



The Attitudes Of Sports Rehabilitation And Special Education Students In Mu'tah University Toward Teaching The Students With Special Needs

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ABSTRACT

This study aimed to identify the attitudes of Sports Rehabilitation and Special Education students in Mu'tah University toward teaching the students with special needs, and detect the differences in their attitudes due to: gender, educational level and specialty during the academic year 2022 / 2023. The study sample consisted of males and females students from the first (junior) and fourth year (senior). Data were collected by using the scale of attitudes and analyzed by using t-test. The study results revealed that there are negative attitudes among the participants toward teaching and dealing with the individuals with special needs. The results showed that there were significant differences due to gender in favor of females. Also, there were significant differences attributed to level of education in favor of last year's students and significant differences attributed to specialty in favor of the students of special education.

Key words: Attitudes, Special needs

Introduction

Disabled students and their families are exposed to considerable social and psychological stressors from the surrounding environment due to several factors related to human and financial potentials as well as the degree of disability and the attitudes of community members towards disability (Amarin, 2019). Indeed, this resulted in negative effects on the disabled individuals and their families. Therefore, it was necessary to conduct further studies in this domain, improve the situations of this group of people, and enhance their position by exploring the attitudes of the community members, improving people's perspective towards the disabled individuals and following the most appropriate methods in dealing with them (Al-Khateeb and Al-Hadidi, 2021). From an educational perspective, several studies revealed that the source of those attitudes is not attributed to instinct, but rather to an acquired cognitive process related to learning outcomes (Abu Jado, 2020), where attitudes represent an important domain in the life of learners, as they motivate their behavior in the various life domains. The importance of attitudes lies in identifying the dispositions and readiness of people towards a certain attitude and predicting the type of behavior they will do, where the individual is expected to achieve success in that situation in case he has a positive attitude towards it, whereas success won't be achieved in case the individual has a negative attitude towards the situation (Al-Amer, 2022; Al-Dast, 2023; Al-Zubi, 2021)

Although numerous studies have investigated attitudes toward disability, a negative attitude toward disability is one of the potential barriers for people with disability to achieve social equality, but few have evaluated personal attitudes toward disability among them. (Zheng & et al, 2016).

(Hilal, 2018) and (Al-Nawasreh and Mansi, 2018) confirmed the necessity of realizing the attitudes of those concerned about upbringing children and preparing generations for a better future for the nation. The disabled are viewed as one of the community categories, as they represent (10-13%) of the total population, and thus their requirements should be taken into consideration (Riyadh, 2021).

The study problem:

The study problem was cited based on the researcher's work in the domain of education, either in teaching or supervision. Based on the researcher's experience in the educational domain, he noticed that there is a fear and negativity among students with regard to dealing with disabled students in schools, particularly during the lesson of physical education and special education. The nature of those specialties is closely related to the work with the disabled individuals in the various domains of public services devoted to educating that category. Indeed, teachers and social workers in the educational institutions have a major role in shaping the concepts, attitudes and behaviors of students towards educating those with special needs. Therefore, based on the study problem, the study aimed to answer the following questions:

- What are the attitudes of male and female students at Mu'tah university, in the specialties of special education, and sports rehabilitation towards teaching those with special needs?
- Are there statistically significant differences in the attitudes of male and female students in the specialties of special education, and sports rehabilitation at Mu'tah University towards teaching those with special needs attributed to the variables of gender, academic level and specialty?

The study importance:

Investigating attitudes is so important due to the nature and structure of the human being, where the individuals' attitudes towards things are constantly changing and their continuity is closely related to the various effects and experiences with which individuals interact. Therefore, those attitudes are relatively continuous which, in turn, requires conducting regular studies to investigate the nature of those attitudes and the nature of the justifications that contributed to the emergence of the undesired attitudes as well as attempting continuously to modify those attitudes. Indeed, the continuity of the negative attitudes among learners will result in negative effects on their learning and on the community they belong to. The study importance lies in highlighting the attitudes of the University students towards teaching those with special needs, particularly after the contradicting results of the previous studies concerning the attitudes towards that category.

The study objectives:

The study aims to:

- Identify the differences in the attitudes of the students of sports rehabilitation and special education at Mu'tah university towards teaching the students with special needs.
- Identify the differences in the attitudes of the students of sports rehabilitation and special education at Mu'tah university towards teaching the students with special needs attributed to the variable of gender, academic level, and academic specialty.

The study questions:

The study aimed to answer the following questions:

- 1- What are the attitudes of the male and female students of sports rehabilitation and special education at Mu'tah university towards teaching the students with special needs?
- 2- Are there statistically significant differences in the attitudes of the students of sports rehabilitation and special education at Mu'tah university towards teaching the students with special needs attributed to the variable of gender, academic level, and academic specialty?

Procedural definitions:

Attitudes towards teaching the students with special needs: they are the total responses of the sample individuals from the students of sports rehabilitation and special education at Mu'tah university to all the items of the used scale. The scale's items demonstrate the students' opinions and feelings towards those with special needs and are focused around the various issues, topics and attitudes included in the scale.

Individuals with special needs: they are the students who suffer from difficulties due to their total or partial shortcomings in one or more domain in their personality, whether physical, sensorineural, social-emotional, or those related to learning difficulties. The individuals with difficulties require more care and special treatment as compared to their normal peers in order to help them achieve the highest possible level of growth and conformity.

The previous studies:

(Al-Amer, 2022) conducted a study which aimed at identifying the attitudes of pre-service and in-service teachers towards integrating and teaching students with learning disabilities in regular education classrooms. The study population consisted of the teachers of special education and the university students in the specialty of special education in the university of King Saud and Shaqra University. In order to achieve the study objectives, the researcher used descriptive approach, and the scale of attitudes towards integration. The results revealed that pre-service teachers had more positive attitudes towards teaching and integrating those students as compared to in-service teachers. The results revealed that there is a relationship between in-service teachers' attitudes and anxiety and some factors, such as the training on integration and the practical experience.

(Qatanani, 2022) aimed to identify the attitudes of the managers and teachers of the schools of relief agency towards integrating the students with special needs in regular education and the relationship of that with the variables of work nature, specialty, school nature and experience. The results showed that the attitudes of managers and teachers towards mainstreaming were positive according to the nature of work and years of experience.

(Saad, 2021) aimed to identify the attitudes of physical education teachers towards integrating the students with special needs in regular schools. The researcher revealed that there is a positive attitude among the sample individuals towards integrating the hearing-impaired and mentally-impaired students in regular education schools.

(Al-Mashaqba and Abu Qweider, 2021) aimed to identify the attitudes of the basic stage students towards integrating the disabled students in regular schools according to some variables. The study used the descriptive approach. The results revealed that positive attitudes among the sample individuals. The results revealed that there are no statistically significant differences in the attitudes of the sample individuals attributed to the variables of school type and years of experience, while there are differences due to the variable of educational qualification.

(Zayid, et al., 2018) aimed to identify the factors affecting the attitudes of university students towards the individuals with special needs. The results revealed that the students' attitudes were generally characterized by negativity. The results revealed that there are differences attributed to gender in favor of females, and there are differences in favor of the fourth year students as compared to the first year students.

(Al-Sartawi, et al., 2017) aimed to identify the impact of volunteering in the centers of disabled rehabilitation on the attitudes of volunteers towards the disabled individuals. The results revealed that there are statistically significant differences in the total degree on the scale of attitudes towards disabled individuals concerning the social dimension, technical dimension and general life, while the results revealed that there are no statistically significant differences concerning the psychological and educational dimensions.

(Hussein, and Al-Qaryouti, 2015) aimed to develop a scale about the attitudes of students towards comprehensive education and identify their attitudes towards it as well as the impact of the variables of students' age and gender on these attitudes. The results revealed that there are positive attitudes in the behavioral, cognitive and emotional domains. The results showed that there is a statistically significant effect for the students' age and gender on their attitude towards comprehensive education (normal and special needs students).

(Al-Qaryouti and Al Shukaili, 2014) conducted a study which aimed to identify the attitudes of the students of king Qabous university towards integrating their disabled peers. The results revealed that there are positive attitudes towards that. The results showed that there are no differences between the students of the scientific faculties and humanitarian faculties, while there are differences between male and female students in favor of the female students.

(Al-Jarrah and Al-Bataineh, 2005) aimed to identify the attitudes of the students of Yarmouk university towards the disabled and their relationship with some variables. The results revealed that there are differences in the attitudes towards the disabled due to gender in favor of the females and differences attributed to the academic year in favor of the fourth year.

(Al-Rahhal, 2005) showed positive attitudes among the students of Al-Baath university towards the disabled people. The results revealed that there are differences attributed to gender in favor of the females and attributed to faculty in favor of the faculty of education.

(Nowicki and Sandiest, 2002), (Miller, 2010) and (Al-Ghazwo et al., 2003) revealed positive attitudes towards the disabled, where gender differences were in favor of the females. (Duvdevany and Gash, 1995) revealed that the students of social service faculty have positive attitudes towards the disabled individuals. Also, (Sherry & et al, 1999) which investigated the impact of academic specialties according to the variables of gender and experience showed that those with more experience have more positive attitudes towards dealing with the disabled individuals. The results also showed that females have more positive attitudes towards the disabled individuals as compared to males.

Methods and procedures:

The study population:

The study population consisted of (441) male and female students in the specialties of special education and sports rehabilitation during the first semester of the academic year (2022/2023). Table (1) shows the distribution of the study population according to the study variables.

Table (1) The distribution of the study population according to the study variables

Specialty \ Gender	Junior		Senior		Total
	Male	Female	Male	Female	
Special education	15	48	16	142	221
Sports rehabilitation	24	41	76	79	220
Total	128		313		441

The study sample:

The study sample consisted of (256) male and female students who were selected by using the random stratified way from the specialties of special education and sports rehabilitation in the first year (juniors) and the fourth year (senior) during the first semester of the academic year (2022/2023). Table (2) shows the distribution of the sample individuals according to gender and academic level.

Table (2) The distribution of the sample individuals according to gender and academic level

Specialty \ Gender	Junior		Senior		Total
	Male	Female	Male	Female	
Special education	15	41	15	30	101
Sports rehabilitation	26	20	26	30	102
Total	102		101		203

The study instruments: in order to collect the study data, the researcher used the scale of (Al-Sarayreh and Al-Sha'lan, 2010) for the attitudes towards the disabled individuals, which is one of the new scales; its validity and reliability were verified based on arbitration validity and internal consistency as well as test-retest. The reliability value was sufficient (Cronbach alpha= 0.81), and the final version of the instrument consisted of (36) items.

The researcher used Likert 5-point scale to rate the sample individuals' attitudes towards the study topic, as follows: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The items of the scale were cited either as negative or positive, where the positive items were (4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32), whereas the other items were negative. Three levels were adopted for the mean, these are: (less than 2.99) as negative, (3) as neutral, and (3.01- 5) as positive. When scoring the items, the score of (4) and (5) referred to the positive attitudes (Al-Amaira, 2003).

The validity and reliability of the study instrument:

In order to verify the validity of the study instrument, discriminative validity was performed for the items of the scale, where the scale was applied to a pilot sample that consisted of 60 male and female students from outside the study sample. The results of t-test showed that there are statistically significant differences between the mean scores for the performance of the highest group (25% of the pilot sample who responded with high scores to the scale items) the lowest group (25% of the pilot sample who responded with low scores to the scale items), where t-value was (9.48), indicating the validity of the scale.

The reliability of the study instrument:

In order to verify the reliability of the study instrument, it was applied to a pilot sample that is similar to the main study sample. The scale was reapplied after one week to the same sample (test- retest), where the calculated value for reliability coefficient was (0.85).

The study variables:

- 1- The independent variables: these included gender (male, female), academic level (junior, senior), academic specialty (special education, sports rehabilitation).
- 2- The dependent variable: the attitudes of the students of special education and sports rehabilitation towards teaching the students with special needs.

The statistical formula:

The following statistical processing was performed: descriptive statistics (means and standard deviations) and t-test for independent groups.

Discussing the study results:

- 1- **The first question:** What are the attitudes of the male and female students of sports rehabilitation and special education at Mu'tah university towards teaching the students with special needs?

In order to answer this question, means and standard deviations were calculated as illustrated in table (3).

Table (3) Means and standard deviations for the responses of the sample individuals to the scale items concerning the attitudes towards teaching the students with special needs

Number	Item	Mean	SD
1	I think that students with disabilities will be treated inappropriately in regular schools (ignored, excluded, or abused) by normal students.	2.59	1.14
2	I don't accept the friendship of disabled people to avoid embarrassment	3.19	1.11
3	I don't like appearing with people with disabilities in front of others	2.86	1.03
4	Disabled people have interests and hobbies just like normal people	2.65	1.17
5	Disabled people are one of the causes for the backwardness of their communities	2.43	1.22
6	Disabled people enjoy beauty just like normal people	3.12	1.01
7	A disabled person can't establish a family	2.54	1.20
8	A disabled person can perform useful activities	2.90	0.97

9	The death of a disabled person is the solution to his problems and his family	3.27	1.11
10	I enjoy sharing my hobbies with people with disabilities	2.71	1.23
11	The disabled person is lazy	3.08	1.05
12	Disabled people succeed in doing appropriate jobs just like normal people	2.65	1.16
13	A disabled person cannot be a good citizen	2.44	1.07
14	The disabled person can take responsibility	2.67	1.19
15	Disabled people must go to their own clubs away from public clubs	3.24	1.10
16	Disabled people should be isolated from community	2.90	1.02
17	A disabled person shouldn't feel inferior	2.16	0.94
18	A disabled person is a dangerous person who should be avoided	2.83	1.24
19	Accompanying a disabled person to a party brings ridicule	3.18	1.19
20	I'm ready to provide assistance to disabled people	3.02	1.15
21	I feel disgusted when I see a disabled person	2.94	1.31
22	I accept marrying a disabled man (woman) if I love him/her	2.36	1.01
23	A disabled person brings misery to his family	3.12	1.14
24	Disabled people are suitable for leadership positions	3.02	1.19
25	Educating disabled people is a waste of time and effort	2.26	1.18
26	I deal with disabled people just like normal people	3.03	1.22
27	I don't like to participate in trips with disabled people	3.25	1.12
28	The disabled are good people who love doing good for others	2.35	1.17
29	It is wise for a family to hide the fact that one of its members is disabled	3.61	1.14
30	Disabled people bring good luck to their families	2.28	1.24
31	Allocating certain places for people with disabilities in public facilities is a breach to the rights of others	2.59	1.05
32	I welcome establishing social relations with people with disabilities	2.72	1.09
33	Disabled people are considered as a heavy burden on their communities	3.17	1.19
34	The abilities of disabled people are always much lower as compared to normal people	2.85	1.21
35	I don't know how a disabled person gets married and starts a family	3.45	1.13
36	Being exposed to any disability reduces people's respect to the affected person	2.25	1.04
Total		2.81	1.12

The means of most items in table (3) revealed that there is a negative attitude towards teaching and dealing with the disabled individuals. The total mean also indicates a negative direction with (2.81). We can see that item (17) has the lowest mean with (2.16), whereas item (29) has the highest mean with (3.61). There are (14) items with positive attitude towards teaching and dealing with the disabled individuals, whereas (22) items represent the negative attitude.

Table (3) revealed the negative attitudes among male and female students of sports rehabilitation and special education at Mu'tah university towards teaching the students with special needs. This finding agrees with (A-Sartawi, 1995), (Al-Amaira, 2003), (Al-Sarayreh and Al-Sha'lan, 2010), (Rizzo and Vispoel, 1992), whereas this finding disagreed with (Al-Amer, 2022), (Al-Mashaqba and Abu Qweider, 2021), (Saad, 2021), (Zayid, et al., 2018), (Al-Qaryouti, 2015), (Al-Rahhal, 2005), (Nowicki and Sandiest, 2002), (Miller, 2010), (Al Ghazwo, et al., 2003), (Duvdevany and Gash, 1995), (Al-Qaryouti and Al Shukaili, 2014), (Al-Jarrah and Al-Bataineh, 2005), (Sherry and et al., 1999), and (Abdul-Jabbar, 1996), where the results of these studies showed a positive attitude towards teaching and dealing with individuals with special needs. The researcher suggested that the negative attitudes among the sample individuals towards teaching individuals with special needs are attributed to the lack of experience among many students, where the attitudes of those university students are still affected by the community's negative view towards this group of disabled people that rejects integrating those individuals with their normal peers. (Al-Eissawi, 1994) confirmed the role of the prevailing attitudes in the community in affecting the behaviors of its members even if that wasn't derived from a personal satisfaction. Also, the lack of experience among students is attributed to being new students, they don't have sufficient opportunity to have the necessary experiences that qualify them to teach and deal with this group of people. Furthermore most students particularly those from the specialty of sports rehabilitation in most academic years are not exposed to the required experience during the academic course and they don't have sufficient field visits that enable them to interact and deal with this group of people. Additionally, some new students joined social specialties without having the desire for that and hope to convert to other specialties as soon as possible.

The second question (a): Are there statistically significant differences in the attitudes of the students of sports rehabilitation and special education at Mu'tah University towards teaching the students with special needs attributed to the variable of gender?

In order to answer this question, means, standard deviations and t-test for independent samples was calculated, where the results revealed that there statistically significant differences at ($\alpha \leq 0.05$) in favor of females, as illustrated in table (4).

Table (4) Means, standard deviations and t-test for the differences in attitudes towards teaching the students with special needs according to the variable of gender

Gender	Mean	SD	t-value
Males	14,12	87,4	7,2
Females	68,17	41,7	

t-tabulated value (2.05)

The researcher attributed these differences in attitudes in favor of females to the emotional traits that are usually distinctive to females, where those traits are closely related to their roles of social care and upbringing of children. This finding agrees with (Al-Jarrah and Al-Bataineh, 2005), (Al-Rahhal, 2005), (Sherry and Jash,1999), and (Abdul-Jabbar,1996) and (Al-Qoraiti, 2002).

The second question (b): Are there statistically significant differences in the attitudes of the students of sports rehabilitation and special education at Mu'tah University towards teaching the students with special needs attributed to the variable of academic year?

In order to answer this question, means, standard deviations and t-test for independent samples was calculated, where the results revealed that there statistically significant differences between the students of the first year and the last year at ($\alpha \leq 0.05$) in favor of the students of the last year, as illustrated in table (5).

Table (5) Means, standard deviations and t-test for the differences in attitudes towards teaching the students with special needs according to the variable of academic year

Academic year	Mean	SD	t-value
First year	5.85	7.38	5.21
Final year	17.62	13.29	

- t-tabulated value (2.05)

The researcher suggested that the differences in attitudes in favor of students from the final year at the expense of students from the first year level are expected, and that they could be attributed to the effect of the time factor, where the students of the final year could have taken many courses that include cognitive experiences, skills, visits and various educational projects related to people with disabilities. Indeed, those factors could have contributed to forming feelings that generated in them the desire to interact with that group. Therefore, the graduate students had positive attitudes toward that group and became more aware of the community's needs for more qualified and specialized cadres to deal with the disabled group. This finding agrees with (Qatanani, 2022), (Zayid, et al., 2018), and (Al-Jarrah and Al-Bataineh, 2005), whereas it disagrees with (Al-Mashaqba and Abu Qweider, 2021).

The second question (c): Are there statistically significant differences in the attitudes of the students of sports rehabilitation and special education at Mu'tah University towards teaching the students with special needs attributed to the variable of academic specialty?

In order to answer this question, means, standard deviations and t-test for independent samples was calculated, where the results revealed that there statistically significant differences between the specialty of special education and the specialty of sports rehabilitation at ($\alpha \leq 0.05$) in favor of the students of special education, as illustrated in table (6).

Table (6) Means, standard deviations and t-test for the differences in attitudes towards teaching the students with special needs according to the variable of academic specialty

Specialty	Mean	SD	t-value
Sports rehabilitation	89,12	09,4	6,18
Special education	32,17	16,7	

- t-tabulated value (2.05)

This finding agrees with (Qatanani, 2022), (Al-Amer, 2022), (Al-Jarrah and Al-Bataineh, 2005), (Al-Qaryouti and Al Shukaili, 2014), (Al-Qoraiti, 2002), (Rahhal, 2005) and (Kowlski& Rizzo,1996), whereas it disagrees with (Hassanin, 1993) and (Duvdevany and Gash,1995).

The researcher suggested that the differences in attitudes in favor of students of special education at the expense of the students of sports rehabilitation could be attributed to the effect of the number and content of academic courses that address the topic of disabled people directly (learning difficulties, hearing impairment, visual impairment, motor impairment, mental retardation,...), Where special education students receive

various theoretical and practical experiences, which are mandatory courses in their study syllabus as compared to the sports rehabilitation specialty, which has limited and general courses (elective courses) about this group. This finding was confirmed by Kowlski and Rizzo (1996), which suggested that knowledge is considered as one of the main components that gave them the necessary experiences to deal with people with disabilities, interact with them, and understand their needs and their role in the local community. Indeed, all the cumulative experiences to which special education students were exposed may have formed positive attitudes towards that group.

Recommendations:

- The necessity of paying attention to the attitudes of the students of the Faculty of Educational Sciences, the Faculty of Sports Sciences, and the university in general- and the special education specialty, and the sports rehabilitation specialty in particular- related to teaching people with special needs, interacting with them, caring for them, and understanding their needs and their role in community.
- Conducting similar studies in the future in order to investigate the interaction between the study variables that affect students' attitudes toward teaching people with special needs, such as academic specialty, academic level, gender, and qualification, and the role of specialized courses in developing their attitudes toward the disabled people.
- Finding the suitable methods to change the negative attitudes among male students and new students, particularly in the above-mentioned specialties, towards teaching people with disabilities, and promoting those attitudes by holding courses, seminars, specialized scientific workshops, social visits to the places where these groups are located, as well as intensifying extracurricular activities to raise the awareness about the importance of satisfying the needs of these groups and highlighting their role in the local community.

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