



Attitudes of special education teachers towards participation of children with disabilities in games and sports

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Abstract

The paper intends to bring out the attitudes of Special Education Teachers towards participation of children with disabilities in games and sports. For purpose of this study 100 special education Students were selected by using stratified random technique was used to ensure the sample was composed of both males and females in appropriate number. Attitude was taken as main variable in the study and for measuring this Physical Educators Attitude towards Teaching Individuals with Disabilities (PEATID) by Terry L. Rizzo. After administering the test Mean was- 50.73 Standard Deviation was- 3.41 and sum of Chi-Square value was calculated of each Statement of Questionnaire and found significant at .05 level. The result showed that special education students had shown favourable attitude towards children with disabilities. But they more and wide-ranging curriculum specially regarding games and sports during their training specifically on adapted necessities.

Keywords: Special education teachers, attitudes, children with disabilities, games and sports participation

Introduction

Special Education is the branch of education that aims to develop human health and various skills in children with disabilities. It is a discipline that incorporates activities which develop disabled individuals in spiritual, mental and physical ways. Physical activities and sports are essential components of human life. Many academicians stated that efforts to improve the quality of education, sports activities which positively affect physical and mental development will also contribute to the healthy growth of young generations. The success of the children with disabilities in schools will increase accordingly with increased attention and importance to games and sports activities.

In daily life, a sport is a good tool for promoting physical capacity of individuals to be healthy in terms of anatomical, physiological and psychological aspects. For individuals with special needs, sports are a reactive activity to achieve adaptation to the society and reveal the feeling of self-sufficiency. In this context, games and sports are one of the most effective activities for individuals with special needs especially for increasing their academic, social and gross motor skills. By means of physical activities, individuals with disabilities easily experience self-realization, learn to obey the rules, be more creative and concerned with their environment. In this respect, the program to be implemented in special education courses for individuals with special needs should be shaped according to the education performance level, ability and needs of the children with disabilities. Accordingly, special education teachers are required to have essential knowledge and skills to give education for individuals with special needs and have positive attitudes towards them.

Facilitating the lives of individuals with disabilities by creating a functional unity in society is a social responsibility. In this sense, every part of the society has to do its duty. As a matter of fact, teachers in schools which

are the most effective socializing tool after the family in terms of their positive contribution to socialization and give a certain self and a personality to the children are the most important role model after the parents. Teachers are the most important components to reach the planned goal in the teaching process. The teacher's upbringing process and field knowledge as well as pedagogical knowledge and skills in the field are very important. The physical and psychological status of the children should be considered in terms of the effectiveness and success of the learning process.

Therefore, it is crucial for special education teachers to interact more frequently with children with disabilities while they are participating in games and sports. Attitude is a phenomenon that directs the behavior of children and causes bias in decision making process. Therefore, it could be considered that attitude of teachers plays an important role in the achieved inclusion of children with disabilities. It is really crucial to reveal the attitudes of special education teachers towards children with disabilities while taking part in games and sports. Therefore, this study aims to determine attitudes of special education teachers towards participation of children with disabilities in games and sports.

Procedure and Methodology

Subjects: For purpose of this study 100 Special Education Teachers were selected by using stratified random technique to ensure the sample was composed of both males and females in appropriate number. Sample of teachers were taken from Special Education Schools/ Institutes of Delhi, Haryana, Punjab and Madhya Pradesh.

Measures: The necessary data was collected by administering Physical Educators Attitude towards Teaching Individuals with Disabilities (PEATID) by Terry L. Rizzo, Head, Department of Physical Education, California State

University, San Bernardino. The questionnaire was administered on the selected subjects as per the instructions in the respective questionnaire manuals. Descriptive statistics were used for describing and categorizing raw data and for measuring Mean, SD and Chi-Square value of each statement was calculated.

Results

The above table discloses the selected psychological variable (Attitudes) of the Special Education Teachers.

The mean and standard deviation was (50.73 ± 3.41) and lowest score among the selected Subjects was 41 and highest score was 57.

Table 1: Descriptive Analysis of Attitudes of Special Education Teachers towards Participation of Children with Disabilities in Games and Sports

Selected Group	Mean	Std. Deviation	Lowest Score	Highest Score
S.E.T.	50.73	3.41	41	57

Table 2: Chi-Square Test for Statements of Questionnaire

Group	Responses				Sum of Chi-Square	
	S.E.T.	SA	A	U	DA	SDA
S-1	42	30	22	6	0	59.2*
S-2	32	44	24	0	0	76.8*
S-3	48	42	8	2	0	106.8*
S-4	42	30	18	10	0	54.4*
S-5	0	10	24	32	34	42.8*
S-6	0	5	10	18	67	146.9*
S-7	0	4	20	14	62	122.8*
S-8	0	4	10	16	70	163.6*
S-9	0	10	4	26	60	119.6*
S-10	0	10	10	16	64	127.6
S-11	0	12	10	44	34	66.8*
S-12	48	34	8	10	0	81.2*

* Significant, $\sum X^2 .05 = 9.49$

(SA=Strongly Agree, A=Agree, U=Uncertain, DA=Disagree, SDA=Strongly Disagree)

The above table proves that on most of the statements special education teachers confirmed their positive attitude, on positive statements they strongly agreed or agreed and on negative statements they strongly disagreed or disagreed but, in few cases, special education teachers found themselves uncertain may be because of their less or no interaction with children with disabilities on playing field. The Chi-Square values of all the statements were found significant and much higher than required value at .05 level.

Conclusion

The results of the study showed that the special education teachers shown their optimistic or favourable attitudes towards participation of children with disabilities in games and sports. Considerable numbers of special education teachers showed the need of more interaction on playing field while participation in games and sports.

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