

SPECIAL PHYSICAL EDUCATION: A NEGLECTED ASPECT OF SECONDARY SCHOOL CURRICULUM

P. O. AMAFUNAH

ABSTRACT

The purpose of this study is to find out whether provisions are made for teaching special Physical Education in die junior and senior secondary schools in Anambra State. 185 teachers (junior secondary = 105, senior secondary = 80) were randomly selected from the sixteen Local Government Areas of Anambra State during the face-to-face payment of teachers in August/September 1995. A structured questionnaire were adopted in collecting the data.

The findings led to the following conclusions:

1. There was a significant difference in the provision made by the J.S.S. and S..S.S. in integrating the disabled with the normal students during, Physical Education programme.
2. There was a significant difference in the provision made tor a planned scheme of work for teaching special
Physical education to disabled students by J.S.S. and S.S.S.
3. There was a significant difference in the provision made for equipment and facilities used in teaching special
Physical Education to disabled students by J.S.S. and S.S.S.
4. There was a significant difference in the provision made for textbooks used in teaching special physical Education in disabled students by J.S.S. and S.S.S.

Some recommendation were made on how to reintegrate the atypical into the main stream as well as affording than opportunities to participate in special Olympic festivals that have now been organised at various levels.

INTRODUCTION:

In many developing countries, the disabled persons live the most humiliating, aspect of life, hence most of them depend on alms for livelihood while others roam the streets as beggars. In feet, mere sight of them stimulates sympathy in the minds of every right thinking man.

During the middle ages, the retarded persons were exploited and used as jesters for the pleasures of the Lords, Most people thought that they were possessed by evil spirit, therefore, the common treatment was to beat the devil out of them (Haruna, 1982). But nowadays, few of them are protected/pitied and in sane places institutions are established to provide them with separate education. There is, however, a movement toward accepting and integrating them into our society at this end of twentieth century, *Olympic Review Journal* (1992) Adeyemi (1991) observed that during the International Year of the disabled person's celebration (IYSP) 1981, the World Health Organisation (WHO) disclosed that there were about 500 million physically and mentally disabled parsons, who were among the most oppressed, marginalized and poverty stricken in societies throughout the world According to UNICEF (1987) report, about 98 percent of these were found in the developing countries of the World The report also stated that there was an estimate of about 7,000,000 million disabled persons in Nigeria. Most of them were in situations similar to those in other African countries and indeed, in the Western world as described by Fait (1978)) as growing up in an unsympathetic environment and a world of unsystematized benefits frank helps even in terms of education and rehabilitation. For instance, in Anambra State, these disabled persons are found in our secondary schools receiving formal education with the normal students, hence no special school was established for them quite unlike the existence of Oji Special School in Enugu State

It is against the plight of these deprived fellow citizens that is the focus of the paper But before delving into proper analysis of the situation, it is very imperative to loot *mo* the categories of disabled persons that

required special attention.

Cratty (1981) classified disabled persons under the following headings:

- (a) *Mentally Retarded*: Significantly sub-average intellectual functioning, including deficits in adaptive behaviour.
- (b) *Orthopedically Impaired*: Severe structural impairment. This includes congenital anomalies caused by disease as well as impairment from other causes,
- (c) *Speech Impaired*: A communication disorder such as stuttering, impaired articulation, language impaired and a voice impairment.
- (d) *Seriously Emotionally Disturbed*: Inability to learn which cannot be explained by intellectual sensory or health factor and inability to build or maintain satisfactory inter-personal relationships with peers and teachers.
- (e) *Visually Handicapped*: Visual impairment that even with correction adversely affecting educational performance include both partially seeing and blind children.
- (f) *Deaf*: A hearing impairment, so severe that the child is impaired in processing linguistic formation.
- (g) *Hard of Hearing*: A hearing impairment, permanent or fluctuating but which is not included under definition of deaf.
- (h) *Deaf Blind*: Concomitant hearing and visual impairments which causes such communication and other development and emotional problems that they cannot be accommodated in special education programmes solely for deaf or blind children.
- (i) *Multi-Handicapped*: Concomitant impairment, the combination of which causes such severe educational problems that they cannot be accommodated in special education programmes solely for one of the impairments. This does not include deaf-blind but can include retarded-blind, retarded orthopedically impaired and other similar combinations.

A peep into the categories of a typical group reveals that there are some that cannot be accommodated into special Physical Education programme as well as with the normal class. However, the orthopedically impaired, speech impaired, emotionally disturbed, partially seeing, hard of hearing, etc. are found, most of the time in normal Physical Education class. The question is, how do these groups of atypical benefit from Physical Education programme? It is very pertinent to say that in this recent time, special Olympic festival is now being organised for atypical groups. The last one was held at Barcelona (Spain) in 1992 and Nigeria athletes featured very prominently. In order for Nigeria to achieve excellence in this competition, the teaching of special Physical Education programme must start from the grassroot. Therefore the purpose of this study is to find out whether provisions are made for teaching special Physical Education in junior and senior secondary schools in Anambra State.

In achieving this objective, the following null hypotheses were advanced for testing;

- (a) There would be no significant difference in the integration of disabled students during Physical Education programme between the junior and senior secondary school.
- (b) There would be no significant difference in the provision of planned scheme of work for teaching special Physical Education to disabled students between the junior and senior secondary schools.
- (c) There would be no significant difference in the provision of equipment and facilities for teaching special Physical Education programme.
- (d) There would be no significant difference in their provision for recommended textbooks.

Method and Procedure

The respondents for this study were 185 (junior secondary school Physical Education teachers = 105, Senior secondary school Physical Education teachers = 80) teachers randomly selected from the sixteen Local Government Areas in Anambra State during the face-to-face payment in attempt to identify ghost workers, held at Awka in August/September 1995. The teachers used in this research were of two categories, the junior and senior secondary school teachers of Physical Education. The data were collected through an adopted and structured questionnaire. The questionnaire forms were administered and collected back on the spot during the teachers screening. The findings were analysed using one-square and percentages while the probability level was put at 0.05.

Results and Discussions Table I

Teachers' responses on the attention given to disabled students with regard to the teaching of Physical Education in Secondary Schools.

There is a provision made for:	Categories of Respondents	% Strongly Agreed	% Agreed	% Dis Agreed	Responses		Total	X ²	S/NS
					% Strongly Dis Agreed	% Undecided			
Integrating the disabled students during P.E. activities	JSS Teachers	4.76	4.76	28.57	57.15	4.76	100	9.49	S
	SSS Teachers	0	3.75	3.75	78.75	13.75	100		
Planned programme for disabled P.E	JSS Teachers	2.86	1.91	38.09	42.86	14.28	100	10.94	S
	SSS Teachers	2.50	5.00	25.00	62.50	5.00	100		
Provisation of equipment and facilities.	JSS Teaches	1.91	2.86	38.0	47.61	9.53	100	17.05	S
	SSS "	0	0	25.00	75.00	0	100		
Recommended textbooks	JSS Teachers	0.95	1.91	47.61	49.53	0	100	4.04	NS
	SSS "	0	0	37.50	62.50	0	100		

df = 2, p = 0.05 ; Table value = 9.48

As shown on the table above, there were significant difference in the provision made by junior and senior secondary school teachers in integrating the disabled with the normal students during Physical Education activities in the class at (X² - 9.49, df - 2p > .05), planned programme for disabled Physical Education activities at X = 10,94, df = 2p > 0.05). Provision of equipment and facilities at (X²= 17.05, df = 2p > 0.05).

However, no significant difference could be determined in the provision made for recommended textbooks in

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teaching the disabled between the junior and senior schools at X = 4.04, df = 2p < 0.05).

In other words,, the findings attest lo the fact that disabled Physical Education programme was not provided for in our secondary schools in terms of planning a programme of activities, integrating them with the normal students, provisation of equipment and facilities as well as recommended textbooks. This could be found in the greatest percentage of the teachers of J.S.S.

(57.15%) who strongly disagreed that the disabled students **were** integrated into the normal Physical Education activities, about (42.61%) strongly disagreed to the improvisation of equipment and facilities, (49.53%) strongly disagreed to the provision of recommended textbooks. Consequently, the S.S.S. Teachers of Physical Education (78.75%) strongly disagreed that they integrated the disabled into the normal Physical Education class; (52.0%) strongly disagreed that there *was* planned activities for this group; (75.00%) strongly disagreed that provision was made for the improvisation of equipment and facilities, while (62.50%) strongly disagreed that there were recommended textbooks. Generally speaking, the disabled students were not given opportunities to participate in Physical Education activities in our secondary schools in Anambra State. This assertion is in line with the observation made by Haruna (1991) that the disabled lived the most humiliating aspect of life, and majority of them were being neglected during Physical Education and sports hence, sports serve as a very good avenue of integrating the disabled students into the College mainstream. Confirming this, Robert (1973) pointed out how three disabled sportsmen Mr. David Winters, Mr. W. Griffiths and Mr. L. Softly gave graphic accounts of what sports had meant to them in their reintegration into the community as respected citizens and sportsmen in their own right. Weil, it cannot be emphatically concluded that teachers were not integrating the disabled students during Physical Education programme, because there may be a very few number of them who may design and adapted Physical Education programme to meet the needs of the atypical who are found in the regular Physical Education classes.

Therefore the disabled students have the same needs for opportunity and expression of self that exist for the normal person. They should be given equal opportunity with the normal person. That is why a special Olympic Games was introduced in 1968. With special glory to President Franklin D. Roosevelt, Kennedy, Ford Rockefeller (USA-) through their continuous financial assistance, Richard (1978). Since Nigeria had become a participating member of this Olympic festival, there will be a need for integrating the disabled students during Physical Education programme in order to achieve success at that level.

In fact, the disabled students, in their pursuit of sport would not be inferior rather they would be closest to realizing the Greek philosophy of the sporting ideal of the 5th century B.C that presupposed an awareness of the value of man, a belief in his freedom and his merit, a consciousness of his responsibilities, an acceptance of his democratic right to participate in public affairs, hence, the provision of educational opportunities that would enable each individual to develop to his optimum, which is a basic tenet of democracy.

However, this study shows that the disabled students are not yet fully integrated into Physical Education lesson with the normal classes in secondary schools. Though, the *Olympic Review Journal* (1992) succinctly observed that the disabled were gradually being integrated into our society and the younger generation was more open, but total integration would only happen if the disabled were treated as equals and if they were included in our daily routine, they would not succumb to the feelings that people did not want them because of their peculiar appearance.

CONCLUSION AND RECOMMENDATIONS

In view of the following, these recommendations are made.

Efforts should be made to include in the course contents of tertiary institutions, how to plan and execute a programme of activities for primary and secondary school special Physical Education programme. This will equip the teachers enough to handle these special students as well as educating them on the improvisation of equipment and facilities.

Teachers of Physical Education should be going on exchange programme on special Physical Education as it is in other discipline.

In planning the curriculum for Physical Education, the curriculum planners should not lose sight of special Physical Education programme. The objectives of this area should be stated, at least, to remind teachers that they should take care of the atypicals in teaching Physical Education.

All the disabled students in our secondary¹ schools should be given automatic scholarship. This will boost the

morale of those who had seen themselves as drop-outs because of their disability as well as affording them opportunities for western education.

The Anambra State Government will at least, endeavour to build one special Education centre for the atypicals. This will take care of the multi-handicapped that cannot be accommodated in the normal class.

Schools sports council prepare and select athletes for special Olympics that has been a routine every four years as well as enable the atypicals feel that they are now be re-integrated into the world of sports.

Finally, the emergence of special Olympic Games has shown to the world that the disabled people have something to offer in sports. This was clearly manifested by Monday Emoghawve who got a gold medal in men's 165kg, in the 48kg category at the last concluded 1992 Special Olympics in Barcelona (Spain). Though he cried out that the financial reward given to him by the Federal Government was far below his expectation, pointing out that the financial reward could have been fantastic if the feat was performed by a normal person. Nevertheless the disabled persons are gradually being accepted and integrated into the world of sports.

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