

THE ROLE OF INCLUSIVE TEACHING IN ELEMENTARY SCHOOL PE AND HEALTH

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ABSTRACT

The goal of this study was to examine empirical studies conducted over the last two decades on the inclusion of physical education (PE) and make recommendations for future investigations. The review's literature search was conducted in a methodical manner. Studies examined mostly used quantitative approaches as their primary data collection strategy. There were three common themes in the empirical research that we identified through a content analysis of descriptive data. Students with and without disabilities' experiences with inclusive PE were examined in terms of stakeholder (teacher and parent) views as well as successful inclusive approaches. These research also shown that, despite the fact that social connections in inclusive PE can benefit students with disabilities, social isolation among students with impairments still remains. In the end, this study has given us a better understanding of the types of research that have been conducted in the field of inclusive PE for children with disabilities and some of their outcomes.

Keywords: *education for all students, including those with special needs, including those with disabilities, and inclusive physical education*

I. Introduction

It has been increasingly common in recent years for governments throughout the world to include kids with impairments in regular education classes. The 48th session of the International Conference on Education in November 2018 came to a consensus on the notion of inclusive education. The agreement said that "inclusive education is an ongoing process aimed at providing excellent education for everyone, while respecting diversity and the diverse needs and abilities, characteristics, and learning expectations of the students and communities". All types of prejudice are to be eliminated (Page, et al. 2021). All kids' educational needs may be satisfied through inclusion, which is a method of enhancing student engagement in the classroom. The inclusion of kids with disabilities in general education

classrooms allows them to obtain educational assistance alongside their classmates without disabilities in their neighbourhood schools. Increasingly, education policy throughout the world are focusing on concerns of inclusion. International pledges to inclusive education have further hastened this general trend.

II. Method

The evaluation was carried out in a methodical manner. The evaluation included both quantitative and qualitative research that used (Penney, et al.2018) as a foundation for comparison. "Inclusion in PE situations" was the focus of the investigation. It was necessary to locate data sources, define criteria for evaluating the research, and present and analyse the findings in order to complete the evaluation.

III. Criteria for Assessing the Quality of the Studies

Search terms utilised in the title, abstract, and keyword fields included: "physical education," "students with disabilities," "integration," "inclusion," and "mainstreaming." There were a total of 310 articles retrieved from these databases. Exports of all the first "hits" were made from each database and then loaded into EndNote X2 for management and citations of references within. There were no longer any overlapping citations. The number of articles was decreased to 214 after the duplicates were removed. Article titles and abstracts were used to locate relevant studies. All original studies published between January 1990 and December 2009 (literature reviews and commentaries were excluded), in the English language (non-English studies were excluded), and in a journal (books, unpublished papers, doctoral dissertations, and master's degree theses were excluded) were eligible for inclusion. Ultimately, the number of publications analysed reached 75.

IV. Data Presentation and Analysis Findings

There were two parts to the data display and analysis. These studies' publishing descriptor data were analysed statistically in the first part. The study's date, location, technique, and subject matter were all included in this set of information. The nations and continents in which the research were done were summarised (Page, et al. 2021). All the studies and research themes in each five-year period were identified to develop the research focuses. As a result, the research methodologies were divided into three categories: quantitative, qualitative, and mixed.

The descriptive data from these investigations was analysed in the second part. The amount of information was reduced by the use of content analysis in order to discover groupings. This study uses an analytical framework for content analysis. This method begins by stating the researcher's hypotheses, which are then tested against the data (Petherick, 2018). An analysis of data is then done in terms of theories that have been established and used by someone else. Afterwards or concurrently with this deductive phase of analysis, the researcher re-examines the data for new patterns and emerging insights (inductive analysis). Literature reviews relevant to inclusive education research were used to establish the categories in this study.

V. Teacher Education Providers

Students with disabilities should be included in physical education classes, and (Pocock, & Miyahara, 2018) employed a qualitative technique to study the viewpoints of teacher training providers in England that conduct undergraduate and/or postgraduate secondary PE programmes. Although there was variation in the amount of time and substance devoted to discussing this problem, the results revealed that teacher educators supported inclusive physical education. In addition to the need for teacher trainers to develop their own curriculum and methods for preparing physical education instructors to include children with disabilities, (Majoko, 2019) recommended that they also learn from and build on existing successful strategies. To describe how inclusion works, the author came up with an eight-step paradigm. Consequently, when considering how to best prepare physical education instructors for the inclusion of children with impairments, a framework was proposed.

VI. Effective Inclusive Practices

Eleven of the papers examined looked at how to best satisfy the educational requirements of kids with disabilities through inclusive physical education (Petrie, Devcich, & Fitzgerald, 2018). Using peer tutors, paraprofessionals, physical education experts, a collaborative team approach, embedded instruction, and cooperative learning were all found to be effective in enhancing the learning outcomes of children with disabilities in inclusive PE.

VII. Cooperative Learning

"Instructional usage of small groups so that students may work together to optimise their own and each other's learning," is what the term "cooperative learning" means. Individual students in a group must work together to achieve the group's objectives. (Moen, et al. 2020) used a social constructionist viewpoint to characterise the behaviour of teachers and students in

inclusive PE classrooms. (Barber, et al.2022) study participant Sue was a primary school PE teacher who used cooperative learning tactics to incorporate a student with severe cerebral palsy and visual impairment into her PE programme. Face-to-face connection, positive interdependence, and group processing were all facilitated in a small group setting. In addition to confirming her convictions about the importance of social skills for kids with and without impairments, the study's findings demonstrated that cooperative learning bolstered her inclusion efforts. However, Sue's efforts to place kids with impairments in supportive groups were not always met with success by the children. Context and organisational variables boosting students' ability to exhibit their talents were highlighted by this study.

There is certainly a need for further study on strategies to increase the efficacy of inclusive PE instruction for children with and without impairments, notwithstanding the gains accomplished. Various inclusive tactics should be studied in the future, and more study should be done on their impacts. Only one research, for example, looked at the impact of cooperative learning practises. There is a need for more evidence derived from a variety of study methods.

VIII. The Impacts of Inclusion on Students without Disabilities

Inclusive PE had no detrimental influence on kids without disabilities' motor performance or motor engagement, according to three studies that employed a pre-test–post-test study method to explore this issue. When comparing the time spent exercising and the number of steps taken by students in physical education courses, (Tabroni, et al.2022) used electric pedometers to compare two classes of students with disabilities and two classes without (two fifth-grade classes and two sixth-grade classes). Including kids with autism did not have an impact on the physical activity of pupils without impairments, according to the study's findings. Only three studies looked at the effect on their counterparts without impairments of enrolling pupils with intellectual disability, physical impairment and autism. Including kids with various impairments (e.g., autism, cerebral palsy) has the potential to improve learning outcomes for all students.

IX. The Impacts of Inclusion on Students with Disabilities

Learning Objectives. Students with and without impairments in inclusive PE environments were compared in three studies for their learning results. There was a significant difference in motor involvement between students with and without impairments, according to the findings of these research. When it comes to inclusive PE, for example, (Li, et al.2019) looked at the impact of instructor experience and skill on children with and without impairments. The

authors chose 40 students at random from 20 classes taught by professors with varying levels of expertise. Students with and without disabilities were represented in every class. Students with impairments had significantly lower levels of motor engagement than their non-disabled counterparts, according to the findings. This research found no benefit to pairing students with disabilities with PE teachers who had greater experience or knowledge in the subject. The findings were a disappointment. Research on the effects of inclusive and separate PE programmes on kids with disabilities has not yet been conducted. There is a need for further research on how inclusive PE classes and school systems affect students' academic performance (e.g., different student-to-staff ratios, type and quality of instruction). More work is needed to establish content and teaching methods that can fulfil the requirements of all students in inclusive PE programmes.

X. Conclusion

An overview of the current literature on inclusive PE has been presented in this review. In the last two decades, there has been a growth in the number of studies focusing on inclusive PE, according to this analysis. The majority of the studies were non-experimental (causal comparative method and correlational studies) and around a fifth of them used a qualitative approach in terms of their study designs. Among the studies analysed, there was no random-sampling experimental study. Studies utilising multisite partnerships may improve the quality and generalisability of experimental design. Qualitative research must also be improved by using well-thought-out methodologies and tactics.

Although many studies have focused on the attitudes and perceptions of teachers toward inclusion, additional studies are needed to uncover the elements that contribute to the formation of favourable attitudes about inclusive PE in preservice and in-service instructors.' In addition, future research should focus on how inclusive practises might be implemented in a variety of social and cultural settings. An analysis of in-service instructors' actions in inclusive PE settings should assist clarify inclusion's implementation and encourage it. Peer tutoring has been shown to be a successful strategy for facilitating inclusive physical education, according to the findings of this review (Petrie, Devcich, & Fitzgerald, 2018). But qualitative data from students with disabilities and their instructors in diverse cultural and educational settings regarding the peer tutoring technique might give a deeper and more comprehensive knowledge of the strategy. Qualitative data is needed. It is also recommended that further research be done on the roles and responsibilities of paraprofessionals and APE

experts in inclusive PE. The attitudes of students, their social interactions, and their development of cognitive and motor skills in inclusive PE environments must all be examined in future research that study the benefits of inclusion on students with and without disabilities, as well.

XI. References

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