

Journal of Education

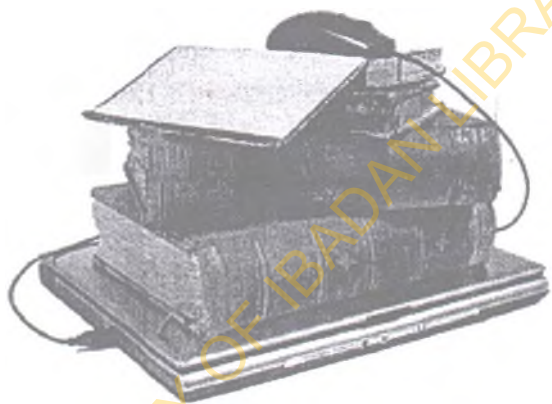
UNIVERSITY OF IBADAN LIBRARY



ISSN 1821-8466

VOLUME 1, JANUARY, 2012

JOURNAL OF EDUCATION



ISSN 1821-8466

VOLUME 1, JANUARY, 2012

UNIVERSITY OF IBADAN LIBRARY

CONTENTS

Application of "Funds of Knowledge" Principle to the Teaching of Rural Kenyan Students Margaret W. Njeru	1 – 10
Acquiring a Teaching Personality Pai Obanya	11 – 34
Communication Dimensions for Improving Administrators-Lecturers Relationships in North Central States Nwosu, Ogochukwu H.	35 – 51
Continuous Assessment Mode of Evaluation in Universal Basic Education Programme: Issues of Teacher Quality in Assessment and Record-Keeping Justin Ezeugwu	53 – 66
Economies of Scale of Utilizing E-Learning in Distance Education Delivery in Developing Countries Jonathan E. Oghenekohwo	67 – 89
Youth Preparation for Leadership and Sustainable Development in Nigeria: Focus on Integrating Computers into University Curriculum Isaac N. Nwankwo & Nwachukwu, Emeka Aloh	91 – 99
Historical and Philosophical Foundations of Social Studies Education Research Ogunbiyi, Joseph Olukayode & Olusanya, Olumide	101 – 128
Challenges of Integrating Recreational Activities into the School Programme Of the Special Needs Children Odelola, J. O., Moses, M. O. & Lokoyi, O. L. O.	129 – 144

CHALLENGES OF INTEGRATING RECREATIONAL ACTIVITIES INTO THE SCHOOL PROGRAMME OF THE SPECIAL NEEDS CHILDREN

Odelola, J. O.

Department of Human Kinetics and Health Education,
University of Ibadan, Ibadan.

Moses, M. O,

Department of Human Kinetics and Health Education,
University of Ibadan, Ibadan.

Lokoyi, O. L. O,

Department of General Studies,
Federal College of Education (Technical),
Asaba, Delta State, Email:

Abstract

Recreational activity is important and relevant to human development as well as the achievement of optimum health. It has vital role to play in helping special needs children to develop physically, socially and emotionally. Recreational activity could help the children to live a more fulfilling, satisfying and healthy life in the world in which their capability is limited. Although, the special needs children have equal right as the able-bodied persons to participate in leisure time activity, some challenges are standing in the way of special needs schools in providing this opportunity. The desire to find out these constraints informed this study. Descriptive survey research design was used in the study. The one hundred (100) participants used in the study were from five special schools in Ibadan, Oyo State, and Asaba, Delta State using purposive sampling technique. The instrument used was the Recreational Integration Challenge Questionnaire (RICQ) with four subsets and four items in each, which focused on the actual challenges which children with special needs are facing in the implementation of integrating recreational activities into the schools' programmes. The descriptive statistics of chi-square (χ^2) was employed to test the hypotheses formulated at 0.05 alpha level. The findings revealed that facilities and equipment, financial constraints, time schedules and adjustment to motor skills learning

significantly posed challenges to the integration of recreational activities. The study among other things recommended that private, philanthropists and business tycoons should invest in the construction and provision of functional facilities and equipment that will motivate the special needs children to participate in recreational activities for health.

Keywords: Recreation, Special Needs Children, Challenges, School Programme, Disability.

Introduction

Optimal health is a level of wellbeing, which permits individual to function effectively in his or her daily assignments. In order to be healthy, the individual should engage in activities that contribute to healthy life. Participation in leisure time activity and exercise patterns has been found to improve health (Currie, 2004). Meanwhile, Okunbo's research (2002) had earlier affirmed that recreational activities can be prescribed to improve the health states, especially for persons who are moderately depressed. In this way, physical activity is just as necessary if not more for children with special needs.

Special needs is a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental or psychological (Wikipedia, 2011). Children with special needs are individuals with mild learning disabilities or profound mental retardation; food allergies or terminal illnesses; developmental delays that catch up quickly or remain entrenched; occasional panic attacks or serious psychiatric problems. (About.com, 2011).

Recreation is an activity performed to refresh the mind and body in order for an individual to be healthy. It builds strength and endurance, develops co-ordination and control, and can help control weight. It boosts self-esteem and helps teach coping skills necessary to overcome shortcomings. Exercise through sports and recreation can significantly improve some physical movements, making it a useful adjunct to physical therapy (Latash & Anson, 2006). Being part of a playing team can inspire the special need child to focus on the activity rather than worrying about the disability. In addition, involvement in recreational and leisure activities provide many

opportunities for children with special needs to develop strong social connections.

Children who are challenged in any form are capable of achieving high levels of physical fitness as peers. The difference is that the recreation and leisure skills must be taught deliberately and systematically. In teaching these types of skills to these groups of learners, it is necessary to focus on those activities that they can do (Jordan, Hyland, Wickens & Anson, 2005). There are many "wheel chair sports," ranging from basketball, softball and football to archery, bowling, fencing, dancing and water polo. Leisure-oriented activities, ranging from water sports, such as rowing, fishing and swimming to friendly games of softball, volleyball and golf, to horseback riding can provide just as much physical activity as competitive sports, but without the stress. A severely disabled child or one lacking in competitive nature may respond better to a more recreational, leisure-oriented activity.

Special needs children could conveniently enjoy recreation and leisure skills, such as Arts and Crafts, Assessment, Instructional Strategies, MIVI, Play, Organizations, Recreational Reading, Resources, Snow Skiing, Sports/Games and Toy (Koehler, 2005). The goal of these would be for the special need children to gain an awareness and understanding of: the variety of recreation/leisure time activities; safety procedure for various activities; access and transportation to and from various recreation/leisure activities; social/personal behaviour in recreation/leisure settings; rules and regulations of sports, games and tournaments; dress and equipment for activities; the value of recreation/leisure activities, and; costs and funding of activities. In addition, the children will demonstrate proficiency and continuing improvement in "workplace skills" as appropriate for the designated coursework. The barriers to involvement in recreational activities were identified as the lack of transportation, others to participate with, programming, and time. In order for activity to be beneficial to this category of children, it must be safe and offer opportunities for success; to gain a positive experience. Extra supervision may be necessary.

Different handicaps come with different challenges. Students with multiple sclerosis or muscular dystrophy may be more susceptible to heat exhaustion, whereas those with Down's syndrome often have an unstable upper spine, which would predispose them to more serious injuries. Priority should be given

to the prevention of disabilities, early diagnosis and treatment of those identified as disabled, financial assistance to poor persons with disabilities, to all policies and programmes aimed at eradicating discrimination against them and ensuring their empowerment. Efforts should be made to make the society and environment barrier-free, strengthening the network of community services to prevent situations of homelessness or institutionalization for disabled people and for residential care (both short-term and long-term) for those disabled people whose parents/families are unable to continue looking after them on account of their own ill-health. Also, the teaching of courses as well as undertaking of theoretical and applied researches on disability issues in all relevant academic fields should be done. Such efforts must be supported by creating academic posts at all levels of teaching hierarchy in schools.

Recreational programmes can provide unique opportunity to positively influence the health behaviour of special needs children by providing them with variety of activities that can make them physically active. Unfortunately, all over the world (including Ibadan and Asaba) studies had shown that fewer students with special needs participate in social and recreational activities compared to individuals without special needs (Poulsen, Ziviani & Cuskelly, 2007; Braun, Yeargin-Allsopp & Lollar, 2006; Duvdevany & Arar, 2004; Orsmond et al., 2004; & Adima, 1996). Numerous factors may be related to non-involvement in such activities, including socio-economic status (King et al., 2003), level of adaptive functioning (Duvdevany & Arar, 2004), social and recreational activities, adolescents with intellectual disabilities involvement in activities, frequency of externalizing behaviours (Kleinert, Miracle & Sheppard-Jones, 2007; Orsmond et al., 2004), and availability of transportation and other services and supports to facilitate participation of individuals with special needs (King et al., 2003; Neubert, Moon & Grigal, 2004; Turner, Hatton, Shah, Stansfield, & Rahim, 2004; Vogel, Polloway & Smith, 2006).

Schools have powerful influence on the health and well-being of the special needs children through recreational programmes. Hence, the need for the integration of the recreational activities into school programmes of the special needs children. Therefore, the study is an effort to further search for constraints to integrating recreational activities into the school programmes.

Statement of the Problem

The school is noted for its role in preparing learners to face life challenges as well as encouraging healthy living. One of the ways by which the school achieves this is by enhancing involvement of learner in recreational activities. This is because leisure sports enhance mental health and quality of life as well as self-esteem, self-worth, high assertiveness and coping skills. The special needs children schools are somehow constraint in performing this role as recreational programme is not well integrated into these schools. The United Nations World Programme of Action concerning Disabled persons (1983) stated that member states should ensure that disabled persons have the same opportunities for recreational activities as other citizens. Nigeria is a member state and should not do contrary.

Research Hypotheses

1. Facilities and equipment will not significantly pose challenge to integrating recreational activities into the school programme of the special needs children.
2. Finance will not significantly pose challenge to integrating recreational activities into the school programme of the special needs children.
3. Time schedule will not significantly pose challenge to integrating recreational activities into the school programme of the special needs children.
4. Adjustment to motor skill learning will not significantly pose challenge to integrating recreational activities into the school programme of the special needs children.

Methodology

Participants for the study were one hundred staff of five special schools in Ibadan and Asaba. The sample consisted of 75 women and 25 men ranging in age from 34.08 years to 63.5 years ($M=48.12$ years, $SD=6.42$ years). 80% were married, 59.0% were teaching staff, 52.0% of them possessed NCE and above and they were all Christians. The Recreational Integration Challenge Questionnaire (RICQ) with four subsets and four items in each was used. RICQ is likert-type questionnaire with test-retest coefficient of 0.82. Respondents were required to answer each of the question items on a 4-point rating scale of Not Sure (1), Not True (2), True (3) and

Very True (4). The frequency count and percentage response for all the items under each of the variables were established. The chi-square (χ^2) statistics was used in analyzing the data set at 0.05 level of confidence.

1. Results

Table One: Analysis of chi-square, frequency and percentage responses on RICQ (Facilities and Equipment)

Items	Responses				Result		Remark
	VT	T	NT	NS	Cal χ^2 Value	Critical Value	
1. Recreational facilities needed for special children are difficult to construct in schools.	6 (6.0%)	41 (41.0%)	23 (23.0%)	30 (30.0%)	67.511	7.85	Rejected
2. The special children recreational equipment is not readily available to buy for schools.	3 (3.0%)	50 (50.0%)	16 (16.0%)	31 (31.0%)			
3. Special children are difficult to correct when using their recreational equipment in school.	5 (5.0%)	51 (51.0%)	36 (36.0%)	8 (8.0%)			
4. The techniques of maintaining special children recreational equipment in school is complex to put into practice	23 (23.0%)	42 (42.0%)	29 (29.0%)	6 (6.0%)			

The chi-square value of 67.5 is greater than the critical value of 7.815 at 3 degrees of freedom and alpha level of 0.05. Therefore, the hypothesis which says that the facilities and equipment will not significantly pose challenge to integrating recreational activities into

the school programme of the special needs children was rejected. Also, from the table, the percentages of the respondents who said that it is true that facilities and equipment are posing challenges are on the higher side.

Table two: Analysis of chi-square, frequency and percentage response on RICQ (Finance)

Items	Responses				Result		Remark
	VT	T	NT	NS	Cal X ² Value	Critical Value	
1. Schools cannot bear the cost of organizing special children that participate in special activities.	8 (8.0%)	27 (27.0%)	32 (32.0%)	33 (33.0%)	37.828	7.815	Rejected
2. The burden of special children during recreation is too expensive.	18 (18.0%)	18 (18.0%)	38 (38.0%)	26 (26.0%)			
3. Schools cannot stand the cost of employing experts to be in charge	2 (2.0%)	36 (36.0%)	17 (17.0%)	45 (45.0%)			

of special children during recreation.							
4. The cost of what special children need for recreation is very expensive to acquire.	13 (13.0%)	25 (25.0%)	38 (38.0%)	24 (24.0%)			

The chi-square value of 37.828 is greater than the critical value of 7.815 at 3 degrees of freedom and alpha level of 0.05. Therefore, the hypothesis which says finance will not significantly pose challenge to integrating recreational activities into the school programme of the special need children was rejected. Also, the percentages of the respondents who indicated that it is true that finances is posing challenge to integrating recreational activities into the school programme of the special need children are higher.

Table three: Analysis of chi-square, frequency and percentage response on RICQ (Time Schedule)

Items	Responses				Result		Remark
	VT	T	NT	NS	Cal X ² Value	Critical Value	
1. The school time-table cannot accommodate leisure activities for special children.	7 (7.0%)	63 (63.0%)	6 (6.0%)	24 (24.0%)	28.871	7.815	Rejected
2. Special children take a lot of time to recreate so regular schools cannot bear such.	9 (9.0%)	41 (41.0%)	24 (24.0%)	26 (26.0%)			
3. Special children cannot be allowed to take part in recreation in the school because of the time they will use.	13 (13.0%)	55 (55.0%)	12 (12.0%)	20 (20.0%)			
4. Special children cannot be given a definite time to participate in leisure and recreation activities in school.	16 (16.0%)	55 (55.0%)	19 (19.0%)	10 (10.0%)			

The chi-square value of 28.871 is greater than the table value of 7.815 at 3 degrees of freedom and alpha level of 0.05. Therefore, the hypothesis which says that time schedule will not significantly pose challenge to integrating recreational activities into the school programme of the special needs children was rejected. This result was corroborated by higher percentages of respondents who said that it is true that time schedule is posing challenge.

Table four: Analysis of chi-square, frequency and percentage response on RICQ (Adjustment to motor skill learning)

Items	Responses				Result		Remark
	VT	T	NT	NS	Cal χ^2 Value	Critical Value	
1. Special children cannot perform recreation freely with regular students due to avoidance.	11 (11.0%)	29 (29.0%)	39 (39.0%)	21 (21.0%)	27.787	7.815	Rejected
2. Special children in school do not like to perform leisure activities with regular students due to their disabilities.	15 (15.0%)	29 (29.0%)	36 (36.0%)	20 (20.0%)			
3. Special children cannot easily	3 (3.0%)	22 (22.0%)	40 (40.0%)	35 (35.0%)			

acquire the skills of recreation in schools along with the regular students.							
4. The learning ability of special children in schools is too low because of their disability.	5 (5.0%)	34 (34.0%)	23 (23.0%)	38 (38.0%)			

The chi-square value of 27.787 is greater than table value of 7.815 at 3 degrees of freedom and alpha level of 0.05. Therefore, the hypothesis which says adjustment to motor skill learning will not significantly pose challenge to integrating recreational activities into the school programme of the special needs children was rejected. Also the percentages of the respondents who said that it is true that adjustment to motor skill learning is posing challenges are also higher.

The tables above showed the frequency and percentage responses of the participants to each of the items. The chi-square (X^2) value for facilities and equipment was 67.511, finance was 67.5, time schedule was 28.871 and adjustment to motor was 27.787. Given the critical value of 7.815 at degree of freedom of 3 in each and $p < 0.05$. Hence, all the variables were challenges of integrating recreational activities into the school programme of the special needs children in Ibadan and Asaba.

Discussion

Recreational/leisure activities of the special children must be taken with all seriousness considering their life challenges. The burden of carrying out these herculean responsibilities are enormous bearing in mind the fact that in this study all the variables identified were significant. The findings support the earlier discovery of Mercer and Denti (1989) that finding the appropriate amount of time for recreational activities requires planning and coordination at the classroom, school, and board level which can be challenging. This study agreed with the submissions of researchers that pointed at facilities; transportation; money; planning; lack of programmes; lack of support from school, organizations, public and families; staff/employee knowledge in terms of local businesses, teacher assistants, strange "New" places; lack of motivation and limited community recreation activities as barriers to effective integration of recreational activities into the school programme of special students (Button, and Abbott, 2007; Dada, 2007; Auxter, Pyfer and Huettig, 2005; and Krueger, DiRocco and Felix, 2000). Recreational activities may take place in classes that range from those in regular physical education (students who are main streamed) to those in self contained classrooms (special students) (<http://www.afb.org/JVIB/jvibabstract.asp?articleid=JVIB/JVIB961004>).

The dream leisure programme for special children may be individualized, but it can also be implemented in a group setting. It should be geared to each student's needs, limitations, and abilities (<http://visiontest.education.gov.ab.ca/resources/curriculum/recreation.aspx>). Whenever appropriate, students receiving a recreational/leisure activity programme should be included in regular physical education settings (Block, 1994). Severely disabled individuals have long been systematically excluded from actively participating in normalized recreation/leisure activities in integrated community settings. A previously undertaken study revealed that severely disabled individuals could be taught functional and age appropriate skills, based upon the performance characteristics of non-handicapped peers (Certo, Schlejen & Hunter, 1983). Comparison of the findings of this study with those of previous research indicates that more similarities than differences exist in constraints experienced by individuals with disabilities and those without disabilities.

Conclusion

Special needs are individuals who deviate from normal child in physical and mental characteristics, sensory and communication abilities and emotional behaviour to such an extent that it requires the services of experts in health and education to develop him/her maximally. Recreational activities when engaged in can provide satisfying experiences. It is an instrument par excellence to develop special needs children's physical, mental and social qualities thereby contributing to better health and fitness. Education provides understanding, skills, appreciation, attitudes and values that motivate children to voluntarily engage in worthwhile activities during leisure time. Learning, the process of education in most cases takes place in schools. However, schools are constrained as this study found that facilities and equipment, finance, time schedules and adjustment to motor skills learning pose challenges to the integration of recreational activities into the school programme of the special needs children in Ibadan, Oyo state and Asaba, Delta state.

Recommendations

Recreational/leisure activities will reduce the stigma and psychological stress associated with disabilities. Enough supportive hands need to be stretched towards the disabled to improve their living standard. These students need to feel a sense of belonging especially in the recreational world. It is further recommended that:

1. New and improved technology in physical education/recreation abounds now, especially in the area of adapted physical education. It is important for the Physical Education teachers to learn different ways of utilizing the technology for the integration of recreational activities into the school programme of special needs children.
2. Educational orientation and workshop programmes centered on integrating recreational activities should be organized for all teachers concerned with the programmes.
3. Physical education teachers should create ideas and improvise facilities and equipment in order to assist the disabled after integration.
4. Competent and adequate number of teachers should be employed to cope with increasing population of special needs children in schools.

5. Wealthy individuals in the society as well as philanthropists and business tycoons should help in the construction and provision of functional facilities and equipment that will motivate the special needs students to participate in recreational activity programme.

References

- About.com (2011). Children with Special needs. http://specialeducation.about.com/od/getting_a_diagnosis/p/whatare.htm. Retrieved 29/07/2011.
- Adima, E. E. (1996). The Achievement and Challenges of Special Education in Nigeria. Ibadan: University Press.
- Anson, G., Elliot, D. & Davids, K. (2005). Information processing and constraints-based views of skill acquisition: Divergent or complementary? Motor Control 9:217-214.
- Auxter, D., Pyfer, J. & Huettig, C. (2005). Principles and Methods of Adapted Physical Education and Recreation. Boston, MA: McGraw Hill.
- Block, M. E. (1994). A Teacher's Guide to Including Students with Disabilities in Regular Physical Education. 276. Available online@<http://www.hoagiesgifted.org/eric/ld-sped.html>
- Braun, K. V. N., Yeargin-Allsopp, M., & Lollar, D. (2006). Factors associated with leisure activity among young adults with developmental disabilities. Research in Developmental Disabilities, 27, 567-583.
- Button, C. & Abbott, A. J., (2007). Identifying and developing athletic potentials. International Journal of Sport Psychology: Special Issue on Nature-Nurture and Sport Performance, 38:1, 83-86.
- Certo, N. J., Schlejen, S. J., & Hunter, D. (1983). An ecological assessment inventory to facilitate community recreation participation by severely disabled individuals. Therapeutics Recreation Journal, 17 (3): 29-38.
- Chow, J. Y., Davids, K., Button, C., Shuttleworth, R., Renshaw, I. & Araujo, D. (2007). The role of nonlinear pedagogy in physical education. Review of Educational Research. 77, 251-278.
- Currie, C. (2004). Health behaviour in School-Aged Children 7-18 years. A WHO Cross-National Study. <http://www.hc-sc.gc.ca/dca-dea/7-18yrs-ans/hbschealth-e-html>. retrieved 20-07-2011.

- Dada, O.C. (2007). Intellectually Retarded Education in Nigeria: Past, Present and Future. Essays in Education, 22, 75 (http://www.healthlibrary.com/book28_chapter215.htm)
- Duvdevany, I., & Arar, E. (2004). Leisure activities, friendships and quality of life of persons with intellectual disability: Foster homes vs. Community residential settings. International Journal of Rehabilitation Research, 27(4), 289-296.
- Hansen, S., Glazebrook, C., Anson, G., Weeks, D., Elliot, D. (2006). The influence of advance information about target knowledge and visual feedback on movement planning and execution. Canadian Journal of Experimental Psychology, 60, 200-208.
- Hatten, P. (2000). The Core Curriculum for Blind and Visually impaired Students, Including those with Additional Disabilities. In A. J. Koenig & M. C. Holbrook (Eds). Foundations of Education. New York. AFB Press. <http://www.afb.org/JVIB/jvibabstract.asp?articleid=/JVIB/JVI B961004>.
- Jordan, K., Hyland, B. I., Wickens, J. R., & Anson, J. G. (2005). Motor preparation in a memorised delay task. Experimental Brain Research, 166, 102-108.
- King, G., Law, M., King, S., Rosenbaum, P., Kertoy, M. K. & Young, N. L. (2003). A conceptual model of the factors affecting the recreation and leisure participation of children with disabilities. Physical and Occupational Therapy in Pediatrics, 23(1), 63-9.
- Kleinert, H. L., Miracle, S. & Sheppard-Jones, K. (2007). Including students with moderate and severe intellectual disabilities in school extracurricular and community recreation activities. Intellectual and Developmental Disabilities, 45(1), 46-55.
- Koehler, S. (2005). Recreation and sports for physically challenged children with disabilities. Available online @ http://www.associatedcontent.com/article/11716/recreation_and_sports_forphysical.htm?cat=25
- Krueger, D. L., DiRocco, P. & Felix, M. (2000). Obstacles Adapted Physical Education Specialists Encounter when Developing Transition Plans. Adapted Physical Education Quarterly, 17, 222-236.
- Latash, M. L. & Anson, J. G. (2006). Synergies and practice: A recipe for adaptive changes in motor coordination. Physical Therapy, 86, 1151-1160.

- Lieberman, L. J., & MacVicar, J. M. (2003). Play and Recreational Habits of Youths who are Deaf-Blind. Journal of Visual Impairment and Blindness, 97 (12) 755-769. <http://visiontest.education.gov.ab.ca/resources/curriculum/recreation.aspx>.
- Mercer, J. R. & Denti, L. (1989). Obstacles to Integrating Disabled Students in a "Two-Roof" Elementary School. Exceptional Children, 56.
- Neubert, D. A., Moon, M. S. & Grigal, M. (2004). Activities of students with significant disabilities receiving services in post secondary settings. Education and Training in Developmental Disabilities, 39(1), 16-25
- Okunbor, A. O. (2000). Relationship between the provision and clientele utilization of recreational facilities in industrial establishments of Edo and Delta States, Nigeria. Unpublished Ph. D Thesis, University of Ibadan.
- Orsmond, G. I., Krauss, M. W. & Seltzer, M. M. (2004). Peer relationships and social and recreational activities among adolescents and adults with autism. Journal of Autism and Developmental Disabilities, 34(3), 245-255.
- Poulsen, A. A., Ziviani, J. M. & Cuskelly, M. (2007). Perceived freedom in leisure (PFL) and physical coordination ability and the impact on out of school activity participation and life satisfaction. Child Care, Health and Development, 33(4), 432-440.
- Wikipedia (2011). Special need [Http://en.wikipedia.org/wiki/special_needs](http://en.wikipedia.org/wiki/special_needs). Retrieved 29/07/2011.