

OPPORTUNITIES AND CHALLENGES AMONG PHYSICALLY DISABLED STUDENTS TOWARDS PHYSICAL EDUCATION CLASSES – AN ANALYSIS

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Abstract

The purpose of this study was to analyse the challenges and opportunities in Physical Education for Physically Disabled Students. To achieve the purpose of the study 12 physically disabled children (male = 5 and female = 7) between the age group of 10 to 16 years studying in regular schools in the Palayamkottai district, Tirunelveli, Tamilnadu, India were participated in the semi-structured interview. Semi structured interview questionnaire for students with disability developed by Elias Fekade (2012) was administrate to collect the dat. The collected data were analyzed by using the Descriptive statistics. The result of the study shown that physically disabled students facing lot of challenges for attending physical education classes.

Key words: Physically Disabled, Physical Education

INTRODUCTION

The sports participation of people with physical disabilities is lower compared to people without physical disabilities. In ancient Greece there was no place for women, non-Greeks and the physically or intellectually inferior, rather there was an obsession with bodily perfection.

As per Census 2011, in India, out of the 121 Cr population, about 2.68 Cr persons are 'disabled' which is 2.21% of the total population (Disabled Persons in India, 2016) [2]. Students with permanent or temporary physical disabilities who are unable to attend in a regular physical education class during the school or to be adequately educated the public schools are identify as children with disabilities these students need special consideration in the planning and implementation of the physical education programme provided to them .

According to Auxiter, et al., (1993) [3] Physical education was developed in conjunction with federal law that assured students with disabilities has the right to free and appropriate physical education instruction. The term means that the development of Physical and motor fitness; Fundamental motor skills and patterns; skills in aquatics, dance; and individual and group games and sports. Also the term includes special physical education, adapted physical education, movement education and motor development.

Physical education was the only educational curriculum specifically named. This singular identification has placed unique opportunities and responsibilities on physical education, profession to serve persons with disabilities. During the past years a great transition in the professional fields that deliver assistance to individuals who have motor disabilities has taken place. Physical education teacher instruct children with a variety of disability conditions in many different instructional settings.

Children must develop motor skills and abilities through recreation and sports to live health life. Physical education is one part of education; gain experience through movements. Physical education provides physical and mental wellness. Also provide the experience to survive in the society. In many cases regular physical education Teacher are not equipped with the knowledge and skills to effectively include children with disabilities in to their classes.

Dunn (1989) [1], referred to those with “identifiable organic or functional disorders” and disabled as referring to those “who because of impairment are limited or restricted in executing some skills, performing tasks or participating in certain activities. Disability affects hundreds of millions of families in developing countries; currently around 10% of the world’s population, or roughly 650 million people, live with disability, the proportion and number significantly higher and on the rise in developing countries.

Auxiter, et al., (1993) [3] The primary purpose of physical education instruction is to change psychomotor behaviors, there by facilitating self actualization, particularly as it relates to understanding and appreciation of the body and the self in motion and at rest. Physical education is not limited to vigorous activities but includes instruction in relaxation, opportunities for creative expression, practice in sport that will enhance leisure thought the lifespan, and participation in large-muscle games that teach cooperation and social skills.

The relationship of physical activity to functional development and well-being has long been valued. In 460BC Hippocrates used exercise to strengthen muscles and aid rehabilitation. Galen (30 BC) recommended specific exercises for muscle tonus, and era’s stratus advocated walking for dropsy. Physical or mental impairment is that substantially limits one or more major life activates such as: caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working (Auxiter et.al.,1993) [3].

PURPOSE OF THE STUDY

The purpose of the study is to analyze the opportunities and challenges among physically disabled students towards physical education classes.

METHODOLOGY

To achieve the purpose of the study physically disabled students (both male and female students) studying in various schools in Palayamkottai division, Tirunelveli, Tamilnadu, India were interviewed by using Semi structured interview questionnaire for students with disability developed by Elias Fekade (2012). The collected data were analyzed by using the Descriptive statistics. The questionnaire for students with disability developed by Elias Fekade (2012) consist the following seven questions.

1. Do you think P.E is important for you?
2. Do you like to learn P.E?
3. Do your teachers motivate you to participate in P.E practical class?
4. Do your classmates help you to participate in practical class of the subject?
5. Do school administrators help you to participate in any sport activities?
6. Does your family encourage you to participate in practical class?
7. Does your disability restrict you from participating in P.E practical period?

ANALYSIS OF THE DATA

The frequency for each question were presented in the table below

Q.NO	QUESTIONS	YES	NO
		Frequency %	
1.	Do you think P.E is important for you?	66	44
2.	Do you like to learn P.E?	80	20
3.	Do your teachers motivate you to participate in P.E practical class?	46	54
4.	Do your classmates help you to participate in practical class of the subject?	38	62
5.	Do school administrators help you to participate in any sport activities?	35	65
6.	Does your family encourage you to participate in practical class?	45	55
7.	Does your disability restrict you from participating in P.E practical period?	60	40

The result of this study indicates that the physically disabled students had a lot of challenges in attending physical education classes at Palayamkottai school division, Tirunelveli.

When asked about their beliefs about importance of Physical Education, 44% know it is important to regular students, to participate in competition and we did not have any school level competitions.

When asked about their interest of learning Physical Education, 80% of students said that we are eager to learn Physical Education classes and 20% of students said, that they had lack of interest to learning physical education due to their inability.

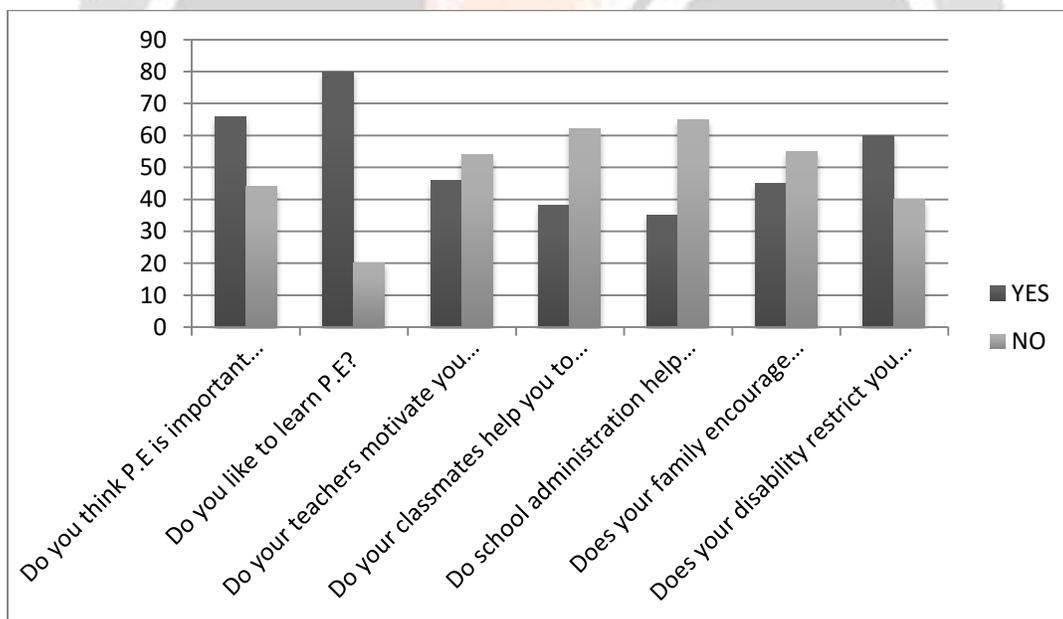
When asked does their teachers' motivation towards participation in Physical Education classes, according to their responses, maximum number of teachers are not motivated to participate in Physical Education classes.

When describing does their classmates should help to participate in Physical Education regular practical classes, they replied that, sometimes they never help to participated sports activity, and sometimes they help and encourage them participated sports activity.

When describing does their school administration should help them to participate in any sports activity, due to their replied, maximum number of students didn't get any help from their school administrations. They never go to sport field, they stay in their class and do own work or sit idly anywhere in the school. And sometimes they go to sport field and recommended to watch and keep materials of participant students under shadow up to the class end.

When asked did your family encouraging you to participate in Physical Education, surprisingly the maximum number of student's family believe their disabled students cannot be benefited from Physical Education like others subjects.

When asked did your disability shall restricted you from participating in physical education practical period, 60% of students don't have any restriction their disability to participating in P.E practical period,. 40% of students got restriction to participating physical education practical period due to their disabilities.



DISCUSSION ON FINDINGS

The result of this study indicates that the physically disabled students had a lot of challenges in attending physical education classes. The similar study conducted by Elias Fekade (2012) on physically disabled students and physical education concluded that

- Primarily they were asked their previous experience and existing practices in physical education practical activities and they responded that, throughout their school life they have no participation in physical education practical classes. They claimed that they were totally rejected.
- When asked about their beliefs about benefits of physical education they said, we only know it is important to non disabled students, during physical education class they enjoy, and in sport clubs there is a competition for them which exclude our participation, so we can't say it is beneficial for us.

- When asked did your family encouraging you to participate in physical education, surprisingly no one's family believe their disabled students can be benefited from physical education like others subjects.
- When describing their duty during PE [4] regular practical classes, they replied that, sometimes they never go to sport field, they stay in their class and do own work or sit idly anywhere in the school. And sometimes they go to sport field and recommended to watch and keep materials of participant students under shadow up to the class end.

The main focus of this study was to investigate the challenges and opportunities of students with physical disabilities during physical education practical class. To achieve the purpose of this study, basic questions were raised regarding the existing practice, opportunities, challenging factors and strategies to be made to address inclusive physical education practical classes. To gather the data on the issue raised participants of the study were students with disabilities. For data collection, the researcher used interview method (questionnaire). The main findings of the study revealed that there are lots of challenges in engaging disabled students in Physical education practical class. In this section an attempt was made to present conclusions and possible suggestions of the study for further action are presented. According to those respondents from the subjects, physical education practical time is the time when they feel a great depression and inferiority and when their mind is go back to ask nature why they are disabled. Because physical education practical time is the time when their peer groups are play and enjoy while they are sit idly due to their disability, and the issue of assessment and evaluation in this subject is raised to them and they confirmed that, they participate only in the classroom theoretical tests. Hence, their physical education result is very low since they are not involved in continuous practical assessment equal to other students. Even some are not taking the subject as a whole.

From the reviewed literatures one can concluded that Physical education is the integral part of the total educational activities which is beneficial for mental, physical, social, and psychological aspects of an individual's life through planed and selected physical activities. Therefore, one has to understand that physical education plays a great role in the society,

CONCLUSION

- The study concluded that most of the school administrations do not give special attention and have not enough knowledge about benefits of including students with disabilities in physical education practical class.
- The back ground of disabled students in performing activities is poor.
- There was shortage of important equipment and facilities to include disabled students in physical education practical class in the sample schools.
- Motivations and support of family for their children with disabilities was found very low.
- The school doesn't have sport competition for disabled students.

It is possible to conclude from the above findings in most schools students with disabilities are deprived from physical education practical class. Therefore, it is possible to say that most of the students with disabilities are not advantageous from physical education lesson which is taking currently.

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