Please circle your back ground information on the choices provided.

1. Sex A) M B) F
2. Age ( in years) A)<14 B) 14-17 C) 18-20 D) >20
3. Grade level A)9<sup>TH</sup> B) 10<sup>TH</sup>
4. Your health status A) Disabled B) Non-disable

**Instruction:** show your agreement based on the numbers represented as follows.

Strongly disagree = 4 Disagree =3 Agree = 2 strongly agree = 1

**Part 2:**

The following ideas are assumed that influence on public participation for the implementation of sport for all programs, put “✓” on the option given under to show your agreement how frequently the problems occur your school or other sport competition/ programs in your town.

No.	Influence on public participation in sport activity	4	3	2	1
	<i>A. Personal related factors</i>				
1	Biological factors				
2	Lack of Motivation				
3	Lack of early experience in sport				
4	Age related factors				
5	Fitness level				

6	Lack of understanding and awareness of how to include people with disabilities				
7	Limited opportunities and programs for participation, training and competition				
8	Perceived barriers				
9	Negative attitudes of the society				
10	Lack of understanding and awareness of the significance of physical activity or sport				
11	Negative attitude of girls, disabilities themselves to sport				
12	Cultural attitude				
	<b><i>B. Environmental related factors</i></b>				
13	Limited accessible transportation				
14	Limited access of information and resources				
15	Peer groups influence				
16	Family influence				
17	Role models influence (friends, parents, teachers)				
18	The nature of sport or type of activity				
19	Restriction of independent mobility				
20	Physical education teachers, sport experts and administrators				
21	Lack of accessible sport facilities and materials				
22	Shortage of economical standard (food, lack of sport wears)				
23	lack of time				
24	Religious attitude				
25	Discouraging and insulting females and disabilities				
26	Lack of media coverage				
27	Temperature(hotness, coldness)				
	<b><i>C. Curriculum related problem</i></b>				
28	Lack of relevance on the curriculum in addressing girls, disabilities(the whole population) needs and interests				
29	The curriculum did not consider the capacity of girls				

30. If any others, specify.....

THE END

Thank you again

### Appendix -3

Addis Ababa University

School of Graduate Studies

Department of Sport Science

An interview for sport experts and physical educational teachers

Date.....

Dear respondents the purpose of this interview is to get information about the implementation of sport for all programs in Gambella administrative town.

1. What are the purposes of sport for all programs in this Gambella administration town?
2. How do you create the awareness of the significance of sport or physical activity in Gambella administrative town society?
3. What are the roles of sport professionals to enhance the implementation of sport for all programs?
4. Why disabled people are excluded in the participation of sport for all programs in Gambella administrative town?
5. What are the major problems to implement sport for all in Gambella administrative town?
6. What are the possible solutions to promote the participation of people's with disabilities, youth and all societies regardless of age and sex in sport?

## **Appendix 4**

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Observation Checklist

Date \_\_\_\_\_

School/Town \_\_\_\_\_

No	Items	V. good	Good	Poor	Not at all
1	Availability of play grounds - Volleyball - Football - Basketball - Handball				
2	Availability of different sport materials - Volleyballs - Footballs - Athletics materials e.g javelin, shot-put and hurdle				
3	Public participation in sport for all - Boys - Girls - Women - Men - People with disabilities				
4	Participation of Students in practical session in physical education class - Boys - Girls - Peoples with disabilities				
5	Availabilities of different sport activities in sport for all programs - Football - Volleyball - Basketball - Athletics				

### **Declaration**

**The undersigned declare that thesis is my original work and all relevant sources used for thesis are duly acknowledged.**

**Name.....**

**Signature.....**

**Date of submission.....**

**This thesis has been submitted for examination by approval as a university advisor.**

**Name.....**

**Signature.....**

**Date of submission.....**