

TEACHER QUALIFICATIONS AND EXPERIENCE AS PREDICTORS OF INCLUSIVE SPORTS PARTICIPATION AMONG SPECIAL NEEDS PUPILS IN SPECIAL SCHOOL FOR THE HANDICAPPED OYO

BY

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Abstract

This study was designed to ascertain teacher qualification and experience as predictors for inclusive sports participation among special needs pupils in special school for the handicapped Oyo, Oyo State. The population consisted of teachers and pupils in Oyo special school for the handicapped. Two hundred and sixteen (216) respondents were stratified and purposively selected. The instrument used for data collection was self developed questionnaire with three scales that yielded the following reliability values through Cronbach alpha; Teacher Qualification Scale (TQS) = 0.77, Experience Scale (ES) = 0.79 and Inclusive Sports Participation Scale (ISPS) =0.71. Frequency counts and percentage were used for demographic data while multiple regression statistic was used to test the hypotheses. The null hypotheses tested at 0.05 alpha level were rejected which implying that educational qualification and experience were relatively and compositely significant to predicts sports participation among special needs pupils in special school for the handicapped Oyo, Oyo State. Based on the results, it was recommended that academically sound and knowledgeable teacher on inclusive sports should be employed to enhance sports participation among pupils in special schools. In addition, in-service training should be organized for the existing teachers on area of special sports for the special needs in all special schools.

Keywords: Teacher qualifications, experience, predictors, inclusive sports participation, and special needs pupils.

Introduction

Sports participation either for recreation or competitive purpose plays significant roles in the life of pupils with special needs such as improving the quality of life in all ramifications physically, socially, mentally, emotionally and psychologically. In a study of Nemček and Kručanica (2014), it was argued that people with special needs who participate in sports and recreational activities improve self-confidence, self-esteem, and quality of life, as well as performance of activities of daily living. Inclusive sports refers to sporting activities for pupils with special needs which involves modifications and adjustment in the areas of sports facilities, equipment, numbers of players, rules and regulations to cater for the needs, interest, age and abilities of the disabled. Pupils with special needs are learners with specific learning difficulties which includes, traumatic brain injuries, health impairments, speech or language impairments, intellectual disabilities, hearing impairments including deafness, emotional disturbances, autism, orthopedic impairments or visual impairments including blindness (Mandina, 2012).

The inclusive sports involve participants with a disability in physical activity, in which one or a few individuals with a disability are placed together with a large number of individuals without any significant disability. The aims of the group are usually derived from the functions available

to the individuals without disability, and the individuals with disability eventually try to share them, but often are partially or completely excluded. Typical scenes depicting this context include, for instance, a child with physical impairment attempting to participate in a ball game as well as a child on a wheelchair trying to engage in athletics, also a child with sighted problem in a swimming class etc, in (Van Lent, 2006) cited by Yeshayahu and Inbal, 2008. Pupils with special needs are universally educated in a regular classroom in compliance with civil rights movements as expressed in international human rights charter (Majoko, 2018). Mixed participation in sports involves pairing-up people with disabilities and those without, assist people without disabilities become aware of and understand people with disabilities (Wilhite and Shank, 2009).

Teacher qualifications and experience based on quality training in pre service education MEB (2008) cited by Meryem and Arzu (2018). The primary task of institutions where teachers are trained is to educate "qualified teachers". A qualified teacher must have the knowledge of his Discipline (Zengin and Akgün, 2010) cited by Meryem and Arzu (2018) have skills for planning and implementing teaching with proper methods and techniques according to the students characteristics. A qualified teacher must also have skills for evaluating the effectiveness of the teaching and development of the learners. Teachers must also know how to manage the classroom and student behavior, synergies with other teachers, school management and family (Turkish Educational Association, 2009; Şeker, Deniz and Görgen, 2005) cited by Meryem and Arzu (2018) and finally the personality and values of the teacher must be associated with the requirements of the profession (Zengin and Akgün, 2010; Kayabaşı, 2008; Şeker, Deniz and Görgen, 2005) cited by Meryem and Arzu (2018).

Statement of the Problem

Preliminary investigation showed that special needs pupils in special school for the handicapped have not been massively and regularly participated in inclusive sports for their personal development compare to their non disabled pupils. In pupils with special needs, inclusive sports participation has essential benefits, such as the creation of a social network (Hassan, Dowling, McConkey and Menke, 2012), the development of a sense of competence (King, Curran and McPherson (2013) and finally, it contributes to the harmonious development of these pupils Shikako-Thomas, Majnemer, Law and Lach (2008). Participation in inclusive sports activities increases the well-being of pupils with the special needs Graham, Kremer and Wheeler (2008). Indeed, pupils with special needs that engage in a physical activity program experienced an improvement in their psychological well-being. However, it is important to understand the predicting factors that support participation of pupils with special needs in inclusive sports; it is on this note that, researchers intend to ascertain teacher qualifications and experience as predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo.

Objective of the Study

The main objective of this study was to examine teacher qualifications and experience as predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo. The specific objectives of this study were:

1. To determine the contribution of teacher qualification as predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo.
2. To assess influence of teacher experience as predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo.
3. To ascertain combined contribution of teacher qualification and experience as predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo.

Hypotheses

The following hypotheses were tested in this study:

1. Teacher qualifications and experience will not relatively significant to predicts inclusive sports participation among special needs pupils in special school for the handicapped Oyo.
2. Teacher qualifications and experience will not compositely significant to predicts inclusive sports participation among special needs pupils in special school for the handicapped Oyo.

Methodology

The descriptive survey research design was adopted for this study. The population for the study consisted of teachers and special needs pupils of school for the handicapped, Oyo. The sample size for the study was two hundred and sixteen (216) respondents through Stratified and purposive (total) sampling techniques. The population was stratified into two that is, teachers and special needs pupils, thereafter, the special needs pupils were stratified into three while purposive sampling technique was used for all the respondents. The instrument used for data collection was self developed questionnaire which was in two sections (Section A and B). Section A based on demographic data of the respondents, while section B was structured inline with the independent variables of teacher qualifications and experience as well as dependent variable of inclusive sports participation with the modified five points Likert scale of summative rating to show the extent of agreement or disagreement viz: Strongly Agree (SA), Agree (A), Undecided (U) Disagree (D) and Strongly Disagree (SD) with 5, 4, 3, 2 and 1 values respectively. The instrument has three scales with reliability value of 0.77 for Teacher qualification Scale (TQS), 0.79 for Experience Scale (ES) and 0.71 for Inclusive Sports Participation Scale (ISPS) through test re-test subjected to cronbach alpha statistical tool while the instrument has eight (8) items each. The demographic data of the respondents were analyzed with frequency counts and percentages while inferential statistic of multiple regression was used to test the hypotheses at 0.05 alpha level.

Table 1: Demographic Characteristics of Respondents:

| Demographic variables of respondents | Frequency | Percentage |
|---|------------|---------------|
| Classifications of the Respondents | | |
| Teachers | 28 | |
| Special needs pupils | 188 | 12.96% |
| Total | 216 | 87.04% |

| | | 100% |
|---|------------|---------------|
| Teacher Qualifications | | |
| Nigeria Certificate in Education (NCE) in Physical and Health Education (PHE) | | |
| Degree(s) in PHE | | |
| Others NCE or Degree(s) | 00 | |
| Total | 00 | 00% |
| | 28 | 00% |
| Experience | 28 | 100% |
| | | 100% |
| 0-10 years | | |
| 11-20 years | 06 | |
| 21 and above years | 10 | 21.43% |
| Total | 12 | 35.71% |
| | 28 | 42.86% |
| Handicapping Nature | | |
| | | 100% |
| Hearing Impaired | 98 | |
| Visually Impaired | 09 | |
| Intellectually Impaired | 81 | 52.13% |
| Total | 188 | 4.79% |
| | | 43.08% |
| | | 100% |

Table 1 showed the demographic variables of the respondents from the table the classification of the respondents shown that 28 were teachers that represents (12.96%) of the total respondents while 188 were special needs pupils that represent (87.04%) of the total respondents. The table further, showed that 00 teachers that represent (0.00%) possesses NCE in PHE, while 00 teachers that represent (00.0%) have degree(s) in PHE and 28 teachers that represent (100%) bagged others NCE or Degree(s), the implication of this is that none of the teachers possessed certificate in PHE. The table showed that 6 teachers that represents (21.43%) had between 0-10 years of experience, 10 teachers that represents (35.71%) had between 11-20 years of experience, 12 teachers that represent (42.86%) had between 21and above years of experience. Finally, the table showed that 98 were hearing impaired that represent (52.13%) of the total special needs pupils, 9 were visually impaired that represent (4.79%) of the total special needs pupils, 81 were intellectually impaired that represent (43.08%) of the total special needs pupils.

Test of Hypotheses

Hypothesis 1:Teacher qualifications and experience will not relatively be predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo.

Table 2:Relative contributions of teacher qualifications and experience as predictors of inclusive sports participation among special needs pupils in special school for the handicapped

| | Unstandardized Coefficients | | Standardized Coefficients | | T | Sig. |
|------------------------|-----------------------------|------------|---------------------------|------------|--------|------|
| | B | Std. Error | Beta | Std. Error | | |
| (Constant) | 6.302 | .276 | | | 11.821 | .000 |
| Teacher qualifications | .073 | .086 | .062 | .051 | 4.313 | .000 |
| Experience | .061 | .041 | .035 | .043 | 3.241 | .000 |

Table 2 shows the unstandardized and standardized regression weight of the B , the standarderror of Beta (β), the Beta (β), the value of t for the regression of independent variable of physical exercises and diets on dependent variable of weight maintenance and the P value. The Table 1 above reveals that the B-value of teacher qualifications was (.073) and experience was (.061). These show the level of contribution of teacher qualifications and experience as they predicted inclusive sports participation among special needs pupils. Their standardized regression weight Beta (β) were teacher qualifications (.062) and experience (.035), which showed relationship between teacher qualifications, experience and inclusive sports participation among special needs pupils.. Their t-values were teacher qualifications (4.313) and experience (3.241), at significant levels of teacher qualifications (.000) and experience (.000), respectively.

Hypothesis 2: Teacher qualifications and experience will not compositely be predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo.

Table 3:Composite contributions of teacher qualifications and experience as predictors of inclusive sports participation among special needs pupils in special school for the handicapped

| | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|-------|------|
| Regression | 21.356 | 2 | 8.432 | 3.243 | .000 |
| Residual | 3455.322 | 214 | 5.921 | | |
| Total | 3476.678 | 216 | | | |

Multiple R = .345, R Square = .121, Adjusted R Square = .068

Table 3 above shows significant composite contribution of teacher qualifications and experience as predictors of inclusive sports participation among special needs pupils in special school for the handicapped. It could be observed that the correlation was (R = .345). The adjusted R-square indicated that 6.8 % of the variance accounted for teacher qualifications and experience as predictors of inclusive sports participation among special needs pupils in special school for the

handicapped. Also, the table showed the effectiveness of the prediction with the F-ratio 3.243 and significant alpha (.000).

Discussion of Findings

From the findings of this study, it was revealed that teacher qualifications and experience had both relative and composite contributions on inclusive sports participation, which implied that both null hypotheses which stated that teacher qualifications and experience will not relatively and compositely be predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo were rejected. The findings of the study revealed that none of the teachers teaching in special school for the handicapped possessed certificate in physical education, the implication of this is that they are not qualified to handle inclusive sports for the special needs pupils. This was similar to the submission of Akinsolu (2010), who opined that qualified teachers predicted the performance of pupils in schools, contrary to this Ayodele (2005) revealed that a sizeable proportion of 64 studies that reported on the relationship between teacher degree level and student achievement found, that achievement is lower in classes where the teacher possesses an advanced degree.

Similarly, the relationship between experience and inclusive sports participation has been researched by many researchers and their findings similar to these findings. Kwari (2007) revealed, that teaching experience was significantly related to students' performance. Similarly, Boyd, Landford, Loeb, Rockoff and Wyckoff (2008) asserted that higher teaching experience will produce pupils with greater academic success. Studies have revealed that teachers without experience are sometimes inefficient than the experienced teacher in Aina and Olanipekun, (2015) cited by Darling-Hammond, (2000). Researches have also, indicated a positive correlation between teachers' effectiveness and their experience and efficient teacher positively influence pupils' success in Agharuwhe, (2013).

Conclusion

Based on the findings of the study, it was concluded, that teacher qualifications and experience relatively significant to be predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo. It was also concluded, that both teacher qualifications and experience compositely significant to be predictors of inclusive sports participation among special needs pupils in special school for the handicapped Oyo.

Recommendations

Based on the conclusion from this study, the following recommendations were made:

1. That academically and knowledgeable qualified teacher on inclusive sports should be employed to enhance sports participation among pupils in special schools.
2. That in-service training should be organized for the existing teachers on area of inclusive sports for the special needs in all special schools.
3. That government should consider experience of teacher in inclusive sport before their appointment to teach in any special school for the handicapped.

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