



Attitudes of physical education students towards participation of children with disabilities in games and sports

Dr. Amit Chhikara

Associate Professor, Department of Physical Education, Government College, Bahadurgarh, Haryana, India

Abstract

The paper intends to bring out the attitudes of Physical Education Students towards participation of children with disabilities in games and sports. For purpose of this study 100 physical 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- 41.49 Standard Deviation was- 4.15 and sum of Chi-Square value was calculated of each Statement of Questionnaire and found significant at .05 level. The result showed that physical education students had shown favourable attitude towards children with disabilities. But they need more comprehensive curriculum during their training courses based specifically on adapted needs and requirements.

Keywords: Physical Education Students, attitudes, participation, children with disabilities, games and sports, stratified random sampling, PEATID

Introduction

Children with disabilities, like other persons, have various needs, desires and goals, among which is a need to engage in sports. Psychophysical engagement through sports and physical exercise have positive influence on physical abilities and resistance of human body, preservation of health and better regeneration of motor functions. Participation in games and sports is one of the best ways to achieve personal affirmation within family and broader social surrounding. Shephard (1991) and Stewart (1981), have stated that participation in sport contributes to the reduction of anxiety and depression in children with disabilities, increase their self-esteem and feelings of self-efficacy. In addition, children with disabilities who are involved in games and sports have more positive perception of their physical health and are at lower risk of chronic diseases, compared to children with disabilities who do not engage in games and sports.

The sensitiveness of the disabled child is often manifested in inferiority complex. This must be met with a spirit of optimism, patience, and enthusiasm on the part of a teacher than arouses in the mind of the pupil, a hopeful attitude that will insure success and accomplishment. The teacher concerned in various games and sports activities must have an insight into and understanding of the child fears, hopes and ambitions.

Up to the Second World War most of the people and children who all were suffering from any disability spent their lives at home or in hospitals. Their capabilities were disregarded and they were considered incapable members of society. But today the concept is changing in this regard towards them; with the time society also has changed its attitudes towards them.

Feelings of inadequacy are common with children with disabilities. These may result from being overprotected, from failure, embarrassment, lack of acceptance, and lack of motor skills. The presence or absence of inferiority feelings either at the deeper levels of personality, or at the more

superficial, more accessible levels, depends on many factors. One of these is the way a disabled person has been regarded and treated by his family and other people in close contact, especially during his early years.

Children with disabilities do not need pity but need encouragement in their efforts to overcome their disability so that they can become assets to the society instead of liabilities. Recreation for the disabled can be traced back at least to 1908, when play ground association of America set "Play in Institutions" as one of its objectives. Sports for the deaf have perhaps the longest history but recently fast-moving sports are also gained popularity. In education system the ability of teacher to establish rapport with a student with disability is an important aspect while dealing with such children. Teacher-pupil relationship is probably the key to success in this work. Child should get a feeling that the teacher has a strange personal interest in him.

Their growth and development require an individual guidance to them and effectively. Physical activities have implications beyond the physical only. Important social and emotional outcomes are also involved. Playing with other children is a humanizing experience. The factor of group acceptance, recognition specially from his teachers, satisfaction of being able to hold one's own with playmates in give and take in playing situations are valuable growth gains. So, a teacher holds the key role while participating in the games and sports. After doing the critical study it was thought that if an attitude of teachers is so important then why not a study should also be carried out to find out the attitudes of physical education students who are going to be teachers in near future towards participation of children with disabilities in games and sports.

Procedure and Methodology

Subjects: For purpose of this study 100 Physical Education Students were selected by using stratified random technique to ensure the sample was composed of both males and females in appropriate number. Sample of Students were

taken from Physical Education Institutes of Delhi, Haryana, Punjab and Madhya Pradesh. Only Master Degree students were selected for this study.

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

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

| Selected Group | Mean | Std. Deviation | Lowest Score | Highest Score |
|----------------|-------|----------------|--------------|---------------|
| P.E.S. | 41.49 | 4.15 | 32 | 52 |

The above table discloses the selected psychological variable (Attitudes) of the Physical Education Students. The mean and standard deviation was (41.49 ± 4.15) and lowest score among the selected Subjects was 32 and highest score was 52.

Table 2: Chi-Square Test for Statements of Questionnaire

| Group P.E.T. | Responses | | | | | Sum of Chi-Square |
|-----------------|-----------|----|----|----|-----|-------------------|
| | SA | A | U | DA | SDA | |
| S-1 | 26 | 42 | 22 | 10 | 0 | 51.2* |
| S-2 | 25 | 46 | 27 | 2 | 0 | 73.7* |
| S-3 | 26 | 32 | 31 | 7 | 4 | 36.3* |
| S-4 | 14 | 45 | 27 | 11 | 3 | 54* |
| S-5 | 10 | 7 | 29 | 21 | 23 | 16.75* |
| S-6 | 0 | 18 | 21 | 38 | 23 | 36.9* |
| S-7 | 9 | 24 | 36 | 25 | 6 | 30.7* |
| S-8 | 3 | 32 | 22 | 27 | 16 | 25.1* |
| S-9 | 8 | 15 | 22 | 26 | 29 | 15.75* |
| S-10 | 14 | 15 | 29 | 20 | 22 | 7.3 |
| S-11 | 10 | 20 | 30 | 30 | 10 | 20* |
| S-12 | 19 | 30 | 36 | 12 | 3 | 39.7* |

* Significant, $\sum X^2 .05 = 9.49$ (SA=Strongly Agree, A=Agree, U=Uncertain, DA=Disagree, SDA=Strongly Disagree)

The above table shows that on most of the statements physical education students confirmed their favourable attitude, on positive statements they strongly agreed or agreed and on negative statements they strongly disagreed or disagreed but, in many case, physical education students found themselves uncertain may be because of their less or no interaction with children with disabilities. The Chi-Square values of 11 statements were found significant and much higher than required value at .05 level. But on one statement it was not found significant i.e. statement no. 10, it was 7.3 which is not significant at .05 level of significance.

Conclusion

The results of the study showed that the physical education students shown their optimistic or favourable attitudes towards participation of children with disabilities in games and sports. Considerable numbers of physical education students showed the need of more concrete courses and training to feel more at ease to deal with children with disabilities and need more comprehensive curriculum during their training courses based specifically on adapted needs and requirements.

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