

**EXERCISE AND SPORTS FOR THE ATYPICAL PERSONS:
A Multidimensional Analysis**

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SUMMARY OF PRESENTER'S BIODATA

Professor Rabi'u Mohammed was born on 7th October, 1960 at Kofar Mazugal Quarters of Dala Local Government Area, Kano. He attended Masaka Primary School (1969 – 1975) where he obtained his Primary Leaving Certificate. For his secondary education, he attended Bichi Teacher's College Kano (1976 – 1980) where he obtained his Grade II Teacher's Certificate. He proceeded to Kano State College of Education, Kumbotso, now Sa'adatu Rimi College of Education from (1983 – 1986) where he obtained his Nigerian Certificate of Education (NCE) later he proceeded to the Prestigious Bayero University, Kano in the year 1988 and later obtained B.Sc. (Ed.) degree in Physical and Health Education (with a Second Class Upper) in 1992. The following year, the University, recognizing his academic potentials, employed him as Graduate Assistant attached to the Department of Physical and Health Education.

Professor Rabi'u Mohammed had his M.Ed and PhD (Adapted Physical Education) programmes in Bayero University, Kano in the year 2008 and has taught numerous courses in Physical and Health Education and related areas across all levels undergraduate, postgraduate diploma, masters and doctoral till date across his 26 years of service in the University. Throughout the period, he has also supervised 140 B.Sc. undergraduate projects, 10 M.Sc. dissertations in Adapted Physical Education, 4 M.Sc. dissertations in Health Education, 5 M.Sc. dissertations in Recreation and Tourism Management, 2 M.Sc. students and 3 PhD students are undergoing their research work in Adapted Physical Education. To the glory of God, many of his students are excelling in their different callings as executives in various organizations or as national and international athletes.

Professor Rabi'u Mohammed has served as External Examiner for many institutions in the country: he is presently serving as BSc. External Moderator at Kashim Ibrahim Shetima College of Education Maiduguri from 2016 – date; N.C.E. External Examiner at Aminu Kano College of Islamic Studies, BSc. degree External Examiner at Ahmadu Bello University, Zaria. He is also serving as N.C.E. External Examiner at College of Education Azare Bauchi State.

Professor Rabi'u Mohammed has discharged or is discharging various responsibilities within the University. These include; Head of Department of Physical and Health

Education (2010 – 2012) Faculty representative University Sport Advisory Committee (1997 – 2006), Faculty Representative on Security Recruitment Committee (2002 – 2004), Member, Faculty Accreditation Committee (2002 – 2004), Faculty Representative at Sport Consultative Committee (2011 – 2016) Chairman Departmental Appointments and Promotions Committee (2010 – 2012), Pioneer Coordinator, Postgraduate Diploma in Recreation and Tourism (2008 – 2010), Director of Sports Bayero University Kano (2016 – 2018), Member, Faculty of Education Ethics Committee (2018 – date).

On community service, he has also served or is serving in the following capacities: Chairman Technical Committee, Kano Pillars Football Club (2013 – 2015), Board Member, Kano State Sports Commission (2016 – 2018), Chairman, Curriculum Review Development Committee for the Kano State-Owned Sports Institute Karfi (2014), Member, Kano State Technical Committee on Sports Development and Establishment of Sports Institute (2014), Chairman Technical and Welfare Committee for CAF Championship (2014), appointed Technical Adviser to the Nigerian University Football Team in the World University Games (FISU) in China (2001) and Korea (2003), Chairman, Kano State Special Sports for the Disabled People (2004-2006), Resource Person, National Teachers' Institute (N.T.I.), Kano workshop for the re-training of Primary School Teachers (May 2002), Member, Bichi Teacher's College Old Boys' Association (1980 – date).

His experience and commitment to academic publications made him to serve many journals both within and outside the country in different capacities. These journals include: *Journal of Nigerian Association of Sports Science and Medicine (NASSM)* from Nigerian Association of Sport Science and Medicine; *Journal of Health Education and Sports Science (JOHESS)* from University of Maiduguri; *Journal of Educational Research and Development (JORAD)* from Ahmadu Bello University Zaria. *International Journal of Sports Sciences and Fitness (IJOSSF)* from Devi Ahilya University Indore India; *African Journal for Physical Health Education Recreation and Dance (AJPHERD)* from University of Venda South Africa, *West African Journal of Physical and Health Education (WAJOPHE)* from University of Ibadan; *Bayero Journal of Education in Africa*, from Faculty of Education.

Professor Rabi’u Mohammed has attended and presented papers in both local and international conferences from 1996 – date. He is a member of professional bodies like: National Association of Physical Health Education Recreation, Sports and Dance (NAPHER-SD) Nigerian Association of Sports Science and Medicine (NASSM) Nigerian Association of Women in Sports (NAWIS) Nigerian Association of Disabled Sports (NADS) and Nigerian Association of Sports Management (NASM).

Professor Rabi’u Mohammed has published about forty-five articles from 2002 – 2019 in local and international reputable journals.

Professor Rabi’u Mohammed loves playing football. He is happily married and blessed with children.

EXERCISE AND SPORTS FOR THE ATYPICAL PERSONS: A Multidimensional Analysis

Introduction

I stand before you this morning with the gratitude to the Almighty Allah, who has made it possible for me to deliver this inaugural lecture today. I will like to thank the Vice-Chancellor for his aggressive encouragement for this age-long tradition of inaugural lecture presentation series. This lecture titled: “*Exercise and Sports for the Atypical Persons: A Multidimensional Analysis*” is a summary of my over 26 years of research and experience in the physical education profession.

The atypical person is one whose performance deviates from the normal to such an extent that adapted physical education programme is needed. The atypical persons can be classified into those who fall into one or more of the following broad categories: visual impairment, hearing impairment, mental retardation, motor orthopaedic, learning disabilities, communication disorders (Heward & Orlansky, 1984).

The incidence of disabilities among human being is as old as man. There has hardly been any society in history that did not have an individual with one form of disability or the other (Lynch, 1989). The most unfortunate practice in the past was that these groups of individuals were subjected to various forms of maltreatment and humiliation in their respective societies. They were neglected and left to fend for themselves treated as jesters or taken out of the society to far away places and left there to die (Lynch, 1989; Abang, 1981). All these were as a result of the wrong beliefs that the gods created people with disabilities the way they were because of their sins and as such were regarded and treated as devils.

In the past, people with disabilities used to be excused from physical education classes on the ground that they did not possess the required endurance and agility. They were thus denied the physiotherapeutic value of such experiences. In other words, physical educators did excellent job in helping healthy and gifted persons to become healthier and more skilled, but were constrained in helping seemingly unhealthy handicapped ones or those with disabilities to develop to their optimum physical capacities (Bucher,

1979). Since there is a considerable emphasis in recent times on educating people with disabilities, the physical educator has a lot to do in helping the persons with disabilities in their development.

It has been established that physical fitness and sports training exercises can direct the harmonious development of the body because it is important for the mentally defective to develop adequately (Skykes & Ozoji, 1992).

Concept of Adapted Physical Education

Adapted physical education is the art and science of developing, implementing and monitoring a carefully-designed (physical education) instructional programme for a learner with a disability, based on a comprehensive assessment, to give the learner the skills necessary for a life time of rich leisure, recreation and sports experiences to enhance physical fitness and wellness (Cortella, 2005).

The Americans With Disability Act mandates that physical exercise be provided to students with disabilities (Education of all Handicapped Persons Act of 1975/ 94 – 142). The history of adapted physical education began with the implementation of PL 94 – 142) in 1975. This Act recognizes physical exercise as a direct service. Specially-designed physical education programmes must be made available to every handicapped person receiving a free, appropriate public education.

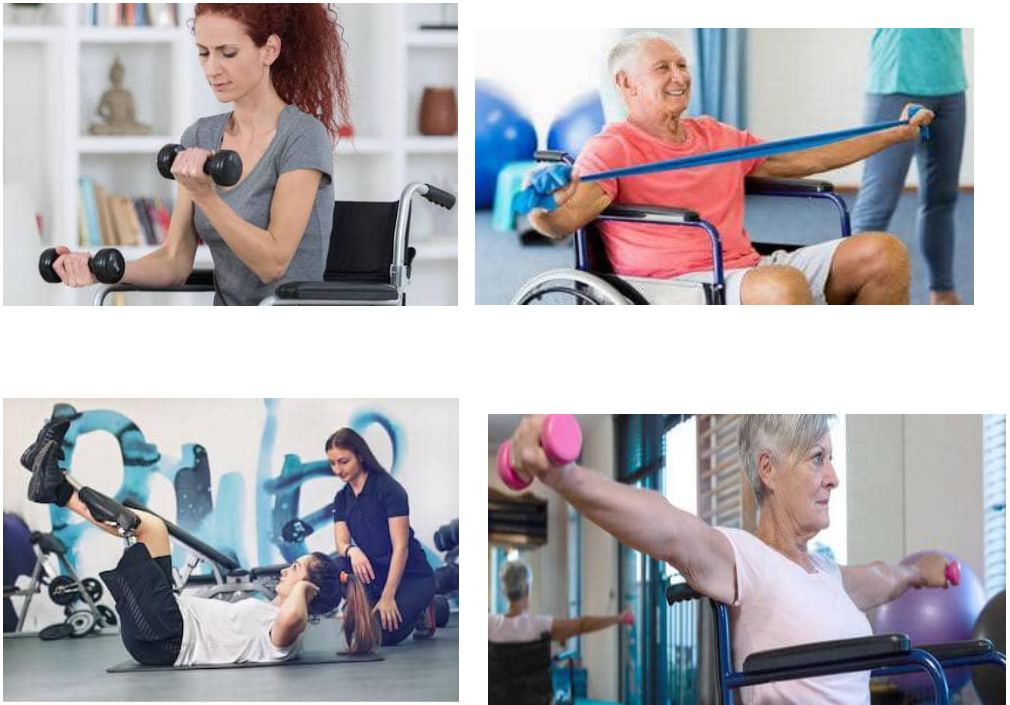
Americans with Disabilities Act (PL-101 – 336)

In the USA, the Americans with Disabilities Act (ADA) was enacted in 1990 to prohibit the discrimination of individuals with disabilities in both public and private sectors. The ADA outlaws discrimination against a person with a disability in five spheres; employment, public services, transportation, public accommodation and telecommunication. ADA requires accessibility in physical exercise facilities; examples include: weight rooms that accommodate wheelchair users, gym lockers that use combination locks, playground surrounded by a fence and conducive gymnasiums to aid students with visual impairment.

Exercise

Exercise has been defined as a sub-category of physical activity that is planned, structured, repetitive and purposeful in the sense that improvement and maintenance of physical fitness is an objective (Caspersen, Powell and Christenson, 1985).

According to Nieman (2003), exercise is physical exertion of sufficient intensity, duration, and frequency to achieve or maintain fitness or other health or athletic objectives. When an individual participates in physical activity for a particular purpose, for example, development of physical fitness or improvement in health conditions, this is called exercise. Exercise is prescribed according to a personal goal.



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Fig: 1 Exercises

How to Exercise if You have Limited Mobility

You don't need to have full mobility to experience the health benefits of exercise. If injury, disability, illness, or weight problems have limited your mobility, there are still plenty of ways you can use exercise to boost your mood, ease depression, relieve stress and anxiety, enhance your self-esteem, and improve your whole outlook on life. While there are challenges that come with having mobility issues, by adopting a creative approach, you can overcome any physical limitation and find enjoyable ways to get active and improve your health and well-being. **Limited mobility doesn't mean you can't exercise.**

When you exercise, your body releases endorphins that energize your mood, relieve stress, boost your self-esteem and trigger an overall sense of well-being. If you are a regular exerciser currently sidelined with an injury, you've probably noticed how inactivity has caused your mood and energy levels to sink. This is understandable as exercise has such a powerful effect on mood that it can treat mild to moderate depression as effectively as antidepressant medication. However, an injury doesn't mean your mental and emotional health is doomed to decline. While some injuries respond best to total rest, most simply require you to re-evaluate your exercise routine with help from your doctor or physical therapist.

If you have a disability, severe weight problem, chronic breathing condition, diabetes, arthritis, or other ongoing illness, you may think that your health problems make it impossible for you to exercise effectively, if at all, or perhaps you've become frail with age, current physical condition and whether you have exercised in the past or not, there are plenty of ways to overcome your mobility issues and reap the physical, mental and emotional rewards of exercise.

Types of Exercises Possible with Limited Mobility

It is important to remember that any type of exercise will offer health benefits. Mobility issues inevitably make some types of exercise easier than others, but no matter your physical situation, you should aim to incorporate three different types of exercise into your routines.

Cardiovascular exercises that raise your heart rate and increase your endurance. These can include walking, running, cycling, dancing, tennis, swimming, water aerobics, or 'jogging'. Many people with mobility issues find exercising in water especially beneficial as it supports the body and reduces the risk of muscle or joint discomfort. Even if you are confined to a chair or wheelchair, it is still possible to perform cardiovascular exercise.

Strength training exercises involve using weights or other resistance to build muscle and bone mass, improve balance and prevent falls. If you have limited mobility in

your legs, your focus will be on upper body strength training. Similarly, if you have a shoulder injury, for example, your focus will be more on strength training of your legs.

Flexibility exercises help enhance your range of motion, prevent injury and reduce pain and stiffness. These may include stretching exercise. Even if you have limited mobility in the legs, for example, you may still benefit from stretches and flexibility exercises to prevent or delay further muscle atrophy.

Setting Yourself up for Exercise Success

To exercise successfully with limited mobility, illness, or weight problems, start by getting medical clearance, talk to your doctor, physical therapist or other healthcare providers about activities suitable for your medical condition or mobility issue.

Sports

Sports have different meaning to different people. The wide range of ambiguity in it prompted the United Nation (UN) Inter-agency Taskforce to provide a more recent acceptable definition of sports adopted by sports organizations and governments.

Sports is regarded as all forms of physical activities that can contribute to physical fitness, mental well beings and social interaction, including play, recreation, organized casual or competitive sports and indigenous sports or games (UN inter Agency Task Force, 1994: Article – 2). Prior to the above, sports has been generally referred to as activities involving physical exertion and skill in which the individual or team competes against another or others for entertainment or satisfaction and as a contest or game in which people do certain physical activities according to a specific set of rules and compete against each other.



Fig: 2 *Sports/Competitions*

Disability Defined

Disability has been defined as any physical or mental condition that limits a person's movement, senses or activities. The term disability is conventionally used to refer to attributes that are severe enough to interfere with or prevent normal day-to-day activities (Hallahan, Kauffman, 1988).

Disability Sports

Disability sports is a term that refers to sports designed for or specifically practised by people with disabilities. People with disabilities are also referred to as athletes with disabilities able to participate in sports (Adedoja, 1991).

Today, the idea of people with disabilities being able to participate in sports and physical activity is not so uncommon. Persons with disabilities continue to live below the poverty line wherever they are in the society. This is so, given the unequal power relations witnessed in the society and emphasized by discrimination and negative myths associated with persons with disabilities. With little or no access to education, discrimination on the grounds of disability in the job market, lack of access to credit

facilities, infrastructural challenges, disability and the fact that majority of the disabled persons are born from poor families, a seed for extreme poverty is often sowed. Sports play a key role in the lives and communities of people with disabilities the same as it does for people without disability. Sports encompasses all forms of physical activity and includes; play, exercise, recreation organized, casual or competitive sports and indigenous sports or games.

Disability and Sports

The unique ability of sports to transcend linguistic, cultural and social barriers makes it an excellent platform for strategies of inclusion and adaptation. Furthermore, the universal popularity of sports and its physical, social and economic development benefits makes it an ideal tool for fostering the inclusion and well beings of persons with disabilities.

Persons with disabilities often face societal barriers and disability evokes negative perceptions and discrimination in many societies. As a result of the stigma associated with disability, person with disabilities are generally excluded from education, employment and community life which deprives them of opportunities essentials to their social development, health and well-being. In some societies, persons with disabilities are considered dependent and seen as incapable, thus fostering inactivity which often causes individuals with physical disabilities to experience restricted mobility beyond the cause of their disabilities.

Sports can help reduce the stigma and discrimination associated with disability because it can transform community attitudes about persons with disabilities by highlighting their skills and reducing the tendency to see the disability instead of the person. Through sports, persons without disability interact with other persons with disabilities in a positive context forcing them to reshape assumptions about what persons with disabilities can and cannot do.

Sports change the person with disability in an equally profound way by empowering persons with disabilities to realize their full potentials and advocate for changes in society. Through sports, persons with disabilities acquire vital social skills, develop independence and become empowered to act as agents of change. Sports teach individuals how to communicate effectively as well as the significance of team work and cooperation and respect for others. Sports is also well-suited to reducing

dependence and developing greater independence by helping persons with disabilities to become physically and mentally stronger. These skills can be transferred into other new areas including employment and advocacy work further helping to build self-sufficiency.

The power of sports as a transformative tool is of particular importance for women as women with disabilities often experience double discrimination on the basis of their gender and disability. It is reported that 93% of women with disabilities are not involved in physical activity and sports and women comprise only one-third of athletes with disabilities in international competitions. By providing women with disabilities the opportunity to compete and demonstrate their physical ability, sports can help to reduce gender stereotypes and negative perceptions associated with women with disabilities (Sport for Development and Peace Working Group International, 2008).

Sports Participation for People with Disabilities

In the past decade, people have become less physically active (WHO, 2010). Office jobs require employees to sit at a desk during the day and after work many people like to watch television or use different types of social media. Sports are less popular activities after work, either because people do not have the time to exercise or because they are not motivated to participate in sports after work (Tenenboun & Ekwind, 2007). The physical inactivity could have negative consequences for a person's health, such as higher chances of cardiovascular diseases, obesity and Type 2 diabetes mellitus (Marcus et al, 2006).

The sports participation of people with disabilities is lower compared to people without disabilities. In the United States, for example 44% of people with physical disabilities participate in sports (Healthy People, 2010). In Nigeria, people with physical disabilities are about 19 million and only 23% participate in sports. (IFC Policy Briefing, 2011).

Benefits of Exercise and Sports to Persons with Disabilities

Physical activity and sports hold the potential to serve as a unique conduit to facilitate the inclusion of persons with disabilities within the mainstream community. We know the benefits of physical activity and sports participation are significant to persons with disabilities, reducing barriers of inclusion of persons in athletics and physical activity;

they have experienced the benefits such as higher self-esteem (Richman & Shaffer, 2000) and reduced health risks. Persons with disabilities who participate in sports have higher graduation rates (Sabo, Melnick & Vanfossen, 1989).

The benefits of physical activity and sports participation for people with disabilities are also significant because sports prevents health problems by reducing the risk of developing heart diseases, controlling weight, building lean muscle, reducing fat (US Dept. of Health and Human Services, 1996) and preventing osteoporosis (Kannus, 1999). It reduces the risks of developing secondary conditions that are related to a primary disability, such as fatigue, obesity and social isolation.

In addition to prevention of secondary conditions and promotion of overall health and well-beings, physical activity can be important in the day-to-day life of people with disabilities. The strength and stamina that is developed by participating in physical activity can help maintain a higher level of independence. Increases in physical activity may also affect a person's ability to go to school, work and participate in all aspects of community life.

Individuals with disabilities who participate in sports have higher self-esteem, better body images and higher rates of academic success, are more confident and more likely to graduate from high school and matriculate in college. Furthermore, sports is where skills like team work, goal setting, the pursuit of excellence in performance and other achievement - oriented behaviours necessary for success in the work place are developed.

Today, sports are still part of the rehabilitation programme to familiarize patients with physical disabilities with different sports possibilities and increase their physical fitness and quality of life. (Bragani & Dekker, 2011). The Paralympics Games of London in 2012 were more popular than ever with 2.7 million spectators to watch the games, which exceeded the Paralympics Games of Beijing 2008 with 900, 000 spectators. A total of 4, 237 athletes from 146 countries were in Beijing (IPC Historical Result Data base, 2014). In Paralympics sports one would expect that the sports participation of people with physical disabilities in general might also increase. But despite the presence of sports in the rehabilitation programme and the growing

attention for Paralympics sports, the majority of people with physical disabilities are still not physically active.

In order to increase sports participation by people with disabilities, it is important to understand what is holding them back from participating and how they can be stimulated to become active in sports.

Researches such as those of Nwegbu (1978), Paffenbarger, Hyde & Wing (1988), Adedaja (1991) and Rabi'u (2009) have also found the benefits of sports participation to include;

- Improvement of persons with disabilities' cognitive emotional and social difficulties.
- Enhanced self-perception through successful physical activities.
- Reduced stress, pain and depression.
- Reduced stigmatization process and negative stereotypes.
- Facilitate the development of self-discipline and responsibility for health and fitness.
- Strengthening of peer relationship by helping persons with disabilities socialize with one another.
- Improvement in muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance of persons with disabilities.
- Development of motor skills, which allow for safe, successful and satisfying participation in physical activities.
- Enjoyment through social interaction of both fitness staff and other participants.
- Providing opportunity for physical improvement such as stronger muscles, enhanced cardiovascular and aerobic levels and improved motor skills.
- Creating an environment that allows the disabled person to develop crucial life skills and teaches about team work, cooperation, working towards objectives and handling defeats and disappointment.
- Helping to acquire and develop leadership and organizational skills.
- Helping in developing stronger self-esteem and personal sense of worth and alleviate depression and anxiety.

- Enhancing the lives of the disabled and helping them lead a more fulfilling and productive life.
- Helping to remove body products more quickly through perspiration, respiration and elimination.
- Helping to make sleep more refreshing for healthful joyful living.
- Building greater resistance to diseases and fatigue.
- Stimulating physical growth as well as redistributing weight and body fat.
- Increasing muscular strength and physical endurance.
- Improving circulation and increasing the red blood corpuscles.
- Relieving tension and fatigue by providing an outlet for feelings of hostility and aggression.
- Improving social mobility, social status and economic status.
- Increasing neuromuscular coordination and the use of the body through more skilful movements.
- Increasing the function of all the body systems especially those of circulation, respiration and digestion.

Suitable Sports for Persons with Disabilities

Numerous modifications are available to allow the persons with disabilities play a wide range of individual and team sports. However, entry cost and availability of equipment have realistically narrowed down the choices to the following eight types of sports: track and field, basketball, tennis, blind football, table tennis, cycling and powerlifting. Depending on the physical limitation of the participants, the choice of sports may increase or decrease accordingly; communities can also play a role in increasing the rate of participation of persons with disabilities in Nigeria.



Fig. 3: *Some suitable sports for persons with disabilities*

Barriers to Participation by Persons with Disabilities in Physical Exercise and Sports

Despite the benefits derived from participating in exercise and sports, individuals with disabilities are not getting the same opportunities of participating in physical activities and sports as individual without disabilities. The Americans With Disability Act prohibits discrimination on the basis of disabilities in any educational institution that receives federal funding and require programmes and services in public places or that are funded by the government to be accessible and equally available to individuals with disabilities. Although individuals with disabilities have made significant gains since the passage of these status they still face pervasive inequities in opportunities for participation in physical activity. (IFC Policy Briefing, 2011).

In summary, persons with disabilities face a number of barriers to participation in physical activity and sports, some of these barriers may include but not limited to:

- Lack of early experience in sports. This varies among individuals, some individuals experience disability at birth, others long after birth.
- Lack of awareness by authorities to include people with disabilities in sport programme.
- Limited opportunities and programmes for participation in training and competition.
- Lack of accessible transportation.
- Lack of equipment and materials for the specialized sports.
- Limited space and facilities for people with disabilities.
- Limited access to information and resources.
- Only 23% of people with disabilities are active for at least 30 minutes 3 or more times per week.
- Nearly 1.5 million students in public primary and secondary schools with physical impairment are excluded from having access to participating in athletic competitions.
- Healthy behaviours are just as important for promoting health and wellness and preventing disease in people with disabilities as they are for those without disability. Yet, people with disabilities have been left out of many health promotion efforts.

- Many fitness and recreational facilities, outdoor spaces and some types of fitness equipment are not accessible to people with disabilities making effort to participate in physical activity.

Furthermore, opportunities to participate in athletics for students with disabilities are virtually non-existent. The limited programmes that do exist are often created as a result of the advocacy efforts from non-profit organizations, who partner with athletic associations to provide adapted programmes.

This demonstrates that when left to their own devices, schools have not and will not assume the responsibility for creating athletic programmes for students with disabilities. We know from students and their families that students with disabilities are discouraged from participating or are encouraged to assume less physically active roles in school programmes. The limited cases of inclusion that do exist tend to exist as a result of law suits or challenges brought by the students with disabilities invoking their rights in Nigeria.

Key Issues:

The key barriers to participating in sports and physical activity by persons with disabilities include:

- Lack of resources and training of administrators and programme providers on how to create programmes and inclusive environment for individuals with disabilities.
- Absence of inclusive and disability-specific physical activity programmes in schools, colleges and universities.
- Lack of awareness by parents and youths with disabilities of their right to access and participate in physical activity and sports programmes.
- Lack of persistent advocacy and outreach to policy makers and administrators of physical activity and sports programmes on behalf of individuals with disabilities.
- Lack of policies detailing a programme or educational institutions' obligations to provide physical activity and sports opportunities for individuals with disabilities.

- Physical education teachers' lack of professional preparation or equipment and exclusion of students with disabilities.
- Some doctors provide unnecessary blanket medical excuses which allow students with disabilities to skip physical education activities.
- Physical activities are underestimated by health professionals.

Overcoming Mental and Emotional Barriers to Exercise

Despite the physical challenges you face in the exercise you may also experience mental or emotional barriers to exercising. It is common for people to feel self-conscious about their weight, disability or injury and want to avoid working out in public places. Some older people find that they are fearful about falling or otherwise injuring themselves.

To overcome these barriers:

- Don't focus on your mobility or health issue. Instead of worrying about the activities you can't enjoy, concentrate on finding activities that you can.
- The more physical challenges you face, the more creative you will need to find an exercise routine that works for you. If you enjoy jogging or cycling, for example, but disability, or illness means that they are no longer options, be prepared to try new exercise. With some experimenting, it's very possible that you will find something you enjoy just as much.
- Be proud when you make the effort to exercise, even if it's not very successful at first it will get easier the more you practice.

Nigeria's Achievement at Some International Paralympic Sports Events

According to figures released by International Paralympics Committee during the 2016 International Day of Persons with Disabilities (IDPWDs), 19 million Nigerians live with at least one form of disability. But this has not stopped many from taking part in sports. A report of the International Olympic Committee 2016 on Nigeria in Paralympics Games and Nigeria participated from 1992 in Barcelona, Spain to date and achieved the following:

Summer Paralympics Game held from 4-15 September 1992 in Barcelona, Spain



Fig. 4: *Nigeria's contingent at the Barcelona Paralympics Games 1992 in Spain*

Two Nigerian Paralympics athletes won three gold medals for Nigeria in the 1992 Summer Paralympics Games held in Barcelona. They participated in the Men's Sprint events (100m & 200m TS4) and Men's powerlifting event (48kg).

1996 Summer Paralympics Game held from 16 to 25 August in Atlanta, USA.



Fig. 5 *Nigeria's contingent at the Atlanta Paralympics Games 1996 in USA*

In the 1996 Summer Paralympics Games in Atlanta, USA; the same athletes of 1992 also won three gold medals in the Men's sprint events (100m and 200m T45-46) and Men's powerlifting event (60kg). Two other athletes won two silver medals in Men's Long Jump event (F45-46) and Men's powerlifting event (48kg) and three athletes won three bronze medals in Men's powerlifting events (52kg and 100kg) and Women's Open Table Tennis event (1-5).

2000 Summer Paralympics Game held from 18 to 29 October in Sidney, Australia



Fig. 6: *Nigeria's contingent at the Sidney Paralympics Games 2000 in Australia*

In the 2000 Summer Paralympics held in Sydney, Australia a total of seven athletes that represented Nigeria won a gold medal each in their various events. They featured in Women's Javelin (F58), Power lifting events (48kg, 60kg and 67.5kg), Men's Power-lifting event (67.5), Men's Table Tennis Singles and Doubles Events (Class 9 each). Nigeria also won a silver medal in Women's power-lifting event (44kg) and five bronze medals in Men's power-lifting event (56kg) and Women's events (52kg, 75kg and +82.5kg) as well as Men's Table Tennis event (singles class 9) respectively.

2004 Summer Paralympics Game held from 13 to 29 August in Athens, Greece.



Fig. 7: *Nigeria's contingent at the Athens Paralympics Games 2004 in Greece*

Nigeria participated in the 2004 Summer Paralympics held in Athens where they won five gold medals in Men's Para-Athletics events (100m, 200m and 400m T12, Javelin (F58) and Women's powerlifting event (44kg). Nigeria also won four silver medals in Women's Para-Athletics event (Javelin F56-58), powerlifting events (40kg and 56kg) and Men's powerlifting event (100kg) and further won three bronze medals in Women's powerlifting events (48kg, 75kg and +82.5kg) respectively.

2008 Summer Paralympics Game held from 6 to 17 September in Beijing, China



Fig. 8: *Nigeria's contingent at the Beijing Paralympics Games 2008 in China*

Nigeria won a total of four gold medals in the 2008 Summer Paralympics Game held in Beijing, China in Women's Para-Athletics events (Shot put F57/58 and Discus F57/58) and powerlifting event (48kg) as well as Men's powerlifting event (48kg) respectively. Nigeria also won four silver medals in Men's Para-Athletics event (100m T12), powerlifting event (100kg) and Women's powerlifting events (+82.5kg and 67.5kg) as well as a bronze medal in Women's powerlifting event (60kg) respectively.

2012 Summer Paralympics Game held from 29 August to 9 September in London, United Kingdom



Fig. 9: *Nigeria's contingent at the London Paralympics Games 2012 in UK*

Nigeria won a total of four gold medals in the 2012 Summer Paralympics Game held in London, United Kingdom in Men's Powerlifting Event (48kg) and Women's Powerlifting Events (44kg, 48kg and 52kg). Nigeria also won five silver medals in Men's powerlifting events (52kg, 56kg and 60kg), Women's Powerlifting Events (56kg and 75kg) and two bronze medals in Women's Para-Athletics event (Shot put F57-58) and Powerlifting Event (67.5kg) respectively.

2016 Summer Paralympics Game held from 7 to 18 September in Rio de Janeiro, Brazil



Fig. 10: *Nigeria’s contingent at the Rio Paralympics Games 2016 in Brazil*

Nigeria competed in the 2016 Summer Paralympics held in Rio de Janeiro, Brazil winning a total of twelve medals comprising eight gold medals in Men’s Powerlifting Events (54kg and 65kg), Women’s events (61kg, 73kg, 79kg and +86kg) and Women’s Para-Athletics Events (Shot put F40 and Javelin F54) and two silver medals in Women’s powerlifting events (45kg and 55kg) as well as two bronze medals in Men’s powerlifting event (72kg) and Women’s Para-Athletics event (Discus F57) respectively.

Nigeria’s Summer Paralympics Medals Record

Nigeria has amassed a total of 68 medals: 34 Gold, 18 Silver and 16 Bronze, from seven outings at the Paralympics, almost tripling the number of medals their able-bodied counterparts have won at the Olympics, a total of 25 medals from their participation in 16 Games. (Nigeria - National Paralympics Committee 2016).

My Research Efforts in the Key Areas

My research efforts are largely in mental retardation, visual impairment and hearing impairment. However, those brought out in this discuss are those that are related to the key areas discussed above viz:

Mental Retardation

My first shot at mental retardation related study was the one I undertook in 2000 on physical fitness capacity levels of children with mental retardation in Torrey-Home, Kano, Nigeria. Data was collected using varying standard research instruments on 12 randomly-sampled children in Torrey-Home Kano. By a descriptive analysis of data, it was revealed that children with mental retardation do not perform up to the average level in physical fitness component. Based on the findings, it was recommended that for proper development of mind and body, children with mental retardation should be involved in adequate training in physical activities right from the primary school like other children in the school.

Hearing Impairment

In 2006, I looked at the effect of exercise training on physical fitness of male hearing impaired students in Special Education School, Tudun Maliki Kano, Nigeria. A validated instrument was used on 60 stratified and randomly sampled hearing impaired students. Adopting pre-test, post-test control group design, data collected was analysed using the inferential statistics of the analysis of covariance (ANCOVA) at 0.05 alpha level. Findings revealed that 8-week training programme on physical fitness has significant effects on flexibility, body composition, cardiovascular endurance and abdominal strength and endurance. But no significant improvement was observed in power and balance of hearing impaired students of Special Education School, Kano. It was therefore recommended that activities such as jogging, dancing, callisthenics and various ball games should be emphasized more in physical education lessons.

In 2011, a study was conducted to assess private sector and employment opportunities for the physically challenged persons in Kano, Nigeria. Three hundred and thirty-three staff of community and social welfare were selected through purposive sampling in the three senatorial zones of Kano State. Modified likert-type structured questionnaire was used which was validated and had a reliability of 0.68. Chi-square test was used and the result of the findings shows that the private sector makes no significant provision for employment opportunities for the physically challenged persons in Kano. It was therefore recommended that, the private sector should ensure the provision of assistive devices and equipment, personal assistance and interpreter service to cater for the needs of physically challenged persons in the employment places.

Visual Impairment

I also conducted a study on cardiovascular adaptations of the visually-impaired students to a six-week cycle ergometer exercise published in the *Journal of Nigerian Association of Sports Science and Medicine* (2012). The study sought to assess heart rate (HR), systolic blood pressure (SBP) and diastolic blood pressure (DBP) of the visually-impaired students of Special Education School, Kano. Fifteen participants were assigned to the experimental group and 15 participants were assigned to the control group according to their weight. Descriptive statistics (mean and standard deviation) and students t-test were used to analyse the data at 0.05 alpha level. The results indicated that there is no significant difference between the experimental and control group on H.R and SBP. Based on this result, it was recommended that a six-week cycle ergometer exercise could not bring physiological adaptation in the cardiovascular parameters (HR, SBP) of visually-impaired students of Special Education School, Kano. It was recommended that there should be an increase in the duration of the exercise since six weeks (in the present study) produced no significant change in cardiovascular variables (HR and SBP).

Sequel to these findings, another study was conducted in (2013) on the effect of structured exercise on balance and trunk flexibility of deaf students, an analysis of special education school Tudun Maliki Kano, Nigeria. A validated measuring instrument was used on 120 stratified and randomly-sampled deaf students adopting a pre-test, post-test control group design. Data collected was analysed using descriptive statistics and analysis of covariance (ANCOVA). The results of the study showed significant effects of circuit training trunk flexibility and non-significant effects on balance. It was therefore recommended that deaf students should be given training in physical education to develop their mind and body.

As a follow-up on the 2013 study, I further looked at effect of follow-up and alternative treatment in the traditional eye healing practices on visually-impaired patients in Jigawa State, Nigeria to see how the traditional eye healing practices succeeded in the treatment of visually-impaired patients in selected rural areas of Jigawa State. Using a self developed modified likert-type structured questionnaire, the results of the analysis indicated that follow-up treatment practice has significant effect on the visually-impaired patients, while alternative treatment practice has no

significant effect. Therefore it was recommended that follow-up treatment should be strictly observed on visually impaired patients.

Conclusion

In conclusion, it is quite evident that discrimination exists in physical education activities and sports performance and that there are barriers to the participation of persons with disabilities in sports. Persons with disabilities in particular, are disenfranchised in their involvement in sporting activities. As long as the society does not shift from its strict discrimination against persons with disabilities in competitive sports, the obsessive feelings of persons with disabilities would persist and physical exercise and sports will remain labelled as "able bodies" domain. It means that they will continue to be under-representation and under participation of persons with disabilities in exercise and sports.

The current reality is that persons with disabilities are under-represented at all levels of physical education activities and sports. Very few persons with disabilities participate and when they do, they lack equal opportunities. Although governments have expressed opposition to persons with disabilities discrimination in employment, transportation, accommodation, telecommunication and other aspects of public life, including physical education and sports, one must note that anti-discrimination policy and legislation, although important, are not adequately addressing all the barriers limiting the persons with disabilities participation and their status in physical education and sports.

This lecture has shown that participation in physical exercise and sports plays an important role in the improvement of the physical fitness, sociological and psychological health of persons with disabilities as well those without disabilities.

However, in spite of all these, our athletes with disabilities have brought glory to Nigeria at Paralympic Games, almost tripling the number of medals their able-bodied counterparts have won at the Olympics.

Recommendations

- Government should institute a disability sports in the universities and other institutions of higher learning managed by specialists in the area of disability and sports.
- Universities should improve and expand inclusive sports facilities including play grounds that are physically and socially accessible as well as materials and equipment for the participation of sports by persons with disabilities.
- Government and non-governmental organizations promoting the rights of individuals with disabilities should include sports as part of their programmes in order for them to be able to compete with their counterparts globally.
- Groups and associations dedicated to sports participation by people with disabilities should be supported to enable them provide the necessary facilities and equipment for training and competitions by the population.
- Both programmatic and policy level changes are needed to fully eliminate disparities in access for individuals with disabilities to participate equally in physical activity and sports. Efforts should be made to unite the disability in sports stakeholders to collectively advance the rights of individuals with disabilities in school-based sports and physical activity programmes.
- Fitness and athletic Equity Act for students with disabilities should be established to clarify the obligation of schools to provide sports and physical activity opportunities for students with disabilities.
- Establishment of a government accountability office to examine the state of physical education and sports for students with disabilities in secondary and post-secondary educational institutions.
- Government should provide resources to assist states and schools in serving students with disability in physical activity and sports settings and to produce guidance to clarify schools' responsibilities.

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I am grateful to my employer, Bayero University, Kano for the opportunity given to me to be who I could be in the academic world.

I sincerely thank the Vice-Chancellor Prof. Muhammad Yahuza Bello, the University management and the entire members of the University Inaugural Lecture Committee for considering me worthy to be listened to.

As a learning professor, I am bound to inadvertently omit some vital names on this list of acknowledgements, please pardon my shortcoming. The Almighty Allah remembers your contribution to my academic and professional development and will surely reward you abundantly.

Finally, to all of you who have honoured our invitation to attend the lecture, I thank you.

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APPENDIX I

SUMMARY OF NIGERIA'S MEDALLISTS SUMMER PARALYMPICS GAMES GAME- BY- GAME TABLE

Medal	Name	Games	Sport	Event
Gold	Adeoye Ajibola	1992 Barcelona	Athletics	Men's 100m TS4
Gold	Adeoye Ajibola	1992 Barcelona	Athletics	Men's 200M TS4
Gold	Monday Emoghawve	1992 Barcelona	Powerlifting	Men's 48 kg
Gold	Adeoye Ajibola	1996 Atlanta	Athletics	Men's 100m T45-46
Gold	Adeoye Ajibola	1996 Atlanta	Athletics	Men's 200m T45-46
Gold	Monday Emoghawve	1996 Atlanta	Powerlifting	Men's 60 kg
Silver	Adeoye Ajibola	1996 Atlanta	Athletics	Men's long jump F45-46
Silver	Abraham Obaretin	1996 Atlanta	Powerlifting	Men's 48 kg
Bronze	Johnson Sulola	1996 Atlanta	Powerlifting	Men's 52 kg
Bronze	Patrick Akutaekwe	1996 Atlanta	Powerlifting	Men's 100 kg
Bronze	Nasiru Sule	1996 Atlanta	Table tennis	Women's open 1-5
Gold	Edith Nzuruike	2000 Sydney	Athletics	Women's javelin F56
Gold	Monday Emoghawve	2000 Sydney	Powerlifting	Men's 67.5 kg
Gold	Iyabo Ismaila	2000 Sydney	Powerlifting	Women's 48 kg
Gold	Victoria Nneji	2000 Sydney	Powerlifting	Women's 60 kg
Gold	Patricia Okafor	2000 Sydney	Powerlifting	Women's 67.5 kg
Gold	Tajudeen Agunbiade	2000 Sydney	Table Tennis	Men's singles class 9
Gold	Tajudeen Agunbiade Tunde Adisa Femi Alaba	2000 Sydney	Table Tennis	Men's double class 9
Silver	Lucy Ejike	2000 Sydney	Powerlifting	Women's 44 kg
Bronze	Stephen Davou	2000 Sydney	Powerlifting	Men's 56 kg
Bronze	Patricia Nnaji	2000 Sydney	Powerlifting	Women's 52 kg
Bronze	Kike Adedeji	2000 Sydney	Powerlifting	Women's 75 kg
Bronze	Faith Igbinehin	2000 Sydney	Powerlifting	Women's +82.5kg
Bronze	Femi Alabi	2000 Sydney	Table tennis	Men's singles class 9

Medal	Name	Games	Sport	Event
Gold	Adekundo Adesoji	2004 Athens	Athletics	Men's 100m T12
Gold	Adekundo Adesoji	2004 Athens	Athletics	Men's 200m T12
Gold	Adekundo Adesoji	2004 Athens	Athletics	Men's 400m T12
Gold	Silver Ezeikpe	2004 Athens	Athletics	Men's javelin F58
Gold	Lucy Ejike	2004 Athens	Powerlifting	Women's 44 kg
Silver	Eucharia Iyazi	2004 Athens	Athletics	Women's javelin F56
Silver	Solomon Ikechukwu	2004 Athens	Powerlifting	Men's 100 kg
Silver	Ijeoma John	2004 Athens	Powerlifting	Women's 40 kg
Silver	Patience Aghimile	2004 Athens	Powerlifting	Women's 56 kg
Bronze	Ruel Ishaku	2004 Athens	Powerlifting	Women's 48 kg
Bronze	Kike Adedeji	2004 Athens	Powerlifting	Women's 75 kg
Bronze	Grace Anozie	2004 Athens	Powerlifting	Women's +82.5kg
Gold	Eucharia Iyazi	2008 Beijing	Athletics	Women's shot put F58
Gold	Eucharia Iyazi	2008 Beijing	Athletics	Women's discus F57
Gold	Lucy Ejike	2008 Beijing	Powerlifting	Women's 48 kg
Gold	Ruel Ishaku	2008 Beijing	Powerlifting	Men's 48 kg
Silver	Adekunle Adesoji	2008 Beijing	Athletics	Men's 100m T12
Silver	Obioma Daleth	2008 Beijing	Powerlifting	Men's 100 kg
Silver	Grace Anozie	2008 Beijing	Powerlifting	Women's +82.5kg
Silver	Amoge Victoria	2008 Beijing	Powerlifting	Women's 67.5kg
Bronze	Patience Aghimile	2008 Beijing	Powerlifting	Women's 60 kg
Gold	Yakubu Adesokan	2012 London	Powerlifting	Men's 48 kg
Gold	Ivory Nwokorie	2012 London	Powerlifting	Women's 44 kg
Gold	Esther Oyema	2012 London	Powerlifting	Women's 48 kg
Gold	Joy Onalapo	2012 London	Powerlifting	Women's 52 kg
Silver	Ikechukwu Obichukwu	2012 London	Powerlifting	Men's 52 kg
Silver	Anthony Ulonnam	2012 London	Powerlifting	Men's 56 kg
Silver	Folashade Oluwafemiayo	2012 London	Powerlifting	Women's 75 kg
Silver	Ifeanyi Nnajiolor	2012 London	Powerlifting	Men's 60 kg

Medal	Name	Games	Sport	Event
Silver	Lucy Ejike	2012 London	Powerlifting	Women's 56 kg
Bronze	Eucharia Iyiazi	2012 London	Athletics	Women's shot put F58
Bronze	Victoria Nneji	2012 London	Powerlifting	Women's 67.5 kg
Gold	Roland Ezuruike	2016 Rio de Janeiro	Powerlifting	Men's 54 kg
Gold	Paul Kehinde	2016 Rio de Janeiro	Powerlifting	Men's 65 kg
Gold	Lauritta Onye	2016 Rio de Janeiro	Athletics	Women's shot put F40
Gold	Lucy Ejike	2016 Rio de Janeiro	Powerlifting	Women's 61 kg
Gold	Ndidi Nwosu	2016 Rio de Janeiro	Powerlifting	Women's 73 kg
Gold	Bose Omolayo	2016 Rio de Janeiro	Powerlifting	Women's 79 kg
Gold	Josephine Orji	2016 Rio de Janeiro	Powerlifting	Women's +86 kg
Silver	Latifat Tijani	2016 Rio de Janeiro	Powerlifting	Women's 45 kg
Silver	Esther Oyema	2016 Rio de Janeiro	Powerlifting	Women's 55 kg
Bronze	Nnamdi Innocent	2016 Rio de Janeiro	Powerlifting	Men's 72 kg
Bronze	Eucharia Iyiazi	2016 Rio de Janeiro	Athletics	Women's discus throw F57

Source: Nigeria - National Paralympics Committee 2016

APPENDIX II

PARALYMPICS ATHLETE CLASSIFICATION CODE

In order to have better understanding of this discourse, there is need to define certain code that frequently used in this presentation blow:-

CODE	EVENT	SPORT
▪ TS4	= Track Sprint (Men's 100m & 200m)	Para-Athletics
▪ T45-46	= Track (Men's 100m & 200m)	Para-Athletics
▪ T12	= Track (Men's 100m, 200m & 400m)	Para-Athletics
▪ F45-46	= Field (Men's Long Jump event)	Para-Athletics
▪ F56	= Field (Men's Javelin event)	Para-Athletics
▪ F56	= Field (Women's Javelin event)	Para-Athletics
▪ F57	= Field (Women's Discus event)	Para-Athletics
▪ F58	= Field (Women's Shot put event)	Para-Athletics
▪ F40	= Field (Women's Shot put event)	Para-Athletics
▪ F54	= Field (Women's Javelin event)	Para-Athletics
▪ Class 1-5	= Women's Open event	Para-Table Tennis
▪ Class 9	= Men's Singles & Doubles events	Para-Table Tennis

Source: IPC (2015), *Athlete Reference Guide to the 2015 Athlete Classification Code*.

Note: *The IPC Athlete Classification Code, including previous editions from 1992 to 2016.*

LIST OF PROFESSORIAL INAUGURAL LECTURE TO DATE

S/N	NAME	DEPT	DATE	TOPIC
1 st	Emmanuel Ajayi Olofin	Geography	4 th March, 1992	The Gains and Pains of Putting a Water Lock on the Face of the Drylands of Nigeria
2 nd	Garba Dahuwa Azare	Education	24 th June, 2000	BASIC CONCERNS: Revitalizing Nigeria's Primary Education in the New Millennium
3 rd	Dajuma Abubakar Maiwada	Education	29 th July, 2000	Improving Teaching and Learning in University Education with Particular Reference to Bayero University, Kano
4 th	Majekodunmi Oladeji Fatope	Chemistry	7 th July, 2001	NATURAL PRODUCTS SCIENCE: Looking Back and Looking Forward
5 th	Muazu Alhaji Zaria Sani	Nigerian Languages	13 th October, 2001	A focus on Some Segmental and Suprasegmental Features in Hausa Phonology
6 th	Isa Hashim	Political Sciences	20 th March, 2004	Planning and Budget Implementation in the Health Sector
7 th	Abdulla Uba Adamu	Education	24 th April, 2004	SUNSET AT DAWN, DARKNESS AT NOON: Reconstructing the Mechanisms of Literacy in indigenous Communities
8 th	Auwalu Hamisu Yadudu	Private and Commercial Law	5 th June, 2004	LAW AS INTERPRETATION: An Exploratory inquiry from Islamic Law Jurisprudence

S/N	NAME	DEPT	DATE	TOPIC
9 th	Mohammed Sanni Abdulkadir	History	31 st July, 2004	STRUCTURING, STRUGGLING AND SURVIVING ECONOMIC DEPRESSION IN NORTHERN NIGERIA: The 1930s As Preview of the present
10 th	Muhammad Sani Sule	Bio-chemistry	23 rd March, 2013	Enzymology and Radiation Biology in the Understanding of Biochemistry
11 th	Essiet Unanaowo Essiet	Agriculture	22 nd May, 2013	AGRICULTURE SUSTAINABILITY IN THE DRYLAND OF NIGERIA: Realities and Prospects
12 th	Aliyu Kamal	English Studies	5 th March, 2014	The Islamic Novel Style and Structure
13 th	Abdu Ahmed Manga	Agriculture	9 th April, 2014	Horticulture as a Panacea for Food Insecurity and Unemployment
14 th	Sa'idu Muhammad Gusau	Nigerian Languages	26 th May, 2014	Wakar Baka Bahaushiya (The Hausa Oral Songs)
15 th	Abdulla Uba Adamu	Mass Communication	9 th July, 2014	IMPERIALISM FROM BELOW: Media Contra-Flows and Emergence of Metro-Sexual Hausa Visual Culture

S/N	NAME	DEPT	DATE	TOPIC
16 th	Ghaji Abubakar Badawi	Library and Information Sciences	29 th July, 2015	THE ROLE OF PUBLIC LIBRARIES AS CENTERS OF INFORMATION TO DISADVANTAGED GROUPS: A 2004 - 2014 Study of the Information Needs of Gada Prostitutes in Dawakin Kudu Local Government Area of Kano State, Nigeria.
17 th	Mohammed Kabir	Community Medicine	16 th September, 2015	Public Health Concern for Chronic Non-Communicable Diseases Surpasses Anxiety Over Most Infections
18 th	T.I. Oyeyi	Biological Sciences	30 th March 2017	Linking Schistosomiasis and Water Resources Development in Kano State Nigeria: Public Health Impact and Mitigation
19 th	Abdulrazaq G. Habib	Medicine	27 th April, 2017	Medicine, Science and Society – The Global Health Imperative
20 th	S. Y. Mudi	Chemistry	6 th July, 2017	Natural Products: Plants as Potential Sources of Drugs
21 st	Sani Ibrahim	Biological Sciences	27 th July, 2017	BETWEEN LIFE AND DEATH: Water Quality and Resource Evaluation - The Place of Hydrobiologists
22 nd	J. Afolabi Falola	Geography	26 th October, 2017	The Poor We Have With Us Always

S/N	NAME	DEPT	DATE	TOPIC
23 rd	Umar G. Danbatta	Electrical Engineering	2 nd November, 2017	GETTING OUT OF THE WOODS: Diversifying Nigeria's Economy Through the Telecommunications Sector
24 th	Adelani W. Tijani	Nursing	23 rd November, 2017	Wholesome Alimentation: Path to Radiant Health
25 th	Juwayriya Badamasiuy	Private and Commercial Law	21 st December, 2017	Uncovering Patriarchy in the Law: Feminist Movement for Re- Interpretation of Islamic Law in Focus.
26 th	Isa Mukhtar	Nigerian Language	25 th January, 2018	STYLISTIC THEORIES AND THE LINGUISTICS OF HAUSA PROSE TEXTS: the (SFL) approach.
27 th	Ganiyu Sokunbi	Physiotherapy	29 th March, 2018	TODAY IT HURTS, TOMORROW IT WORKS: Complimentary and Alternative Therapy for Failed Back Syndrome
28 th	Aminu K. Kurfi	Business Admin. and Entrepreneurshi p	19 th April, 2018	Micro-finance as an Elixir for Poverty Alleviation and Wealth Creation in Nigeria
29 th	Muhammad S. Khamisu	Arabic	17 th May, 2018	Substitution in Arabic Languages Rules and Types
30 th	Habu Nuhu Aliyu	Pure and Industrial Chemistry	21 st June, 2018	SCHIFF BASES AND THEIR TRANSITION METAL COMPLEXES: The Drug for the Next Generation
31 st	Hashim M. Alhassan	Civil Engineering	19 th July, 2018	EASING THE BURDEN OF TRAVEL: Can Roadway Capacity Modeling Help?
32 nd	Habu Mohammed	Political Science	13 th September, 2018	TUG OF WAR OR ECHO IN THE DARK? Civil Society Organizations (CSOs) and the Fight Against Corruption in the Era of Change Mantra in Nigeria

S/N	NAME	DEPT	DATE	TOPIC
33 rd	Bello Idrith Tijjani	Physics	20 th September, 2018	NAVIGATING THE DATA LABYRINTH: Application of Some Advanced Statistical Analysis in Atmospheric Physics
34 th	Mohammed Ajiya	Electrical Engineering	18 th October, 2018	SEAMLESS GLOBAL CONNECTIVITY AT THE SPEED OF LIGHT: Converting Intrinsic Phenomena in Optical Fibers to Capacity Increase.
35 th	Abdulrahman Abdul Audu	Pure and Industrial Chemistry	25 th October, 2018	MY ACADEMIC VOYAGE IN WATER INTO THE WORLD OF HEAVY METALS
36 th	Ibrahim Rakson Muhammad	Animal Science	21 st February, 2019	FORAGE AND FODDER PRODUCTION IN NIGERIA: Its Sensitivity in Sustainable Ranching.
37 th	Muhammad Bashir Ibrahim	Department of Pure and Industrial Chemistry	14 th March, 2019	WATER POLLUTION AND THE QUEST FOR ITS REMEDIATION: The Natural Resource Option
38 th	Oyerinde O. Oyeseun	Department of Physical and Health Education,	4 th April, 2019	MAN DOES NOT DIE BUT KILLS HIMSELF: The Dilemma of the Health Educator and the Moderating Influence of Health Education
39 th	Danladi Ibrahim Musa	Department of Physical and Health Education	25 th April, 2019	WAGING WAR ON THE DEADLY QUARTET AND ITS CO-MORBIDITIES: A Physical Activity Panacea
40 th	Kabiru Isa Dandago	Department of Accounting	2 nd May, 2019	THE ACCOUNTING IN HUMANITY KNOWS NO BOUNDS
41 st	Mustapha Hassan Bichi	Department of Civil Engineering	20 th June, 2019	MAN, ENVIRONMENT AND WATER - The <i>Moringa oleifera</i> (Zogale) Intervention

S/N	NAME	DEPT	DATE	TOPIC
42 nd	Mustapha Muktar	<i>Department of Economics</i>	27 th June, 2019	PEOPLE, PLANET AND PROFIT: Peaceful Bed Fellows at the Best of Times But Strange Roommates at Present - The Economist's Approach to a Peaceful and Sustainable Co-Existence
43 rd	Mohammed Atiku Kano	<i>Department of Biochemistry</i>	25 th July, 2019	Serum Lipids and Lipoproteins - A Curse or a Blessing?
44 th	Rabi'u Mohammed	<i>Department of Physical and Health Education</i>	8 th July, 2019	EXERCISE AND SPORTS FOR THE ATYPICAL PERSONS: A Multidimensional Analysis