

Quality Assurance Standards of Lesson Planning, Ordering and Managing Equipment, and Assessing Procedures of Adapted Physical Education in State of Kuwait.

Dr. Wafaa A. Aleid, Ph.D

Dr. Ibrahim A. El-Zraigat, Prof.

Faculty of Educational Sciences
Department of Counseling and Special Education
The University of Jordan
Amman, Jordan

Abstract

The main purpose of the present study was to assess quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait. The sample of the study consisted of 170 subjects, 25 teachers of students with disabilities, 40 parents of students with disabilities, and 105 students with disabilities. A scale quality assurance standard of lesson planning, ordering and managing equipment, and assessing procedures 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 TUKEY test show that the teachers are more affected by daily lesson, planning ordering and managing equipment, and assessing procedures of students with disability than parents and students with disability. The study recommended providing students with disabilities with required services in order to satisfy their unique needs.

Keyword: Students with disabilities, adapted physical education, quality assurance, special education, Kuwait.

1. Introduction

The impact of disability occurs throughout its interaction with environments, and facilities or limitations influence this interaction. Person with disability affects the environment, and vice versa. The inappropriate services provided for these students' limits their experiences and influenced negatively their educational performance (Heward, 2006). Today, disability defines as a lack of ability, however, The International Classification of Functioning, Disability and Health (ICF), views disability as an interaction between health condition of the individual and his functioning. Therefore, ICF focusing on function instead of condition or disease (Ward & Fletcher-Janzen, 2014). Providing suitable services for students with disability depends on assessment of the needs of these students (Smith, 2007). Nowadays, there are different types of services available to be offered to students with disability (Hallahan, Kauffman, & Pullen, 2012). Beside educational services, adapted physical education is considered as one crucial service that leads to help students with disability developing motor patterns, acquiring desired behaviors, and decreasing unsuitable habits and behaviors (Burke, 2014). Delivering adapted physical education activities rely on the type of disability and its degree, as well as environmental factors (Auxter, Pyfer, Zittel, Roth, & Huettig, 2009).

2. Literature Review

The ability to move and behave efficiently plays an important role in carrying out the daily activities and living independently in the life. Failure of achieving these tasks placing people with disabilities at risk of developing undesired behaviors and acquiring diseases and negative health conditions; such as diabetes, hypertension, obesity, and so forth (Kelly & Block, 2011). There are diversified programs available now and providing different services in order to obtain maximum potential of students with disability (Auxter, Pyfer, Zittel, Roth, & Huettig, 2009).

Acquisition motor development and physical fitness for persons with disabilities can be achieved throughout adapted physical education which defines as adjusted or modified programs of games, sports, activities, and rhythms fitted to the abilities, interests, limitations, and functioning (Burke, 2014). Recently, numerous studies concentrated on identifying motor development and physical fitness benchmarks through developing valid and reliable tools and instruments, as well as evaluating programs to develop these tasks among students with disabilities (Kelly & Block, 2011). Hansen (2014) emphasized the importance of developing cultural competency among physical educators from all levels. Richards, Andrew & Wilson (2012) focused on advocacy for quality assurance of physical education. They maintained that physical educators should do their efforts to develop quality physical education program that aligns with national standards. Lindsay (2014) stressed the importance role of the national standards in physical education improving programs and teacher effectiveness and students achievement. Chróinín, O'Sullivan, & Tormey (2013) indicated that standards could hold programs accountable and manage teaching process. They maintained that standards support quality assurance of programs and serve as assessment tools of identifying its effectiveness. James-Hassan (2014) suggested that the skills and concepts of standards are the texts that the adapted physical educator teaches in programs. He indicated that instruction process should focus on cognitive and psychomotor domain, as well as supports mastery and application. He stressed that standards are a tool that can support learning in classrooms and help in telling educational community of the benefits of physical education.

3. Statement the Problem and Importance of the Study

Kuwait is one of Arab Gulf Countries located in the Middle East at western beach of Arab Gulf. The State of Kuwait describes as hot area as rich of oil. Like many other countries around the world, Kuwaiti Government paid attention to persons with disabilities. Regarding to, the state of Kuwait issued law number 8 of 2010 for the right of people with disabilities. In Kuwait, students with disabilities receive education and rehabilitation in special schools and centers. These schools and centers in cooperation with local authorities assumed full responsibility of providing special services for those with disabilities. Furthermore, the law ensures the rights of these group of students to meet their needs by supplying them, and their schools and centers with the support needed in order to achieve the maximum potential (Kuwaiti law number 8 of 2010 for the right of people with disabilities). Educating students with disabilities in Kuwait are challenging with many difficulties, such as, lack of specialized rehabilitation and educational programs, and insufficient skilled professionals and teachers. Another problem facing providing services in these schools and centers is that the most of teachers and professionals came from other countries surrounding Kuwait. However, Olson, Platt, and Dieker (2008), and Polloway, Patton, and Serna (2005) indicates that students with disabilities are classified as special needs, that means, these groups of students need special services and programs including adapted physical education. This maintains that there are differences between students with disabilities and normal students in how, what, and where they should taught. Therefore, addressing the special needs of these students relied on assessing their unique needs. Kelly and Block (2011) suggests that the national standards of adapted physical education serves as assessment tool which could tell us about the quality assurance of services and programs provided for students with disabilities. These standards allow collecting data that plays a crucial role for determining the educational goals and providing services with modifications as needed in order to satisfy the needs of these students. Therefore, the stated aim of this study is to develop national standards of adapted physical education in Kuwait.

3.1 Importance of the Study

The investigators reviewed the data basis available at the universities in Kuwait, published articles and proceeding conferences, and documents available at The Ministry of Education in Kuwait focusing on adapted physical education. As a result, reviews clearly indicated that there is no study concentrated on the standards of adapted physical education in Kuwait. Therefore, the overall purpose of this study is to develop national standards of adapted physical education in State of Kuwait. Using valid and reliable measures of unique physical education needs of students with disabilities play a crucial in determining the best ways of identifying and meeting these needs of students. The findings of the study contributes to get better understanding of the unique physical education needs and services required in relation to students with disabilities in Kuwait. That is, the results of the study will be considered as a basis for setting the adapted physical education goals for students with disabilities, as well as designing and providing appropriate programs and services for this group of students as needed. In addition to, the findings of present study will suggest meaningful recommendations for The Ministry of Education and other authorities in Kuwait who care about students with disabilities.

4. Questions of the Study

The following research questions were addressed:

- What quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait?
- Do quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait significantly differ compared to teachers of adapted physical education, parents of students with disabilities, and students with disabilities?

5. Research Methodology

5.1 Population of the Study

The total of the sample of the study reached 170 subjects, 25 teachers of students with disabilities, 40 parents of students with disabilities, and 105 students with disabilities.

5.2 Constructing the Study Instrument

To purpose of the study, a scale of quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education has been developed. The scale was developed through four steps: the first step of preparing the scale was reviewing the related literature of standards of adapted physical education. In the second step, the investigators prepared the scale. The third step, obtaining content validity by asking 10 experts to assess the degree to which the quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait measures an intended content dimensions. On the basis of experts suggestions, the investigators prepared the final version of the scale. The fourth step, consisted of achieving construct validity, and the construct validity results are given in table 2. This process produced a scale of quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait. The final version of the scale consisting of 46 sub-items divided within three core dimensions as the following:

Table 1: Core dimensions and number of sub-items of scale of quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait.

Core dimensions	Number of sub-items
Daily lesson planning	14
ordering and managing equipment	8
assessing procedures of students with disability	24

Table 2: Correlation coefficients of a scale dimensions.

Core dimensions	Daily lesson planning	ordering and managing equipment	assessing procedures of students with disability
Daily lesson planning	1		
Ordering and managing equipment	.791	1	
assessing procedures of students with disability	.620	.941	1

It is observed from data in Table.2 that all correlation coefficients of the dimensions are over .62. However, these coefficients indicate that the scale has good construct validity and it is accepted for the purpose of the study.

The reliability of the scale has been achieved by test-retest reliability in which the investigators has administered the scale to one group, after two weeks, the same group were given again the scale, and correlated the two sets of scores. The test-retest reliability for a scale of quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait is given in Table 2.

Table 3: The coefficients of reliability (test-retest and Alpha) for a scale of quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait

Core dimensions	Number of sub-items	test-retest reliability	Coefficient Alpha
Daily lesson planning	14	0.91	0.93
ordering and managing equipment	8	0.88	0.92
assessing procedures of students with disability	24	0.90	0.93

It is observed from data in Table.3 that all coefficients of test-retest reliability for the dimensions are over .88. Also, the findings revealed that coefficients Alpha are over 92. However; these coefficients reflect the stability and indicate that the scale has good reliability and it is accepted for the purpose of the study. The items of the scale were included of four-grade Liker Scale items ranging from strongly mismatch to strongly match to reflect the level of standards matching of the scale were assigned with statements as follows: 1= strongly mismatch, 2= mismatch, 3= match, and 4= strongly match.

5.3 Design of the Study

The present study is a survey research in which the data were collected by asking the teachers and parents of students with disability in State of Kuwait to complete the scale of quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait developed by the investigators for obtaining the goal of the study. The data in this study are organised in form of numbers and analysed by using a statistical analysis programs.

5.4 Procedures of the Study

During the data collection process, the investigators sent a package of information to the principals of each schools and centres for students with disability. A covering letter and copies of the scale of quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education were included in each package. After the principals agreed on participation in the study, the investigator held a meeting with the principals, teachers, students, and parents to explain the purpose of the study and the way of filling the scale. Then principals distributed the scale among the teachers of adapted physical education, students with disabilities, and sent copies for parents of students with disability for filling by putting the sign of (x) in the appropriate place of four-grade Likert Scale. After completing data collection, the data was analysed according to SPSS programme. Descriptive statistics, independent sample test, one-way analysis of covariance, and post hoc test were used in analysing the data.

6. Results of the Study

The presentation of the results is structured around specific questions related to the general aim.

- **What quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait?**

This question has been answered by calculating the means and standard deviation of the participants as showed in the following table.

Table 4: The means and standard deviations of the dimensions of the scale.

Core dimensions	Means	Standard deviation
Daily lesson planning	3.10	.751
ordering and managing equipment	3.04	.727
assessing procedures of students with disability	2.96	.804

The data in the table indicates that standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait are affected by the dependent variables according to the means.

- **Do quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait significantly differ compared to teachers of adapted physical education, parents of students with disabilities, and students with disabilities?**

This question has been answered by using one-way analysis of variance. Table 5. shows the means and results of one-way analysis of variance of the dependent variables comparing teachers, parents, and students.

Table 5: The means and results of one-way analysis of variance of the dependent variables comparing teachers, parents, and students.

Core dimensions	categories	Means	Standard deviation	F	Sig.
Daily lesson planning	teachers	3.48	.619	4.478	.014
	parents	3.01	.689		
	students	2.96	.823		
	total	3.10	.751		
ordering and managing equipment	teachers	3.31	.718	3.307	.041
	parents	2.84	.764		
	students	2.86	.850		
	total	2.96	.804		
assessing procedures of students with disability	teachers	3.36	.564	3.827	.025
	parents	3.00	.602		
	students	2.87	.874		
	total	3.04	.727		

As reported in the table, the dependent variables affect the quality assurance standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait according to their means. The differences between the means of the teachers, parents, and students with respect to daily lesson planning, ordering and managing equipment, and assessing procedures of students with disability are statistically significant. Inspection of the p-values compared to TUKEY test show that the teachers are more affected by daily lesson, planning ordering and managing equipment, and assessing procedures of students with disability than parents and students with disability.

7. Discussion

Understanding the situation of educating students with disabilities in State of Kuwait may help to interpret the results of this study. In Kuwait, students with disabilities are receiving their education at special schools and centers. Nowadays, there are Alamal schools for students with hearing impairment, Alnoor schools for students with visual impairment, Alrajaa for student's physical disabilities, and other centers providing services for students with intellectual disabilities and for children with autism spectrum disorder. Despite that Kuwait is rich country with oil, many schools and centers that offering services for students with disabilities are still need special services in order to satisfy the unique educational needs including programs of adapted physical education. As we previously indicated, most of the teachers who teach or take care of student with disabilities came from outside countries.

The results of the study clearly indicated that matching of quality assurance of standards of lesson planning, ordering and managing equipment, and assessing procedures of adapted physical education in State of Kuwait were placed at medium level, which means that much to do still needed if we wants to develop the adapted physical education programs. Richards, Andrew & Wilson (2012) stressed on teachers effort in improving quality physical education services and activities. While Lindsay (2014) indicated the crucial role of the national standards in developing the programs of adapted physical education. Furthermore, Chróinín, O'Sullivan, & Tormey (2013) and James-Hassan (2014) suggested that creating standards could manage and enhance programs and teaching process. They maintained that standards serve as a tool of assessment, as well as can support learning in classrooms and get better benefits of physical education activities.

8. Recommendations

Based on the results and the discussion of this study, the investigators recommends overcome the challenges' emerging from lack of specialized programs, providing students with disabilities with required services in order to satisfy their unique needs, supplying the schools and centers for students with disabilities with services needed.

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