



Attitudes of Special Education students towards participation of children with disabilities in games and sports

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Abstract

The study intends to find out the attitudes of Special Education Students 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- 45.44 Standard Deviation was- 3.64 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 need more and inclusive set of courses especially regarding games and sports during their training specifically on modified requirements.

Keywords: Attitudes of special, education students, towards the study intends, to find out the attitudes of special, education

Introduction

Sports and physical activities play a crucial role in the holistic development of all children, including those with disabilities. Participation in sports fosters physical fitness, social integration, confidence, and overall well-being. However, attitudes towards the inclusion of children with disabilities in sports often determine the success of such programs. Understanding the attitudes of special education students—those who are being trained to teach or support children with disabilities—is essential to promote inclusive sports environments.

An attitude is a learned predisposition to respond favorably or unfavorably toward an object, person, or situation (Allport, 1935). In the context of inclusive sports, attitudes can be emotional (feelings), cognitive (beliefs), and behavioral (actions) toward children with disabilities participating in sports. The inclusion of children with disabilities in sports is a growing movement supported by international bodies like the UNESCO, Paralympic Committee, and Special Olympics. Yet, in many educational institutions, negative or indifferent attitudes persist. Exploring the views of special education students helps assess the future direction of inclusive sports education.

It is vital for special education students to interrelate more often during their course how and when children with disabilities can participate in games and sports. Special education student's attitudes and experience is important to improve the child ability when they will become teacher. Therefore, it's important that special education students attitude during course plays an important role in inclusion of children with disabilities. It is really critical to disclose the attitudes of special education students towards children with disabilities while taking part in games and sports. Therefore the present study endeavors to find out attitudes of special education students towards participation of children with disabilities in games and sports. Objectives of the study was to assess the attitudes of special education students towards sports participation by children with disabilities and to identify factors influencing these attitudes and finally

suggest measures for fostering positive attitudes among future educators.

Procedure and Methodology

Subjects: For purpose of this study 100 Special Education Students were selected by using stratified random technique to make sure the sample was composed of both males and females in suitable number. Sample of students were taken from different Institutes and Colleges who are running different special education courses in 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 special education students/subjects as per the instructions in the respective questionnaire manuals. Descriptive statistics were used for unfolding and categorizing raw data and for measuring Mean, SD and Chi-Square value of each statement was calculated.

Results

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

Selected Group	Mean	Std. Deviation	Lowest Score	Highest Score
Special Education Students	45.44	3.64	36	57

The above table discloses the selected psychological variable (Attitudes) of the Special Education Students. The mean and standard deviation was (45.44 ± 3.64) and lowest score among the selected Subjects was 36 and highest score was 57.

Table 2: Chi-Square Test for Statements of Questionnaire

	Group Responses					Sum of Chi-Square
	S.E.T.	SA	AU	DA	SDA	
S-1	33	42	15	10	0	58.9*
S-2	36	39	21	4	0	63.7*
S-3	32	35	18	15	0	39.9*
S-4	38	30	22	10	0	46.4*
S-5	0	20	25	24	31	28.1*
S-6	0	0	21	45	34	81.1*
S-7	0	10	39	26	25	122.9*
S-8	0	4	17	45	34	74.3*
S-9	0	10	15	43	32	59.9*
S-10	0	15	11	28	46	62.3*
S-11	5	15	2	37	41	65.2*
S-12	51	38	6	5	0	105.3*

* Significant, $\chi^2_{.05} = 9.49$ (SA=Strongly Agree, A=Agree, U=Uncertain, DA=Disagree, SDA=Strongly Disagree)

The above table shows that on most of the statements special education students confirmed their optimistic attitude, on positive statements they strongly agreed or agreed and on negative statements they strongly disagreed or disagreed but in many cases special education students found themselves uncertain may be because of their curriculum and adaptive methods with children with disabilities regarding games and sports. 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 students shown their positive and favourable attitudes towards participation of children with disabilities in games and sports. But somehow few special education students found them self uncertain on few statements, Considerable numbers of special education students showed the need of more inclusive training during their special education courses to help these children to participate in games and sports.

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