

Attitudes of Physical Education Teachers towards the Participation of Students with Disabilities in the Physical Education Class in Schools

Dr. Bayan Izzeddin Mahmoud Aldagamseh^{1*}, Dr. Natheir Faisal Mansour Alnuman², Dr. Qusai Basem mohammad alyasen³

¹Department of Special Education, Jadara University, Jordan; Email: alismadi_58@yahoo.com

^{2,3}Department of Physical Education, Jadara University, Jordan

Abstracts: The study aimed to reveal the attitudes of physical education teachers towards the participation of students with disabilities in physical education class in schools. The study sample consisted of (208) physical education teachers. The measure of physical education teachers' attitudes towards integrating students with disabilities into the physical education class was applied. The results of the study showed that the general average of the total score for the measure of attitudes towards the participation of students with disabilities in the physical education class was high, with an arithmetic mean of (3.25), and that there were statistically significant differences in the attitudes of physical education teachers towards integrating students with disabilities in the sports class according to the gender no statistically significant differences variable. Academic qualification and educational experience.

Keywords: Physical Education Teachers - Students with Disabilities.

1. INTRODUCTION

PE teachers' attitudes toward inclusion are critical to the success of providing inclusive instruction to students with disabilities (Alhumaid, 2022). Laws and regulations stipulate the inclusion of children with special needs in general physical education (GPE) classes with general physical education teachers (Combs, et al, 2010), and prevailing rights and quality of life approaches require the inclusion of people with diversity and/or disabilities in society, including It is their participation in the educational system. Therefore, various institutions are urging countries to take measures to ensure that students with disabilities receive the facilities and support they need within the context of inclusive education. Therefore, it is possible to activate this through physical education (PE) classes, allowing the opportunity for the participation and inclusion of these students (Rojo-Ramos, et al, 2022).

Teachers around the world are faced with the problem of dealing with the inclusion of people with disabilities in their classrooms, and the need to provide them with appropriate physical education (APE) supports. However, physical education (PE) teachers often do not feel prepared or self-confident enough for this option. While many researchers emphasized the need for additional studies that could shed more light on the influencing factors involved in shaping teachers' attitudes toward inclusion, as well as on their inclusion practices. (Icon, et al, 2019), but the attitudes of physical education (PE) teachers towards inclusion are critical to the success of providing equitable teaching to students with disabilities (Alhumaid, 2022).

One of the benefits of physical education and sport (PES) is its ability to make significant contributions to the development of motor and physical skills for children, and it - that is, physical education - when presented appropriately, contributes to supporting social and behavioral skills, and self-esteem. Studies confirm positive experiences, which are characterized by fun, diversity, and the participation of all, which are managed through committed trained teachers and supportive parents, and this greatly affects the nature of these physical activities, and increases the likelihood of achieving their goals (Bailey, 2006).

Physical education lessons provide an excellent context that can help students with disabilities feel that they are part of their classroom or school community, which leads to improving their physical health, motor skills and self-

esteem. As such, peer support not only promotes physical health, but also helps in breaking barriers, and promoting acceptance and understanding among students of different groups, physical education lessons can also be allocated as a facilitator for the development of social aspects for students (Rojo-Ramos, et al, 2023)

The role of teachers is vital in developing educational programs for students with disabilities during the learning process. Teachers are also important sources of feedback for educational policy makers; To enhance the actual application of PE curricula, policy makers must also have a better understanding of the perceptions, knowledge, competence, and inclusion of students with disabilities by physical education teachers. To date, the literature on understanding the attitudes, beliefs, perspectives, and perceptions of physical education teachers regarding the inclusion of students with disabilities in general physical education classes is limited (Qia, Wangb & Hac, 2016), and inclusive education aims to ensure the inclusion of children, regardless of their physical characteristics. And mental, intellectual, etc., in one education system, and teach them with their peers in the same educational institutions (Karynbaeva, et al, 2020).

Inclusive education is defined as the process of identifying and responding to the diversity of learners' needs, striving to increase learning and participation in their communities, and reduce social exclusion. and cultural) in providing quality and inclusive education, and the United Nations and the United Nations Educational, Scientific and Cultural Organization (UNESCO) highlight the need to ensure inclusion and equitable quality education, and to promote lifelong learning opportunities for every human being through preparation (Rojo-Ramos, et al, 2022).

Inclusion refers to the right of all students, regardless of their abilities, gender, or socioeconomic status, to be respected and included in the school community. That the teacher take primary responsibility for the education of all children, ensuring that they are not excluded because of inadequate curricula and classroom practices, and that non-exclusion requires that all children, including those with disabilities, have access to inclusive or inclusive education (IE) along with support appropriate in educational settings. A key factor in educational inclusion is peer attitudes toward disabilities, which influence the social participation and learning of students with disabilities. physical education (PE) classes It provides an opportunity for people with disabilities to obtain a good psychological, social, health and educational condition. Inclusive education (IE) relates to education in which all students pursue learning together, regardless of their performance, status, culture, ethnicity, gender, religion or language (San, et al, 2021), together with appropriate support in educational settings. A key factor in educational inclusion is peer attitudes toward disabilities, which influence the social participation and learning of students with disabilities. Physical education (PE) classes provide an opportunity for people with disabilities to achieve a good psychosocial, health and educational status. Inclusive education (IE) is associated with education in which all students pursue learning together, regardless of their performance, status, culture, race, gender, religion, or language (San, et al, 2021).

(IE) is a multidimensional approach that accepts diversity based on paradigms of rights and quality of life, and aims to transform the traditional educational system into an inclusive system that guarantees cultural diversity, democracy, and justice. To ensure equal rights for all learners with special educational needs (SEN), the philosophy and principles of IE must be adopted with teachers and educational experts as key factors, who must adapt their daily approach to disability, including the study of medical aspects, and social aspects. The process of inclusion in education includes focusing on the strengths of students, providing support and facilities to meet individual needs, the use of technology, and cooperation between teachers, parents and support staff. In addition, inclusion requires a shift in the culture and attitudes of schools (Rojo-Ramos, et al, 2023)

2. RELATED STUDIES

Many similar studies were conducted, including the current study, including the study (Özer, et al, 2013), which aimed to identify teachers' attitudes towards teaching students with intellectual disability (ID) within a representative sample of physical education teachers in secondary schools, as conducted by (Rojo- Ramos, et al, 2023) A study aimed at assessing Spanish students' attitudes towards their peers with disabilities during physical education lessons and exploring possible differences between gender, school location, and age group. The sample consisted

of 1437 students from public schools in Extremadura (Spain) of both primary and secondary levels. (Alhumaid, 2022) conducted a study aimed at knowing the attitudes of physical education teachers in the Kingdom of Saudi Arabia towards the inclusion of students with disabilities in physical education classes and the impact of social and demographic variables (gender and duration of teaching experience) on their attitudes towards inclusion. Hodge, et al, 2018 conducted a study aimed at analyzing the beliefs of Brazilian physical education teachers about their experiences in teaching students with disabilities. The participants were six physical education teachers from schools located in the city of Brazil. The study (Rojo-Ramos, et al, 2022) also aimed to assess the perception of physical education teachers about their willingness to deal with inclusive education. The study included 260 Spanish primary and secondary physical education teachers who answered a sociodemographic questionnaire.

This study seeks to reveal the attitudes of physical education teachers towards the participation of students with disabilities in the physical education class in schools in Jordan by answering the following study questions:

- What are the attitudes of physical education teachers towards the participation of students with disabilities in the sports class in schools?

- Are there statistically significant differences at the level ($\alpha = 0.05$) in the attitudes of schoolteachers towards the participation of students with disabilities in the physical education class in some variables (sex, educational qualification, years of experience)?

3. TERMINOLOGY OF STUDY

3.1. Attitude: Attitude is defined as an individual's tendency or tendency to respond in a negative or positive way towards a subject (Sartian, 1967).

3.2. Practical physical education teacher: He is the one who teaches the physical education course for ordinary students and those with disabilities in the school and helps develop their motor skills.

3.3. Study methodology: The current study used the descriptive survey method to answer the questions of the study and achieve its objective.

3.4. Study Personnel: The study sample consisted of (208) physical education teachers, of whom (145) male and (63) female teachers. They are also distributed according to academic qualification, including (147) bachelors, (61) masters, and according to experience, (105) are less than five years, (33) are from (6-10) years, and (70) represent more than (10) years.

3.5. Attitude scale:

To achieve the objectives of the study, it was developed after referring to previous relevant studies, including (Al-Samadi, 2012). The scale may consist of (25), taking into account that the (Quartet Likert) scale for the positive paragraphs is graded; Strongly agree (4), agree (3), neutral (2), strongly disagree (1).

3.6. The validity of the scale was verified in two ways:

3.6.1. Referee Honesty:

The scale was presented to a group of arbitrators who hold PhDs in special education and PhD in physical education, to find out their opinions and observations about the appropriateness of the vocabulary of the scale, the clarity of the linguistic formulation of the phrases belonging to it, and the comprehensiveness and appropriateness of the paragraphs, and their observations were taken into consideration.

3.6.2. Internal consistency validity:

The 'Pearson' correlation coefficient was calculated between the score of each statement of the scale and the total score of the scale.

Table (1): Correlation coefficients of the scale paragraphs with the total score of the scale

Correlation with the overall score	Paragraph	Correlation with the overall score	Paragraph
.726*	14	.641*	1
.243*	15	.619*	2
.743*	16	.629*	3
.845*	17	.642*	4
.797*	18	.530*	5
.774*	19	.590*	6
.749*	20	.594*	7
.799*	21	.448*	8
.734*	22	.714*	9
.742*	23	.600*	10
.305*	24	.739*	11
.779*	25	.704*	12
		.760*	13

Table (1) that all the correlation coefficients of the scale paragraphs with the total score of the scale are statistically significant at the level ($\alpha = 0.05$), where the correlations of the paragraphs with the total score of the scale ranged between (0.243 and 0.845), and all these values are statistically significant and this indicates the consistency of the internal structure of the scale.

3.7. Constancy

To ensure the stability of the scale, this was done by using Cronbach's alpha coefficient for the total score of the scale (0.93), and this indicates that the attitudes scale has a good degree of stability.

4. RESULTS

After the data was collected by the study tool, and according to the statistical treatment of the study data, the following results were reached:

The results related to the answer to the first question, which is: "What are the attitudes of physical education teachers towards the participation of students with disabilities in the sports class in schools?"

To answer this question, the arithmetic means and standard deviations of the physical education teachers' responses were calculated on the scale of attitudes towards the participation of students with disabilities in the sports class, and Table (3) shows this.

Table (3): Means and standard deviations of the responses of physical education teachers on the scale of attitudes towards the participation of students with disabilities in the sports class, arranged in descending order

Paragraph number	Paragraph	SMA	standard deviation	Class
1	An appropriate sports environment must be created that is commensurate with the nature and needs of students with disabilities.	3.57	0.62	High
2	I feel happy when I see the positive interaction between students with disabilities in the physical education class with their peers who are ordinary students	3.50	0.62	High
3	I take into account the individual differences between students with disabilities and ordinary students when explaining mathematical skills	3.47	0.61	High
4	Inclusion of students with disabilities in the physical education class helps to increase their motivation towards learning	3.40	0.65	High
5	Physical activity helps students with disabilities develop their motor skills and improve their motor level	3.40	0.67	High
6	The sports class helps to increase the effectiveness of students with disabilities in the local community and to consolidate social values	3.40	0.62	High
7	Inclusion of students with disabilities requires modifications to the school environment and the games used	3.39	0.73	High
8	Use different methods with students with disabilities to increase their effectiveness in the physical education class	3.38	0.65	High
9	The sports class helps satisfy the desires and tendencies of students with disabilities and develop their abilities	3.37	0.61	High
10	Participation in the sports class develops belonging and self-acceptance among students with disabilities and ordinary students	3.36	0.67	High
11	Inclusion provides opportunities for students with disabilities to express themselves	3.36	0.67	High
12	I need training courses to qualify me in teaching students with disabilities	3.35	0.77	High
13	Physical activity helps students with disabilities to increase their academic achievement	3.35	0.66	High
14	The physical education teacher assists in integrating students with disabilities with students	3.35	0.69	High
15	Participation in the physical education class provides psychological stability for students with disabilities	3.33	0.65	High
16	Tell the students about the condition of their colleague with disabilities and what he needs	3.31	0.76	High
17	Inclusion of students with disabilities requires an understanding of their disability by ordinary students	3.29	0.65	High
18	Inclusion develops methods of communication and positive interaction between students with disabilities and ordinary students	3.28	0.73	High
19	I appreciate the needs of students with disabilities and the differences between them and their peers who are ordinary students	3.18	0.74	High
20	I support the participation of students with disabilities with normal students during the physical education class	3.04	0.91	High
21	The administration provides the sports equipment and tools needed by students with disabilities in the physical education class, which suit their needs	3.00	1.04	Medium
22	I can conduct the process of evaluating the performance of students with disabilities in the physical education class according to appropriate evaluation criteria	3.00	0.86	Medium
23	Know the characteristics of people with disabilities and how to deal with them	2.88	0.91	Medium
24	Students with disabilities feel ashamed of their disability while playing with ordinary students	2.86	0.87	Medium
25	The presence of students with disabilities in the physical	2.46	1.06	Medium

	education class hinders the work of the class			
	Total marks	3.25	0.46	High

Table (4) shows that the general average score for the scale of attitudes toward integrating students with disabilities into the sports class was high, with an average of (3.25), and this is an indication that the participation of students with disabilities in the activities of the physical education class is undesirable by education teachers sports, The paragraph that states “an appropriate sports environment must be created commensurate with the nature of students with disabilities and their needs” ranked first, with a high arithmetic average of (3.57). The equipment provides security and safety during the participation of students with disabilities. While the paragraph that states “harmony and consistency in the course of physical education classes prevents the presence of students with disabilities with their normal peers” ranked twenty-fifth and last, with an arithmetic mean of (2.46), with a moderate degree. This result shows that the attitude of physical education teachers towards integrating students with disabilities into the physical education class is high, and this may be due to the ease of activities provided by the physical education teacher to students with disabilities. The physical education class zan the participation of ordinary students and their interaction with them to enhance their social status. Hodge, et al, 2018 indicated in his study that teachers are often intrinsically motivated in teaching students with disabilities. School districts must engage teachers in professional development that focuses on teaching students with disabilities in physical education. (Alhumaid, 2022) and (Rojo-Ramos, et al, 2022) stated that physical education teachers do not have sufficient information that qualifies them for the participation of students with disabilities in the physical education class, and they do not know the characteristics of students with disabilities and their physical needs.

4.1. Results of the second question:

Are there statistically significant differences at the level ($\alpha = 0.05$) in the attitudes of school teachers towards the participation of students with disabilities in the physical education class due to the variables (sex, educational qualification, educational experience)?

To answer this question, the arithmetic means and standard deviations of the physical education teachers' responses were calculated on the attitudes scale towards the participation of students with disabilities in the sports class according to the variables (sex, educational qualification, educational experience), where analysis of variance (ANOVA) was used to find out the significance of the differences in degree totality of the scale. The following is an overview of these results. table (5)

Table (5): Means and standard deviations for the responses of physical education teachers on the scale of attitudes towards the participation of students with disabilities in the sports class according to the study variables.

Variable	class	the number	SMA	standard deviation
sex	male	145	3.29	0.51
	feminine	63	3.18	0.32
Qualification	Bachelor's	147	3.27	0.45
	Postgraduate	61	3.23	0.49
educational experience	Less than 5 years	105	3.23	0.50
	6 to 10 years	33	3.35	0.37
	10 years and over	70	3.24	0.44

The results in tables (5) indicate that there are apparent differences between the arithmetic averages of the responses of physical education teachers on the scale of attitudes towards the participation of students with disabilities in the sports class according to the variables (sex, educational qualification, educational experience), and to find out the significance of the differences, an analysis of variance was conducted and reached The results are as shown in Table (6).

Table (6): Results of the analysis of variance (ANOVA) to find out the significance of the differences in the attitudes of physical education teachers towards the participation of students with disabilities in the sports class, according to the variables of the study

source of contrast	sum of squares	degrees of freedom	mean of squares	value (q)	significance level
SEX	0.517	1	0.517	2.428	0.121
Qualification	0.195	1	0.195	0.918	0.339
educational experience	0.446	2	0.223	1.047	0.353
The error	43.211	203	0.213		
total rate	44.243	207			

Table (6) shows that there are statistically significant differences in the attitudes of physical education teachers towards the participation of students with disabilities in the sports class, according to the gender variable, as the value of (F) was (428.2) at a level of significance (0.018), which is a statistically significant value in favor of female teachers. Perhaps this is due to the teacher's personality and her feelings of motherhood, which makes her acceptance of the participation of disabled students in the physical education class more compared to teachers, and perhaps the disabled students accept the teacher's education more than the teacher's teaching them. Many scholars have indicated in this direction, as Al-Khatib (2012) and Al-Smadi (2017) mentioned that female teachers have the skill of teaching students with disabilities better than male teachers, and this is due to female teachers having more patience compared to male teachers.

The table shows that there are no statistically significant differences in the attitudes of physical education teachers towards the participation of students with disabilities in the sports class according to the educational qualification variable, as the value of (F) was (918.0) with a significance level of (0.339), which is a non-statistically significant value.

It also appears in the table that there are no statistically significant differences in the attitudes of physical education teachers towards the participation of students with disabilities in the sports class according to the variable of educational experience, as the value of (F) was (047.1) at a level of significance (0.353), which is a value that is not statistically significant.

According to Bailey, 2006, the non-participation of teachers of physical education for students with disabilities in the physical education class is due to the lack of facilities commensurate with the physical needs of students with disabilities, and he refuses to assume legal responsibility as a result of the participation of students with disabilities in the physical education class. Also, teachers' lack of knowledge of the psychological, physical and health characteristics of students with disabilities may lead to their non-participation in physical education.

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