

# The Role of Sports Management in Promoting the Participation of Individuals with Disabilities in School Sports Activities

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## Abstract

*This study seeks to examine the function of sports administrations in facilitating the involvement of individuals with disabilities in school sports activities, emphasizing the aspects that affect the establishment of a complete and suitable environment for this demographic. Data were gathered via a questionnaire administered to 82 principals of schools for individuals with disabilities, focusing on the sports programs offered, required adaptations to accommodate the needs of individuals with disabilities, students' reactions to these activities, and variables influencing their participation, including gender, age group, and type of disability. The findings indicated that sports administrators foster a conducive atmosphere, as students with disabilities exhibited a favorable inclination to engage in sports activities, with variations in participation levels noted according to disability type and age group. Research indicates that sports policies and procedures implemented in schools enhance the involvement of individuals with disabilities; yet, certain areas require enhancement, particularly in providing further adjustments to accommodate students' requirements. The statistical study revealed a favorable and statistically significant correlation between the function of sports administrations and the enhancement of participation among individuals with disabilities in sports activities. This research elucidates the significant role of sports administrations in facilitating equitable opportunities for individuals with disabilities within the sports domain, and offers recommendations to enhance these opportunities and foster the inclusive participation of this demographic in school sports activities.*

**Keywords:** *Study terms: Sports management, people with disabilities, sports activities, sports policies.*

## Introduction

Sport is a facet of human endeavor that substantially enhances the physical, mental, and social well-being of individuals (Hammad, 2022); nevertheless, involvement is not universally accessible to all demographics. In this context, sports management is assuming a crucial role in facilitating the involvement of individuals with disabilities in sports activities within educational institutions. Despite notable advancements in numerous societies towards creating inclusive sports environments, substantial challenges persist for these individuals, encompassing physical, social, and psychological barriers.

Sports activities are a fundamental aspect of human existence. They enhance physical fitness, promote public health, alleviate stress, and cultivate collaboration skills. By engaging in exercise, the individual develops the capacity to confront and attain objectives. They also enhance focus and self-discipline. Furthermore, athletic activities provide a chance for social engagement and the formation of new relationships, therefore strengthening human connections. Research indicates that high-intensity physical activity can trigger genetic adaptations that enhance athletic performance (Hammad, 2022). Additionally, aerobic exercise at varying intensities has been shown to positively impact physiological parameters, such as reducing intraocular pressure in young males, thereby promoting overall health (Hammad, 2022). Moreover, aerobic exercise may play a crucial role in modulating the body's response to stress, such as during COVID-19, by influencing the activity of angiotensin-converting enzyme 2, which is involved in regulating the body's response to viral infections (Hammad, 2022). Sport significantly helps to the establishment of a healthy and active society, hence boosting the quality of life for people and communities at large (Mishaal, 2021).

Sports management include not just event organization and equipment provision but also the formulation of novel ways to facilitate active participation of individuals with disabilities in sports activities (Seiter, et al., 2023). By increasing awareness, offering suitable training, and modifying the sports environment to accommodate their individual need, sports management may help eliminate barriers for them. Furthermore, sports administrations that establish collaborations with educational institutions, NGOs, and local

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communities are more proficient in fostering inclusive and sustainable environments that facilitate the effective participation of individuals with disabilities, thereby enhancing their quality of life and promoting social inclusion (Al-Qaraan, 2016).

Hammad et al., (2024) and Hammad et al., (2022) emphasize the importance of specialized knowledge among sports professionals in improving training methodologies, particularly in adapting physical training practices to suit diverse needs. Their findings highlight the critical role that well-trained coaches play in fostering inclusivity and supporting individuals with varying abilities in sports activities. The relationship between hand-eye coordination and hand grip strength in elite Taekwondo athletes plays a vital role in enhancing overall athletic performance, highlighting the importance of fine motor skills in sports activities (Hammad et al., 2024). The most common injuries among Jordanian wheelchair athletes emphasize the need for tailored injury prevention strategies to ensure the safety and long-term participation of athletes with disabilities in sports (Hammad et al., 2019). The relationship between bilingualism and cognitive development among Saudi Arabian school-aged children indicates the potential cognitive benefits that can be extended to other areas of development, including sports (Elbedour et al., 2019)

Abumoh'd (2024) highlights how acute caffeine intake can influence hormonal responses and training performance, which could have implications for improving performance in sports activities, including those adapted for individuals with disabilities. Odeh et al., (2024) also explore how the COVID-19 pandemic has impacted quality assurance practices in sports and other sectors, offering valuable insights into adapting practices for better resilience in future disruptions.

Through this study, we highlight the critical role that sports management plays in empowering people with disabilities, and how sports management policies and strategies can contribute to enhancing access to sports activities and achieving equity of opportunity for all individuals.

### *The Significance of Study*

The significance of the present study is underscored as it addresses a crucial issue that enhances academic comprehension of sports management's role in fostering the involvement of individuals with disabilities in school sports activities. This study analyzes the effects of administrative policies and practices used to incorporate this group into sports activities, offering a comprehensive theoretical framework that enriches existing literature on inclusive sports administration and expands understanding in this domain.

This study's results and recommendations offer a significant opportunity for sports administrators and school coaches to design methods that address the requirements of individuals with disabilities, therefore promoting their active involvement. Administrators and coaches can get insights from comprehending the administrative patterns that significantly influence the motivation of individuals with disabilities, and then modify training programs and sports activities to enhance their capabilities and maximize their athletic potential. This study can inform the creation of training workshops for administrators and coaches aimed at enhancing inclusive sports leadership skills, thereby fostering inclusivity in sports, improving training quality, and increasing the commitment and loyalty of athletes with disabilities to schools or sports teams.

### *Statement of the Problem*

Notwithstanding advancements in the inclusion of individuals with disabilities within society, their engagement in sports activities remains constrained in numerous educational institutions and clubs. This limitation is primarily attributable to the absence of specialized sports programs tailored to their diverse requirements, alongside insufficient training for coaches in effectively interacting with individuals with disabilities, as highlighted by the study conducted by Al-Maliki et al. (2020). Moreover, sports infrastructure frequently lacks proper configuration to support the involvement of these persons. Furthermore, inadequate community knowledge of the issues encountered by individuals with disabilities exacerbates psychological obstacles to their involvement. Consequently, it necessitates the enhancement of sports programs, specific training for coaches, the establishment of supportive infrastructure, and the promotion of awareness regarding the significance of sports for individuals with disabilities at all levels.

### *Study Objectives*

#### **The study aims at:**

1. Sports departments in schools provide an inclusive environment that supports the participation of people with disabilities in sports activities.
2. Promoting the participation of persons with disabilities in sports activities.
3. To identify the statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of the study sample members on the role of sports departments in promoting the participation of people with disabilities in sports activities.

### *Questions of the Study*

1. To what extent do sports departments in schools provide an inclusive environment that supports the participation of people with disabilities in sports activities?
2. To what extent is the participation of persons with disabilities in sports activities enhanced?
3. Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of the study sample on the role of sports departments in promoting the participation of people with disabilities in sports activities, according to the variables (gender, age group of people with disabilities and type of disability)?
4. Is there a statistically significant correlation between the role of sports administrations and the level of participation of people with disabilities in sports activities?

### *Terms of study*

Sports management: "It is the field that cares about the total number of individuals who have the responsibility to manage and lead harmony in unifying the efforts of these individuals, whether through effective and sufficient achievements to achieve the simplest chances of success" (Shahza, 2019: 3).

Persons with disabilities: "Disability means total or partial impairment permanently or for a long period of time in one of the physical, sensory, mental, communicative, educational or psychological abilities, and causes the inability to meet the requirements of normal life by the disabled person and his dependence on others to meet them, or his need for a special tool that requires special training or qualification for its good use" (Saudi Ministry of Health, 2024).

Sports activities: "Physical and sports activity is a set of learned skills that can be acquired at any age, and help improve the quality of life and the adaptation of the individual to his environment and society. Its benefits are not limited to the health and physical aspect only, but also include positive effects on the psychological, social, mental, cognitive, motor and skill aspects, which contributes to the formation of the personality of the individual in an integrated and comprehensive manner" (Al-Maliki, et al., 2020: 2400).

### *Limitations of the Study*

**Human field:** The study was limited to school principals.

**Spatial scope:** The study was limited to schools for people with special needs.

**Temporal range:** The study was limited to 2024.

### **Previous Studies**

Here are the previous studies related to the subject of the Arab and foreign study according to their chronology from the most recent to the oldest. The following are the previous studies:

Rasheed (2023) sought to ascertain athletic capabilities and their significance in qualifying individuals with impairments, via field research encompassing a sample of disabled persons from specialized institutions. The findings indicated that sports activities improved social interaction and collaboration among students by 84% and positively channeled their energies by 92%. Ninety percent of participants engaged in sports festivals, and eighty-four percent affirmed that the presence of a sports instructor positively influenced their skill development. 88% indicated the accessibility of requisite sporting equipment. The recommendations encompassed enhancing the administration's role in schools and institutes to support sports activities, offering material and moral incentives for victorious students, and augmenting media coverage of sports activities for individuals with disabilities across diverse media platforms.

Dawn (2023) seeks to investigate the function of sport as a means to enhance the quality of life for individuals with disabilities by facilitating access to sports facilities and inclusive development programs, while also evaluating the efficacy of disability inclusion initiatives in sports activities. The study employed an analytical approach centered on the Indian context, emphasizing the obstacles faced by those with disabilities in accessing sporting activities, including the absence of accessible transportation infrastructure and public facilities. The data was examined via an assessment of operational regulations and existing monitoring methods. The findings indicated substantial deficiencies in accessibility, encompassing inadequate enabling infrastructure and inequitable regulations that restrict the involvement of those with disabilities in sporting activities. The author advocated for the enhancement and expansion of sports programs aimed at the sustainable development of individuals with disabilities, emphasizing the need for accessible sports facilities, the fortification of inclusive government policies, and the establishment of robust monitoring and evaluation systems to guarantee universal participation in sports.

Edmore et al. (2021) sought to investigate the involvement of individuals with disabilities in the Paralympic Games in the southern Jokowi area of the Midlands province of Zimbabwe. The research aimed to assess the degree of involvement and the obstacles hindering successful engagement. The study employed a mixed research methodology alongside methods for its promotion. The data was gathered via interviews and structured observations involving a random sample of 60 individuals with impairments aged 15 and older. The findings indicated that the primary obstacles hindering the involvement of individuals with disabilities encompass insufficient sports awareness, challenges in securing finance, transportation issues, inadequate social support, and substandard conditions of sports equipment and gadgets. The report proposed that adequate resources be allocated by governmental and non-governmental groups to promote the Paralympic Games and to enhance awareness of the significance of sports for those with disabilities.

Al-Maliki et al. (2020) sought to investigate the impact of engagement in sports activities on the enhancement of national identification in children with special needs relative to their typically developing peers. A cohort of 275 kids was chosen from elementary and middle schools, comprising 111 students from the general population, 59 from the hearing-impaired group, 16 from the visually impaired group, 26 from the mentally challenged group, and 63 from the learning-disabled group. The researchers employed a specific metric for national identification and evaluated the data utilizing several statistical techniques, including Pearson correlation coefficient, Cronbach's alpha, arithmetic mean, one-way analysis of variance (ANOVA), T-tests, and chi-square tests. The study's results indicated that the majority of kids exhibited a high degree of national identification, with the exception of those with mental problems, whose replies were at an average level. The types of children (ordinary and special needs) significantly affect national identification ratings, with statistically significant differences favoring participants in sports activities over non-participants. The study advocated for increased participation in sports activities for all children, both typical and those with special needs, due to its beneficial effects on reinforcing national identity, while emphasizing the development of specialized sports programs tailored to the requirements of children with disabilities. It emphasized the necessity of educating teachers and parents on the significance of sporting activities in fostering children's national identity.

Qibli (2020) attempts to examine the influence of individual sports on motor analysis, specifically on athletic activities for individuals with special needs, where motor elements directly influence outcomes, rendering motor performance irreplaceable by others. A cohort of athletes with special needs engaged in athletics was chosen to evaluate the features of their training and its influence on athletic performance, which has shown significant advancement recently. The research furthermore concentrated on the classifications of several sports based on disability. The research concentrated on the norms and processes governing the oversight of various sports, encompassing the codification of laws and the classification of medical and athletic standards. The research employed a technique that analyzed data pertaining to sports achievements, encompassing performance metrics and digital advancements over various time intervals. The findings indicated that athletes with special needs had demonstrated significant advancement in enhancing their performance, signifying growth in training methodologies and sports administration. The study advocates for the creation of tailored training programs that include the unique distinctions among athletes with special needs, as well as the advancement of research about the effects of sports and medical categorization on motor performance in individual sports.

Holm et al. (2018) aims to examine the feasibility of enhancing self-efficacy in children with disabilities via structured and tailored physical activities conducted by specially trained leaders. The sample comprised 22 children aged 1 to 12, exhibiting various sorts of impairments. Children engaged in eight-month training sessions, during which two physical activities were conducted weekly, and they experienced 19 distinct types of physical activities. The findings indicated that this approach effectively improved children's self-efficacy, demonstrating that the perceived self-efficacy of children with disabilities was comparable to that of their non-disabled counterparts. The study's findings suggest the development and implementation of tailored physical training programs for children with impairments, aimed at improving their self-efficacy and attaining self-confidence levels comparable to those of their non-disabled peers. It is prudent to educate leaders and specialists in physical activities on the design and implementation of these programs to accommodate the requirements of children with disabilities, so maximizing their benefits. Pitts et al. (2017) needs to analyze the curriculum of sports management programs at universities regarding the inclusion of topics related to individuals with disabilities in sports, assess whether faculty members have incorporated these subjects into sports management courses, and ascertain the appropriate methods for their inclusion. The research employed content analysis methods to examine the sole course that offers insight into the sports business sector and the study of sports management, which is included in the conventional curriculum. The emphasis was on examining subjects such as the Paralympics, the Americans with Disabilities Act (ADA), the International Special Olympics, and the issues of inclusion in sports. The findings indicated that these subjects are incorporated into some curricula, demonstrating an increasing awareness of the participation of those with disabilities in athletics; nevertheless, the extent of coverage and interest may range across various academic programs.

Al-Qaraan (2016) aims to determine the barriers to engaging in sports activities among students with hearing impairments. The study sample comprised 76 pupils carefully selected from Al-Amal School for the Deaf in Karak Governorate for the academic year 2012/2013. The research focused on the barriers to engaging in sports activities for those with hearing impairments, encompassing five domains: academic, psychological, health, social, and potential. The study's results indicated that the barriers to engaging in sports activities for individuals with hearing disabilities were moderate in severity. The category of "capabilities" was identified as the primary obstacle, followed by the psychological domain at a high level, while the health category ranked lowest with a medium degree of impact. Statistically significant differences were observed regarding the "gender" variable, favoring men, however no statistically significant differences were found concerning the "school stage" and "disability level" variables. Given these findings, the study advocated for the elimination of barriers hindering students with hearing disabilities from engaging in sports activities, the establishment of a conducive sports environment that fosters their participation, and the provision of essential support to enhance both material and human resources associated with these activities.

A review of prior research revealed a significant variance in their results, including variations in aims, factors addressed, and conclusions drawn. The current studies indicate that the subjects pertaining to the role of



sports management in facilitating the participation of individuals with disabilities in sports activities have been associated with various variables in certain research; however, they have been insufficient in providing a comprehensive examination of the topic. Limited studies have particularly examined this problem, underscoring the pressing necessity for more study in this domain.

This study distinguishes itself from prior research by emphasizing the correlation between sports management and the involvement of individuals with disabilities in sports activities inside educational institutions and clubs, a subject that has not been comprehensively explored in other studies. This study is unique as it emphasizes the size and characteristics of the sample, namely players with disabilities in Jordanian schools and clubs, a subject not explored in prior research within this context.

## Methodology of the Study

The research employed a descriptive analytical methodology to examine the influence of sports management in enhancing the engagement of individuals with disabilities in school sports activities. The descriptive analytical technique is optimal for examining social and educational phenomena, as it facilitates the accurate description and understanding of these phenomena in their actual context, while enabling the collecting of essential data from a representative sample of the indigenous population.

### *Study Population and Sample*

The research population comprises principals of schools for individuals with disabilities in Jordan, where the total number of such institutions is roughly 150. A random sample of 82 principals from schools for individuals with disabilities was selected to accurately represent the community and gather data on the role of sports management in enhancing the participation of individuals with disabilities in school sports activities.

This sample was selected based on specific criteria to ensure the diversity of the schools represented and the presence of diversity in the type of disability and the ages of students in the different schools.

**Table (1)** the psychometric characteristics of the study members according to the club

Variable	Category	Frequency	%
Gender	Male	42	51.2
	Female	40	48.8%
Total		82	100%
Age group of students with disabilities in school	10-12 years	31	37.8%
	13-15 years of age	35	42.7%
	16-18 years	16	19.5%
Total		82	100%
Type of impairment	Mobility and intellectual disability	48	58.5%
	Hearing impairment	34	41.5%
Total		82	100%

### *Study Tool*

A multiple-paragraph questionnaire designed to measure independent and dependent variables was used. The questionnaire has three sections:

- Demographic data (age group of persons with disabilities, gender, gender of disability)
- The role of sports management in promoting the participation of people with disabilities.

- Level of participation of persons with disabilities in sports activities
- A five-point scale was used to answer the questionnaire paragraphs (never, rarely, sometimes, often, always) to enable the participants to express their agreement with each paragraph and the following weights were adopted respectively (1, 2, 3, 4, 5). To interpret the means of the study sample's estimates of the tool's poverty, the Likert scale was processed according to the equation for calculating the length of the category = (the largest value – the lowest value) / number of categories = (5-1) / 3 = 1.33. The following statistical criterion was used:
  - From 1.00- Below 2.33 Low
  - From 2.34 - 3.67
  - from 3.68-5.00 degrees high.

### *Face Validity*

Virtual validity refers to how clear a survey tool is or in measuring what it is designed to measure, without the need for complex procedures to validate it. In this study, the apparent validity of the tool was achieved by presenting the questionnaire to (4) experts in the field of sports management and special education, and they were asked to give their observations on the clarity and wording of the questionnaire paragraphs, the appropriateness of the paragraphs to the variable under which they fell, and the accuracy and soundness of the linguistic wording, in addition to any other observations, whether by deletion or addition, and the modifications of the arbitrators and the modification of the study paragraphs were adopted to bring the number of paragraphs of the final questionnaire to (8) paragraphs for each variable.

### *Construction Sincerity*

Upon validating the research instrument, the questionnaire was administered to a survey sample of 10 managers external to the primary study sample, to derive the correlation coefficient of the items with their respective dimensions. This technique seeks to evaluate the tool's capacity to assess the ideas related to the variables it is intended to measure.

The correlation coefficients among the variable questionnaire paragraphs, such as sports administration and the participation of individuals with disabilities in sports activities, were examined to confirm that the paragraphs effectively measured the specified dimensions. The subsequent table displays the correlation coefficients of the paragraphs with their respective variables.

**Table (2)** Paragraph correlation coefficients for the study variables

Paragraph	Correlation coefficient	Paragraph	Correlation coefficient
Sports management		Participation of persons with disabilities in sports activities	
1	.651	1	526
2	.720	2	466
3	.742	3	667**
4	.523	4	Seven-eight-four.

5	679	5	.803
6	627	6	740
7	.780	7	409
8	583*	8	744

\*Statistically significant when

Significance level 0.01

It is noted from Table (2) that the values of the correlation coefficients of the sports management paragraphs ranged between (0.523-0.780), and the correlation coefficients of the paragraphs for the participation of people with disabilities in sports activities ranged between (0.409-0.803). These values are considered educationally acceptable, and accordingly all paragraphs in the scale have been accepted.

#### *Reliability of the Questionnaire*

After verifying the validity of the construction, it was necessary to ensure the **stability of the tool**, as the **internal consistency coefficient** was calculated using **Cronbach's Alpha coefficient of the tool's** variables. This procedure aims to measure the stability of the tool in providing consistent results over different time periods and on a different sample. The following table shows the **value of the Cronbach alpha coefficient** for each dimension of the tool to ensure the stability of the measurement in the study.

**Table (3)** Internal Coefficient of Consistency (Cronbach Alpha)

Variable	Cronbach-Alpha
Sports management	.782
Promoting the participation of people with disabilities in sports activities	0.768

Table (3) shows that the value of the stability of sports management is (0.782) and the stability of the participation of people with disabilities in sports activities is (0.768), and these values are considered educationally acceptable for the purposes of the study.

#### *Study Procedures*

1. Reviewing the theoretical literature of the studies is similar to my study; with the aim of forming a clear picture of its subject, and identifying the problem, questions and variables of the study.
2. Using previous studies related to their variables to build the scale of the current study.
3. Ensure that the metrics are correct and consistent in the appropriate ways.
4. Identify the research community represented by principals of schools for people with disabilities in Jordan
5. Selection of the study sample to which the study was applied from the principals of schools for people with disabilities, as their number reached 82 principals



6. Obtaining the necessary task facilitation books for the application of the study tool.
7. Applying the study metrics.
8. Unpacking the questionnaire and analyzing it according to the SPSS system, and implementing the statistical procedures necessary to answer the study questions and extract the study recommendations.

### *Statistical Processing*

To achieve the purposes of the study, the Statistical Packages for Social Sciences (SPSS) program was used to analyze the study data and extract the results, and several statistical methods were adopted, namely:

1. Descriptive Statistics includes the frequencies and percentages to describe the characteristics of the study sample, in addition to extracting the arithmetic averages and standard deviations of the respondents' answers to the paragraphs of the study variables.
2. Cronbach's alpha coefficient to estimate the instrument's internal consistency stability.
3. Pearson Correlation Coefficient
4. Applying the independent sample t-test to the study variables according to the study variable (gender, type of disability of students).
5. A single variance analysis (ANOVA) to test the statistical significance of the differences between the arithmetic means of the sample members' estimates on the dimensions of the study tool and the tool as a whole according to the age group variable of students with disabilities in school.

### *Analysis of the Study*

This part of the study is presented to find out the role of sports management in promoting the participation of people with disabilities in sports activities in schools. The following is a presentation of the results of the study according to the sequence of its questions:

**The results of the first question, which states:** “To what extent do sports departments in schools provide an inclusive environment that supports the participation of people with disabilities in sports activities?”

To answer this question, the arithmetic means and standard deviations of the mathematical management paragraphs were calculated, and the following tables show the results of the responses of the study sample.

**Table (4)** Arithmetic means and standard deviations of sports management paragraphs

Number	Paragraph	Arithmetic Mean	Standard Deviation	Rank	Level
1	Sports management provides programs that support the participation of people with disabilities in sports activities.	3.85	1.04	2	High
2	Sports management seeks to provide an inclusive and appropriate environment for people with disabilities in sports activities.	3.80	1.02	4	High
3	. The Sports Department provides equipment and supplies that suit the needs of people with disabilities	4.06	973	1	High

4	The Sports Department shall establish clear policies to ensure the inclusion of persons with disabilities in various sports activities.	3.62	1.25	6	Average
5	Sports management makes adjustments to sports programs to meet the needs of people with disabilities.	3.45	1.35	8	Average
6	Sports management provides equal opportunities to participate in sports activities for all students including those with disabilities.	3.60	1.17	7	Average
7	Sports management provides training courses for trainers on how to deal with people with disabilities in sports activities	3.69	1.14	5	High
8	Sports management contributes to raising the awareness of the school community of the importance of participation of persons with disabilities in sports activities.	3.84	1.06	3	High
<b>SportsPress</b>		3.74	0.71	High	

Table (4) indicates that the overall arithmetic means of the sports administration attained a high level of (3.74), while the arithmetic means of the individual components of the sports administration varied between (3.45 – 4.06), reflecting medium to high scores. Notably, paragraph (3) asserts that "the sports department provides equipment and supplies that cater to the needs of individuals with disabilities." The maximum arithmetic mean, paragraph (5), which asserted that "the sports administration shall modify sports programs to accommodate the requirements of individuals with disabilities." The lowest arithmetic mean suggests that sports departments significantly facilitate an inclusive and suitable environment for individuals with disabilities to engage in sports activities, although certain aspects, such as the modification of sports programs, necessitate further improvement.

This outcome can be attributed to the significant focus of sports departments on supplying appropriate equipment for individuals with disabilities, as this is a fundamental aspect of their responsibilities to promote integration into sports activities and to guarantee safety and efficacy during these endeavors. Consequently, the provision of equipment attained the greatest arithmetic mean (4.06). This assistance arises from a heightened awareness of the necessity for an inclusive and accessible environment, prompting departments to invest in resources for those with disabilities. The low arithmetic average of 3.45 for the paragraph on adapting sports programs suggests difficulties or insufficient flexible resources or policies that hinder the adaptation of programs to better accommodate those with disabilities. This may need the allocation of supplementary resources or the engagement of professionals proficient in developing sports programs tailored for various impairments, hence requiring more efforts to improve and adapt programs to accommodate this varied population.

The concordance between the findings of the present study and Rasheed (2023) is ascribed to the significant focus on the necessity of supplying suitable equipment as a fundamental component of enhancing the sports environment for individuals with impairments. The Rasheed research indicated that 88% of participants acknowledged the availability of suitable sports supplies, demonstrating the effectiveness of sports departments in this regard, which aligns with the present findings that reveal a high degree of equipment provision. The provision of equipment attained the greatest arithmetic mean (4.06). The disparity between the findings of the current investigation and those of the Dawn (2023) might be ascribed to variations in the settings and surroundings of the respective studies. The Dawn study revealed substantial deficiencies in the accessibility of sports activities for individuals with disabilities in India, highlighting inadequate supporting infrastructure. This situation underscores challenges related to local policies and resources, which contradicts recent findings indicating that sports departments offer considerable support in fostering an inclusive and disability-friendly environment for sports activities.

**The results of the second question, which states: To what extent is the participation of persons with disabilities promoted in sports activities?**

To answer this question, the arithmetic means and standard deviations of the paragraphs promoting the participation of persons with disabilities in sports activities were calculated, as shown in the following table:

**Table (5)** Arithmetic means and standard deviations of the paragraphs of participation of persons with disabilities in sports activities

No.	Paragraph	Arithmetic Mean	Standard Deviation	Rank	Level
1	Students with disabilities feel appreciated and supported by their peers and teachers when participating in sports activities.	3.64	1.22	4	Average
2	Students with disabilities show a clear desire to join sports activities organized by the school.	3.75	1.00	2	High
3	The school offers a variety of sports activities to suit the interests and needs of students with disabilities.	3.68	1.16	3	High
4	Sports activities in the school take into account the needs of students with disabilities and provide them with the necessary adjustments.	3.28	1.11	5	Average
5	The school administration provides sufficient support to students with disabilities to enable them to participate in sports activities.	3.10	1.12	6	Average
6	Students with disabilities are provided opportunities to participate in various sports activities offered by the school.	3.08	1.22	7	Average
7	School sports activities contribute to enhancing the physical fitness and mental health of students with disabilities	2.89	1.11	8	Average
8	Students with disabilities regularly participate in school sports activities	3.79	1.24	1	High
<b>Participation as a whole</b>		3.40	0.713	Average	

Table (5) indicates that the arithmetic means for promoting the participation of individuals with disabilities in sports activities is (3.40), signifying an average level of interest, which suggests a commendable motivation among students with disabilities to partake in organized sports. The paragraphs scored between 2.89 and 3.79, reflecting medium to high ratings. Paragraph 8, which stated that "students with disabilities participate regularly in school sports activities," achieved the highest arithmetic average, suggesting a commendable level of regular participation of individuals with disabilities in sports activities. Paragraph (7), which asserts that "school sports activities enhance the physical fitness and mental health of students with disabilities," has the lowest arithmetic mean.

The outcome, indicating a mean promotion level of participation for individuals with disabilities in sports activities at 3.40, can be attributed to the evident interest and strong desire of students with disabilities to engage consistently, reflecting a commendable level of motivation and demand for sports involvement. The provision of a suitable and supportive environment appears to foster participation, as indicated by the paragraph on regular engagement in sports activities, which has the highest arithmetic mean (3.79), demonstrating the effectiveness of initiatives aimed at facilitating the integration of students with disabilities into sports.

The paragraph with the lowest arithmetic mean (2.89), concerning the influence of sports activities on enhancing physical fitness and mental health, may be attributed to various factors, including the limited diversity of sports activities or insufficient adaptation to the needs of individuals with disabilities, which diminishes their potential to provide comprehensive benefits in fitness and mental health. A deficiency of professional's adept in delivering sports programs that address the varied physiological and psychological needs of individuals with disabilities may diminish the effectiveness of activities in enhancing their overall health status.

Al-Maliki et al. (2020) aligns with the findings of this research, demonstrating that involvement in sports activities positively influences the enhancement of national identity and social integration among children with special needs, reflecting their eagerness to engage and participate meaningfully. This outcome aligns with the observation that the section "Regular participation of people with disabilities in sports activities" possesses the highest arithmetic mean (3.79) in this study, indicating a commendable level of consistent involvement of individuals with disabilities in sports activities, and affirming that children with disabilities are significantly motivated to participate in organized sports.

These results differ from the results of the Al-Qaraan study (2016), which showed that there are moderate obstacles facing students with hearing disabilities in practicing sports activities, especially in terms of capabilities and psychological support, which negatively affects their level of participation. This variation may be due to the different support available and the degree to which sports activities are adapted to meet the needs of people with disabilities in different school settings.

**The results of the third question, which states:** "Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of the study sample on the role of sports departments in promoting the participation of people with disabilities in sports activities, according to the variables (gender, age group of people with disabilities and type of disability)?"

To answer the study question, arithmetic means and standard deviations were calculated for the role of sports management and the variable of promoting the participation of people with disabilities in sports activities, according to the variables of gender, age group of people with disabilities and type of disability, and the following tables illustrate this:

**Table (6)** the arithmetic means and standard deviations of the responses of the study sample to sports management and enhancing the participation of people with disabilities in sports activities

Variable	Statistics		SportsPress	Promoting the participation of people with disabilities in sports activities
Gender	Male	Arithmetic Mean	3.75	3.45
		Standard Deviation	.708	0.724
	Female	Arithmetic Mean	3.73	3.35
		Standard Deviation	0.727	0.724
Age Group	10-12 years	Arithmetic Mean	3.86	3.45
		Standard Deviation	0.712	0.724
	13-15 years of age	Arithmetic Mean	3.56	3.33
		Standard Deviation	0.742	730
	16-18 years	Arithmetic Mean	3.90	3.46

		Standard Deviation	590	0.680
<b>Disability Type</b>	Kinesthetic and Mental	Arithmetic Mean	3.36	3.21
		Standard Deviation	0.656	0.601
	Audio-visual	Arithmetic Mean	4.27	3.67
		Standard Deviation	462.	0.779

Table (6) clearly indicates that the arithmetic means of the study sample's responses regarding sports management and the promotion of participation for individuals with disabilities in sports activities reveal significant differences among various groups based on gender, age group, and type of disability. The findings indicated that males achieved a superior arithmetic mean compared to females in both categories (sports management 3.75 vs. 3.73, and participation enhancement 3.45 vs. 3.35). The 16-18 age group had the greatest arithmetic means for sports management and increased involvement, with values of 3.90 and 3.46, respectively. The audiovisual group had the highest arithmetic means in both categories, with sports management at 4.27 and promotion of involvement at 3.67, in contrast to the motor and intellectual category, which recorded sports management at 3.36 and promotion of participation at 3.21.

In order to verify the materiality of the apparent differences, the independent t-test and one-way Anova were applied, as shown in the following tables:

#### *Jinn-based variance analysis*

**Table (7)** Results of the ((T) test for independent samples of study variables according to the gender variable

Variable	Variable	T	Df	Sig
Gender	SportsPress	0.117	80	.807
	Promoting the participation of people with disabilities in sports activities	0.646	80	.520

Table (7) of the study variables according to the gender variable indicates that there are no statistically significant differences between males and females in both sports management and promoting the participation of people with disabilities in sports activities, where the value of Sig in both variables was greater than 0.05. The result indicates that policies and procedures related to sports management, as well as sports activities for people with disabilities, are similarly implemented between the sexes. This reflects the importance of focusing on improving sports activities in general, and ensuring accessibility and interaction among all students regardless of their gender.

#### *Analysis of differences based on the age group of people with disabilities*

**Table (8)** (one-way Anova) test results according to the age group of people with disabilities

Paragraph	Source of variance	Sum of squares	DF	Squares Mean	F	Sig
SportsPress	Between Groups	2.065	2	1.033	2.721082	.131
	Within groups	181	79	0.496		
	Total	247.	81			

Promoting the participation of people with disabilities in sports activities	Between Groups	0.330	2	.165	0.319	0.728
	Within groups	.875**	79	0.517		
	Total	.205	81			

Table (8) presents the outcomes of the single ANOVA test conducted to examine the differences based on the age group of individuals with impairments. The results demonstrated no statistically significant variations in sports management and the promotion of participation among individuals with disabilities across various age groups. The Sig values for the sports management variable were 0.131, and for promoting the engagement of individuals with disabilities in sports activities, it was 0.728, both beyond the acceptable threshold for statistical significance. 0.05 Consequently, age disparities among individuals with disabilities do not significantly influence their assessments of sports management or their engagement in sports activities. Consequently, sports policies and activities seem to be consistently available to all age demographics.

#### *Analysis of differences based on the type of disability*

**Table (9)** Results of the (T) test for independent samples of study variables according to the disability type variable

Variable	Variable	T	Df	Sig
Disability Type	SportsPress	361	80	0.00
	Promoting the participation of people with disabilities in sports activities	993.	80	0.004

Table (9) demonstrates statistically significant variations in the assessment of sports management and the facilitation of participation for individuals with disabilities in sports activities, contingent upon the kind of impairment. The sports management variable exhibited a T-value of -7.361 at a significance level of 0.00, while the participation promotion variable demonstrated a T-value of -2.993 at a significance level of 0.004. This suggests that the type of disability significantly influences the assessment of these variables, favoring individuals with hearing and visual impairments, who attained the highest averages relative to other categories, indicating that sports programs and activities more effectively address the needs of these groups.

Researchers analyze the study's findings about sports management and the encouragement of individuals with disabilities to engage in sports activities through various influencing elements. The results indicated a minor disparity in evaluations between males and females; however, no statistically significant differences were observed between the sexes. This suggests that sports activities and associated policies are administered equitably across genders. Additionally, age differences did not significantly influence participants' evaluations, implying that sports programs are uniformly available to all age groups. The study revealed statistically significant differences among various disability groups, indicating that individuals with hearing and visual impairments received higher evaluations, suggesting that sports activities more effectively address the needs of these groups compared to others.

Edmore et al. (2021) examined the participation of individuals with disabilities in the Paralympic Games in Zimbabwe, revealing that the primary obstacles to effective participation are insufficient sports awareness, challenges in securing funding, transportation issues, inadequate social support, and substandard equipment conditions. The findings align with those presented in the current study, indicating difficulty in creating an inclusive sports environment. Despite the adequate provision of sporting equipment, successful participation encounters challenges, including insufficient financial or procedural assistance in certain areas. The research conducted by Pitts et al. (2017) revealed that the incorporation of topics concerning



individuals with disabilities in sports management curricula varied significantly among universities, indicating an inconsistency in the emphasis on disability-related issues in sports. The present study revealed a uniform emphasis on enhancing sports activities, irrespective of variations in academic programs or educational institutions, suggesting that disparities among universities did not significantly impact the support for sports activities for individuals with disabilities in this research.

The results of the fourth question, which states “Is there a statistically significant correlation between the role of sports administrations and the level of participation of persons with disabilities in sports activities?”

The Pearson correlation coefficient test was employed to examine the connection between the two variables. The findings indicated a favorable association between the function of sports departments and the encouragement of involvement among individuals with disabilities in sports activities, with a correlation coefficient of (0.500) at a significance level of (Sig = 0.000). The results demonstrate that enhancing the performance of sports departments significantly increases the participation of individuals with disabilities in sports activities, underscoring the critical role of policies and procedures implemented by these departments in fostering an inclusive and supportive environment.

The researchers elucidate that a favorable correlation exists between the function of sports administrations and the encouragement of participation among those with impairments in sporting activities. The Pearson correlation coefficient test was employed to examine the connection between the two variables. The findings indicated a favorable association between the function of sports administrations and the encouragement of involvement among individuals with disabilities in sports activities, with a correlation value of 0.500 at a significance level of 0.000. The findings elucidate that strengthening the efficacy of sports administrations substantially increases the involvement of individuals with impairments in sports activities. When sports administrators dedicate themselves to creating a suitable atmosphere and inclusive sports programs, it fosters increased participation among those with disabilities. Supportive measures, including awareness and training, augment their participation in athletic activities. This study indicates that the policies and procedures implemented by sports administrations favorably influence the promotion of sustained and effective involvement among individuals with disabilities, hence fostering an inclusive and suitable sports environment for them. The findings indicated a positive and moderate correlation between the function of sports departments and the enhancement of participation among individuals with disabilities in sports activities. This aligns with the research conducted by Edmore et al. (2021), which highlighted the significance of institutional and administrative support in fostering participation of individuals with disabilities in sports, underscoring the role of institutions in creating an inclusive sports environment. This outcome contrasts with Dawn's (2023) research, which identified significant infrastructural deficiencies in India that hinder the involvement of those with disabilities in sports, highlighting the absence of appropriate supportive policies.

## Conclusions

- 1- The findings underscore that sports administrations play a critical role in promoting the participation of people with disabilities by providing a conducive sports environment.
- 2- There is a positive relationship between the effectiveness of sports administrations and the motivation of people with disabilities to participate in school sports activities.
- 3- Institutional support and appropriate equipment are shown to contribute to raising the level of regular participation of people with disabilities in sports activities.
- 4- Assessments of the role of sports management vary by type of disability, with audiovisual groups showing higher positive results compared to other groups.

## Recommendations

- 1- Sports departments should promote training programs to provide an inclusive environment for all students with disabilities.
- 2- It is recommended to provide more dedicated sports equipment that suits the needs of people with disabilities.
- 3- Sports policies should be improved to increase their participation in sports activities within schools.
- 4- It is important to focus on developing sports programs that suit the different needs of people with disabilities to promote their effective participation.

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