



Teacher's Opinions on Integrating Moderate Mobility Needs in Physical and Movement Education Classes in Kindergarten through Middle Public Schools in Kuwait

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Abstract

Objectives: This study aims to identify the opinion of teachers on integrating moderate motor disabled students in physical movement education classes.

Method: A questionnaire was used as the main study tool. The study questionnaire includes the following domains: social 6 questions, psychological 5 Questions, educational 5 questions, teachers' abilities and knowledge impact of integration 5 questions, and two questions about teachers' opinion regarding the capacity of the school. Samples were 265, 106 males and 159 females, from public and kindergartens in public schools of Hawally district in Kuwait.

Results: Samples were 106 (40%) males' and 159 (60%) females' teachers in public schools. The percentage approval indicates that there are positive social effects of the merger between 61% and 83%. The percentage approval on the existence of positive psychological effects on the disabled between 68% and 86%. The percentage approval of the academic effects was between 61.5% and 83% of the sample.

Conclusion: It was concluded from the study that the trends of the experienced and specialists encourage the integration of people with special needs with the normal education system in Kuwait, because of its positive effects for the disabled and the society in general, in social, psychological, academic, or educational domains. Females PE teachers and move-

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ment education teachers tend to be more serious about taking training sessions on special needs compared to male teachers in the present study.

Keywords: Inclusion, Students with disabilities, Teacher preparation, Movement education, Physical education.

Introduction

Schools of special education are among the most prominent institutions in Kuwait that include large number of schools both for male and female. The State of Kuwait has long paid special attention to the special needs of its children, and this is highlighted in the establishment of centers for scientific and rehabilitation institutions to serve this segment of citizens (Al-Khalid, 2007).

The Ministry of Education in Kuwait has been keen to provide equal opportunities for education and an education for all citizens of the country without distinction. It has ensured the rights of people with special needs and helped them to grow and develop as citizens and effective members of society which is a benefit to himself & his country (United Nations Educational, Scientific and Cultural Organization, 2019).

A person with special needs, like the rest of the society, has rights and duties within the limits of his/her capabilities. When the disabled person receives an education and services, he receives his rights and realizes himself, feels accepted by society and their peers, ensures a decent life and appropriate income (United Nations, 2004; UNESCO, 2019).

Isolating people with special needs in their own schools is one of the most important factors resulting in their isolation from society, and lack of attention to their active role, and this is an important obstacle facing people with motor disabilities (Paris, 2010). The policy of integration can be applied successfully when the society is cooperative and equipped in theory and practice to accept the integration and application of people with disabilities (Rodriguez & Garro-Gil, 2015).

The educational curriculum received by people with motor disabilities is the same as general education schools in addition to their transition from

stage to stage. It is also possible to prepare public education schools with specialized teaching staff, and provide suitable furniture in order to serve this group of citizens, so that they continue their education and engage in society within school and the outside community what may relieve them of the stigma and feeling of inferiority (UNESCO, 2015).

Changing the movement education teachers' attitude toward inclusion is a very important issue in educational system. The negative attitudes of movement education teachers toward inclusion is challenging, such as lack of knowledge on disability, an apparent conflict between the wish to increase performance of the whole class and to support the individual with disabilities, the environmental restrictions on attention when teaching in an open space, and the need to provide additional safety precautions to reduce injury risk (Anunah & Hodge, 2006).

It should not be forgotten that integration has scientific and educational rules and conditions that must be fulfilled before, during, and after its application. Even though there are opponents, the principle of inclusion has become an urgent educational issue in the field of special education. Perhaps the most feared of opponents of the principle of inclusion is the deprivation of students with Special needs of facilities, services and special care, whether educational, psychological, social or physical. However, in order for service providers of special needs to ensure the success of the integration and accept it at the level of community and or at the level of decision makers, it is necessary to look at the obstacles and requirement necessarily. Careful planning of a set of programs that create the merging process and called "Pre-integration programs" must be implemented before merging.

The United Nations Convention on The Rights of Persons with Disabilities (CRPD; UN, 2006), in Article 30.5 mandated the rights of children with disabilities to be provided with PE as well as informal sport activities (United Nations Division for Social Policy and Development Disability, 2017). The Article 30.5(D) of the CRPD Mandated to ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system.

The UNESCO (2015), published a statement acknowledging that inclusive, adapted, and safe opportunities to participate in PE must be provided to children with disabilities.

In a study of Rizzo (1984), The role of a regular physical education teacher toward disabled children is perhaps the most serious factor in Integration Program. A teacher does the following:

- Educates all children assigned to them.
- Establishes educational and key goals for all individuals in class.
- Researches and coordinates assistance for all children who need special educational services.
- Works to increase interventions between handicapped and normal children.
- Makes some adjustments to the sports activities that children engage in during the integration to suit them.

In another study (Reina et al., 2011), one of the key factors for successful inclusion is a favorable social environment that includes a positive attitude from social agents such as teachers, peer students, and parents.

Even though teachers demonstrate good intentions, they often feel inadequately trained to meet the demands of an inclusive classroom. Movement education teachers are more vulnerable to safety and control issues associated with including students with disability in their classes (Morley et al., 2005), and have been reported to exhibit less favorable attitudes toward the inclusion of students with physical, sensory, or intellectual disabilities (Casebolt & Hodge, 2010).

A study by (e.g., Block, 2007), stated that inclusion, the philosophy of supporting the educational needs of students with disabilities in general education classrooms including general physical education, is no longer considered a fad or trend.

Inclusion in movement education classes honors all kinds of student diversity (not just disability) as an opportunity for learning about how everyone can become physically active through a variety of movement and fitness activities (Webb & Pope, 1999).

The Hawkins Study (Hawkins, 1991) aimed at identifying the attitudes of music and physical education teachers toward integrating students with disabilities. A Berryman scale called the trend toward inclusion was used to measure teachers' attitudes. The results show that there are statistically significant differences in trends in favor of music teachers compared to physical education teachers' attitude toward inclusion of student with disabilities.

A study of (Amayreh, 2003) aimed to identify the attitudes of college physical education students at Yarmouk University towards the inclusion of students with disabilities in physical education classes. The scale of physical education teachers' attitudes was used to integrate students with disabilities in the physical education lesson. The study showed that the attitudes of students of the Faculty of Physical Education in general are negative, and the results also showed that there are statistically significant differences in attitudes among members of the study sample attributed to the changes in the level of education, courses of specialization and disability. However, the results showed that there were no statistically significant differences in the attitudes of the members of the study sample relating to the gender variable.

A study of (Lee et al., 2015) stated that teachers with training in special education were stronger advocates of inclusion, irrespective of their professional roles (administrator or class teacher), for children with intellectual disability, or visual, hearing, and speech and language impairments. However, neither teacher training nor professional role made a significance difference to teachers' support of including children with physical disability, autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), specific learning difficulty, and the gifted and talented. Implications for practice and further research are explored.

Another study of (Jawarneh, 2003) was entitled "Attitudes of Class Teachers towards Integrating Students with Special Needs in the First four Grades in Government Schools in Irbid Governorate". According to the variables of gender, age, educational qualification, and years of experience. The scale of physical education teachers' attitudes was used to integrate disabled students in the physical education lesson as a way to collect data, and the results showed classroom teachers' attitudes were generally negative.

Block and Rizzo (1995) conducted a study entitled “Attitudes and Attributes of Physical Educators Associated with Teaching Individuals with Severe and profound Disabilities.” To achieve the goal of the study, the researchers used a measure of attitudes of physical education teachers towards teaching disabled students (PEATID). Results showed favorable attitudes toward teaching students with profound disabilities were associated with an increase of both course work in special education and perceived teacher competence.

Jarvis and French (1990) conducted a study entitled “Attitudes of Physical Educators toward the Integration of Handicapped Students.” The study aimed to develop positive attitudes of physical education teachers towards the handicapped. The study investigated the effectiveness of a workshop to enhance the attitudes of 28 elementary and secondary physical educators towards integrating handicapped students into regular classes. The study mean score of the workshop group showed some positive shift in attitudes; however, no significant differences were evident concluding that the workshop was ineffective in promoting positive attitudes.

Another study on the attitudes of physically handicapped students towards practicing sports activity in the middle school, showed that 70.4% of handicapped students prefer practicing activities with ordinary students. Even though handicapped students want to practice activities with ordinary students which makes them feel happy and self-confident, they also enjoy some special sport observed with a trained educator (Abdulaziz, 1993).

In a study of (Doulkeridou et al., 2011) The results revealed positive attitudes of all teachers toward teaching students with disabilities and special educational needs in physical education classes; however, there were no significant differences between those who taught different types of PE courses also, no significant differences between males and females teachers’ attitude.

The idea of integration creates a great opportunity for the disabled child to participate as an able-bodied person in school and in society in an easy way (Mrug & Wallander, 2002). The process of integration from a young age makes disabled people accept themselves. Children with disabilities are able to participate in the development of society and have

the right to prove themselves and to get opportunities for education and work the same as able-bodied people.

A study of (Bruns & Mogharberran, 2009; Fuchs, 2010; Hamre & Oyler, 2004; Martinez, 2003) showed that preschool and elementary school teachers are not well prepared to teach children with disabilities, and they don't have enough knowledge and skills to teaching in inclusive classrooms (Batu, 2010; Gök & Erbaş, 2011; Kargin et al., 2006).

Study Problem

The problem of the study is that the moderate mobility disabled student suffers from the risk of isolation and separation from other people in society. In developed countries, people with disabilities don't feel embarrassed or inferior. Disabled people are very comfortable and self-confident, and able-bodied people do not look at them, or stare at them, but in the Arab countries, the handicapped person feels embarrassed because people stare at him and look at him with a look of pity, which affects him negatively from the psychological and social side (Driedger, 1991).

Importance of the Study

The study is important for highlighting the opinions of those with experience in integrating the moderate motor physically disabled in the regular movement education classes and the positive psychological and social effects that result from the integration. The negative attitudes must be modified, and the concepts corrected towards the disabled in the educational field by better understanding of this area.

Objective of the Study

This study aims to identify the opinion of the experienced and interested teachers in public schools from Kindergarten through Middle school of integration motor disabled students in regular movement education classes. The results can be drawn, from psychological, social, cultural and academic aspects of the teachers.

Study Questions

There are some questions that the study aims to answer:

- Does the process of integration of the physically disabled within the schools of normal movement education classes produce positive social effects, interaction with the community?

- Is the process of integration of the physically disabled with the regular movement education classes producing positive psychological effects?
- Does the integration process produce positive academic effects? That is, to increase the proportion of outstanding students with disabilities, as well as to obtain higher educational level.
- Is there a significant difference between male and female teachers about their abilities on teaching special needs student with moderate motor disability in movement education classes?

Study Terms

- Integration
- Moderate Mobility Needs

Methodology

In the present study, the teacher's opinion of integration moderate mobility needs in physical education classes in kindergarten through middle public schools in Kuwait was examined using a quantitative study by constructing a questionnaire which was developed by the authors. A questionnaire was developed based on a careful review of the available literature, interviews and discussions with young people and adult in Kuwait.

The Study Sample

The population of this study was 265 experienced teachers who teach movement and physical education classes 106 males and 139 females in public schools in kindergarten through middle school, from Hawally district in Kuwait. Samples were chosen because of their specialty in physical and movement education classes and their interest in special needs. In addition to their knowledge of the conditions and nature of the disabled.

Study Questionnaire

The study questionnaire includes the following domains:

- social (6 questions)
- psychological (5 questions)

- educational (5 questions)
- teachers abilities and knowledge impact of integration (5 questions)
- and two questions about teachers' opinion regarding the capacity of the school.

Validity and Reliability of the Instrument

The validity of the questionnaire is achieved if the items measure what they intend to measure. We used multiple approaches to establish instrument validity. First, we chose the questionnaire items based on several published questionnaires in the literature. Second, to ensure face and content validity for the instrument, four educators were involved in examining the instrument. We notified those individuals about the research questions, the subjects, and the purpose of the study. The initial questionnaire was piloted with 35 Kuwaiti practicing teachers. Attached to the instrument was a cover letter explaining the purpose of the questionnaire.

The teachers were given one day to complete the questionnaire. Minor word changes were made to the initial questionnaire before it was presented to the complete sample of research participants a week later.

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of items
Social impact	.924	.926	6
Psychological impact	.826	.825	5
Educational Impact	.854	.854	5

Then, the university latest version of SPSS software was used for item analysis, to determine the extent to which each item contributed to the objectives of the questionnaire and to determine the Reliability Coefficient (Cronbach Alpha). This test of reliability was intended to provide a measure of the extent to which all items are positively inter-correlated in each scale as well as in the entire questionnaire. The Reliability Coefficient was .871 (See Appendix C).

Results

After completion of the statistical results, it was found that the sample included (106) 40% males' and (140) 60% females' physical and movement education teachers in public schools. The proportion of years of work experienced 122 (46%) work from 1-5 years, and those who have worked in this area from 6-10 years 50 (18.9%), from 11-15 years is 37 (14%), and who worked 16 years and above are 56 (21.1%).

The results of the social impact variable results from the integration process showed in table 1 which answers the research question number one. To answer the first question, we used arithmetic averages and percentage. The percentage (approval) indicates that there are positive social effects of the merger between 61% and 83%. The highest percentage was the approval of the following statements: A social environment in which ordinary children can get rid of the misconceptions they have with the disabled.

Table 1
Social Impact

Social impact from the integration	Agree	Disagree
Inclusion focus on the nature of social environment	(182)68.7%	(83)31.3%
Inclusion works to modify the attitudes of society to discover their capabilities	(163)61.5%	(102)38.5%
Inclusion build friendship	(198)74.7%	(67)25.3%
Inclusion reduce social differences	(182)68.7%	(83)31.3%
Inclusion contributes to prepare students and qualifies them to work and interact with others in an environment closer to society	(205)77.4%	(60)22.6%
Inclusion creates a social environment in which ordinary student can reduce the misconceptions they have about disabled	(220)83%	(45)17%

The results of the variable psychological effects resulting from the integration showed in table 2 which answers the research question number two. The percentage (approval) on the existence of positive psychological

effects on the disabled is between 68% and 86%. The highest percentage was the acceptance of the following statements: When the disabled child participates in the classes of integration and is welcomed and accepted by others. It reduces feeling of frustration.

Table 2
Psychological Impact

	Agree	Disagree
Inclusion reduce the feeling of guilt	(199)75.1%	(66)24.9%
Inclusion reduce the feeling of frustration	(230)86.8%	(35)13.2%
Inclusion reduce the family child of stigma	(196)74%	(69)25%
Inclusion works to reduce psychological differences	(224)84.5%	(41)15.5%
When the disabled child participates, welcomed and accepted by others, it gives him a sense of self-confidence.	(206)77.7%	(59)22.3%

As for the variable academic or educational effects on the disabled, which answers the research question number three, the results showed that the percentage (approval) between 61.5% and 83% of the sample. The highest rate of approval for the variable was the following: Playing and working with the disabled child with the irregular classes leads to encouraging the disabled child to struggle to achieve a greater achievement. See table 3.

Table 3
Educational Impact

	Agree	Disagree
Early integration contributes building trust and not being afraid to go through a process in university education	(205)77.4%	(60)22.6%
Inclusion Change teachers' attitudes	(224)84.5%	(41)15.5%
Inclusion contributes to improve the educational level of students	(184)69.4%	3(81)0.6%

Cont. Table 3
Educational Impact

	Agree	Disagree
Inclusion Give a chance for a disabled within the general educational environment (226)	85.3%	(39)14.7%
Playing and working with the disabled child in regular classes leads to encouraging the disabled child to struggle to achieve a greater achievement (229)	86.4%	(36)13.6%

Tables 4,5,6,7 about the teacher's opinion on their ability, which answer the research question number four, one-way ANOVA test conducted to determine the gender differences, their ability and knowledge of teaching special needs students and inclusion of special needs students in regular class. Items 1,2 and 3: One-way ANOVA ($F(1,263)=6.788, P=.010$)), One-way ANOVA ($F(1,263)=10.801, P=.001$)), and One-way ANOVA ($F(1,263)=4.986, P=.026$)), respectively showed to be statistically significant differences between male PE teachers and female PE teachers.

Table 4
Teachers' Opinion About Their Ability

	Yes	No
I am able to teach students with special needs in regular class (73)	27.5%	(192)72.5%
I took class for teaching special needs at my college (238)	89.8%	(27)10.2%
I taught special needs students while I was at college. (164)	61.9%	(101)38.1%
I took training regarding students with mobility disabilities (55)	20.8%	(210)79.2%
There are specialists in public schools (18)	6.8%	(247)93.2%

Table 5
Teachers' Opinion About Their Ability by Gender

		Yes		No	
		N	%	N	%
I am able to teach students with special needs in regular class	M	20	18.9%	86	81.1%
There are specialists in public schools	M	4	3.8%	102	96.2%
I took class for teaching special needs at my college	M	103	97.2%	3	2.8%
	F	135	84.9	24	15.1%
I taught special needs students while I was at college.	M	57	53.8%	49	46.2%
	F	107	67.3%	52	32.7%
I took training regarding students with mobility disabilities	M	17	16%	89	84%
	F	38	23.9	121	76.1%
	F	14	8.8%	145	91.2%

Table 6
Descriptive Test about Teachers' Knowledge

		N	M	SD
I am able to teach students with special needs	Male	106	1.8113	.39311
	Female	159	1.6667	.47289
	Total	265	1.7245	.44760
I took classes for students with special needs	Male	106	1.0283	.16662
	Female	159	1.1509	.35912
	Total	265	1.2981	.45829
I taught practical classes in special needs while I was in college	Male	106	1.4623	.50094
	Female	159	1.3270	.47062
	Total	265	1.3811	.48658
I took training regarding students with special needs	Male	106	1.8396	.36870
	Female	159	1.7610	.42782
	Total	265	1.7925	.40632
There are specialists in public schools	Male	106	1.9623	.19146
	Female	159	1.9119	.28426
	Total	265	1.9321	.25209

Table 7

ANOVA Test. Significant Differences between Male and Female Experience on Special Needs

		df	MS	F	Sig.
I am able to teach in regular PE classes, including students with special needs.	B G	1	1.331	6.788	.010
	W G	263	.196		
	Total	264			
I took classes for students with special needs	B G	1	.956	10.801	.001
	W G	263	.211		
	Total	264			
I taught practical classes in special needs while I was in the college.	B G	1	1.163	4.986	.026
	W G	263	.233		
	Total	264			
I took training about students with special needs	B G	1	.393	2.394	.123
	W G	263	.164		
	Total	264			
There are specialists in public schools	B G	1	.161	2.548	.112
	W G	263	.063		
	Total	264			

Table 8 was PE teachers regarding school availability and readiness for special needs students. More than half of teachers agree that integration will result in saving time and effort from moving from one area to another 77.4%. Furthermore, 82.3% of participated teachers reported school buildings are neither equipped nor appropriate for students with special needs.

Table 8

Teachers' Opinion about the Capacity of the school

	Yes	No
The intergration process results in saving time and effort from moving from one area to another near the house	(205)77.4%	(60)22.6%
The school building is suitable for people with motor disabilities	(47)17.7%	(218)82.3%

Discussion

Inclusion has been identified as placing students with disabilities in mainstream classes, including physical and movement education classes, and educating them with their non-disabled peers (Murata et al., 2000). Specifically, inclusion focuses on increasing participation in learning by all students so that their educational needs can be met (DePauw & Doll-Tepner, 2000).

Kuwait is one of the societies that has given widespread attention to the concept of integrating people with special needs, because it is one of the modern educational concepts that has become part of educational policies in many developed countries. The interests of the Ministry of Education and the parents of those with special needs have initiated this because of the negative aspect of being categorized in private schools and institutions.

Teachers are the principal players and actors who make the inclusion happen in any country (Ackah jnr, 2010) and their beliefs, attitude, and opinion can influence the practice of inclusion (gyimak, Ackah Jnr & Yarquah 2010)

Does the process of integration of the physically disabled within the schools of normal movement education classes produce positive social effects, interaction with the community?

Teachers in the current study indicated that inclusion focus on the nature of social environment 68.7%, inclusion build friendship 74.4%, reduce social differences 68.7%. The policy of inclusion is based on some basic assumptions that it automatically provides experiences of interaction between people with special needs and their ordinary peers, leads to increased opportunities for social acceptance for people with special needs by the general population, and provides sufficient opportunities to model the forms of behavior issued by their ordinary peers. The policy of integration is considered an ideal way to deal with those with special needs for all students in regular schools.

Seventy-seven Point four Percent (77.4%) of teachers indicated that inclusion contributes to prepare students and qualifies them to work and interact with others in an environment closer to society, and creates a social environment in which ordinary students can reduce the misconceptions

they have about the disabled 83%. The Ministry of Education in Kuwait has confirmed that all special needs students should obtain all their educational rights, and not to isolate them from other children from their regular peers, hoping that all children in need are included in regular schools in general education. As it was indicated Inclusion Education articulates that all learners are capable of learning and participating in educational and social experiences in a safe and scaffolding environment (Ackah-Jnr 2016).

The idea of merging in Kuwait is based on a plan whose main focus is the absorption of all students regardless of any problems they face, whether they are physical, mental or social, psychological, linguistic or any other problems, this means that the school is responsible for all groups including the handicapped, the superior and the average child.

Is the process of integration of the physically disabled with the regular movement education classes producing positive psychological effects?

The results of the study indicated that inclusion reduces the feeling of guilt 75.1%, reduces frustration 86.8%, reduce the stigma of family 74%, reduces psychological differences 84.5%, and self-confidence 77.7%.

Research of (Diamond & Huang, 2005; Yu, Ostrosky, & Fowler, 2012) showed that typically developing children in inclusive settings have more positive attitudes towards children with disabilities compared to children who do not encounter peers with disabilities. Another study by Diamond (2001) found that typically developing children in inclusive classrooms who had social contact with classmates with disabilities scored higher on measures of emotion understanding compared to children who had social contact only with other typically developing children.

Does the integration process produce positive academic effects? That is, to increase the proportion of outstanding students with disabilities, as well as to obtain higher educational level

In the study, more than half of the teachers indicated that early integration is important 77.7%, and it affects the teacher's attitude 84.5% and society 61.5%.

Early integration contributes in building trust and not being afraid to go through a process in university education 77.4%.

Inclusion improves the educational level for students 69.4% and gives a chance within the general educational environment 85.3% and encourages the student to struggle to achieve greater achievements 86.4%.

Is there a significant difference between male and female teachers about their abilities in teaching special needs student with moderate motor disability in movement education classes?

Females PE teachers and movement education teachers tend to be more serious about taking training sessions on special needs compared to male teachers in the present study. Female teachers assure, that knowing about special needs teaching is important as they are part of our community, their right to be included in the class, but they need experienced teachers dealing with them. Some of the teachers indicated the importance of taking training because they have one of their relatives as special needs case 9 (5.7%).

A very high percentage of teachers (72.5%) indicated that they are not eligible to teach a special needs student. Perhaps the shortage of qualified educators is due to a shortage of teacher training and preparation programs; whether due to general education teachers or special education teachers at the level of university education and even at the level of training and qualification programs during service. This is what urged us to reconsider those programs that usually graduate general education teachers who do not have any experience with the individual needs and individual differences and how to deal with them in the classroom. Negative attitudes toward inclusion are associated with reduced achievement expectations from participants with disabilities and, particularly in physical education classes, a tendency to facilitate their absenteeism, leading to a significant number of students with disability who partially or even completely avoid participation in physical education class (Morley et al., 2005).

The study of (Farrell et al., 2007) indicated that mainstream schools need not be concerned about the potentially negative impact on the overall academic achievements of their pupils of including pupils with special educational needs in their schools.

School buildings

One of the problems in Kuwait as showed in the results is that almost most of the schools buildings are not prepared for the special needs

student 72.5%. Among the criteria that are provided for people with motor disabilities and prepared by the Council of Extraordinary Children in the United States of America, where the Council issued a guide to the criteria for providing different services for people with special needs, including several standards related to the educational environment such as the quality of the school buildings and their ability to achieve the desired goals, and the extent of students' benefit from educational facilities From the library, playgrounds and laboratories for ease of access for children with all types of motor disabilities (Council for Exceptional Children, 2003, p. 102).

In 1424 AH, the Ministry of Education in the Kingdom of Saudi Arabia issued a general framework addressing the specifications of school buildings for people with motor disabilities for the educational environment for students with motor disabilities (Al-Otaibi et al., 1424 AH). In 2009, the National Authority for Quality Assurance of Education and Accreditation in the Arab Republic of Egypt issued standards for the quality of buildings for people with disabilities in general, and a part of them was concerned with people with motor disabilities in particular (Abu et al., 2009).

In this study, the integration of people with special needs (mobility disability) in physical and movement education classes and the positive effects of social integration on the social, psychological, academic or educational aspects of the disabled has been presented. It was concluded from the study that the trends of the experienced and specialists encourage the integration of people with special needs with the normal education system, because of the positive effects for the disabled and the general society in social, psychological, academic or educational point. However, the lack of experienced PE and movement education teachers is one of the fundamental problems as they indicated in the current study.

Physical and movement education teachers 238 (89.8%) indicated that they took special needs classes "literature" at college. Teachers who got bachelor 89.8% had one obligatory class in the college and one training practical class as elective if they decided to be specialized compared to diploma teachers who had only 2 years studying.

Conclusion

Study Recommendations

Through the previous presentation of the results and their analysis, we found that a large proportion of the experienced and specialists in the field of the physical education agree to the integration of people with special needs (mobility disability) with public education schools especially in kindergarten and physical education classes. Because of this process there are many benefits and remarkable results on the disabled child both socially and psychologically as well as the ability to obtain higher degrees and higher positions easily, and there was a significant observation from the majority of the sample, that the integration process will succeed only if the regular schools are equipped in all respects to receive the motored disabled students.

It is important for the disabled person to have the support and services that enable him to live a normal life of cooperation and partnership with others and provide all their services and try to help them not to feel isolated or separated with a feeling of inferiority.

The following are some of the recommendations and suggestions drawn from the previous findings, that can be used to enhance the integration of demand for people with disabilities:

- Initiating the academic integration process for students with disabilities in a studied and effective manner in public schools.
- Planning the best suitable buildings for all students including children with all types of motor disabilities
- Special courses for physical and movement education teachers in teaching special motor classes.
- A program to teach all academic staff members and students how to deal with students with special needs.

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آراء المعلمين حول دمج الطلاب ذوي الإعاقة الحركية المعتدلة في فصول تعليم التربية البدنية والحركية بالمدارس الحكومية من مرحلة رياض الأطفال إلى المرحلة المتوسطة في دولة الكويت

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ملخص

الأهداف: تهدف هذه الدراسة إلى تعرف رأي المعلمين حول دمج الطلاب ذوي الإعاقة الحركية المعتدلة في فصول تعليم التربية البدنية.

المنهج: تعتبر الاستبانة الأداة الرئيسية للدراسة، وتشمل المجالات الآتية: المجال الاجتماعي 6 أسئلة، المجال النفسي 5 أسئلة، المجال التربوي 5 أسئلة، قدرات المعلمين وتأثير الإدماج المعرفي 5 أسئلة، بالإضافة إلى سؤالين حول رأي المعلمين في قدرة المدرسة. قام الباحثان بجمع عينة من المشاركين، مقدارها 265 (106 من الذكور و 159 من الإناث) في المدارس العامة ورياض الأطفال الحكومية بمنطقة حولي التعليمية بالكويت.

النتائج: تتكون العينة من 106 من الذكور: 40% و 159 من الإناث: 60% للمعلمين والمعلمات في المدارس الحكومية. تشير نسبة الموافقة إلى وجود تأثيرات اجتماعية إيجابية للاندماج بين 61% و 83%. بلغت نسبة الموافقة على وجود آثار نفسية إيجابية على ذوي الاحتياجات الخاصة ما بين 68% و 86%. كانت نسبة الموافقة على وجود آثار أكاديمية بين 1.5% و 83% من العينة.

الختاتمة: اتجاهات ذوي الخبرة والمتخصصين تشجع اندماج ذوي الاحتياجات الخاصة في نظام التعليم بمدارس دولة الكويت، لما لها من آثار إيجابية على ذوي الاحتياجات الخاصة، وعلى المجتمع ككل في المجالات الاجتماعية، أو النفسية، أو الأكاديمية، أو التربوية. تميل معلمات التربية البدنية ومعلمات تعليم التربية الحركية إلى أن يكن أكثر جدية وإيجابية في الانضمام إلى دورات تدريبية حول الاحتياجات الخاصة مقارنة بالمعلمين الذكور في هذه الدراسة.

الكلمات المفتاحية: الدمج، الطلاب ذوي الإعاقة، إعداد المعلم، التربية الحركية، التربية البدنية.

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