



Evaluating of Adapted Physical Education Services Offered for Students with Disabilities in Light of International Standards in the State of Kuwait from the Point of View of Teachers

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Authors' contributions

This work was carried out in collaboration between both authors. Author WAA designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Author IAEZ managed the analyses of the study and managed the literature searches. Both authors read and approved the final manuscript.

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ABSTRACT

The main purpose of the present study was to assess standards of adapted physical education services offered for students with disability in The State of Kuwait from the point of view of teachers. The sample of the study consisted of 25 teachers. A scale quality assurance standards of adapted physical education was developed and used. The reliability and validity of the scale were established. The investigators used ANOVA to answer the research questions. Inspection of the p-values compared to scheffe test show that the teachers were affected by international standards of adapted physical education according to the type of disability. The study recommended providing teachers with required training in order to meet the unique need of students with disabilities.

Keywords: Teachers of students with disabilities; adapted physical education; quality assurance; special education; Kuwait.

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1. INTRODUCTION

Recent years have witnessed broad interest to persons with disabilities, however, many of the organizations and institutions were concerned with the issuing of legislation and laws that aimed to provide better services to these group of individuals in order to meet their unique special needs. Thus, special education has become an educational system which interesting in providing diversified services for this category of individuals seeking to exploit their full potential and provide a decent living for them as well as achieving the best possible level of mental health and independent living. Therefore, special education field has undergone of many educational reform, change, and renewal movements, in order to increase community awareness and providing diverse programs that achieving the objectives of the education and rehabilitation of individuals with disabilities [1].

Among the most prominent of those changes and developments are issuing laws and relevant to individuals with disabilities legislation, the development of many of the tools of measurement and diagnosis to determine their unique needs, and practice methods assigned to the scientific evidence in the education and teaching of students with disabilities, and the establishment of schools, centers and associations concerned with providing special services for individuals with disabilities and their families. Hence, Special education paid attention and interest to planned integration into society and provide diverse opportunities through which individuals with disabilities can be able to contribute to society, just like their counterparts from individuals without disabilities [2,3].

Among the most prominent developments in the field of special education are developing quality standards for special education services in order to provide the best level of service and to achieve optimal quality of life for people with disabilities. Therefore, many countries have sought through its institutions to establish and develop standards to measure and evaluate the quality of programs and services. Among those criteria are the quality of the services of physical education amended programs for persons with disabilities standards. Actually, applying quality standards of services offered to students with disability has been criticized. However, its importance comes from the development of these standards that many of the services provided to this category of individuals far from

accountable, however, these services are not working according to the quality standards focus on measurable outcomes to improve the content and quality. Thus, standards helps those in charge of providing these services to identify the various challenges and improving these programs. The existence of physical education quality standards help in ensuring the quality and effectiveness of these programs and response to the needs of people with disabilities [4].

Clearly speaking, standards of physical education play an important role in meeting the special sports activities of people with disabilities, and develop needed programs in sports, fitness and recreation to be able to meet the needs of this category of individuals. Physical education standards also play a role in providing the infrastructure to meet the needs of physical education and enables people with disabilities to participate in the programs of sports competitions, similar to other people without disability [5].

The standards serve as a tool and a practical guide of physical education as well as help the teacher to ensure the quality of physical education programs offered to students. It also regulates the profession of physical education teacher. Also, it plays a prominent role in the professional growth of physical education teachers amended and achieve better quality sports programs [6].

The development of national standards for sports activities for people with disabilities would bring more benefit in using sports daily activities and improves the quality of programs and the effectiveness of the teacher [7]. Also, using of physical education standards would strengthen and improve the teaching process of physical education for people with disability, and pointed out that the standards serve as a tool to evaluate and support learning in the classroom [8].

Different studies maintained the importance of using teaching standards for sports activities and improving the quality of adapted sports in order to understand and meet the special needs of students with disabilities [9,5,10,6,11,12]. Other studies aimed at identifying the expectations of parents for adapted physical education services for people with disabilities [13].

Like other countries, Kuwait has sought to provide all the services for persons with disabilities in order to exploit the maximum potential and abilities, it was set up many schools

and specialized centers to provide educational, psychological and recreational services to these students. To protect the rights of persons with disabilities, The State of Kuwait issued a legislation such as The Kuwaiti Law No. 8 of 2010 concerning the rights of persons with disabilities, and Law No. 21 of 2015 concerning the Protection of the Rights of the Child, which guarantees a constitutional and legal right to education, rehabilitation and provide all the necessary services, as well as to achieve best possible benefit from the services offered to them, among the services provided are adapted physical education services. Hence, the current study highlights of quality standards for the programs of adapted physical education provided for students with disabilities in Kuwait [14].

1.1 The Rationale of the Study and Its Questions

Adapted physical education standards help in achieving the quality and effectiveness of services provided to students with disabilities, it serve as a tool for assessing the work of those services, and thus control the content and guarantee the provision of services responsive to the needs of persons with disabilities. The development of such standards directs the process of these programs and determine its course.

Adapted physical education standards has gained wide international attention to confirm the right of students with disabilities in sports activities. Some authors indicated the need to develop competency standards for teachers of physical education and all levels [8]. In addition, there is a need to focus on the content of the curriculum and the need for conformity to standards of physical education to achieve the best interest of all students, including students with disabilities [15]. On the other hand, the best quality of sports programs can be achieved throughout the standards of adapted physical education [6,16]. Some researchers recommended the need to support student learning to use a adapted physical education standards [17]. Hence, the present study ties to answer the following questions:

- What are the estimations of teachers' of adapted physical education programs standards?
- Are the estimations of teachers' of adapted physical education programs standards vary depending on the type of disability?

1.2 Objectives of the Study

1. Improve the quality of adapted physical education programs offered for students with disabilities in the light of the supposed standards.
2. Provide an assessment tool to determine the applicability of quality of adapted physical education programs for students with disabilities.
3. Describe the degree of applicability of the standards of adapted physical education programs for students with disabilities.
4. Provide recommendations for decision-makers of programs for students with disabilities.

1.3 The Importance of Study

The importance of the are stating as follows:

1. Determine the best standards of adapted physical education programs for students with disabilities.
2. Construct a tool of adapted physical education standards for students with disabilities.
3. Assess the adapted physical education programs offered for students with disabilities.

1.4 Delimitations and Limitations of the Study

- The validity and reliability of the tool of the study.
- The study methodology used to answer the questions of the study.

2. THE METHODOLOGY OF THE STUDY

2.1 Participants

The sample of the study consisted of 25 teachers. These teachers were evaluated adapted physical education services offered for students with intellectual disability (3), students with visual impairment (8), students with hearing impairment (4), and students with physical impairment (10).

2.2 The Tool of Study

To achieve the goal of the study, the researchers have construct a study tool, which represents the adapted physical education programs standards

for students with disability standards. For the construction of the tool, the researchers reviewed the related literature of adapted physical education. Response on the tool was ranged from fully agreed to totally not agreed; fully agreed, agreed, not agreed, and totally not agreed.

2.3 Content Validity

The content validity was achieved through introducing the tool to 10 specialists in the field of adapted physical education, special education, and educational psychology; in order to get their opinions for a possible modifications.

2.4 Construct Validity

The construct validity of the tool was verified by correlation standards with the total score of the tool. Standards of the tool were analyzed and calculated correlation coefficient between each standard and the total score. Correlation coefficients ranged between (0.43-0.97).

2.5 Reliability of Study Tool

The reliability of study tool has been verified through test re-testing and Cronbach's alpha formula. Test retest coefficients were higher than 0.87, while the internal consistency coefficients higher than 0.92 and all values are acceptable for the purposes of the study.

2.6 The Study Methodology and Statistical Analysis

The current study considered as a survey study which follows a quantitative descriptive statistic to identify the degree of applicability of the standards that have been developed of adapted physical education programs standards for students with disabilities in Kuwait, and has study included the following variables:

1. Teachers of Physical Education amended the State of Kuwait.
2. Students with disabilities in Kuwait.

And used statistical methods to answer the questions of the study:

- Means and standard deviations.
- One-way analysis of variance test (ANOVA).
- Scheffe test.

3. RESULTS OF THE STUDY

The results of the study are organized according to the questions as follows:

- What are the estimations of teachers' of adapted physical education programs standards?

To answer this question, means and standard deviations was extracted of the estimates of teacher adapted physical education programs, the Table 1 illustrates this.

Data in Table 1 said that means ranged between (3.04-3.48), where standards of the content of the daily lesson plan was the highest, followed in second place by standards assessment procedures. Standards of requirement and management of sports equipment in third place, while standards of motor skills and cognitive-kinetic, and standards of self-image and personal growth in last place.

- Are the estimations of teachers' of adapted physical education programs standards vary depending on the type of disability?

To answer this question, means and standard deviations was extracted variable type of disability, and the Table 2 illustrates this.

It is clear from the Table 2 that there are differences between the means of teachers estimations according to the type of disability. To compare between these means, one-way analysis of variance have been used and the Table 3 illustrates this.

Data in Table 3 said that there are statistically significant differences ($\alpha = 0.05$) attributed type of disability in the standards of content of the daily lesson plan and standards of general teaching strategies. Posteriori comparisons scheffe shown that the differences in favor of intellectual disability in the standards of general teaching. On the other hand, there were statistically significant differences ($\alpha = 0.05$) in the standards of content of the daily lesson between visual impairment, physical impairment, and intellectual disability, and the differences were in favor of intellectual disability.

4. DISCUSSION OF THE RESULTS

Perhaps these results refer to the professional training of adapted physical education teachers.

Also, teachers who work at schools of students with disabilities were targeted by different workshops in order to raise efficiencies and performance of adapted physical education teachers. Because the control process and supervision of the teacher's performance was an ongoing process, the outcomes came in favor of the content of the daily lesson plan and general teaching strategies. The results of this study consisted with the results of many studies as indicated with literature review [9,5,10,6,11,12].

Table 1. Means and standard deviations of estimations of teachers of adapted physical education programs standards

Standards	Means	Standard deviations
Standards of content of the daily lesson plan	3.48	.619
Standards of assessment procedures for students with disabilities	3.36	.564
Standards of requirement and management of sports equipment	3.31	.718
Standards of general teaching strategies	3.26	.447
Standards of social development	3.06	.513
Standards of motor skills and cognitive-kinetic	3.04	.400
Standards of self-image and personal growth	3.04	.495

Table 2. Means and standard deviations of estimations of teachers of adapted physical education programs standards according to the variable of type of disability

Standards	Type of disability	Number	Means	Standard deviations
Standards of content of the daily lesson plan	Intellectual disability	3	3.98	.041
	Visual impairment	8	2.88	.643
	Hearing impairment	4	3.46	.619
	Physical impairment	10	3.81	.224
Standards of assessment procedures for students with disabilities	Intellectual disability	3	3.85	.024
	Visual impairment	8	3.01	.411
	Hearing impairment	4	3.31	.698
	Physical impairment	10	3.52	.580
Standards of requirement and management of sports equipment	Intellectual disability	3	4.00	.000
	Visual impairment	8	2.88	.641
	Hearing impairment	4	3.19	.505
	Physical impairment	10	3.50	.773
Standards of general teaching strategies	Intellectual disability	3	3.70	.000
	Visual impairment	8	2.98	.329
	Hearing impairment	4	3.01	.640
	Physical impairment	10	3.44	.340
Standards of social development	Intellectual disability	3	2.74	.250
	Visual impairment	8	2.87	.444
	Hearing impairment	4	2.92	.218
	Physical impairment	10	3.35	.591
Standards of motor skills and cognitive-kinetic	Intellectual disability	3	2.69	.298
	Visual impairment	8	2.99	.349
	Hearing impairment	4	2.85	.037
	Physical impairment	10	3.26	.446
Standards of self-image and personal growth	Intellectual disability	3	2.55	.339
	Visual impairment	8	2.88	.590
	Hearing impairment	4	3.18	.134
	Physical impairment	10	3.25	.435

Table 3. One way ANOVA analysis estimations of teachers of adapted physical education programs standards according to the variable of type of disability

Standards	Source	Sum of square	df	Means of square	F value	Sig.
Standards of content of the daily lesson plan	Between groups	4.699	3	1.566	7.311	.002
	Inside groups	4.500	21	.214		
Standards of assessment procedures for students with disabilities	Between groups	3.363	3	.652	2.414	.095
	Inside groups	9.016	21	.270		
Standards of requirement and management of sports equipment	Between groups	1.957	3	1.121	2.611	.078
	Inside groups	5.677	21	.429		
Standards of general teaching strategies	Between groups	1.770	3	.590	4.092	.020
	Inside groups	3.028	21	.144		
Standards of social development	Between groups	1.521	3	.507	2.225	.115
	Inside groups	4.786	21	.228		
Standards of motor skills and cognitive-kinetic	Between groups	1.018	3	.339	2.520	.086
	Inside groups	2.828	21	.135		
Standards of self-image and personal growth	Between groups	1.442	3	.481	2.279	.109
	Inside groups	4.429	21	.211		

5. CONCLUSIONS

Despite the fact that The State of Kuwait is a rich country and paid special attention to students with disabilities, it is still seeking ways to improve adapted physical education services. In order to amend these services, the authorities, organization, and decision-makers in Kuwait should adapt the quality standards of adapted physical education and activate it in control the daily activities of the teachers who teach these group of students in order to ensure that these students receive needed adapted physical education activities. On the other hand, to get better benefit of adapted physical education services, these services must be controlled by the quality assurance standards and delivered according to the type of disability and its severity.

6. RECOMMENDATIONS

In light of the findings of the study and discussion, the researchers recommended the follows:

- Train the adapted physical education teachers on how to develop the educational goals of the lessons of physical education for students with disabilities.
- Evaluate the performance of adapted physical education teachers in accordance with international standards.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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