

Obstacles to the Training Process and Competitions for People with Special Needs in the Republic of Yemen and

Their Proposed Solutions

معوقات عملية التدريب والمنافسات لدى ذوي الاحتياجات الخاصة بالجمهورية اليمنية والحلول المقترحة لها

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Abstract:

This study aimed to identify the obstacles facing the training process and sports competitions for people with special needs in the Republic of Yemen, and to propose viable solutions. To achieve this objective, a descriptive-analytical approach was employed, utilizing a questionnaire administered to a sample of (110) individuals involved in sports for people with disabilities. The findings revealed that all categories of obstacles have a "high" degree of impact. Educational and school-related obstacles ranked first as the most significant barrier (with a mean score of 4.23), primarily represented by "the lack of suitable sports systems and activities in schools." This was followed by administrative and financial obstacles in second place (mean = 4.08), the most severe of which were "the absence of a dedicated budget for external competitions" and "low or non-existent salaries for coaches." Family and community-related obstacles ranked third (mean = 3.91), followed by professional obstacles facing coaches in fourth place (mean = 3.85), most notably "the lack of specialized training courses for coaches." Furthermore, the results indicated statistically significant differences in the perception of "educational and school-related obstacles" attributable to gender (in favor of males) and age (in favor of the 41-60 age group). However, no significant differences were found based on educational level or type of disability. Accordingly, the study recommends that educational authorities develop inclusive sports activities in schools. It also calls on government bodies to approve fixed budgets to support disability sports and enhance the qualifications of coaching staff, in addition to promoting community

partnerships to support this vital segment of society.

Keywords:

Sports for People with Special Needs - Sports Obstacles - Athletic Training.

الملخص: هدفت هذه الدراسة للتعرف إلى المعوقات التي تواجه عملية التدريب والمنافسات الرياضية لذوي الاحتياجات الخاصة بالجمهورية اليمنية، وتقديم الحلول المقترحة لها. ولتحقيق هذا الهدف، تم استخدام المنهج الوصفي التحليلي، وتطبيق استبانة على عينة قوامها (110) فرداً من ذوي العلاقة بالرياضة ذوي الاحتياجات الخاصة. أظهرت النتائج أن جميع محاور المعوقات تؤثر بدرجة "عالية". وقد احتلت المعوقات التربوية المدرسية المرتبة الأولى كأكبر عائق (بمتوسط حسابي 4.23)، تمثلت أبرزها في "عدم توفر أنظمة وأنشطة رياضية مناسبة في المدارس". تلتها في المرتبة الثانية المعوقات الإدارية والمالية (بمتوسط 4.08)، وكان أشدها تأثيراً "عدم وجود ميزانية مخصصة للمشاركات الخارجية" و"قلة رواتب المدربين". وجاءت المعوقات المرتبطة بالأسرة والمجتمع في المرتبة الثالثة (بمتوسط 3.91)، ثم المعوقات المهنية للمدربين في المرتبة الرابعة (بمتوسط 3.85)، والتي كان أبرزها "عدم تأهيل المدربين بدورات متخصصة".

كما كشفت النتائج عن وجود فروق ذات دلالة إحصائية في إدراك "المعوقات التربوية المدرسية" تعزى لمتغيري الجنس (لصالح الذكور) والعمر (لصالح الفئة العمرية 41-60 سنة). بينما لم تظهر فروق دالة إحصائية تعزى للمؤهل العلمي أو نوع الإعاقة. وبناءً على ذلك، أوصت الدراسة بضرورة قيام الجهات التربوية بتطوير أنشطة رياضية في المدارس لذوي الاحتياجات الخاصة، ودعت الجهات الحكومية إلى إقرار ميزانيات ثابتة لدعم رياضة ذوي الاحتياجات الخاصة وتأهيل الكوادر التدريبية، بالإضافة إلى تعزيز الشراكة المجتمعية لدعم هذه الفئة الحيوية. الكلمات المفتاحية: رياضة ذوي الاحتياجات الخاصة - المعوقات الرياضية - التدريب الرياضي.

Study Introduction:

Sport is a social and human phenomenon that transcends the boundaries of competition and physical exertion to become a civilizational indicator reflecting the extent of societal progress and its commitment to principles that guarantee the rights of all individuals without discrimination. Sport represents a fundamental right and an effective means of social inclusion, as well as promoting health and quality of life among persons with disabilities. Moreover, the systems of training and competition constitute a key driver for talent identification and development, and for creating pathways toward empowerment.

Sports for persons with disabilities occupy a central position, as this group is no longer viewed as an isolated sector or a burden on society, but rather as an integral part of the social fabric, possessing creative capacities and potentials. They have their own needs and aspirations that require an effective response and a comprehensive support system. (Sharaf, 2005, p. 12)

The global perspective on persons with disabilities has undergone a fundamental transformation, particularly in the aftermath of World War II and the large numbers of individuals left injured by it. International thinking has shifted from marginalization and exclusion to full recognition of rights, with an increasing focus on rehabilitation policies and comprehensive inclusion across all aspects of life (Abdel Wahab, 2020, p. 24). In the context of this transformation, sport emerges as a vital, multidimensional tool and one of the most effective avenues for achieving empowerment. It is not merely a recreational activity aimed at filling leisure time; rather, it is a structured therapeutic and rehabilitative process that contributes to behavior modification and the development of life skills. At the physical level, sports participation enhances residual physical and motor abilities and improves neuromuscular coordination. At the psychological level, it fosters self-confidence, provides an outlet for negative emotions, and strengthens a positive self-concept. At the social level, sport serves as a crucial bridge for achieving the effective inclusion of persons with disabilities with their peers, breaking barriers of isolation and correcting negative stereotypes about them (Jalal, 2010, p. 15; Al-Atiya, 2008, p. 18).

Despite this global consensus on the importance of sports for persons with disabilities, translating these convictions into effective programs on the ground continues to face significant challenges, particularly in relation to systematic training and participation in sports competitions. Transitioning an athlete from the stage of informal participation to competitive performance requires an integrated infrastructure and a sustainable support system.

The scientific literature indicates the presence of deeply rooted structural barriers that hinder the realization of the full potential of this group. Among the most prominent of these obstacles are the acute shortage of specialized rehabilitation programs and qualified technical personnel, including coaches and administrators, as well as entrenched negative attitudes within the work environment and society that cast doubt on their productive and creative capacities. (AL khatib, Awad & Shama, 2009, pag44).

Studies by (PEG22; Scope, 2003; Rababa'a, 2018, p. 35) confirm that such negative attitudes may be more pronounced among influential segments of society, thereby exacerbating the problem and creating an unsupportive environment.

In light of this reality, and given the specific circumstances faced by Yemeni society, there is a pressing need for an in-depth examination of the state of sports for persons with disabilities. Despite the existence of institutions and entities dedicated to this group, and notwithstanding both individual and institutional efforts, the processes of structured sports training and effective participation in local and international competitions continue to face substantial challenges that may be insufficiently defined or inadequately documented in scientific terms.

Accordingly, this study represents a serious scholarly attempt to diagnose the "barriers to training processes and competitive participation among persons with disabilities in the Republic of Yemen."

Research Problem:

Despite the global recognition of the importance of sports activity as a means of integrating and rehabilitating persons with disabilities (Mahrous, 2002, p. 50), the implementation of this principle faces significant challenges, particularly in contexts affected by protracted crises.

The Republic of Yemen represents a striking example of this gap. In the context of an armed conflict that has led to a "dramatic increase" in the number of persons with

disabilities—estimated at approximately 4.9 million (United Nations Office for the Coordination of Humanitarian Affairs [OCHA], 2024).

This group has become “the most affected and marginalized” in society (Amnesty International, 2019). International reports further indicate that infrastructure in Yemen—including “most stadiums and sports facilities”—has been severely damaged, making the practice of sports a major logistical challenge (International Paralympic Committee, 2021).

This situation is further exacerbated by severe barriers in accessing basic services, as reports indicate that 81% of persons with disabilities are unable to access even essential humanitarian assistance. (, Humanity & Inclusion, 2022, pag11).

Based on the researcher’s interest in this group, and due to her experience as a coach working for a period with blind and physically disabled athletes, the research problem has emerged. It is centered on the presence of a set of complex and insufficiently documented barriers that hinder the regular participation of persons with disabilities in sports training and competitive activities. This is largely due to the shortage of specialized personnel working with this group, which in turn has contributed to the emergence of additional obstacles, such as social barriers and reduced societal respect toward persons with disabilities. Previous studies have described the recreational services provided as “weak” (Al-Aryani, 2021, p. 30), alongside social barriers reflected in the finding that 89% of persons with disabilities feel a lack of respect from their society (Al-Sharq Al-Awsat, 2024, p. 10).

The absence of an in-depth scientific study analyzing these interrelated barriers from the perspective of field practitioners represents a clear research gap. Therefore, this study seeks to address this gap and to develop scientific and practical recommendations and solutions that would help bring disability sports into clearer visibility within its proper scientific and practical framework.

Objectives of the Study: The current study aimed to identify

- The obstacles to training and sports competitions for people with special needs in the Republic of Yemen, and proposed solutions.
- Differences in the obstacles to training and sports competitions for people with special needs in the Republic of Yemen according to the variables of gender (male-female), age (30 years to over 60 years), type of disability (visual, hearing, motor, intellectual), and educational level (high school, university, graduate studies).

Research Questions :

- What are the obstacles to training and sports competitions for people with special needs in the Republic of Yemen, and what solutions are proposed?
- What are the differences in the obstacles to training and sports competitions for people with special needs in the Republic of Yemen attributable to the variables of gender (male–female), age (from 30 years to over 60 years), and type of disability (visual–hearing – motor – intellectual) and educational attainment (secondary – university – graduate studies)?

Areas of Study:

- **Human Domain:** Administrators and teachers who work with people with special needs, as well as others involved in this field within the Capital Secretariat and certain other Yemeni governorates.
- **Spatial Domain:** Federations and institutions responsible for major sports for people with special needs and their branches.
- **Temporal scope:** The study was conducted during the academic year 1446 AH – 2025 AD

Study Terminology:

- **Barriers to Training and Competition for People with Special Needs:**

- **Barriers:** These are obstacles or impediments that prevent people with special needs from easily and comfortably accessing sports activities or participating in competitions. (Al-Hussein, 2004, p. 10)
- **Sports Training:**
The concept of sports training refers to an integrated athletic process managed according to scientific and educational principles, aimed at achieving optimal performance levels in various sports games and competitions through a planned and organized impact on the athlete's abilities and readiness to perform. (Al-Fateh, 2002, p. 22)
- **People with Special Needs:**
This is a broad, constructive concept that encompasses a spectrum of social groups and is used to identify individuals with special needs, regardless of their source: physical, educational, motor, or mental. The concept serves practical, political, legal, and economic purposes. Furthermore, disabilities may arise from genetic causes or acquired environmental factors. (Ferry, 2019, p. 20, PC)

Previous and Similar Studies:

- **Mr. (2022) conducted a study aimed at** "developing a proposed framework for improving the administrative systems of institutions working in the field of intellectual disabilities in the Arab Republic of Egypt The researcher used a descriptive approach, and the research population consisted of all general administrative staff at institutions providing sports and physical care activities and services to individuals with intellectual disabilities. The study sample comprised 288 individuals selected using a comprehensive enumeration method. The study concluded that the administrative processes and mechanisms for implementing activities in disability institutions were at an average level, with weaknesses in the activities and programs implemented by these institutions. Furthermore, there

were material resource deficiencies, characterized by a lack of human resources in the field of disability and rehabilitation mechanisms within these institutions, along with a severe lack of general technology use in the field of disability.

- **Bin Saha et al. (2021) conducted a study aimed at:** “Identifying the most significant barriers preventing students with special needs who are integrated into physical education and sports classes from participating.” The researchers used a descriptive approach, relying on a questionnaire as a data collection tool. The study sample consisted of 30 physical education and sports teachers at the middle school level in the province of M’sila, selected through purposive sampling. The study concluded that there are significant pedagogical barriers (educational) to a large extent, most notably the failure to adapt lesson content to students’ abilities, and the presence of significant material barriers, such as a lack of appropriate sports equipment and tools and inadequate facilities, along with psychological and social barriers, such as students’ feelings of shyness and their peers’ negative attitudes,
- **Shenyar et al. (2018) conducted a study aimed at:** to identify the barriers preventing people with physical disabilities from participating in sports and to examine differences in these barriers according to gender and age. The researchers used a descriptive approach and a questionnaire as the study tool. The study sample consisted of 50 individuals with physical disabilities in the state of Al-Masila, who were selected randomly. The study concluded that the most significant barriers were physical (lack of facilities and costs) and psychological (fear of injury), and that there were statistically significant differences in some barriers attributable to the age variable, with the younger age group (youth) being more affected by these barriers.
- **Jan et al. (2014) conducted a study aimed at evaluating sports services and facilities at King Abdulaziz Sports City in Makkah in light of the requirements necessary for the care of people with physical disabilities. To achieve the study’s**

objective, a descriptive survey approach was used, with a questionnaire as the research tool, The study was conducted on a sample of 28 coaches, administrators, and athletes from sports teams for people with physical disabilities participating in the Saudi Federation Championship for People with Special Needs. The study results showed that interest in gifts and prizes ranked first, while the lack of international-standard playing fields ranked second, and the lack of locker rooms, handrails, and supports for people with special needs ranked third.

- Study Design and Methodology:

- **Study Approach:** The researchers employed a descriptive approach, given its suitability for the nature and objectives of the study.
- **Study Sample:** The sample was selected using a purposive sampling method; all 110 participants were selected exclusively through direct communication with the research community. They were individuals aged 30 years and older, including administrators and trainers working with individuals with special needs in various centers, associations, and schools across the Republic of Yemen. The sample comprised 20 trainers and 90 administrators. **Tables 1, 2, 3, and 4 describe the study sample according to the variables:**

Table (1): Sample Characteristics by Gender

Variable	Category	Frequency	Percentage
Gender	Male	73	66.36%
	Female	37	33.64%
Total		110	100%

Table 1 shows the distribution of the sample by gender, with 73 males (66.36%) and 37 females (33.64%).

Table (2): Sample Characteristics by Age

Variable	Category	Frequency	Percentage
Age	(30–40 years old)	56	%50.91
	(41–60 years old)	52	%47.27
	(over 60 years old)	2	%1.82
Total		110	100%

Table 2 shows the distribution of the sample by age; there were 56 individuals aged 30–40 years, representing 50.91% of the sample, 52 individuals were aged 41–60 years, representing 47.27%, while two individuals were over 60 years old, representing 1.82%.

Table (3): Sample Characteristics by Educational Attainment

Variable	Category	Frequency	Percentage
Academic Qualification	High School	14	%12.73
	Bachelor's Degree	88	% 80
	Master's Degree	7	%6.36
	Doctorate	1	%0.91
Total		110	100%

Table 3 shows the distribution of the sample by educational attainment; 14 individuals (12.73%) held a high school diploma, 88 individuals held a bachelor's degree, representing 80.00%, while 7 individuals held a master's degree, representing 6.36%, and the number of those holding a doctoral degree was 1 individual, representing 0.91%.

Table (4): Sample Characteristics by Type of Disability

Variable	Category	Frequency	Percentage
Type of disability	Auditory	27	%24.55
	Visual	23	%20.91
	Motor	40	%36.36
	Cognitive	20	%18.18
Total		110	100%

Table 4 shows the distribution of the study sample by type of disability; the number of staff working with individuals with hearing impairments was 27 (24.55%), the number of staff working with individuals with visual impairments was 23 (20.91%), and the number of workers with mobility disabilities was 40 individuals, representing 36.36%, while the number of workers with intellectual disabilities was 20 individuals, representing 18.18%.

Research Tools :

The researchers relied on theoretical literature and previous studies to collect data and information, with the aim of using them to design a questionnaire appropriate to the nature of the study in light of the required data, as follows:

- **Document analysis:** Through the study and analysis of scientific references and previous studies related to the research topic.
- **Face-to-face interviews:** With professors from the physical education faculties at Sana'a University and Al-Hodeidah University to identify appropriate themes and phrases for the study.
- **Questionnaire design:** Aimed at identifying the obstacles facing the training process and sports competitions for people with special needs in the Republic of Yemen, as well as proposed solutions.

Procedures for Designing the Opinion Survey Form (Questionnaire):

- 1 .The researchers followed scientific steps to refine the methodology of the study tool; they reviewed scientific references related to the study in order to identify the questionnaire's themes.
- 2 .The themes were presented to experts to assess the suitability of the proposed themes; the researcher accepted a minimum approval rate of 80%, as shown in Table 5.
3. The statements for each of the questionnaire's themes were determined; the total number of themes was 4, and the total number of statements was 54.

Table (5): Percentage of expert opinions on the survey topics (n=7)

m	The Focus	Number of sentences	Frequency	Percentage
1.	Administrative and Financial Barriers	24	7	%100
2.	Professional Barriers Faced by the Trainer	14	6	%85.71
3.	Barriers Related to Family and Society	9	7	100%
4.	Educational and School-Related Barriers	7	7	100%
	total	54	-	-

Table 5 shows the percentages of expert agreement on the questionnaire items, which ranged from 85.71% to 100%. The questionnaire consisted of four items, all of which were agreed upon. To determine the level of barriers to training and sports competitions for individuals with special needs, the researchers calculated the response scores on the questionnaire using a five-point Likert scale as follows:

Very low	Low	Moderate	High	Very high
1point	2 points	3points	4points	2 points

Content Validity: The initial version of the questionnaire was presented to experts to determine the following:

- The extent to which the statements for each dimension are appropriate for measuring the subject under study.
 - The appropriateness of the wording of the statements in relation to the subject of the study.
 - To gather experts' suggestions regarding the deletion or addition of statements they deemed appropriate for the proposed themes.
- Based on the above, the researchers presented the preliminary version of the questionnaire to a group of eight experts from the Faculties of Physical Education at Sana'a University and Al-Hodeidah University. Based on the experts' consensus, some of the questionnaire items were reworded, and a number of statements were deleted and added across all study themes in general and the first theme in particular; According to the experts' opinions, the questionnaire comprised 54 statements

distributed across four themes, through which the obstacles facing the training process and sports competitions for people with special needs in the Republic of Yemen, as well as the proposed solutions, were identified.

Pilot Study:

The researchers administered the questionnaire to a pilot sample of the study population consisting of 15 individuals outside the main study sample. The pilot study aimed to:

- Assess the internal consistency of the questionnaire.
- To verify the reliability of the questionnaire.

The results of the pilot study indicated that the questionnaire was appropriate in terms of validity and reliability, as determined by the following statistical analyses:

Scientific Procedures for the Questionnaire:

The researchers used internal consistency to calculate the reliability coefficient of the questionnaire by calculating the correlation coefficient between each item and its subscale total, as well as the correlation between each item and the overall questionnaire total. Additionally, Cronbach's alpha was used to calculate the questionnaire's reliability and internal validity.

Calculation of Reliability:

The researchers used internal consistency reliability to calculate the correlation coefficient between each item and the scale to which it belongs, as well as between each item and the total score of the questionnaire, as illustrated in the following tables

Table (6): Calculation of the internal consistency reliability of the survey sample's responses on the first axis, "Administrative and Financial Obstacles" (n=15)

m	Phrases	Relation to its axis	Relation to the total	Meaning
1	Lack of training facilities for sports and activities for people with disabilities	.647**	.669**	Meaning
2	Difficulty transporting certain technical equipment and sports gear	.622*	.695**	Meaning
3	Lack of specialized technical equipment and gear for training these groups	.774**	.677**	Meaning
4	Lack of administrative support from senior management hinders the achievement of objectives	.832**	.856**	Meaning
5	Sports facilities are not equipped for the use of instructional technologies (space, tools, equipment)	.765**	.653**	Meaning
6	Lack of or low salaries for coaches	.646**	.770**	Meaning
7	Lack of effective communication among the entities responsible for these groups negatively impacts the training process	.626*	.667**	Meaning
8	Weak moral incentives for coaches to encourage them to use training technologies	.882**	.679**	Meaning
9	Lack of a dedicated budget for regional and international participation in sports for people with disabilities	.711**	.722**	Meaning
10	Much of the available training equipment is of poor quality or unsuitable for use	.801**	.653**	Meaning

As shown in Table 6 below, the correlation coefficients between the items and their respective scales ranged from 0.622 to 0.882; the items on each scale reached significance levels of less than or equal to 0.01 and 0.05, while the correlation between the item and the total score of the questionnaire ranged between 0.653 and 0.856, at a significance level of less than or equal to 0.01; indicating that the items of the first axis are highly statistically significant and obtained a strong correlation coefficient.

Table (7): Calculation of the internal consistency reliability of the survey sample's responses on the second axis, "Professional obstacles facing the training process" (n=15)

m	Phrases	Relation to its axis	Relation to the total	Meaning
1	Lack of qualified training staff	.717**	.557*	Meaning
2	The absence of clear training plans hinders the organization of the training process for this group	.736**	.602*	Meaning
3	Trainers' inability to address multiple disabilities	.799**	.596*	Meaning
4	Trainers' difficulty in identifying appropriate skills for people with disabilities	.781**	.628*	Meaning
5	Insufficient training time to apply training techniques	.869**	.649**	Meaning
6	Difficulty in managing and controlling individuals with disabilities during the training process	.650**	.565*	Meaning
7	Inability of individuals with disabilities to quickly understand and focus on the trainer's instructions	.648**	.619*	Meaning
8	Inability of the trainer to implement appropriate measures and solutions for the challenges faced by individuals with disabilities	.838**	.618*	Meaning
9	Lack of modifications in the training process to accommodate their abilities	.739**	.699**	Meaning
10	Lack of a suitable training venue prevents the trainer from effectively working with this group	.632*	.545*	Meaning
11	Lack of appropriate resources and training materials for	.662**	.586*	Meaning

	people with disabilities prevents the trainer from successfully fulfilling their role			
12	Trainers lack specialized training courses for this group	.680**	.599*	Meaning
13	The limited number of coaches capable of working with these groups	.547*	.737**	Meaning
14	The lack of specialized personnel trained to coach these groups	.564*	.567*	Meaning
15	The exclusion of training programs for people with disabilities from development programs	.623*	.734**	Meaning
16	The lack of disability-specific design in training facilities and competition venues	.571*	.674**	Meaning
17	The lack of coordination among coaches regarding the use of available technical equipment	.568*	.631*	Meaning
18	Lack of professional development opportunities and continuing education for coaches	.578*	.567*	Meaning
19	Absence of ongoing performance evaluations for coaches	.564*	.633*	Meaning
20	Lack of activities that support the use of training with this group	.598*	.607*	Meaning

As shown in Table 7 below:

The correlation coefficients between the items and their respective scales ranged from 0.547 to 0.869; the items on the scales reached a significance level of ($\leq 0.01, 0.05$), while the correlation of the item with the total score of the questionnaire ranged between 0.545 and 0.737, indicating that the items of the second axis have high statistical significance and a strong correlation coefficient.

Table (8): Calculation of the internal consistency reliability of the survey sample's responses on the third axis, "Barriers related to family and society" (n=15)

m	Phrases	Relation to its axis	Relation to the total	Meaning
1	The disapproving looks that a person with a disability receives from family members cause them to shy away from training and participating in sports.	.619*	.606*	Meaning
2	Unfair comparisons between them and their able-bodied siblings make them feel discouraged from participating.	.594*	.639*	Meaning
3	Depriving a person with a disability of certain privileges and family celebrations makes them feel discouraged.	.751**	.820**	Meaning
4	The feeling that their abilities are underestimated and that no one cares about them	.856**	.761**	Meaning
5	Complaints and impatience from the family make them feel discouraged	.868**	.821**	Meaning
6	Mocking the disabled person, even in moments of anger, makes them feel discouraged	.827**	.682**	Meaning
7	Denying the disabled person the opportunity to integrate into society and their surroundings prevents them from recognizing the importance of sports	.587*	.559*	Meaning
8	A lack of empathy from those around the person with a disability regarding their condition causes them to live in isolation	.645**	.609*	Meaning
9	The person with a disability's lack of skills causes them to avoid participation	.578*	.595*	Meaning
10	Lack of cooperation and support from the family for the person with a disability	.771**	.597*	Meaning
11	Failure to understand the importance of training and competitions for this group	.740**	.567*	Meaning
12	Lack of ongoing communication between coaches and the family	.657**	.802**	Meaning

13	The impact of psychological and social pressures on the family	.633*	.613*	Meaning
14	Parents' failure to assist the coach in working with the person with a disability	.646**	.657*	Meaning
15	A lack of opportunities to integrate people with special needs into community activities	.762**	.721**	Meaning
16	A lack of community support and community initiatives to support training centers	.865**	.814**	Meaning

As shown in Table 8 below:

The correlation coefficient between the item and its axis total ranged from 0.578 to 0.868; the items on the axis reached a significance level of less than or equal to 0.01 and 0.05, while the correlation between the item and the total questionnaire score ranged from 0.559 and 0.821), indicating that the statements of the third axis are highly statistically significant.

Table (9): Calculation of the internal consistency reliability of the survey sample's responses on the fourth axis, "School-related educational barriers" (n=15)

m	Phrases	Relation to its axis	Relation to the total	Meaning
1	Lack of adequate schools where these groups can participate in sports	.825**	.596*	Meaning
2	Lack of qualified teaching staff to encourage them to engage in sports activities appropriate for their disabilities	.591*	.576*	Meaning
3	Difficulty participating in sports activities with their peers at school	.599*	.608*	Meaning
4	Mocking attitudes from able-bodied students make them feel withdrawn and isolated	.908**	.624*	Meaning
5	The physical education teacher's failure to accommodate the student's abilities causes them to withdraw from sports	.739**	.548*	Meaning

	activities			
6	The physical education teacher's failure to accommodate the student's abilities regarding access to designated areas in the school	.753**	.589*	Meaning
7	Lack of appropriate sports programs and activities at school that accommodate disabilities	.586*	.628*	Meaning
8	Insufficient educational support provided by the school for this group	.580*	.647**	Meaning
9	Lack of a suitable school environment for training	.594*	.614*	Meaning
10	Lack of coordination between teachers and coaches for this group	.606*	.604*	Meaning

As shown in Table 9 below:

The correlation coefficients between the items and their respective scales ranged from 0.591 to 0.908; the items on the scales reached a significance level of ($\leq 0.01, 0.05$), while the correlation of the item with the total score of the questionnaire ranged between 0.548 and 0.647, indicating that the items of the fourth axis have high statistical significance.

Table (10): Alpha coefficient for calculating questionnaire reliability

m	The Focus	Number of sentences	Reliability coefficient,	self-validity
1.	Administrative and Financial Barriers	10	.874	.935
2.	Professional Barriers Faced by the Trainer	20	.857	.926
3.	Barriers Related to Family and Society	16	.812	.901
4.	Educational and School-Related Barriers	10	.799	.894
	total	56	0.836	0.914

Table (10) shows that the alpha coefficient for calculating the questionnaire's reliability was very high across all axes, with an overall value of (0.836), confirming the questionnaire's high reliability.

Study Implementation: To achieve the study's objectives and answer its questions, the researchers followed a set of organized methodological procedures, implemented in

two phases: preparatory administrative procedures and field implementation procedures.

The following is an explanation of these procedures:

These procedures included the necessary preparatory steps to create a suitable environment for implementing the study, through the following:

- Defining the scope of the survey: by identifying centers and associations for the care and accommodation of people with disabilities of various categories in the Republic of Yemen.
- Direct communication with the administrations of the Federation of Sports for People with Special Needs and its affiliated associations and centers.

Field Implementation Procedures:

After completing the administrative procedures, the field implementation procedures commenced, which included the following steps:

- Obtaining final approvals and conducting the pilot study.
- Administering the final version of the questionnaire to the original study sample between September 1, 2024, and April 17, 2025.
- Distributing the questionnaire and collecting and compiling the data for statistical analysis.

Study Variables:

- Independent Variable:** The obstacles under study.
- **Dependent Variable:** The study sample.

Table (11) shows the relative weight of the approval score

m	The true limits of the arithmetic mean		Relative weight from to	The percentage is 100%	verbal connotation
	Minimum	Maximum			
1.	1	أقل من 1.81	-1.80 1	Less than 30%	Very low
2.	1.81	أقل من 2.61	2.60 – 1.81	From 30% to less than 51.8%	Low
3.	2.61	أقل من 3.41	3.40 -2.61	From 51.8% to less than 70%	Moderate
4.	3.41	أقل من 4.21	4.20 -3.41	From 70% to less than 89.8%	High
5.	4.21	5	5.00 -4.20	From 89.8% to 100%	Very high

Statistical Analysis Methods:

- Pearson Correlation Coefficient
- Cronbach's Alpha Coefficient
- Arithmetic Mean
- Standard Deviation
- Frequencies and Relative Significance
- One-Way ANOVA
- LSD Test
- Independent Samples T-Test.

Presentation and discussion of the study results

Presentation and discussion of the results of the first research question, which states: "What are the obstacles to training and sports competitions for people with disabilities in the Republic of Yemen, and what are the proposed solutions"?

Tables (12, 13, 14, 15) illustrate this:

Table (12) shows the arithmetic means, standard deviations and relative importance of the research sample on the first axis (administrative and financial obstacles) (n=110).

m	Phrases	S	A	Assessment	IRelative Importance	Verbal Significance	Order
1	Scarcity of sports facilities dedicated to games and sports for people with disabilities	4.17	1.082	459	%83.45	High	5
2	Difficulty in transporting some technical equipment and sports tools	3.66	1.069	403	%73.27	High	10
3	Lack of specialized equipment and tools for training these groups	3.84	1.129	422	%76.73	High	8
4	Insufficient administrative attention from senior management hinders the achievement of goal	3.68	1.083	405	%73.64	High	9
5	Existing sports facilities are not equipped for the use of educational technologies (space, equipment, devices)	4.31	1.029	474	%86.18	High	3
6	Lack of or insufficient salaries for coaches	4.45	.904	489	%88.91	High	2
7	Ineffective communication between the authorities responsible for these groups negatively impacts the training process	4.11	.839	452	%82.18	High	6
8	Weak incentives for coaches to encourage them to use training technologies	4.23	.774	465	%84.55	High	4
9	Lack of a budget allocated for regional and international participation in sports for people with disabilities	4.46	.738	491	%89.27	High	1
10	Much of the available training equipment is substandard or unusable	3.85	1.042	423	%76.91	High	7
	The axis as a whole	4.08	0.969	448	%81.55	High	the second

The data in Table (12) indicates the following:

Statement No. (9) ranked first with an arithmetic mean of (4.46), a standard deviation of (0.738), an estimated score of (491), and a relative importance of (89.27%), which confirms that the study sample responded at a high level. Statement No. (6) ranked second with an arithmetic mean of (4.45), a standard deviation of (0.904), an estimated score of (489), and a relative importance of (88.91%). This indicates a high level of response from the sample members. Statement (5) came in third place with a mean of (4.31), a standard deviation of (1.029), an estimated score of (474), and a relative importance of (86.18%), demonstrating a high level of response from the study sample. Statement (8) followed in fourth place with a mean of (4.46), a standard deviation of (0.774), an estimated score of (465), and a relative importance of (84.55%). Statement (1) came in fifth place with a mean of (4.17), a standard deviation of (1.082), an estimated score of (459), and a relative importance of (83.45%), proving a high level of response from the study sample. Statement (7) came in sixth place with a mean of (4.11), a standard deviation of (0.839), an estimated score of (452), and a relative importance of (82.18%). Statement number (10) had a mean of (3.85), a standard deviation of (1.042), an estimated score of (423), and a relative importance of (76.91%).

Statement number (3) ranked eighth with a mean of (3.84), a standard deviation of (1.129), an estimated score of (422), and a relative importance of (76.73%). Statement number (4) followed in ninth place with a mean of (3.68), a standard deviation of (1.083), an estimated score of (405), and a relative importance of (73.64%). Finally, statement number (2) ranked last with a mean of (3.66), a standard deviation of (1.069), an estimated score of (403), and a relative importance of (73.27%). This indicates a high level of response from the study sample. Overall, the first axis ranked second with a total mean score of 4.08, a standard deviation of 0.969, an estimated score of 448, and a relative importance of 81.55%. This confirms that administrative

and financial obstacles were highly valued. The researchers conclude that this axis represents the lifeblood of the system working with this group. Without sustainable funding and effective administrative support, plans and programs remain mere theoretical projects, and the system loses the foundations for its continuity and success. This finding aligns with the results of numerous studies that have emphasized the centrality of this obstacle. Al-Sayed's study (2022) pointed to a "deficiency in material resources," a finding supported by Fathi's study (2004), which identified problems with facilities and equipment. It also aligns with Shneikher's study (2018), which highlighted "material obstacles" as the most significant challenge. Globally, the systematic review of Jaarsma et al.'s 2014 study provided compelling evidence classifying "high costs and a lack of facilities" as global material barriers. In contrast to Ibrahim's 2017 study in Qatar, which found that despite the availability of infrastructure, there remained a need for "more targeted financial support for programs," underscoring that the challenge extends beyond resource availability to include governance and management. This finding contrasted with Al-Ghunaim's 2019 study, which downplayed the role of potential as a barrier, and with Lockwood's 1997 study, which did not perceive the problem as severe. The researchers attribute this discrepancy to the fact that the economic and social context in Yemen presents more severe challenges, making this obstacle more pronounced compared to more economically stable societies.

Table (13) Presentation, discussion and interpretation of the results of the second axis (professional obstacles facing the training process) (n=110).

m	Phrases	S	A	Assessm ent	I Relative Importan ce	Verbal Significan ce	Order
1	Lack of qualified training personnel	3.9 1	1.07 1	430	%78.18	High	12
2	Absence of clear training plans hinders the organization of the training process for this group	3.9 2	1.10 2	431	%78.36	High	11
3	Trainers' inability to deal with multiple disabilities	3.7 7	1.02 0	415	%75.45	High	15
4	Trainers' difficulty in using appropriate skills for people with disabilities	3.7 1	.828	408	%74.18	High	16
5	Insufficient training time to utilize training techniques	3.5 5	.964	390	%70.91	High	17
6	Difficulty controlling and managing individuals with disabilities during the training process	3.2 7	.689	360	%65.45	High	20
7	Difficulty for people with disabilities to quickly understand and focus on the trainer	3.2 1	1.11 0	353	%64.18	High	19
8	Trainers' inability to take appropriate measures and find solutions to the problems of people with disabilities	3.4 0	.911	374	%68.00	High	18
9	Lack of modifications to the training process to suit their abilities	3.7 8	1.03 5	416	%75.64	High	14
10	Lack of a suitable training facility prevents trainers from effectively working with this group	3.9 5	.937	434	%78.91	High	10
11	Lack of other appropriate training resources and facilities for people with disabilities prevents trainers from	3.9 6	.867	436	%79.27	High	9

	successfully working with them						
12	Lack of specialized training courses for trainers working with this group	4.18	.837	460	%83.64	High	1
13	Insufficient number of trainers capable of working with these groups	3.98	.958	438	%79.64	High	8
14	Lack of classifiers specializing in training these groups	4.07	.832	448	%81.45	High	6
15	Exclusion of disability training programs from development programs	4.14	.923	455	%82.73	High	4
16	Lack of accessibility features in training facilities And competitions	4.15	.866	456	%82.91	High	3
17	Lack of coordination among trainers in using available technical equipment	3.82	.930	420	%76.36	High	13
18	Limited opportunities for professional development and continuous training for trainers	4.17	.844	459	%83.45	High	2
19	Absence of continuous evaluation of trainers' performance	4.05	.833	446	%81.09	High	7
20	Limited activities that support the use of training with this group	4.09	1.054	450	%81.82	High	5
	The axis as a whole	3.85	0.931	423	%77.08	High	Fourth

The data in Table 13 below show that:

Statement No. (12) ranked first with an arithmetic mean of (4.18), a standard deviation of (0.837), a score of (460), and a relative importance of (83.64%); this demonstrates that the study sample's response was high. Statement No. (18) ranked second with an arithmetic mean of (4.17), a standard deviation of (0.844), a score of (459), and a relative importance of (83.45%); indicating that the study sample's response was high. Statement No. (16) ranked third with a mean (4.15), standard deviation (0.866), score (456), and relative importance (82.91%); indicating that the study sample's response was high. In contrast, statement No. (6) ranked last with a

mean score of (3.27), a standard deviation of (0.689), a total score of (360), and a relative importance of (65.45%); reflecting a moderate response from the sample participants. At the axis level as a whole, The second axis ranked fourth with a mean score of 3.85, a standard deviation of 0.931, a total score of 423, and a relative importance of 77.08%; confirming that the professional obstacles facing the training process were rated highly. These obstacles were essentially represented by “the lack of specialized training courses for coaches”.

The researchers believe that the trainer serves as the pivotal link between the player’s aspirations and on-field reality, and that the trainer’s lack of specialized training leads to a break in this link, transforming the training process into a haphazard practice lacking scientific and methodological foundations, particularly when dealing with this segment of society that requires specific skills. This finding is consistent with the conclusions of Hindawi’s (2018) study, which emphasized that “the lack of professional training for teachers” is one of the most significant obstacles; it is also consistent with the study by Zouak and Al-Ayadi (2019), which emphasized the importance of the professional role of trainers, and is consistent with Ibrahim’s (2017) study, which pointed to the “lack of specialized technical staff” in this field. Globally, this trend is supported by the systematic review in the study by Jaarsma et al. (2014), which highlighted “a lack of professional support and qualified trainers” as a global obstacle, and the study by Shields (2012), which pointed to “a lack of skills and knowledge among.

**Table (14): Presentation, Discussion, and Interpretation of Results: Axis 3
(Barriers Related to Family and Society) (N=110)**

m	Phrases	S	A	Assessment	I Relative Importance	Verbal Significance	Order
1	The disapproving looks that people with disabilities receive from family members cause them to shy away from training and sports	3.65	1.089	401	%72.91	High	16
2	Unfair comparisons between them and their able-bodied siblings make them feel discouraged from participating	3.82	1.135	420	%76.36	High	9
3	Depriving people with disabilities of family privileges and celebrations makes them feel discouraged	3.87	1.050	426	%77.45	High	8
4	The feeling that their abilities are underestimated and that no one cares about them	3.91	1.071	430	%78.18	High	7
5	Complaints and impatience from the family make them feel discouraged	3.73	1.074	410	%74.55	High	15
6	Mocking the disabled person, even in anger, makes them feel discouraged	3.82	1.068	420	%76.36	High	9
7	Depriving the disabled person of integration into society and their surroundings prevents them from recognizing the importance of sports	3.82	1.151	420	%76.36	High	9
8	A lack of empathy from those around the person with a disability regarding their condition causes them to live in isolation	3.81	.981	419	%76.18	High	12
9	The person with a disability's lack of skills causes them to avoid	3.76	.967	414	%75.27	High	14

	participation						
10	Lack of cooperation and support from the family for the person with a disability	3.79	1.005	417	%75.82	High	13
11	Lack of understanding regarding the importance of training and competitions for this group	3.92	.949	431	%78.36	High	6
12	Lack of ongoing communication between coaches and the family	3.95	.990	435	%79.09	High	5
13	The impact of psychological and social pressures on the family	4.03	.903	443	%80.55	High	4
14	Parents' failure to assist the coach in working with the person with a disability	4.06	.881	447	%81.27	High	3
15	A lack of opportunities to integrate people with special needs into community activities	4.29	.828	472	%85.82	High	2
16	A lack of community support and initiatives to support training centers	4.33	.791	476	%86.55	High	1
	The axis as a whole	3.91	0.996	430	%78.19	High	Third

An analysis of the data in Table 14 below reveals the following:

Statement No. (16) ranked first with a mean of (4.33), a standard deviation of (0.791), a score of (476), and a relative importance of (86.55%); this demonstrates that the study sample's response was high. Statement No. (15) ranked second with an arithmetic mean of (4.29), a standard deviation of (0.828), a score of (472), and a relative importance of (85.82%); indicating that the study sample's response was high, while statement No. (14) ranked third with a mean of (4.06), a standard deviation of (0.881), a score of (447), and a relative importance of (81.27%); which indicates that the study sample's response was high. In contrast, statement No. (1) ranked last with a mean (3.65), standard deviation (1.089), rating score (401), and relative importance

(72.91%); which also indicates that the study sample’s response was high. At the axis level as a whole, the third axis ranked third with a mean score of 3.91, a standard deviation of 0.891, a total score of 430, and a relative importance of 78.19%; This confirms that “barriers related to family and society” scored highly, with “low community support” and “limited opportunities for inclusion” emerging as key barriers in this context.

The researchers attribute these results to the fact that the social environment surrounding this group represents the “first line of psychological defense” for athletes with disabilities; the absence of this support leaves the athlete isolated and weakens their motivation, preventing sports from becoming an integral part of the individual’s identity and daily life.

This finding is consistent with a number of studies that have emphasized the centrality of this aspect; as noted by Dr.

Table (15): Shows the arithmetic means, standard deviations, and relative importance of the research sample on the fourth axis (school-related educational barriers) (n=110)

m	Phrases	S	A	Assessment	I Relative Importance	Verbal Significance	Order
1	Lack of adequate schools where these groups can participate in sports	4.19	.873	461	%83.82	High	7
2	Lack of qualified teaching staff to encourage them to engage in sports and competitive activities appropriate for their disabilities	4.14	.943	455	%82.73	High	8
3	Difficulty participating in sports with their peers at school	4.30	.904	473	%86.00	High	3
4	Mocking attitudes from able-bodied students make them feel withdrawn and isolated	4.22	.952	464	%84.36	High	4

5	The physical education teacher's failure to accommodate the student's abilities causes them to withdraw from sports activities	4.10	1.14 1	451	%82.00	High	10
6	The physical education teacher's failure to accommodate the student's abilities regarding access to designated areas in the school	4.17	1.01 2	459	%83.45	High	9
7	Lack of appropriate sports programs and activities at school that accommodate disabilities	4.42	.839	486	%88.36	High	1
8	Insufficient educational support provided by the school for this group	4.34	.733	477	%86.73	High	2
9	Lack of a suitable school environment for training	4.25	.768	467	%84.91	High	5
10	Lack of coordination between teachers and coaches for this group	4.21	.731	463	%84.18	High	6
	The axis as a whole	4.23	0.89 1	465	%84.65	High	Third

The data in Table (15) below show that:

Statement No. (7) ranked first with an arithmetic mean of (4.42), a standard deviation of (0.839), a total score of (486), and a relative importance of (88.36%); which demonstrates that the study sample's response was high. Statement No. (8) ranked second with an arithmetic mean of (4.34), a standard deviation of (0.733), a score of (477), and a relative importance of (86.73%); indicating that the study sample's response was high. Statement No. (3) ranked third with a mean of (4.30), a standard deviation of (0.904), a score of (473), and a relative importance of (86.00%); which indicates that the study sample's response was high; regarding statement No. (9), it received an arithmetic mean (4.25), a standard deviation (0.768), a rating score (467), and a relative importance (84.91%); Statement No. (10) had an arithmetic mean of 4.21, a standard deviation of 0.731, a rating score of 463, and a relative importance of

84.18%; Statement No. (1) received an arithmetic mean of (4.19), a standard deviation of (0.873), a rating of (461), and a relative importance of (83.82%); Statement No. (6) had an arithmetic mean of 4.17, a standard deviation of 1.012, a rating of 459, and a relative importance of 83.45%; Statement No. (2) received an arithmetic mean of 4.14, a standard deviation of 0.943, a rating of 455, and a relative importance of 82.73%; Finally, statement No. (5) ranked last with a mean (4.10), standard deviation (1.141), score (451), and relative importance (82.00%); At the overall axis level, the fourth axis ranked first with a mean (4.23), standard deviation (0.891), score (465), and relative importance (84.65%); which confirms that

Presentation and discussion of the results related to the second research question:

Which states: "Are there statistically significant differences at a significance level of less than or equal to (0.05) in the obstacles to training and sports competitions for people with special needs in the Republic of Yemen and the proposed solutions, according to the study variables (gender, age, type of disability, educational level)?" Tables (16, 17, 18, 19, 20) illustrate this.

- **Gender variable:** The researchers used the independent samples t-test (Independent T-Test) with the gender variable to calculate arithmetic means and standard deviations and to derive the t-value and the level of statistical significance.

Table (16): Results of the t-test for two independent samples to determine the significance of differences between the means of the study sample's responses, attributed to the variable "gender" (N = 110)

m	Variable	Gender	Number	Mean	Standard deviation	t-value	Significance level	Verbal interpretation
1	Administrative and Financial Barriers	Male	73	40.90	5.57	.399	.691	Not a sign
		Female	37	40.46	5.44			
2	Professional Barriers to the Training Process	Male	73	78.15	8.35	1.642	.106	Not a sign
		Female	37	74.97	10.16			
3	Family and Community Barriers	Male	73	63.70	10.49	1.784	.077	Not a sign
		Female	37	60.30	6.93			
4	School-Related Educational Barriers	Male	73	43.27	5.43	2.714	.008	A sign
		Female	37	40.46	4.51			

*The level of statistical significance is less than or equal to 0.05.

The results in Table 16 indicate that there are no statistically significant differences between the mean scores of the study sample participants across all dimensions, with the exception of the fourth dimension; where statistically significant differences were found between males and females in favor of males, attributed to the variable (gender). The current study revealed statistically significant differences in favor of males in the perception of school-related educational barriers. This finding is consistent with the results of the study by Tsai & Fung (2009) regarding the existence of gender differences, although the nature of the barriers differed (as females in their study focused on personal barriers). It is also consistent with the study by Al-Ghunaim (2019), which found differences in favor of males. In contrast, this finding clearly differs from the study by Bani Mustafa et al. (2020), the study by Al-Qarala (2012), and the study by Al-Alawi (2015), which found no statistically significant differences

attributable to the gender variable. The researchers explain this discrepancy by noting that the cultural and social context in Yemen imposes different roles and expectations on the two genders regarding sports participation; this leads to differences in their perception of barriers, a phenomenon that may not be as pronounced in other societies.

The researchers attribute these differences to social and cultural factors linked to traditional gender roles; in many societies, sports are still classified as a “masculine” activity, while women—especially those with disabilities—are encouraged to stay at home and focus on caregiving or educational roles. They also noted that some families allow their sons to go out and participate in sports, while imposing restrictions on their daughters due to societal perceptions or concerns about “reputation.” Furthermore, the lack of female coaches specializing in sports for people with disabilities may cause women to hesitate.

Age variable: A one-way ANOVA was used with the age variable, which consisted of three categories, to calculate the sum of squares, the mean square, the F-value, and the level of statistical significance.

Table (17): Shows the one-way ANOVA test for the significance of differences between the means of the study sample estimates according to the age variable (n = 110)

m	Variable	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	t-value	Significance level	Verbal interpretation
1	Administrative and Financial Barriers	Between groups	.346	2	.173	.566	.569	Not a sign
		Within groups	32.718	107	.306			
		Total	33.064	109				
2	Professional Barriers to the Training Process	Between groups	.726	2	.363	1.785	.173	Not a sign
		Within groups	21.740	107	.203			
		Total	22.466	109				
3	Family and Community Barriers	Between groups	1.206	2	.603	1.717	.185	Not a sign
		Within groups	37.580	107	.351			
		Total	38.786	109				
4	School-Related Educational Barriers	Between groups	2.853	2	1.426	5.527	.005	A sign
		Within groups	27.610	107	.258			
		Total	30.462	109				

*The level of statistical significance is less than or equal to 0.05.

The results of the one-way ANOVA presented in Table 17 indicate the presence of statistically significant differences between the mean scores of the study sample participants across all dimensions of the study related to "Barriers to Training and

Competitions for People with Special Needs in the Republic of Yemen and Proposed Solutions,” These differences are attributed to the variable “age.” Based on this result, the researchers conducted post-hoc comparisons (one-way comparisons) to verify the direction and significance of the differences between the different age groups, using the Least Significant Difference (LSD) test. Table 18 shows the details of these comparisons

Table (18): Results of the LSD test to determine the significance of differences in pairwise comparisons between age groups

Age Groups	Group	Group Averages	(30–40 years)	(41–60 years)	(Over 60 years)
School-Related Educational Barriers	(30–40 years)	40.77			
	(41–60 years)	44.02	-.32514-*		
	(Over 60 years)	42.00	-.12321-	.20192	

Table (18) illustrates the significance of the differences across the study dimensions using the LSD test to determine which age groups these differences favor: The results revealed statistically significant differences in the fourth dimension between the 30–40 age group and the 41–60 age group. In contrast, the results showed no statistically significant differences between the 30–40 age group and those over 60 years old, nor were there significant differences between the 41–60 age group and those over 60 years old.

This finding aligns with the conclusions of Schenker's (2018) study regarding the influence of the age variable, which indicated that the younger age group is more affected by social barriers. The researchers attribute this finding to the fact that older age groups (among trainers and administrators) possess accumulated experience that grants them a superior ability to diagnose structural problems within the system, while younger individuals tend to focus on immediate and personal challenges.

Furthermore, the professional and intellectual maturity that comes with age, along with diverse professional experiences, gives individuals a greater ability to make sound decisions. Additionally, accumulated years of experience in training fields effectively contribute to the development of communication skills, making more experienced staff more patient and flexible when dealing with special groups. Extensive experience helps the coach accurately observe individual differences among people with various disabilities; therefore, coaches and administrators over the age of forty are distinguished by a greater ability to devise specialized training strategies tailored to the needs of each group individually. In this context, Ibrahim and Farhat (1998) point to a clear shortage of coaches who possess the necessary knowledge and experience to work with athletes with special needs; Coaches at traditional clubs may be reluctant to accept these groups due to a lack of confidence in their professional abilities, a fear of causing injuries to players, or a lack of familiarity with adapted training techniques. This shortage of qualified and experienced personnel significantly limits the quality of available training programs.

Educational Qualification Variable:

A one-way analysis of variance (ANOVA) was conducted on the educational qualification variable, which consists of four categories, to calculate the sum of squares, mean squares, F-value, and level of statistical significance

Table (19): Results of the one-way ANOVA test for the significance of differences between the means of the study sample estimates according to the academic qualification variable (n = 110)

m	Variable	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	t-value	Significance level	Verbal interpretation
1	Administrative and Financial Barriers	Between groups	.595	3	.198	.648	.586	Not a sign
		Within groups	32.469	106	.306			
		Total	33.064	109				
2	Professional Barriers to the Training Process	Between groups	.899	3	.300	1.473	.226	Not a sign
		Within groups	21.566	106	.203			
		Total	22.466	109				
3	Family and Community-Related Barriers	Between groups	.708	3	.236	.657	.581	Not a sign
		Within groups	38.078	106	.359			
		Total	38.786	109				
4.	School-Related Educational Barriers	Between groups	.713	3	.238	.847	.471	Not a sign
		Within groups	29.749	106	.281			
		Total	30.462	109				

The level of statistical significance is less than or equal to.(0.05)

The results of the analysis of variance presented in Table 19 indicate that there are no statistically significant differences between the mean scores of the study sample

participants across all dimensions attributable to the variable (educational qualification).

The researchers attribute this result to the nature of the barriers addressed in the study (financial, administrative, educational, family, and community); financial barriers are among the most prominent factors preventing people with disabilities from participating in sports activities and competitions; as the lack of financial support deprives them of the necessary resources for practice and development, thereby weakening their competitive ability. Administrative barriers are also key factors that directly influence the success or failure of people with disabilities' participation in competitive activities; administrative shortcomings within schools or sports organizations limit opportunities for inclusion and fair competition. Educational barriers act as a hindrance to the process of integrating and developing students; they are not limited to teaching methods alone but extend to include the classroom environment, curricula, and patterns of educational interaction.

The researchers view these challenges as real and tangible structural and organizational barriers that affect all field practitioners in general, regardless of their academic levels; limited budgets or the poor condition of sports facilities are on-the-ground realities whose perception does not change with an individual's academic level.

This finding aligns with the results of Al-Qarala's (2012) study, which found no differences in teachers' attitudes toward inclusion attributable to their academic qualifications, and is consistent with Al-Mutairi's (2013) study. In contrast, the current finding differs from Al-Alawi's (2015) study, which found statistically significant differences in the degree of implementation of physical education programs. This is attributed to the educational attainment variable, as those with higher educational attainment were more aware of and applied quality standards. It also differs from Al-Zoubi's (2019) study, which showed that educational level influences the perception

of certain barriers faced by Paralympic athletes. The researchers attribute this discrepancy to several reasons, including: the nature of the variable under study; whereas Al-Alawi's (2015) focused on "total quality management," a theoretical concept with which those holding higher qualifications may be more familiar, whereas the current study focused on concrete and immediate obstacles (such as low salaries or a lack of sports facilities), issues that everyone clearly recognizes. In terms of infrastructure development, studies in advanced contexts (such as Al-Alawi's study) have moved beyond basic material obstacles, allowing for discussion of program quality and implementation efficiency, where academic qualifications play an effective role in evaluation. In the Yemeni context, however, fundamental obstacles remain dominant, thereby diminishing the impact of educational differences. As for the nature of the sample, samples in other studies may be more diverse in their job functions (planning, leadership), whereas the sample in the current study was engaged in direct field practice (training, management), which focused their attention on concrete reality. Based on the above, the absence of an effect of academic qualifications is not evidence of their lack of importance, but rather an indication of the severity of the obstacles prevalent in the Yemeni context, on which the views of all field workers converged.

Disability Type Variable:

A one-way analysis of variance (ANOVA) was used with the disability type variable, which consists of four categories, to calculate the sum of squares, mean squares, F-value, and level of statistical significance.

Table (20): Results of the one-way ANOVA test for the significance of differences between the means of the study sample estimates according to the disability type variable (n = 110)

m	Variable	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	t-value	Significance level	Verbal interpretation
1	Administrative and Financial Barriers	Between groups	.975	3	.325	1.073	.364	Not a sign
		Within groups	32.089	106	.303			
		Total	33.064	109				
2	Professional Barriers to the Training Process	Between groups	.300	3	.100	.477	.699	Not a sign
		Within groups	22.166	106	.209			
		Total	22.466	109				
3	Family and Community-Related Barriers	Between groups	.510	3	.170	.471	.703	Not a sign
		Within groups	38.276	106	.361			
		Total	38.786	109				
4.	School-Related Educational Barriers	Between groups	.814	3	.271	.970	.410	Not a sign
		Within groups	29.648	106	.280			
		Total	30.462	109				

The level of statistical significance is less than or equal to (0.05)

The results of the one-way ANOVA presented in Table 20 indicate that there are no statistically significant differences in the responses of the study sample across all dimensions of disability (administrative and financial, technical, family and

community, and school-related) attributed to the variable “type of disability”; all calculated significance levels were greater than the specified value.(0.05)

The researchers attribute this result to the fact that the nature of the barriers observed in the Republic of Yemen represents comprehensive, cross-cutting challenges; barriers such as “low budgets,” “low trainer salaries,” “lack of school facilities,” and “low community awareness” are structural and organizational challenges that uniformly hinder athletes with special needs, regardless of whether the disability is motor, visual, hearing, or intellectual. In other words, the extent of the shortcomings in infrastructure and institutional support in the Republic of Yemen is so evident that it has led to a convergence of experiences across all disability categories in facing these fundamental difficulties.

This finding aligns with the results of a study by Bani Mustafa et al. (2020), which found no statistically significant differences in the level of barriers attributable to the type of disability variable, and is consistent with the study by Al-Zoubi (2019), which confirmed the absence of statistically significant differences in the logistical challenges faced by Jordanian Paralympic athletes based on the type of disability. This similarity in results across studies conducted in various Arab contexts suggests that major structural barriers tend to affect all disability groups uniformly. In contrast, the results of the current study differ from those of other studies that highlighted the impact of disability type, such as Al-Qahtani’s (2015) study, which found differences Statistically significant differences in the challenges faced by students with disabilities can be attributed to this variable, indicating the presence of barriers specific to each group, such as communication difficulties among those with intellectual disabilities. The researchers attribute this variation in results to the following reasons:

Nature of the research focus: The current study focused primarily on external and environmental barriers (facilities, funding, institutional support), while studies that found differences focused on issues directly related to the nature of the disability, such

as academic challenges in accessing information among those with visual impairments, or social communication issues among those with hearing impairments. It is natural in such cases for differences attributable to the type of disability to emerge. Differences in the study environment: The disparity is evident in the level of facilities and infrastructure; while some countries place special importance on sports for people with disabilities, we find that this sector ranks at the bottom of the priority list in our local context; this has brought fundamental barriers to the surface in a stark manner, placing all groups of people with disabilities on equal footing in facing these challenges.

Conclusions:

The study's findings revealed that all categories of barriers (administrative and financial, professional, family and community, and school-related) have a "high" impact on sports for people with disabilities in the Republic of Yemen. The following is a detailed presentation of the conclusions, arranged according to the degree of impact of each category:

-School-related educational barriers (most influential): This category ranked first as the greatest barrier. The most prominent weaknesses in this area are as follows: the lack of appropriate school sports programs and activities tailored to disabilities; insufficient educational support provided by schools for this group; and the difficulty of participating in sports activities with peers at school.

-Administrative and financial barriers: This category ranked second in terms of impact severity, with financial barriers being the most significant within this category, specifically: the lack of a dedicated budget for regional and international participation; the absence of or low salaries for coaches; and existing gyms that are not equipped for the use of educational technologies.

-Family and community-related barriers: This category ranked third, and the analysis shows that the lack of community support is the most prominent barrier: Lack

of community support and community initiatives to support training centers; limited opportunities to integrate individuals with special needs into community activities; and parents' lack of involvement in assisting coaches in working with people with disabilities.

- Professional obstacles facing the training process: This category ranked fourth and last, but it still has a "high" impact, and the problem centers on the lack of qualification and development for trainers: trainers are not qualified through specialized courses for training this group; there are few opportunities for professional development and continuing education for trainers; and the lack of disability-specific design in training facilities and The researchers also concluded that there were statistically significant differences in the "school-related educational barriers" dimension in favor of males, indicating that males perceive this barrier more strongly than females, and that there were statistically significant differences in the "school-related educational barriers" dimension The LSD test for post-hoc comparisons showed that this difference lies between the 30–40 age group and the 41–60 age group, in favor of the older age group (41–60 years). They also concluded that there were no statistically significant differences in the study sample's responses attributable to the variables of educational qualification and type of disability.

Recommendations and Proposed Solutions:

The researchers have put forward a set of recommendations and proposed solutions, directed specifically at the relevant authorities, with the aim of moving from identifying the problem to the stage of practical recommendations and solutions. These recommendations are addressed to government agencies (the Ministry of Education and Scientific Research and the Ministry of Youth and Sports), Given that educational, administrative, and financial barriers ranked highest, the primary responsibility falls on the relevant government agencies. The study recommends the following:

② Regarding educational and pedagogical policies (top priority)

-Issuing a ministerial decree mandating “inclusive physical education”: by developing and disseminating a national guide for inclusive physical education activities, which includes adaptations of activities and sports to suit various types of disabilities (visual, hearing, motor, intellectual), and making it an integral part of the curriculum and school evaluations.

-Launch a national project to adapt schools for inclusion: Allocate a central budget to equip inclusive schools with appropriate infrastructure, including installing ramps instead of stairs, widening hallways, adapting restrooms, and providing safe spaces for physical activity.

-Incorporating inclusion standards into school evaluations: Linking the performance evaluations of school principals and educational supervisors to their success in implementing inclusion policies and providing a supportive environment for students with disabilities.

② In terms of financial and sports policies:

-Establishing a National Fund to Support Sports for People with Special Needs: Enacting a law to establish an independent fund with a fixed and transparent annual budget, financed by the state budget, a percentage of profits from major corporations, and international grants. The fund’s sole purpose is to:

-Fully cover the costs of regional and international participation.

-Providing competitive salaries and incentives for coaches and specialized administrators.

-Funding for the purchase of specialized sports equipment and gear.

-Development of a National Plan for Inclusive Sports Facilities :

Conduct a comprehensive survey of existing sports facilities to assess their suitability and establish a timeline for their development, while requiring all new sports facilities to comply with universal design standards.

② Recommendations for sports federations and the Paralympic Committee: These bodies bear direct technical responsibility for developing personnel and programs, and the study recommends the following:

1 .Development of technical personnel (coaches and classifiers):

-Launch a national certification program for coaches of sports for people with disabilities: Design and implement mandatory, ongoing professional development and training programs at different levels (beginner, advanced, expert), focusing on the technical, psychological, and medical aspects of working with each disability category.

-International cooperation for knowledge transfer: Establishing partnerships with Paralympic committees and international federations to bring in international experts to train local coaches, and sending outstanding coaches on overseas missions.

-Creating a national database of certified coaches: To facilitate access for clubs and centers and ensure the quality of training.

2 .Program and Competition Development

-Organizing regular and sustainable national championships: Holding local leagues and tournaments for each sport throughout the year to ensure the continuity of training, raise the competitive level, and discover talent

-Developing an accredited national classification system: Working to train national personnel in the medical and technical classification of athletes to ensure the fairness of competitions and their compliance with international standards.

-Incorporating sports for people with special needs (Olympic and Paralympic) into major sports clubs to take advantage of these clubs' equipment, tools, and facilities.

- Organizing sports competitions for people with special needs (Olympic

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