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Petra Nováková

Univerzita Palackého v Olomouci

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ATTITUDES OF PHYSICAL EDUCATION TEACHERS AND GRAMMAR
TEACHERS TOWARD TEACHING STUDENTS WITH PHYSICAL DISABILITIES IN
GENERAL PHYSICAL EDUCATION IN THE CZECH REPUBLIC

Diplomová práce

(magisterská)

Autor: Petra Nováková, aplikovaná tělesná výchova

Vedoucí práce: doc. Mgr. Martin Kudláček, Ph.D.

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Bibliographical Identification

Author's first name and surname: Petra Nováková

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Abstract:

This diploma thesis deals with the attitudes of teachers in the first stage and PE teachers in second stage of basic education toward inclusive physical education in the Czech Republic. The theoretical part starts with the description of Adapted Physical Activity and the process of inclusion, which in case of inclusive PE basically endeavors for a full participation of all students in PE classes and tries to avoid any type of exclusion. The theory of inclusion is variegated with its historical development and current situation in both the Czech Republic and worldwide and supported with legislative and statistic information from this area. The thesis mentions the crucial role that is played by adapted physical educators and the importance of their good-quality education within university studies. The theoretical part also focuses on research studies carried out in the field of inclusion into PE. The term *attitude*, its basic components, necessary parts and its relation toward *behaviour* are described in detail while making reference to known attitudinal theories. The diploma thesis briefly describes the Czech education system related to its basic principles, current situation, different stages and grades, types of education institutions, etc. The main objective of the thesis is reflected in the research study whose data were collected during the summer semesters of the academic years 2010 and 2011 in the Czech Republic. The practical part was aimed at the description and comparison of the attitudes and predictors of intentions of teachers in the first stage of primary schools and PE teachers in the second stage of primary schools toward the inclusion of students with physical disabilities into general PE classes in the Czech Republic. The practical case

concentrated predominantly on the relation of attitudes, subjective norms and perceived behaviour control, on the question of gender differences and finally on the differences in attitudes of teachers at the first and second stage of primary schools toward inclusion into PE. The questionnaire Attitude Toward Teaching Individuals with Physical Disabilities in Physical Education (ATIPDPE) was implemented. The analysis ANOVA and descriptive statistical and mathematical tools were used for the gathered data in order to obtain reliable research findings.

Keywords: inclusion, attitudes, adapted physical activity, physical education, physical disability

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Bibliografická identifikace

Jméno a příjmení autora: Petra Nováková

Název diplomové práce: Postoje učitelů tělesné výchovy a učitelů prvního stupně základních škol k integraci žáků s tělesným postižením do hodin běžné tělesné výchovy v České Republice

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Abstrakt:

Tato diplomová práce se zabývá postoji učitelů prvního stupně a učitelů tělesné výchovy druhého stupně základních škol k inkluzivní tělesné výchově v České republice. Teoretická část začíná popisem aplikovaných pohybových aktivit a procesu integrace, která v podstatě usiluje o plné začlenění všech studentů TV do hodin tělesné výchovy a snaží se tak zabránit jakékoliv segregaci. Teorie integrace je doplněna o vývoj její historie a o současnou situaci v České republice i ve světě, přičemž jsou zmíněny taktéž legislativní a statistické informace z této oblasti. Práce zmiňuje klíčovou roli pedagogů aplikovaných pohybových aktivit a důležitost kvality jejich vzdělání v rámci univerzitních studií. Teoretická část práce se také soustředí na výzkum v oblasti integrace v TV. Termín *postoj*, jeho základní komponenty, nezbytné součásti a vztah k *chování* jsou detailně popsány, přičemž jsou zmiňovány známé teorie z této oblasti. Diplomová práce stručně popisuje český vzdělávací systém: jeho základní principy, současný stav, jednotlivé fáze a stupně, včetně typů škol. Hlavní cíl této práce se odráží ve studii, jejíž údaje byly shromažďovány v průběhu letních semestrů akademických let 2010 a 2011 v České republice. Praktická část se zabývá popisem a srovnáním postojů učitelů prvního stupně a učitelů TV druhého stupně základních škol k integraci tělesně postižených žáků do hodin běžné tělesné výchovy. Praktická část se soustředila především na vztahy postojů, subjektivních norem a vnímaných kontrol chování, dále na otázku genderových rozdílů a nakonec na rozdíly v postojích učitelů tělesné výchovy základních škol k integraci do TV. Při studii byl využit dotazník ATIPDPE (Attitude Toward Teaching Individuals with

Physical Disabilities in Physical Education). Analýza ANOVA a deskriptivní statistické a matematické metody byly implementovány pro zpracování shromážděných údajů za účelem získání spolehlivých výsledků výzkumu.

Klíčová slova: integrace, postoje, aplikované pohybové aktivity, tělesná výchova, tělesné postižení

Souhlasím s půjčováním diplomové práce v rámci knihovních služeb.

I declare that I have compiled the thesis independently under the supervision of doc. Mgr. Martin Kudláček, Ph.D. I quoted all literary and scientific sources used in this study and respected principles of scientific ethics.

In Olomouc the 5th of January 2012

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I would like to thank my promoter doc. Mgr. Martin Kudláček, Ph.D. for his support, guidance and feedback during this process.

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1 INTRODUCTION

1 Introduction

This diploma thesis is focused on the attitudes of physical education teachers in the first and second stage of basic education toward inclusive physical education in the Czech Republic. During the last half century, there has been an important positive turn in the general perception of people with disabilities. This turn is also strongly reflected in the educational system: there has been a move towards a more inclusive educational system, which recognizes individual differences and diversity. Inclusion can be defined as a movement that aims to avoid any type of exclusion of individuals with miscellaneous kinds of handicaps. It fights for a full participation of all individuals in the society. Inclusion into physical activity and sport is far more than a simple improvement of physical conditions of disabled students - it is also a step to improve their overall rehabilitation, successful integration into society and quality of life. Within inclusive physical education classes, students with disabilities receive appropriate assistance and support and represent a full-value part of the classroom. Research and findings in the field show a positive outcome from inclusive physical education classes for both students with disabilities and their peers without handicaps. Although the inclusion of children with disabilities into mainstream education has been implemented several years ago in the Czech Republic and research shows positive outcomes from inclusive physical education, the area of inclusion into physical education has been rather neglected.

This diploma thesis is concentrated on the attitudes of physical education teachers in the first stage and second stage of basic schools in the Czech Republic toward inclusive physical education. The attitudes of teachers toward inclusive physical education are crucial and significantly influence the possible success of any inclusion. Universities, academic institutions and related training programs try to modify students' and trainees' attitudes towards inclusive education (as it is the most opportune time to improve such attitudes). One of the most important barriers toward successful inclusion is the attitude of educators, students and other persons who take part in the process of inclusion. Negative attitudes of teachers (which may arise from a lack of information, insufficient or unsuitable university preparation, lack of experience in the teaching of disabled students and other factors) may be considered the most significant obstacle. This thesis compares attitudes of

educators in the first and second stage of basic education. The future teachers in the second stage of basic education receive specific university preparation for teaching physical education, whereas the future teachers in the first stage do not. Adapted Physical Activity (APA) was developed as a response to the problems encountered in physical activities by students with disabilities. APA is designed for individuals that are not able to participate successfully and safely in typical physical education classes. APA comprises an individualized program of developmental activities, exercises, games and rhythm which meets the specific requirements of disabled students. A well-organized and duly planned implementation of inclusion into physical education is necessary.

Specialized literature and scientific research that focus on inclusive physical education and the attitudes of physical education teachers (of different educational levels) are of great significance. They can help improve the current situation of inclusion in the Czech Republic, identify and avoid constraints and barriers, and create a positively inclusive environment among all students, teachers, and society.

2 LITERATURE REVIEW

2.1 Adapted Physical Activity (APA)

In the past, people with physical or intellectual (mental) disabilities have been viewed as objects of charity and sympathy and were to some extent dependent on others for their existence. Historically, these persons were strongly disempowered and not even allowed to perform any autonomous decision-making. However, during the last half century, there has been a strong turn in the general perception of people with disabilities and an important change in associated negative assumptions. This positive change within the context of human rights movements led (through legislative, social, technological, advocacy and other forces) to independent lives of disabled persons who are now respected and treated equally in society (Steadward, Wheeler, Watkinson, 2003). There has been a move towards a more inclusive educational system, which recognizes individual diversity and differences. This is also known as integration or inclusion, which is defined as a movement that aims to avoid any type of exclusion of people with handicaps. What is the difference between inclusion and integration in English terminology? Inclusion is a process. Integration is a matter of location (Reiser et al., 2003). Nevertheless, these two terms may be used interchangeably in other languages. Inclusion fights for a full participation of all individuals in the society (see more in chapter 2). Inclusion into sport and physical activity is a step to improve not only the physical condition of disabled students, but also their quality of life and overall rehabilitation.

2.1.1 Definition of APA

Adapted Physical Activity (commonly abbreviated to APA) has a direct link to education and social inclusion. It can be defined as the science and art of developing, implementing and monitoring specialized (adapted) physical education (PE) programs, sport, recreation and rehabilitation for pupils who require adaptation for participation in the context of physical activity. Such adaptation for participation comprises not only people

with disability, but also obesity or any other individual difference that may restrict participation in typical (non-adapted) physical activity. The word *adapted* suggests change, modification, or adjustment of goals, instruction and objectives (Bernabe and Block, 1994; Downs, 1995). That is the reason why APA stresses more adaptation (or individualization), than the completely different program of physical education. It provides adaptation, organization, planning, equipment, etc. APA thus contributes to social participation (as PE is mostly accomplished in group settings, thus providing a social motivational factor based on model learning) and equity by breaking participation barriers and fighting for accessibility of sport and physical activity. APA science comprises research, theory and practice directed toward persons of all ages. APA gives a concrete and positive opportunity to disabled persons to participate in the overall activities and projects of communities, and it encourages society to empower them to participate. The adapted PE programs are based on comprehensive assessment and were developed as a response to common problems encountered in PE by disabled learners that were, for whatever reason, not able to participate safely and successfully in regular sport education. APA usually comprises individualized programs of exercises, games and other developmental activities which follow the rhythm that meets the unique criteria and requirements of each disabled student. In a broad sense, APA also means an attitude and philosophy of acceptance of diversity. APA developed gradually from special programs of physical education for students with special needs in segregated settings (in the past) to physical activity in inclusive settings throughout the students' life span. APA can answer in a pertinent and particular way to the rights of individuals who require adaptation for participation in the context of physical activity (De Potter, Van Copenolle, Van Peteghem, Djobova, Wijns, 2003).

Adaptation to physical activity has very often the form of appropriately designed and modified equipment (e.g. wheelchairs, ball size or mono-ski), different task criteria (quality criteria, different skills, etc.), adapted instructions (motivational strategies, higher personal supports or non-verbal instructions), physical and social environments (e.g. different court dimensions) and rules (for instance double bounce rule in wheelchair tennis).

The core of an effective inclusion into PE is a planned, well-organized and sequential process, because if the inclusion is not properly implemented, the whole program may have rather negative effects on both learners with disabilities and their educators. For example, if an activity is supposed to be simpler and slower and therefore more suitable for

a learner with physical disability, this fact can lead to boredom and resentment of highly skilled peers (Block, 2000). Each child should receive adequate practice time and instructions which would best fit their individual specifics and needs (Kodish, Kulinna, Martin, Pangrazi & Darst, 2006). Another critical success factor in facilitating inclusive physical education consists in open-minded and positive lecturing staff with appropriate education in the field of APA.

A large number of research studies and experiments have proven that an inclusive physical education brings positive outcomes not only to students with disabilities, but also to their peers without problems (Block & Zeman, 1996; Vogler et al, 2000). This may include certain social and academic benefits (Shanker, 1994/1995) and development of positive attitudes towards humans with disabilities (Carroll, Forlin & Joblin, 2003). PE teachers also gain benefits from working with disabled learners: such as higher professional adaptability, improved organization skills, creativity and broadening of their teaching skills and experience (Carroll et al., 2003). Other research has proven the motivational effects of APA in a health and rehabilitation context, which consist not only in initiating a desired exercise behavior, but also in maintaining it and, last but not least, increasing the probability of life-long adherence (Rieder 1996). APA focuses on individual differences in physical activity that require special attention. APA is nowadays considered as a service delivery profession and an academic field of study (see chapter 3).

2.1.2 Different approaches to APA

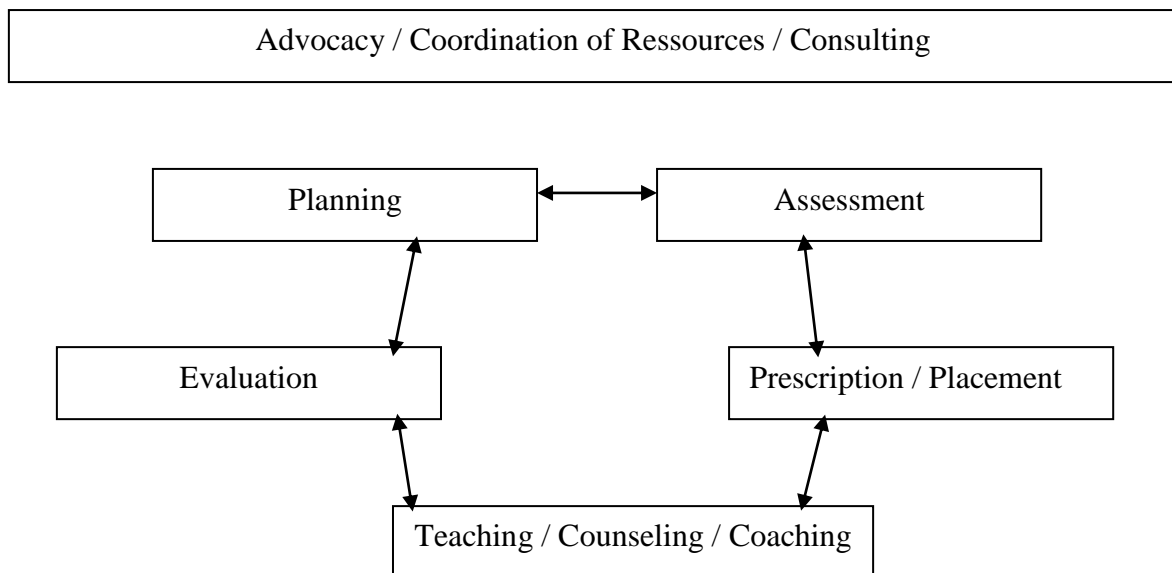
The International Federation of Adapted Physical Activity (IFAPA, available online on WWW: <http://www.ifapa.biz/>) is an international organization of individuals, institutions, and agencies that promote and disseminate the knowledge and information about adapted physical activity, disability sport, and all other aspects of sport, movement, and exercise for people with disabilities. According to this organization, APA has several aspects – it is a service-oriented profession, an academic specialization or field of study, a cross disciplinary body of knowledge, an emerging discipline or subdiscipline, a philosophy or set of beliefs that guides practices, an attitude of acceptance that predisposes

behaviors, a dynamic system of interwoven theories and practices, a process and a product, and finally an advocacy network for disability rights.

According to the European Federation of Adapted Physical Activity (EUSAPA, available on line on WWW: <http://www.eufapa.upol.cz/>), which is concerned with promotion and dissemination of experiences, results, findings and practical application in the fields of APA and sport science, APA can be defined as a cross disciplinary body of knowledge directed towards the identification and solution of individual differences in physical activity. In general terms, the definition of APA is still a purpose of discussions and evolutions worldwide and it may evolve or change with time.

The unique PAPTECA model (Sherrill, 2004) describes the most important cornerstones of educational programs. PAPTECA basically means Planning, Assessing, Prescribing, Teaching, Evaluating, Consulting and Advocating. The model can be applicable in the context of APA. PAPTECA was originally a teaching aid developed by the author (Claudine Sherrill) for her students with disabilities and it looks as follows:

Graph n.1: *PAPTECA model (Sherrill, 2004)*



The external conditions of APA are created, among others, by advocacy, coordination of resources and consulting. After the process of detailed planning, in the given context (such as school type, conditions, number of students, etc.), a suitable

assessment of students is considered. Evaluation is done systematically and carefully. This theoretical model is used in many places in the United States and in Europe as it creates the right framework for future development of APA.

2.1.3 Adapted Physical Education (APE)

Physical education can be considered one of the essential parts of the basic educational program which contributes to the development of each individual. Every student should thus have a right to access a program of physical education, specially designed if needed. Adapted physical education (sometimes also known as *adaptive* physical education, both abbreviated to APE) is PE which can be modified or adapted to meet the individualized requirements, unique needs, interests, capabilities and limitations of persons with different kinds of disabilities who are unable to participate productively, safely or successfully in regular (unrestricted) PE classes on a full-time basis. (Sometimes the terms adapted physical activity and adapted physical education may be used interchangeably. According to the organization IFAPA, mentioned above in chapter 1.2, activity emphasizes lifespan needs in all kinds of activity settings. On the other hand, education is focuses more on school-aged persons in instructional settings.) APE comprises of individualized program and developmental activities, exercises, games, rhythms and sports – all of them designed for disabled students. Qualified and professional personnel should instruct and assess PE students, who should experience success in a safe environment. Goals and objectives should be reflective of the PE instructional content. Age-appropriate physical activities should also be appropriate for given disabilities, safe and therapeutic for every individual, and should facilitate participation of learners with disabilities with their typically developing peers to the maximum extent appropriate (the suitable interaction between the two groups being supported and facilitated by certified APE teachers using emerging technological devices). Learners receiving APE can take instruction in a variety of settings (for instance in an educational environment). That is why APA research, theory and practice relate to the needs and rights in inclusive as well as

separate APA programs (Sherrill & Hutzler, 2008). Teachers of APE must be certified APE professionals (see chapter 3). APE should specify:

- current levels of needs and performance of individuals (e.g. health, vitality, physical limitations, etc.)
- duration and frequency of APE
- short-term goals and annual objectives
- adapted devices and special equipment
- evaluation procedures and criteria

2.2 Inclusion

Inclusion can be considered as a movement, based on anti-discrimination, equity, social justice and basic human rights, whose objective is to avoid any kind of exclusion and which fights for a full participation of all individuals in the society. Inclusion is a process which encompasses philosophy, practice and thorough consideration prior to delivery. It may include several different areas and meanings; nevertheless it is most commonly linked with children and educational environment. Inclusion is connected to quality of life in the least restrictive environment and social competences (Sherrill, 1998). Under the principle of inclusion, all learners should receive equal opportunities and the same level of education and they should all be educated in the same educational settings. Students who require adaptation for participation in the typical education receive appropriate support and assistance and compose a full-value part of the classroom and its activities. The process of inclusion is also defined as the practice of educating students with disabilities in general education settings (Block, 1994). A child-centered and adaptable pedagogy should be used (Yuen & Westwood, 2001). Students without handicaps should freely and openly accommodate their peers with disabilities and both groups should actively interact (even out of school hours). All this would be impossible if students with disabilities would be educated in special educational institutions (Wills & Jackson, 2000). Inclusion erases the differences between general education and special education (Konza, 2008) and all learners are considered as normal. Inclusion is also “a process that is brought about by way of daily life integration, education and physical education (PE) lessons. Inclusion is not the aim, but a means to socialisation and independent living, characterised by a range of variants, from the most restrictive to the least restrictive environment” (Dinold & Válková, 2003). This concept first appeared decades ago and has been widely spread across Europe nowadays. The idea of inclusion motivated many European countries to change the legislation aimed at considering students with disabilities not as a “guest” in school but as a full member and participant. The same movement gradually reached other areas of society towards a full participation of all individuals.

2.2.1 Inclusion into physical education

Sport in all possible forms of physical activity is important for every human being not only because of the entertainment to participants, but also because of social participation, improved health conditions and complex personal development of every student. For this reason physical education is an essential part of the basic educational program in the developed world. Generally speaking, through physical education, children increase their physical condition and construct their self-esteem, self-image, face challenges, make choices and experience real achievements (Jowsey, 1992). Physical activity at educational institutions prepares individuals for an active lifestyle during the lifespan. Above mentioned Adapted Physical Activity (APA) was developed as a response to the problem of children with disabilities in PE classes. Based on the experience with inclusion from abroad (Block, 1994; Sherrill, 2004) and from the Czech Republic (Kudláček & Ješina, 2008; Kudláček, Ješina & Štěrbová, 2008; Válková, Halamičková & Kudláček, 2003), we can claim that inclusion of children with disabilities into PE is possible.

Naturally, there still exist certain barriers of inclusion, such as teachers' preparation, their attitude, and actual barriers to instructions that can include time, programming or equipment (Sherrill, 1998). Especially important is the area of attitudes as successful inclusion begins with targeting the development of positive attitudes that must be revealed and duly implemented (McMurray, 2003). Research studies have shown that inclusion in PE classes contributes to positive feelings of acceptance and camaraderie between students with and without handicaps.

2.2.2 History of inclusion

As mentioned above, the process of inclusion first appeared years ago and nowadays is spread throughout Europe. We need to admit that the process is still ongoing in many European countries and yet represents a permanent challenge. The very first idea of educating learners of all ability levels together was named mainstreaming. The term was

later changed to integration and nowadays is known as inclusion (especially in English terminology, otherwise in other countries the term integration may be still in use).

The essential period for education of individuals with disabilities was the last century. In the beginning of the twentieth century, it was impossible for children with handicaps to be included into general education, which means that only a century ago, most students with disabilities stayed completely uneducated. As countries started to gradually implement nationwide public school systems, children with disabilities were usually excluded in segregated classroom. Only after the Second World War, there were several special (separated) schools created for children with specific disabilities, nevertheless only in large cities. In the USA, the Federal Government introduced the Education for All Handicapped Children Act in 1975 which has been spreading throughout other countries and continents and could be considered as the beginning of inclusion. In Europe, Norway is supposed to be the pioneer of inclusive education as in 1975, the law of one public school for all students came into force. Other European countries followed the example of Norway and introduced similar laws promoting the inclusion of students in general education. In the 80s, the European Community has begun to assert its concern about people with disabilities. Real adapted education inclusion began in the 1990s when children with disabilities gained access to neighborhood schools. Following the increased interest of disabled people in sport, the European Union established the European Committee on Sports for People with Disabilities (ECSPD) in November 1993. The committee consists of two persons from each member state (one in the field of physical disability and the other in the field of mental disability). Its objective is unification and integration in the field. It also passes its opinion on the application for financial support from European Union funds by different member states. The development of the progressive and democratic culture of the EU and the ideology regarding equal opportunities and rights was last legally and irrevocably endorsed by the New Community Disability Strategy and the new Article 13 in the Amsterdam Treaty in 1996/1997. This provided the Community with specific legal powers to take actions to combat discrimination not only on disability, but also on sex, race, ethnic origin, religion, belief, age, etc.

2.2.3 Inclusion in the Czech Republic

In the Czech Republic, the systematic integration policy started after the year 1989, which was the same time as the milestone for the beginning of broader social acceptance of inclusion of persons with disabilities. Before 1989, under the communist regime, persons with disabilities were sequestered from society, educated separately in special segregated schools and their fundamental rights were rather oppressed. The Czech Republic has undergone important changes in the span of the past decades. The changes consist of changes in legislation, general education, structure of special education, and the attitudes of teachers and society as a whole. In 1991, the first attempts of inclusion were implemented and have been gaining strength up to the present. However, the inclusion of disabled students in general education still represents a relatively new phenomenon (Michalík, 2000).

The system of special schools still exists in the Czech Republic. Parents of disabled children have a free choice: they may send such child to a special school, or to a neighborhood school. The inclusion of children with disabilities into regular school is in the center of interest of the Czech Ministry of Education. In 2009, the Czech Republic ratified the UN Convention on the Rights of Persons with Disabilities. Inclusion is supported by the Act on Education from 2004 (Act No. 561/2004 Coll.) supplemented by notices 73/2005 and 62/2007 on education of children and pupils with special educational needs (under Czech legislation and its terminology, students with disabilities are referred to as students with special educational needs) and children and pupils that are particularly talented. The idea of inclusion is as well supported by a large number of non-governmental organizations. In the context of the European Union, the Czech Republic's national policy supports inclusion as the preferred option (together with other countries, such as Slovakia, Spain, Ireland, Bulgaria, France or Poland), but accept some exceptions. Presently, disabled children are more and more often educated in typical schools together with their peers without disabilities. Important discrepancies exist among miscellaneous types of disability and thus it is not fully clear who should be integrated and for whom the inclusion is not appropriate. Another constraint is that legal norms are sometimes not really clear about who is actually responsible to make such decision (Michalík, 2000).

The inclusion into PE has unfortunately often been neglected because of the fact that PE can be considered less important than cognitive skills, and because of the lack of consciousness and experience, support, financial resources, etc. As a result of this negligence, some parents and teachers do not think that physical education is important for disabled children to be integrated (Kudláček, 2003). Only 35,6% of Czech students who use an invalid chair are integrated into physical education, although both international and Czech findings reveal that inclusion of such pupils is possible (Block, 1994; Sherrill, 2004; Válková; Halamičková; Kudláček, 2003). The majority of individually integrated students represent the students with physical disabilities (Michalík, 2000). According to the national statistics ÚVI (2008), approximately 1300 Czech students are integrated into PE.

2.2.4 The role of adapted physical educators

Adapted physical education teachers should, by all means, have special advanced training in working with children with disabilities. However, a full-time APE educator can be costly for one school. Therefore one APE educator can cover several schools within a particular region or area. An APE specialist provides support for not only general education teachers but also for families and schools (Heikinaro-Johansson, Sherrill, French & Huuhka, 1995). Attitudes of teachers play an important role in the process of inclusion. As the number of children with disabilities who are included into regular classes increases, more and more APE teachers will be facing the reality of educating disabled children with their typically developed peers. An APE specialist should be aware of all supplementary aids and available support and emerging devices in order to maximize the success of inclusion. Future APE teachers should have competencies which are organized as follows: (a) philosophy, (b) attitude, (c) knowledge, and (d) skills (Sherrill, 1998).

2.2.5 University Preparation

The course of physical education (which is also named gymnastics) is usually taken by children during primary and secondary education. The position of teachers is crucial in the process of inclusion (as well as the good-quality preparation of future APE teachers). As adapted physical education and adapted physical activity have grown as a practice and more and more children have been going through the process of inclusion nowadays, there has also been a growth in the given academic discipline for primary and secondary education. APE has been recognized as a university study field for nearly 20 years in the Czech Republic. This field is now administratively stable and represents a multidisciplinary cross-point between physical education and special education. The beginning of the implementation of APE as a study course was based on foreign experience (USA, Canada, Australia or other member countries of the EU). Presently, the Czech Republic plays an important role in the field of APE and APA in the European and world context, especially thanks to the Palacký University in Olomouc. The Czech Republic has its members in IFAPA and is a residence of EUFAPA as well. The prerequisites for future PE teachers in the Czech environment are based on the Act on pedagogical staff No. 563/2004 Coll.

Courses focused on aspects of adapted physical education are usually included in regular university programs aimed at sport and physical education, especially during the three-year Bachelor's degree preparation. However, these courses provide future educators with basic knowledge of APE and are time-limited so that they cannot provide future teachers with perfect knowledge in the field. During the two-year long Master's degree, APE is rather neglected. Education centered directly on APE can be obtained at Palacký University in Olomouc (both Bachelor's and Master's degree), and at Charles University in Prague (only Bachelor's degree). Also, education on special pedagogy and sport can be combined (double orientation which is studied together at the same time) at Masaryk University in Brno or possibly at Charles University. A Bachelor's degree at one university may possibly be combined with a Master's degree at another university in order to broaden the knowledge. Courses in the frame of life-long education are also a suitable technique which helps in enlarging knowledge in the field of APE.

Under Czech legislation, an APE teacher can be: a person with a Master's degree either in general physical education or in a double combination of studies in general

physical education and special pedagogy, or a person who studied APE in a Master's degree (at the moment, only possible at Palacký University in Olomouc). As mentioned above, a Master's degree is a legislative must in the field of APE. Only a Bachelor's degree is considered legally insufficient and such teachers may work as assistants. Karásková (1994) or Gubová (2008) are concerned with professional competences of PE teachers, including APE educators. As APE teaching is a relatively new university course, many educators in a managerial capacity are not fully aware of their competences, skills and knowledge.

2.3 Attitudes toward Inclusive Physical Education

2.3.1 Attitudes

The term *attitude* was first used in the 1860's by an English philosopher, sociologist and psychologist Herbert Spencer (1820 – 1903). After the 1930's, attitudes were commonly used in social psychology (Ajzen & Fishbein, 1980). Nowadays, there exist a variety of formal definitions of the term *attitude*. It can be defined as a hypothetical construct that implies views of individuals toward certain items which are referred to as the attitude objects (such as places, things, persons, or events). A basic and simple definition is that attitudes express the degree of like or dislike for attitude objects. Attitude can also be circumscribed as “an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world” (Kretch & Crutchfield, 1948, p. 152).

Attitudes may be subdivided into three fundamental groups: positive views, negative views and neutral views. (Different attitudes and their subdivisions have been assessed over years and several attitudinal domains have been discovered and explored, nevertheless the aforementioned division is considered to be the very basic one.) Attitudes generally comprehend several components: (a) **cognitive component**, which is developed first (Triandis, 1971) and involves essential categorizing such as like/dislike, good/bad, belonging/not belonging, etc. (b) **affective component**, which usually appears next (however sometimes at a subconscious level) and comprehends the emotional response to the idea. Affective responses are most difficult components to evaluate as they are connected with feelings (moreover often subconscious) toward the attitude object. The final component which emerges last is (c) **behavioral component**, i.e. the predisposition to action. The last behavioral element means a typical behavioral tendency or an individual's verbal indication. The aforementioned structure of attitudes and their components is sometimes named the ABC model (Affect, Behavior, Cognition).

Within each of the categories (components) mentioned above, we can separate verbal and nonverbal responses:

Table n.1: Responses used to infer attitudes

Response mode	Cognition (a)	Affect (b)	Behavior (c)
Verbal	Expressions of beliefs about attitude object	Expressions of feelings towards attitude object	Expressions of behavioral intentions
Nonverbal	Perceptual reactions to attitude object	Physiological reactions to attitude object	Overt behaviors with respect to attitude object

Generally speaking, attitudes result from direct experience or from observational learning from the circumambient environment. Attitudes can be acquired from social comparison through which individuals compare themselves with other individuals in the society. By such comparison, they discover if their own view of social reality is correct or incorrect (Baron & Byrne, 1997). According to social psychologists, attitudes can be acquired via social learning: (a) classical conditioning, (b) instrumental conditioning and (c) modeling (Blanková, 2006).

The term attitude is sometimes interchanged by certain theorists with the terms belief and opinion. Other theorists (Abelson & Karllins, 1959; Krech & Crutchfield, 1948) however differentiate between enduring and formative cognition of attitudes, whereas the cognitive element comprehends two parts: (a) beliefs that are difficult to change, and (b) opinions that are on the contrary “relatively superficial, changeable, and limited” (Gould & Kolb, 1964, p. 47 7). Therefore opinions should be the first step in altering beliefs and ultimately changing attitudes.

There is an interesting relationship between attitude and behavior. This relationship has been subject to a large number of research studies from the 1930’s up to present. The research works with two basic theories: the **theory of planned behavior** (Ajzen, 1991) and **the theory of reasoned action** (Ajzen & Fishbein, 1980). Research studies repeatedly revealed that attitudes do not always predict behavior and that there is often a considerable difference between what individual persons say and what they actually do. Despite this conclusion, the relationship between attitudes and behavior stays very strong. There is no doubt about the effects of attitudes on behavior (Baron & Byrne, 1997). It is also possible to predict behavior of persons from their attitudes towards performing such behaviors

(Ajzen, 2005). Because of the strong attitude-behavior relationship, we can apply the same methods used in evaluating attitudes toward attitude objects to also evaluate attitudes toward a particular behavior.

2.3.2 Theory of planned behavior

The theory of planned behavior (TPB) is connected to the name of Icek Ajzen, a professor of psychology at the University of Massachusetts, who developed this theory in 1987 originally as an extension of another theory (theory of reasoned action by Martin Fishbein from 1967). TPB was therefore built on the theory of reasoned action (TRA) while “adding perceived behavior control as a new element” (Kudláček, 2001). The element of perceived behavioral control in TPB thus represents the unique difference between these two theories.

First of all, we can concisely explain the fundamental principles of TRA before we fully focus on TPB itself. TRA assumes that individuals have volitional control over their behavior and they realize carrying out such behavior if they really want to do so. Also the denomination of this theory, theory of *reasoned* action, suggests that behavior originates in an individual’s belief system. External variables such as demographic variables or personality traits can also be taken into account when applying TRA (Verderber et al, 2003). TRA has been used in research studies over numerous years, nevertheless two main criticisms of TRA have often been highlighted: (1) only beliefs are measured and thus the underlying assumption that attitudes influence behavior is not properly tested or proved and (2) TRA does not take into consideration the behavior which individuals have no control over (Hodge et al, 2002) because usually in reality, behavior is not utterly under control of the person who is doing the reasoning as there are a large number of other significant determinations that influence the amount of ability to perform one’s intentions (such as time, cooperation of other people, health of the person, skills, knowledge, financial conditions, etc.).

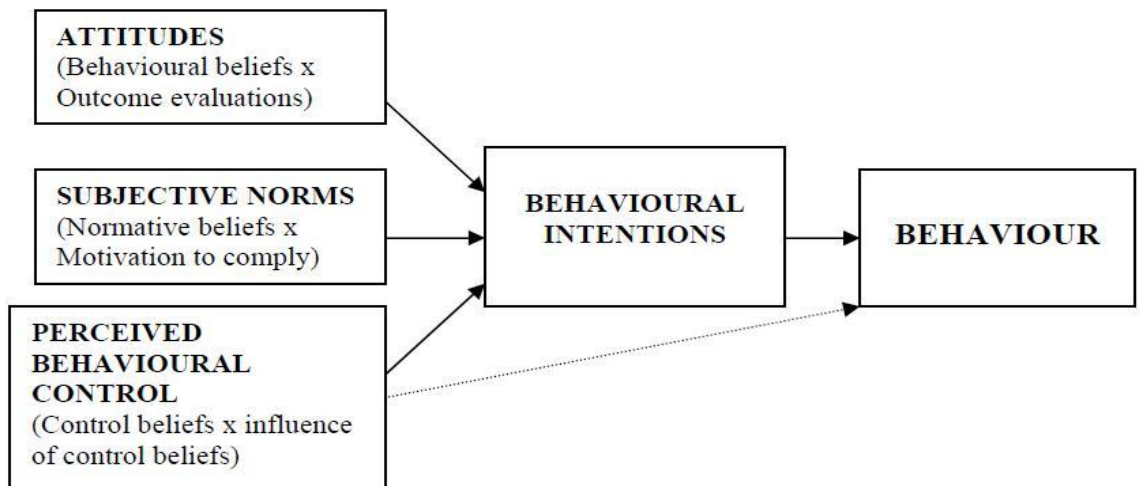
TPB was actually developed as a response to the aforementioned weaknesses of TRA. In other words, TPB is supposed to correct the drawback in the belief system of TRA because it adds a belief system to the model. The belief system is called, as already mentioned in the beginning of this chapter, *perceived behavioral control*. TPB suggests

that human beings most commonly behave in a sensible matter, i.e. they take into account all available information and always consider (implicitly or explicitly) the prospective implications of their actions. TPB presumes that a person's intention to perform (or not to perform) a behavior of interest is the fundamental determinant of such action.

According to TPB, intentions and behaviors are a function of three components: (1) first of all, the personal element in nature that is the person's attitude toward certain behavior, i.e. the positive or negative assessment of performing the given behavior, (2) the element reflecting social influence which actually reflects the person's individual perception of social pressure linked to the behavior in question and the motivation to conform to (or reject) these expectations. This is generally termed as *subjective norm* which is composed of normative beliefs and outcome evaluations. Normative beliefs are represented by beliefs about how other persons (that are important for the individual making the decision) would like them to behave. Outcome evaluations include the positive or negative assessments about each belief (Francis et al, 2004). Finally, the last component is (3) the element dealing with issues of control which represents the sense of ability or self-efficacy (how an individual is able to execute courses of actions in specific environments and situations) to perform desired behavior, or that is to say, how easy or difficult it will be to carry out the desired behavior. Concerning the term self-efficacy mentioned above, we know that according to Ajzen (1991), the additional belief system may be compared to the perceived concept of self-efficacy which was developed by a Canadian psychologist Albert Bandura. Self-efficacy was proposed by Bandura in 1977 and is termed *perceived behavioral control*. In conclusion, human beings perform certain behavior when they assess it in a positive way, when they feel the social pressure to act in that way and when they think that they have the opportunities and means to do so.

The combination of *attitude toward behavior*, *subjective norm* and *perception of behavioral control* then forms a behavioral intention, which can be defined as an indication of a person's readiness to perform a given behavior. In general terms, the better the attitude toward a certain behavior and subjective norm, and the more favorable perceived control, the stronger is then the human being's intention to perform the desired behavior. Humans generally perform their intentions when the opportunity emerges. Intention to perform the behavior of interest is thus supposed to be the immediate antecedent and at the same time the best predictor of such behavior. TPB, as described up to now, can also be pictured as the following schematic representation:

Graph n.1: *Schematic representation of the theory of planned behavior*



Source: Ajzen, I. (2010). Theory of Planned Behavior. Retrieved December, 20, from <http://people.umass.edu/aizen/tpb.html>

TPB is one of the most predictive persuasion theories which can be applied to miscellaneous studies in many areas (public relations, advertising campaigns, advertising in general, healthcare, etc). It is regarded as a valid and more accurate measurement which may be applied in research studies (Hodge et al, 2002). Formative research studies under TPB are required to construct a questionnaire suitable for the desired respondents and their particular behavior. TPB is usually interpreted to be a predictive and powerful tool for explaining behavior matters of human beings.

2.3.3 Attitudes toward disability

Attitudes towards people with disabilities are highly influenced by cultural, physical, social and experiential factors and they might develop from current beliefs, ideas or past experience with disabled individuals or what is seen in those persons to whom they look up (Kasser & Lytle, 2005). Numerous research studies that were focused on attitudes of different types of respondents toward disability have been carried out over the past decades.

The most important “invisible barrier” to a successful inclusion and participation in society is still the negative societal attitude toward disabled individuals. The negative societal attitude consists of perceiving people with disabilities as very different, helpless, dependent on others, or regarded as tragic victims of destiny. In consequence, these negative attitudes (that arise sometimes from distorted information or, on the contrary, from the lack of information) may lead to social exclusion, marginalization of disabled individuals, unfair treatment, or perhaps even discrimination, and they strongly influence the self-esteem of persons with disabilities, their depression, anxiety, or other negative feelings. Research studies sometimes talk about so-called stigmatization, i.e. unjust treatment of people who are perceived as different and therefore so-called stigmatized. Stigmatization is basically caused by the natural fear of persons who differ from oneself (McMurray, 2003).

It is more than clear that subconscious public education plays a major role in the complex process of attitude change from rather negative to positive. The overall positive attitude of the general public toward people with disabilities should be supported by government departments of any state. The areas which display the most negative attitudes should especially be targeted and subject to continuous improvement. Also, in schools, considerable and thorough planning should be devoted to ways to develop positive attitudes toward teaching students with and without disabilities in the same setting. Future physical educators should understand the major theories (defined by Sherrill) which guide the change of attitudes and apply these theories in their everyday teaching (Rizzo & Vispoel, 1992; Tripp & Sherrill, 1991). According to Sherrill (2004), it is necessary to prepare future PE teachers for inclusion of pupils with disabilities into general PE settings. Since the 1980's, attitudes have been recognized as a very important key to inclusion of

students with disabilities in general physical education (Rizzo, 1984). Attitudes toward disability are key aspects for success – they influence how persons are taught and accepted by others, as well as what support and services are available for them.

Concerning the Czech Republic, we can claim that the inclusion and participation of students with disabilities in general education represents a phenomenon of the last 15 years (Kudláček, Válková, Sherrill, Myers & French, 2002; Michalík, 2000; Válková, 1998). Approximately until 1991, disabled pupils and students were educated in segregated special schools. Since the new millennium, there have been more than 1200 physically handicapped students included in general schools (Michalík, 2005), but the area of physical education has been traditionally rather overlooked (Kudláček et al, 2002), although PE experiences at primary school appear to have very important implications for children's education, exercise adherence, health and general well-being (Harrison, 1998). Attitudes toward teaching students with disabilities have often been measured over past decades in the Czech Republic (see next chapter).

2.3.4 Measurement of attitudes toward teaching students with disabilities

Attitudes of PE teachers toward teaching pupils and students with disabilities may be measured by different devices. A specialist in kinesiology Terry L. Rizzo (1984) initiated the idea of theory based research studies on attitudes toward participation of individuals with disabilities in general PE (GPE). He developed an instrument based on TRA which is nowadays generally known as PEATID (Physical Educator's Attitudes Toward Teaching Individuals with Disabilities). This instrument uses a 5 point Likert-type scale in order to measure 12 behavioral beliefs concerning the outcomes of inclusion of students with disabilities in GPE. The attitude score is inferred from the average Likert-type rating of the 12 belief statements. PEATID belongs to the most commonly used attitude tools in adapted physical education (Downs & Williams, 1994; Folsom-Meek et al., 1999; Hodge & Jansma, 1999; Meegan & MacPhail, 2006; Schmidt-Gotz, Doll-Tepper, & Lienert, 1994). It was used in 1987 when 136 secondary school PE teachers were examined on their attitudes toward teaching students with disabilities. The results of this research disclosed that the attitude toward teaching students with disabilities were more favorable than toward teaching physically handicapped students (Rizzo & Wright, 1987). Terry L. Rizzo, a

specialist in Adapted Physical Activity, performed more studies on this topic over recent years and published their results (Rizzo & Vispoel, 1992; Rizzo & Kowalsi, 1996; Rizzo & Kirkendall, 1995). As any other instrument, PEATID also developed with time in order to improve. Nowadays, PEATID has its fourth version (Tripp & Rizzo, 2006) named PEATID-IV.

Another tool which may be used in order to measure attitudes toward disability is the questionnaire ATIPDPE (Attitude Toward the Inclusion of Individuals with Physical Disabilities into Physical Education). This instrument was first introduced in the Czech Republic (Kudláček et al., 2002). ATIPDPE is again based on a theoretical background; in this case it is based on TPB (Ajzen, 1991). It is a questionnaire of multiplicative approach used in order to estimate intentions, systems and beliefs. ATIPDPE was used for example in the research of Kudláček & Machová in 2005 which was concerned about attitudes of future general physical education teachers (n=47). Results of this study revealed that 23% of variance in intentions can be interpreted by 3 belief components. The structure of the ATIPDPE was examined by Kudláček, Válková and Sherrill in 2002 with the following results: ATIPDPE measures three different psychological components: (a) positive outcomes for students, (b) negative outcomes for teachers, and finally (c) negative outcomes for students.

Another research study showed that students without an APA specialization had more negative attitudes towards the inclusion of disabled persons into regular PE classes (Blanková, 2006). Also, Verderber discovered by research in 2003 that feelings of students without disabilities towards their peers with disabilities vary depending on the disability type. Physical problems and disabilities are perceived to be more positive than behavior disabilities (Tripp et al, 1995). Students with behavioral and intellectual disability, severe visual or hearing problems cause more negative attitudes of educators (Yuen & Westwood, 2001). The only teachers who expressed positive attitudes towards inclusion of children with more severe disabilities were in a large extent more experienced and competent teachers with an adapted physical education coursework (Block & Obrusníková, 2007; Tripp & Rizzo, 2006). According to Block and Obrusníková (2007), GPE teachers have a rather negative attitude towards inclusion, which is connected predominantly with lack of experience, little support from school, little knowledge and inclusion practices (Hodge et al, 2004; LaMaster, Gail, Kinchin & Siedentop, 1998; Lienert et al, 2001). Most often, PE teachers do not have any choice to settle the number of individuals with disabilities in their

classes. Nevertheless, they may decide to which extent these students will be included in PE (Lienert et al, 2001). Students with very severe disabilities appear to be perceived as less favorable than students with just moderate disability. Several research studies also determined that some factors such as being a female (Block, 1995; Loovis & Loovis, 1997; Tripp, French & Sherrill, 1995), and having a close friend or family member with a disability (Block, 1995), are linked with rather positive attitudes. The above mentioned research findings may be applied to PE teachers (Meegan & MacPhil, 2006) as well as to the general public to a certain extent. PE teachers who have opportunities to study teaching methods for disabled individuals are more likely to have a positive attitude (Rizzo & Vispoel, 1992). PE teachers with previous experience in teaching students with disabilities hold more positive attitudes towards inclusion (Avradimis & Kalyva et al, 2007).

2.4 Czech education system

“Care of children and their education is the right of parents. Children have the right to be brought up and cared for by their parents.” (Charter of Fundamental Rights and Freedom of the Czech Republic, Article 32, paragraph 4.) These rights and generally all basic principles that govern the provision of education in the Czech Republic are based on the Charter of Fundamental Rights and Freedoms which is a part of the Czech Constitution (organic law).

The contemporary Czech education system is compulsory from the age of 6 to 15 for all citizens of the Czech Republic. (It is also obligatory for citizens of other member states of the European Union, other foreigners who have permanent residence or permission to stay long-term in the Czech Republic, asylum seekers or persons who enjoy additional protection and participants of procedure for awarding international protection in the territory of the Czech Republic.)

The Czech education system may be split into 5 education degrees (described later in the chapter), whereas the extent of knowledge continuously rises. Most children attend state schools, but schools can also be run by church, or can be private. Administration of schools (and in fact public administration in general) is relatively decentralized in the Czech Republic, i.e. Czech schools have a relatively high degree of autonomy. Education at state schools up to the age of 18 is free of charge (however some students must pay for their textbooks). Let's briefly describe different education levels:

Pre-primary education is embodied in so-called nursery schools which are either for free, or parents are asked to pay a certain percentage of running costs (which is not high). These facilities are not obligatory and are designed for small children (3-6 years). The program in nursery schools comprises of games, basic teaching (may be also basics of a foreign language), short walks, routine sleeping, small excursions (swimming pool, theater or other cultural or sportive event), artistic activity, etc. Children get used to their first social groups and become more independent. Their development and behavior is monitored by professional teachers who give constant feedback to parents and any early signs of learning difficulties are reported. Children learn how to find their place and position in social groups, they express themselves within games, develop their abilities to acquire

basic values on which society is based and learn other basic things. Nursery schools help children to ensure a smooth start at school at the age of 6.

At the age of 6 years, compulsory primary education starts and lasts minimally 9 years. Primary education is divided into 2 sub-stages: the basic schools contain the first stage ISCED 1 (for children aged 6-10 years, from the first up to the fifth grade with a general teacher) and the second stage ISCED 2 (for children aged 11-15 years, from the sixth up to the ninth grade, whereas specialized teachers are teaching different subjects). In cities and bigger towns, one primary school is normally composed of both stages. However, many smaller villages offer only the first stage of primary education and the second stage is located in a town or a city located nearby. At the same time, there is another option of education where less than 10% of students at this age study – it is a special multi-year school called *gymnasium* (from the sixth or the eighth grade up to the thirteenth grade). This option is generally supposed to be a route to universities. National teaching objectives require that pupils get a certificate confirming that they have acquired the compulsory basic school education (Institute for Information on Education - UIV/IIE, 2005/6).

Primary education is followed by secondary education. In the Czech Republic, the majority of basic school leavers (96,5%) continue their studies at post-compulsory educational institutions. All secondary schools in the Czech Republic require completion of the compulsory primary education. Secondary schools are then attended by young people in the age range 15-19 years who broaden the knowledge of their original education pathway and specialization. Each school sets its particular entrance tests, exams and requirements. Length and type of educational program at secondary schools vary significantly. Secondary education is terminated by a final exam: depending on the school type it is either an apprenticeship certificate or passing the A level examination (Institute for Information on Education – UIV/IIE 2005/6).

Tertiary education is represented by higher education institutions and tertiary professional schools. For tertiary education, the completion of the A level examination is necessary. The objective of these schools is to fill the gap between secondary and tertiary education. Students can attend post-secondary education with particular education programs lasting 2 or 3 years. These types of schools are terminated by the so-called *absolutorium* which is composed of a theoretical exam in at least 3 vocational subjects, an exam in a foreign language and a defense of a thesis. School graduates are skilled

professionals who gain the *qualified specialist* degree which is commonly abbreviated to “DiS.”.

Another degree in tertiary education are higher education institutions (universities, or non-university institutions) which deal with accredited study programs and programs of so-called life long education. Universities in the Czech Republic currently provide 3 study programs: Bachelor’s, Master’s (both ISCED 5A) and Doctoral degree (ISCED 6). A Bachelor’s degree prepares students for their future profession or to proceed to a Master’s program. Standard duration is three to four years. Master’s degree programs follow Bachelor’s education and their goal is to help students gain and broaden theoretical knowledge in the frame of current scientific findings and research & development, or to concentrate on advanced artistic training in the case of fine arts. A Master’s program normally lasts 1 up to 3 years. Finally, doctoral programs are concentrated on scientific findings and research & development in a particular field of study, or independent creative activities in the case of fine arts. Standard duration is 3 or 4 years. There are 3 ways to study at universities: full-time, part-time or distance basis (and their possible combinations). Concerning non-university schools of tertiary education: they usually allow only Bachelor’s degree programs.

For purposes of this thesis, special schools are important. Special schools are part of the Czech education system and are dedicated to the education of children with special needs caused either by social reasons (children from underprivileged socio-economical or socio-cultural backgrounds), or health-related reasons. The health-related issues can have the following forms: 1) children with visual impairment, 2) children with hearing impairments, 3) deaf-blind children, 4) children with physical disability, 5) children with logopedic difficulties, 6) children with mental disability, 7) children with specific learning and behavioral disorders. The education in such special schools is carried out both by regular standard schools and schools that are specially established for these purposes. Special schools apply and use supportive measures to help children with special needs within their education (for instance special methods, procedures, means and forms of education, provision of pedagogical-psychological services, didactic materials, provision of rehabilitation and teaching aids, special textbooks - e.g. written in Braille, use of sign language, teaching assistant, etc.). The aforementioned supportive measures are generally provided by the educational institution itself, or by diagnostic institutes. In the Czech Republic as well as in the world, there is a general tendency to avoid segregated education

of children with special needs and the aim is their inclusion into the common education stream.

3 AIM

The aim of this study was to describe and compare the attitudes and predictors of intentions of physical education teachers in secondary stage of primary school and teachers in first stage of primary school to include students with physical disabilities into general PE classes in Czech Republic.

4 RESEARCH QUESTIONS

1. What are the differences between genders in behavioral beliefs (attitude), normative beliefs (subjective norm), control beliefs (perceived behavioral control) and intention?
2. What are the differences between teachers in the first stage of primary school and PE teachers in the second stage of primary school in behavioral beliefs (attitude), normative beliefs (subjective norm), control beliefs (perceived behavioral control) and intention?

5 METHODS

5.1 Participants

We had two groups of participants in our study. The data from the first group were gathered up during the summer term of 2010 and from second group during the summer term of 2011.

The first sample consisted of 44 students (42 females and 2 males) of distance study attending the College of Education at Palacky University in Olomouc. These participants were at the time teaching in the first stage at primary schools in Czech Republic and the average age was 34.60 for females and 41.50 for males.

The second sample consisted of 27 physical educational teachers in the second stage at primary schools in the Zlin Region. There were 12 females with an average age of 48.50 and 15 males with an average age of 39.60.

5.2 Instrument

The Czech version of the Attitude Toward Teaching Individuals with Physical Disabilities in Physical Education (ATIPDPE) questionnaire was used for this study. This instrument is based on the Theory of planned behavior by Ajzen (1991).

In this questionnaire attitude was inferred from behavioral beliefs. Content validity evidence was established by experts in two countries and pilot studies utilizing 96 university students to elicit accessible beliefs and intentions (Kudláček, Válková, Sherrill, Myers, French, 2002). Kudláček, Válková, Sherrill, Myers & French used three methods of examining construct validity in the development of ATIPDPE: Pearson product moment correlation, multiple hierarchical regression, and known group differences. In Examination of reliability repeated ANOVA measures were used. It revealed that test-retest scores were not significantly different.

5.3 Questionnaire construct

The beginning of the questionnaire contains the purpose of the study and general instructions for filling out the questionnaire and an example for using the rating scale while answering an item. The questionnaire itself is composed of 2 items asking about understanding of definitions of student with physical disabilities and definition of inclusion. The next part includes items relating to 4 intention statements (Figure 1), 12 behavioral belief statements (Figure 2), 7 normative belief statements (Figure 3), and 8 control belief statements (Figure 4). This is the most important part of the questionnaire. And the last part contains 14 questions concerning the demographic data about the participants and their experience with persons with disabilities, teaching etc. The 7- point Likert scale was used with all items of the survey. The three components of TPB that are posited to predict intention in the ATIPDPE questionnaire are the attitude toward behavior, subjective norms, and perceived behavioral control.

5.4 Questionnaire scoring

Enclosed with the questionnaire was a participant information sheet providing personal information as well as information related to previous APA experience. All responses were anonymous for non-bias and more honest responses. The scoring system required the use of a 7-point scale for one construct and a -3 to +3 scale for the other construct. Specifically, behavioral belief evaluation scores, normative belief strength scores, and control belief power scores were transformed using the SPSS PC11.0 from unidirectional (1, 2, 3, 4, 5, 6, 7) to bidirectional (-1, -2, -3, 0, +1, +2, +3) scoring. Scores for each statement were then multiplied to create item belief scores; likelihood x evaluation, belief strength x motivation, and belief strength x belief power (LxE, BSxMC, and BSxBP) (Kudlacek et al, 2002).

5.5 Data Analysis

Software package SPSS 11.0 was used to determine if there were any significant differences between PE teachers and teachers in the first stage of primary schools in relation to their attitudes, subjective norms, perceived behavioral control and intention to include students with physical disabilities in general physical education classes. The level of significance was set at 0.05. Descriptive statistics were calculated for every ATIPDPE item (i.e., three scores for each item) and for the four summative indexes (behavioral beliefs, normative beliefs, control beliefs, and intention). One-way Analyses of Variance (ANOVA) was used to compare females and males. We used one-way ANOVA to compare teachers in the first stage of primary school and PE teachers in the second stage of primary school as well.

6 RESULTS

6.1 One-Way ANOVA comparison of teachers in the first stage and PE teachers in the secondary stage of primary school

Comparison of females and males on TPB Components

One-Way analysis of variance was used to determine if there were significant differences between females and males. ANOVAs were done separately for each of the four summative indexes.

Results of these two groups did not show any statistically significant differences at any item of TPB component at the 0.05 level.

Table 2. ANOVA Summary Table for Comparison of Groups – Females and Males

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
att	Between Groups	154,079	1	154,079	,085	,772
	Within Groups	125367,217	69	1816,916		
	Total	125521,296	70			
sn	Between Groups	600,856	1	600,856	,481	,490
	Within Groups	86198,863	69	1249,259		
	Total	86799,718	70			
cb	Between Groups	176,631	1	176,631	,081	,777
	Within Groups	151377,735	69	2193,880		
	Total	151554,366	70			
int	Between Groups	7,518	1	7,518	,168	,683
	Within Groups	3090,200	69	44,786		
	Total	3097,718	70			

att – Attitude Toward the Behavior

sn – Subjective Norm

cb (PBC) – Perceived Behavior Control

int - Intention

6.2 Comparison of teachers in the first stage and PE teachers in the secondary stage at primary school on TPB Components

To compare teachers in the first stage of primary school and PE teachers in the second stage of primary school, One-way analysis of variance was used to determine if there were differences between these two groups. The results showed that teachers in the first stage have more statistically significant positive results in all 4 subscales: (a) ATT- Attitude Toward the Behavior, (b) SN - Subjective Norm, (c) CB- Perceived Behavior Control, and (d) INT – Intention. Intention score was significantly higher among teachers in the first stage of primary school ($F = 3.96, p = 0.05$) with mean score of 21.72 vs. mean age of secondary stage 18.55. Attitude score based on behavioral beliefs was significantly higher among teachers in the first stage of primary school ($F = 6.07, p = 0.016$) with mean score of 98.52 vs. mean age of secondary stage 73.89. Subjective norm based on normative beliefs was significantly higher among teachers in the first stage of primary school ($F = 4.08, p = 0.047$) with mean score of 13.95 vs. mean age of secondary stage -3.07. Perceived behavioral control based on control beliefs was significantly higher among teachers in the first stage of primary school ($F = 7.53, p < 0.01$) with mean score of 12.64 vs. mean age of secondary stage -17.22.

Table 3. ANOVA Summary Table for Comparison of Groups – teachers in the first stage and PE teachers in the secondary stage of primary school

		Sum of Squares	df	Mean Square	F	Sig.
att	Between Groups	10153,652	1	10153,652	6,073	,016
	Within Groups	115367,644	69	1671,995		
	Total	125521,296	70			
sn	Between Groups	4851,957	1	4851,957	4,085	,047
	Within Groups	81947,761	69	1187,649		
	Total	86799,718	70			
cb	Between Groups	14917,518	1	14917,518	7,533	,008
	Within Groups	136636,848	69	1980,244		
	Total	151554,366	70			
Int	Between Groups	168,324	1	168,324	3,965	,050
	Within Groups	2929,394	69	42,455		
	Total	3097,718	70			

6.3 Descriptive statistics of all items – Intention (INT), Attitude Toward the Behavior (ATT), Subjective Norm (SN), Perceived Behavior Control (PBC)

Table 4. Descriptive statistics of all items

		N	Mean	Std. Deviation	Std. Error
att	1. stage	44	98,5227	40,10886	6,04664
	2. stage	27	73,8889	42,15022	8,11181
	Total	71	89,1549	42,34574	5,02551
sn	1. stage	44	13,9545	38,18008	5,75586
	2. stage	27	-3,0741	27,22121	5,23872
	Total	71	7,4789	35,21358	4,17908
cb	1. stage	44	12,6364	52,34949	7,89198
	2. stage	27	-17,2222	26,88771	5,17454
	Total	71	1,2817	46,53023	5,52212
int	1. stage	44	21,7273	6,10895	,92096
	2. stage	27	18,5556	7,13784	1,37368
	Total	71	20,5211	6,65230	,78948

Legend: att – Attitude Toward the Behavior, sn – Subjective Norm, cb (PBC) – Perceived Behavior Control, int - Intention

Behavioral Beliefs

This part the ATIPDPE describes the behavioral beliefs of teachers. Means and standard deviations are provided for every item within the ATIPDPE as well as for the summative belief index as a component of Ajzen's TPB theory.

Most teachers reported that inclusion will make their teaching more difficult and that inclusion will reduce the quality of the lesson. Table 5 showed that there are differences in results between teachers in the 1.stage and in the 2.stage of primary school.

The questions no.1,3,5,6,9 and 10 represent **positive outcomes for students**. As we can see in table 5, teachers in the first stage of primary school have more positive outcomes than teachers in the second stage of primary school. Teachers in the first stage of primary school believe more that inclusion in PE a) will have a positive effect on personalities of students with PD, b) will encourage students to help others, and c) will teach greater tolerance and cooperation.

Teachers in the second stage of primary school have a higher score reporting that students without PD will be more likely to experience discrimination in their regular PE classes and that inclusion will expose students with PD to discrimination - **negative outcomes for students** are represented by questions no. 7,8,11 and 12.

Negative outcomes for teachers are represented by questions no.2 and no.4. They are higher for teachers in the first stage of primary school. Particularly, the score of question no.2 (inclusion will make my teaching more difficult) is much higher for teachers in the first stage of primary school.

Table 5. Descriptive statistics

Beliefs about the outcome (behavioural beliefs)		N	Mean	Std. Deviation	Std. Error
1. Inclusion* will facilitate learning to interact with person with PD	1. stage	44	15,2273	6,40081	,96496
	2. stage	27	13,5926	7,65235	1,47269
	Total	71	14,6056	6,89612	,81842
2. Inclusion* will make my teaching more difficult	1. stage	44	10,2955	9,53959	1,43815
	2. stage	27	4,8889	8,98003	1,72821
	Total	71	8,2394	9,63545	1,14352
3. Inclusion* will encourage students to help others	1. stage	44	17,3636	3,65418	,55089
	2. stage	27	15,6296	5,73215	1,10315
	Total	71	16,7042	4,59625	,54548
4. Inclusion* will make lesson planning and preparation much more difficult	1. stage	44	7,7045	10,28112	1,54994
	2. stage	27	5,1481	8,22615	1,58312
	Total	71	6,7324	9,57222	1,13601
5. Inclusion* will teach greater tolerance	1. stage	43	15,9535	4,71549	,71911
	2. stage	27	13,0000	6,19553	1,19233
	Total	70	14,8143	5,48593	,65569
6. Inclusion* will have positive effect on personalities of students with PD	1. stage	44	16,0682	5,62551	,84808
	2. stage	27	14,0370	6,42400	1,23630
	Total	71	15,2958	5,97948	,70963
7. Inclusion* will expose students with PD to discrimination	1. stage	44	-4,8864	7,89824	1,19070
	2. stage	27	-5,8889	5,11659	,98469
	Total	71	-5,2676	6,94871	,82466
8. Inclusion* will slow down process and progress	1. stage	44	-2,1364	8,51699	1,28398
	2. stage	27	-6,1111	7,40236	1,42458
	Total	71	-3,6479	8,28785	,98359
9. Inclusion* will improve knowledge about persons with PD	1. stage	44	15,5682	6,13567	,92499
	2. stage	27	14,1111	7,17009	1,37989
	Total	71	15,0141	6,53669	,77576
10. Inclusion* will teach cooperation	1. stage	44	17,2045	4,86841	,73394
	2. stage	27	14,0370	5,58488	1,07481
	Total	71	16,0000	5,34255	,63404
11. Inclusion* will expose students without disabilities to discrimination	1. stage	44	-3,7273	5,30188	,79929
	2. stage	27	-3,8889	6,11639	1,17710
	Total	71	-3,7887	5,58292	,66257
12. Inclusion* will reduce the quality of the lesson	1. stage	44	-5,7500	8,15582	1,22954
	2. stage	27	-4,6667	9,73495	1,87349
	Total	71	-5,3380	8,73735	1,03693

* Inclusion of students with physical disabilities in my PE class

Table 6. Score of Teachers on Behavioral Beliefs

		1.stage		2.stage	
		Mean	Std. Deviation	Mean	Std. Deviation
Inclusion* will facilitate learning to interact with person with PD	Likelihood	5.95	1.16	5.48	1.48
	Evaluation	2.45	0.85	2.19	1.39
Inclusion* will make my teaching more difficult	Likelihood	6.61	0.87	6.33	0.96
	Evaluation	1.52	1.37	0.74	1.35
Inclusion* will encourage students to help others	Likelihood	6.07	1.02	5.63	1.45
	Evaluation	2.86	0.35	2.67	1.00
Inclusion* will make lesson planning and preparation much more difficult	Likelihood	6.57	0.66	6.33	0.73
	Evaluation	1.16	1.49	0.81	1.24
Inclusion* will teach greater tolerance	Likelihood	5.86	1.15	5.41	1.15
	Evaluation	2.70	0.51	2.22	1.22
Inclusion* will have positive effect on personalities of students with PD	Likelihood	6.23	1.12	5.59	1.28
	Evaluation	2.55	0.70	2.37	1.11
Inclusion* will expose students with PD to discrimination	Likelihood	3.25	1.92	3.52	1.67
	Evaluation	-2.02	1.65	-2.04	1.29
Inclusion* will slow down process and progress	Likelihood	4.93	1.58	5.37	1.28
	Evaluation	-0.59	1.62	-1.11	1.22
Inclusion* will improve knowledge about persons with PD	Likelihood	6.16	1.06	5.89	1.01
	Evaluation	2.43	0.82	2.26	1.13
Inclusion* will teach cooperation	Likelihood	6.25	0.78	5.44	1.05
	Evaluation	2.70	0.63	2.48	0.89
Inclusion* will expose students without disabilities to discrimination	Likelihood	2.77	1.90	3.15	1.81
	Evaluation	-2.00	1.46	-1.70	1.54
Inclusion* will reduce the quality of the lesson	Likelihood	3.45	2.32	4.33	1.78
	Evaluation	-2.05	1.55	-1.41	1.85

* Inclusion of students with physical disabilities in my PE class

Legend: ATT – attitude toward the behavior; PD – physical disability; Likelihood scores range from 1 to 7 (extremely unlikely outcome to extremely likely outcome); Evaluation scores range from -3 to +3 (extremely bad outcome to extremely good outcome);

Normative Beliefs

A normative belief is the TPB component that is used to determine subjective norm (i.e., perceived social pressure and estimated response to this pressure). Specifically, the subjective norm is inferred from the Summative Normative Belief Index (Kudláček, 2007).

We can see higher scores in every item for teachers in the first stage of primary school in table 7. These scores show us that teachers in the first stage of primary school perceive more positively than the teachers in the second stage of primary school that specialists, parents of students with PD, and principals approve that they should include students with PD in their PE.

Table 7. Score of Teachers on Normative Beliefs

Beliefs about the outcome	scale	1st stage (n=44)		2nd stage (n=27)		F	Sig.
		M	(SD)	M	(SD)		
1) Most PE teachers *	MC	4.36	1.38	3.85	1.20	,001	,972
	BS	-0.52	1.73	-0.41	1.50		
	BS x MC	-1,07	8.24	-1.00	7.20		
2) Other general education teachers *	MC	4.30	1.41	3.63	0.88	,056	,814
	BS	-0.60	1.71	-0.74	1.26		
	BS x MC	-1,95	7.52	-2.33	4.52		
3) Specialists (such as physicians or psychologists) *	MC	5.86	1.21	4.55	1.65	4,691	,034
	BS	1.00	1.38	0.26	1.23		
	BS x MC	6,33	9.13	2.07	5.70		
4) Parents of students with PD *	MC	5.61	1.59	4.37	1.67	10,644	,002
	BS	0.89	1.50	-0.33	1.27		
	BS x MC	5,73	9.07	-0.63	5.71		
5) Parents of students without PD *	MC	3.68	1.61	3.81	1.24	,284	,596
	BS	-0.14	1.42	-0.44	1.45		
	BS x MC	0,00	5.32	-0.77	6.92		

6) Most students without PD*	MC	4.39	1.60	3.74	1.34	3,296	,074
	BS	0.05	1.68	-0.70	1.44		
	BS x MC	1.43	7.67	-1.74	6.20		
7) Principals in most Schools *	MC	5.27	1.30	4.22	1.37	1,408	,239
	BS	0.55	1.47	0.11	1.40		
	BS x MC	3.59	8.55	1.33	6.31		
SN							

* think that I should include students with physical disabilities in my PE

Legend: SN – subjective norm; PD – physical disabilities; BS – belief strength scores range from -3 to +3 (I should not to I should); MC – motivation to comply scores range from 1 to 7 (not at all to very much); BS x MC scores range from -21 to +21

Control Beliefs

Control beliefs are the TPB component that is used to determine perceived behavioral control, a direct predictor of intention, in the TPB model. Specifically, perceived behavioral control is inferred from the summative Control Belief Index (Kudláček, 2007).

In table 8 we can see differences in contention between teachers in the first stage of primary school and PE teachers in the second stage. The attitudes on the last 3 items of PE teachers in the second stage are not as positive as attitudes of teachers in the primary stage. Teachers mostly thought that students show willingness to cooperate with classmates with PD and this will have a positive influence on inclusion of children with PD. Participants agreed that these predictors can have a positive influence on inclusion of children with PD.

The results conveyed that the participants were in agreement with most of the assertions about predictors of intention. That means that participants agreed with the assertions that schools have insufficient financial resources, inappropriate equipment, are faced with architectural limits and students are uninformed about classmates with PD. Results also showed that respondents did not agree with the assertions that they are prepared for the inclusion of students with PD. These predictors can have a negative influence on inclusion of students with physical disabilities.

Table 8. Score of Teachers on Control Beliefs

Beliefs about the outcome	scale	1st stage (n=44)		2nd stage (n=27)		F	Sig.
		M	(SD)	M	(SD)		
1.I have proper training	BS	3.55	1.70	3.52	1.50	6,036	,017
	BP	0.93	1.81	0.00	1.66		
	BS x BP	4.27	6.64	0.37	6.25		
2. Schools do not have sufficient equipment	BS	5.61	1.62	5.78	1.55	3,679	,059
	BP	-0.93	1.93	-1.74	1.63		
	BS x BP	-5.34	12.19	-10.85	11.0		
3. Schools have architectural barriers	BS	5.39	1.88	5.70	1.66	2,581	,113
	BP	-1.30	1.89	-1.67	1.59		
	BS x BP	-6.27	11.78	-10.56	9.28		
4. Schools do not have appropriate financial resources	BS	5.61	1.66	5.85	1.46	5,044	,028
	BP	-1.11	1.82	-2.07	1.21		
	BS x BP	-6.39	11.47	-12.19	8.85		
5. Students are not informed about classmates with PD	BS	5.39	1.54	5.81	1.04	2,028	,159
	BP	-0.59	1.92	-1.04	1.53		
	BS x BP	-2.41	12.15	-6.37	9.97		
6. Students show willingness to cooperate with classmates with PD	BS	5.61	1.17	4.63	1.39	1,752	,190
	BP	1.52	1.62	1.37	1.24		
	BS x BP	9.45	9.56	6.70	6.38		
7. School principals support inclusion	BS	5.22	1.43	4.85	1.29	,016	,900
	BP	1.41	1.66	1.59	1.01		
	BS x BP	8.70	9.59	8.44	6.18		
8. Families of students with disabilities show cooperation	BS	5.73	1.53	4.74	1.40	2,216	,141
	BP	1.50	1.76	1.52	1.09		
	BS x BP	10.61	10.84	7.22	6.00		
PBC							

Legend: PBC – Perceived Behavioral Control; PD – physical disability; BS – belief strength statements range from 1 to 7 (strongly disagree to strongly agree); BP – belief power statements range from -3 to +3 (much more difficult to much easier); BS x BP scores range from -21 to + 21

7 DISCUSSION

The main purpose of this research was to compare attitudes and prediction of intentions of teachers of the first stage and PE teachers of the second stage at primary schools toward inclusive physical education in the Czech Republic.

This topic became very interesting for me because I have already analysed this particular field and gained some experience during my stay at Leuven University in Belgium in 2010. This thesis follow up to earlier one from 2010 from Erasmus Mundus Master in Adapted Physical Activities. This is the reason why the research data were collected in both years 2010 and 2011. The research task is relatively difficult because the process of inclusion is a long-term and demanding process for all interested parties and the measurement of attitudes is a difficult process as well. The positive collaboration of all research participants during this research was highly appreciated.

The research questions were mainly focused on gender differences of the participants and on differences of attitudes between first and second stage teachers toward inclusion in physical education. These two research goals will be discussed hereafter:

Differences between genders in behavioral beliefs (attitude), normative beliefs (subjective norm), control beliefs (perceived behavioral control) and intention. We used One-Way analysis of variance to determine if there were significant differences between females and males. Results of this analysis did not show any statistically significant differences between genders. The results that we found out are therefore consistent with Ackah (2010) and Leyser, Kapperman & Keller (1994) who claim that gender is unrelated to attitudes towards inclusion. However, on the other hand, some researchers noted that female teachers had a greater tolerance level for integration and for persons with special needs than did male teachers (Avramidis & Norwich 2002). We can claim that the evidence of gender differences is quite inconsistent and different studies show different results. For this reason we should not presume that either males or females hold more positive attitudes toward inclusion. When there is a gender difference, we should always pay attention to also other aspects such as experience, age, information, etc.

Differences between teachers in the first stage of primary school and PE teachers in the second stage of primary school in behavioral beliefs (attitude), normative beliefs (subjective norm), control beliefs (perceived behavioral control) and intention. This

research question was the main part of the research. It is interesting that the results showed that teachers in the first stage have more statistically significant positive results in all 4 subscales: (a) ATT- Attitude Toward the Behavior, (b) SN - Subjective Norm, (c) CB- Perceived Behavior Control, and (d) INT – Intention.

Attitude score based on behavioral beliefs (ATT) was significantly higher among teachers in the first stage of primary school. These teachers had a higher score in the questions which focused on **positive outcomes for students**. They believed more than PE teachers in the second stage that inclusion in PE a) will have a positive effect on personalities of students with PD, b) will encourage students to help others, and will teach greater tolerance and cooperation as well. PE teachers in the second stage of primary school had a higher score in the questions which focused on **negative outcomes for students**, reporting that students without PD will be more likely to experience discrimination in their regular PE classes and that inclusion will expose students with PD to discrimination. Also, it was revealed that teachers in the first stage of primary school had a higher score than teachers in the second stage for inclusion will make their teaching more difficult. Rybová & Kudláček (2010) mention that teachers are often unaware of the benefits of integrating pupils with physical disabilities into physical education and they face a lack of expert knowledge. It seems that teachers have negative outcomes about inclusion because their knowledge and experience teaching children are insufficient. I fully agree with Rybová & Kudláček (2010) who mention that results could be improved by increasing the knowledge and advice teachers receive from APA consultants (specialists), an APA course, or postgraduate studies.

It is interesting to note that the normative beliefs scores showed that teachers in the first stage of primary school perceive more positively than PE teachers in the second stage of primary school that people who participate in the process of inclusion (parents, specialists, parents of students with PD, etc.) approve that they should include students with PD in their physical education.

Control beliefs are the TPB component that are used to determine perceived behavioral control, which is a direct predictor of intention. This study found out that the attitudes of teachers in the second stage toward a) students show willingness to cooperate with classmates with PD, and b) families of students with disabilities show cooperation, are not as positive as the attitudes of teachers in the primary stage. More positive attitudes

of teachers in the first stage can arise from pre-service teacher education at the university level or from some experience with teaching students with disabilities.

As mentioned in the thesis, there are differences in teacher preparation for the first stage of primary school and second stage of primary school. Future PE teachers focus on performance, limits, and perfect interpretation of physical exercise. On the other hand, pre-service teachers for the first stage of primary school study how to teach in differing ways because they need to interest their young pupils. Consequently, it seems that this experience makes teachers in the first stage more inclined to be creative, open to new things and tolerant, as proven from the results of our research.

8 CONCLUSION

This diploma thesis was focused on the attitudes of teachers in the first and PE teachers in the second stage of basic education toward inclusive physical education in the Czech Republic. The process of inclusion of children with disabilities into mainstream education has been described in detail (as for its development, history and current situation in the Czech Republic) as well as the particular area of inclusion into physical education classes. Adapted Physical Activity has been highlighted as it represents a direct link to education and social inclusion. The position of teachers has been proved to be of a great importance in the process of successful inclusion into physical education as well as good-quality preparation of future PE teachers. The thesis analysed the term *attitude*, its importance in the process of inclusion, and its relationship with *behaviour* while concentrating mainly on the theory of planned behaviour and mentioning the theory of reasoned action. Based on the attitudinal theory, the attitudes toward disability (and its measurement) have been analysed from an international point of view. The Czech Educational System has been briefly outlined too.

The main objective of the thesis was to compare the attitudes and predictors of intentions of physical education teachers in the secondary stage of primary school and teachers in the first stage of primary school toward the inclusion of students with physical disabilities into general PE classes in the Czech Republic. The key points of the research were to define the relations of attitudes, subjective norms and perceived behavioural control on the intention to include students with physical disabilities in general PE classes. The research analysed the question of gender differences in behavioural beliefs, normative beliefs, control beliefs and intention. The last challenge was to define differences between teachers in the first stage of primary school and teachers in the second stage of primary schools in behavioural beliefs, normative beliefs, control beliefs and intention.

There were two groups of research participants: the data from the first group were gathered up during the summer term of 2010 and from the second group during the summer term of 2011. The first sample consisted of 44 teachers in the first stage of primary schools in the Czech Republic. Their average age was 34.60 for females and 41.50 years for males. The second sample consisted of 27 PE teachers in the second stage of primary schools in the Zlin region. In order to properly establish the attitudes of teachers, the Czech version of the questionnaire Attitude Toward Teaching Individuals with Physical Disabilities in Physical Education (ATIPDPE) was implemented. Software package SPSS 11.0 was used to determine the answers to the research questions.

There were two research questions in this thesis. The first question of the research study was: What are the differences between genders in behavioral beliefs (attitude), normative beliefs (subjective norm), control beliefs (perceived behavioral control), and intention? Results of the research study did not show any statistically significant differences between the genders in any of the 4 subscales.

What are the differences between teachers in the first stage of primary school and PE teachers in the second stage of primary school in behavioral beliefs (attitude), normative beliefs (subjective norm), control beliefs (perceived behavioral control) and intention? This was a second question of research. The results showed that teachers in the first stage have more statistically significant positive results in all 4 subscales. Attitude score was significantly higher among teachers in the first stage of primary school. These teachers had a higher score in the questions which focused on positive outcomes for students. Teachers in the second stage of primary school had a higher score in the questions which focused on negative outcomes for students. The normative beliefs scores showed that teachers in the first stage of primary school perceive more positively that people who participate in the process of inclusion approve that they should include students with PD in their physical education. Control beliefs are the TPB component that is used to determine perceived behavioral control, which is a direct predictor of intention. The attitudes of teachers in the first stage toward a) students show willingness to cooperate with classmates with PD, and b) families of students with disabilities show cooperation, are more positive as well.

9 SUMMARY

Physical activity and sport is important for each of us and its implications are far beyond a simple improvement of physical conditions. Inclusion of students with physical disabilities into sport is a crucial step for improving not only their physical condition, but also the quality of their life, their overall rehabilitation and successful integration into society via an improved self-image and self-esteem. For these reasons, the concept of inclusive physical education classes exists.

The process of inclusion is very complex and therefore the support must be systematic, well-planned, structured and individualized. There still exist certain barriers to including students with disabilities into general physical education, whereas the most augmented barriers are considered to be the teachers' preparation and their attitudes and actual barriers to instructions that can include equipment, programming, and time (Sherrill, 1998).

The theoretical part of this study summarizes findings on Adapted Physical Activity and the process of inclusion in both the Czech Republic and worldwide. The findings emphasize the crucial role that is played by adapted physical educators and the importance of their good-quality education within university studies.

The main goal of this study was to describe and compare the differences in behavioral beliefs (attitude), normative beliefs (subjective norm), control beliefs (perceived behavioral control) and intention (1) between genders; and (2) between teachers in the first stage of primary school and PE teachers in the second stage of primary school.

Two groups of subjects participated in this study. The first sample consisted of 44 students (42 females and 2 males) of distance study attending the College of Education at Palacky University in Olomouc. These participants were at the time teaching in the first stage at primary schools in Czech Republic and the average age was 34.60 for females and 41.50 for males. The second sample consisted of 27 physical educational teachers in the second stage at primary schools in the Zlin Region. There were 12 females with an average age of 48.50 and 15 males with an average age of 39.60.

The Czech version of the Attitude Toward Teaching Individuals with Physical Disabilities in Physical Education (ATIPDPE) questionnaire was used for this study.

Results of this study did not show any statistically significant differences between genders. For this reason we should not presume that either males or females hold more positive attitudes toward inclusion. When there is a gender difference, we should always pay attention to also other aspects such as experience, age, information, etc.

Comparison of the attitudes between teachers in the different stages of the Czech educational system showed that teachers in the first stage have more statistically significant positive results in all 4 subscales: (a) ATT- Attitude Toward the Behavior, (b) SN - Subjective Norm, (c) CB- Perceived Behavior Control, and (d) INT – Intention. This can arise from different university preparation of teachers in the first stage and PE teachers in the secondary stage of primary school. The university preparation of teachers in the secondary stage of primary school is specialized mostly in two subjects. PE teachers focus on performance, limits, and perfect interpretation of physical exercise. On the other hand, pre-service teachers for the first stage of primary school study an extensive programme and how to teach in differing ways because they need to interest their young pupils. Consequently, this experience makes teachers in the first stage inclined to be more creative, open to new things and tolerant, as proven from the results of our research.

The attitudes could be main barriers to including children with physical disabilities. Improving the two elements (knowledge and experience) could lead to minimizing this barrier. The opportune time for improving knowledge and experience would be at university. And perhaps future PE teachers should not focus on limits and perfect interpretation but start to study how to be flexible, creative and be able to adapt physical activities for students with physical disabilities. They can find some inspiration in the preparation of teachers in the first stage of primary school, who are much more open toward inclusion of students with physical disabilities because of their knowledge and experience.

9 SOUHRN

Pohybové aktivity a sport jsou důležité pro každého z nás a jejich důsledky mají mnohem větší význam než jen zlepšení fyzické kondice. Integrace studentů s tělesným postižením je rozhodujícím krokem nejen pro zlepšení jejich fyzické zdatnosti, ale také ke zlepšení kvality jejich života, jejich celkové rehabilitaci a úspěšné integraci do společnosti, a to především zvýšením jejich sebedůvěry a sebehodnocení. Z těchto důvodů existuje koncept integrace do hodin běžné tělesné výchovy.

Proces integrace je velmi komplexní a vyžaduje systematickou, dobře plánovanou, strukturovanou a individuální přípravu. Stále existují určité bariéry v integraci studentů s tělesným postižením do hodin běžné tělesné výchovy. Za nejvíce považované jsou bariéry, které pramení z přípravy učitelů a jejich postojů (Sherill, 1998).

Teoretická část této studie popisuje aplikované pohybové aktivity a proces integrace v České Republice i ve světě. Práce zdůrazňuje klíčovou roli pedagogů aplikovaných pohybových aktivit a důležitost kvality jejich vzdělání v rámci univerzitních studií.

Hlavním cílem této studie bylo popsat a srovnat rozdíly ve vztazích postojů, subjektivních norem a vnímaných kontrol chování (1) mezi ženami a muži a (2) mezi učiteli prvního stupně a učiteli TV druhého stupně základních škol. Studie se zúčastnily dvě skupiny participantů. První skupina se skládala ze 44 studentů dálkového studia na Univerzitě Palackého v Olomouci. V době našeho výzkumu participantů této skupiny byli učiteli na prvním stupni základních škol. Průměrný věk žen byl 34.60 let a mužů 41.50. Druhou skupinu participantů tvořili učitelé tělesné výchovy na druhém stupni základních škol ze Zlínského kraje. Průměrný věk žen tohoto vzorku byl 48.50 let a mužů 39.60.

Výsledky této studie neukázaly statisticky významný rozdíl mezi pohlavími. Z tohoto důvodu nemůžeme předpokládat, že muži nebo ženy mají více pozitivní postoje k integraci. Pokud existují rozdíly mezi pohlavími, měli bychom věnovat pozornost také dalším aspektům jako jsou zkušenosti, věk, informovanost, apod.

Srovnání postojů mezi učiteli, kteří učí na různém stupni vzdělávacího systému, ukázalo, že učitelé prvního stupně mají statisticky významně pozitivnější výsledky ve všech 4 složkách ATIPDPE dotazníku. Tyto rozdíly mohou pramenit z odlišné univerzitní přípravy učitelů prvního stupně a učitelů TV pro druhý stupeň základních škol. Univerzitní příprava učitelů pro druhý stupeň základních škol je specializovaná většinou na dva

vyučovací předměty. Studium budoucích učitelů TV je zaměřeno na výkon, limity a dokonalé provedení tělesných cvičení. Na druhou stranu, budoucí učitelé prvního stupně studují obsáhlejší program a jak učit rozdílnými způsoby, protože potřebují zaujmout a motivovat jejich mladší žáky. Tyto zkušenosti poskytují učitelům na prvním stupni být více kreativní, otevřený novým věcem a být tolerantní, o čemž svědčí i výsledky našeho výzkumu.

Postoje mohou být hlavními bariérami v začleňování dětí s tělesným postižením. Zlepšení dvou elementů (vědomostí a zkušeností) by mohlo vést k minimalizování této postojové bariéry. Příhodný čas pro zlepšení vědomostí a zkušeností je právě během univerzitní přípravy budoucích učitelů. Možná by budoucí učitelé TV neměli být tolik zaměřeni na limity a dokonalé provedení tělesných cvičení, ale měli by se začít učit jak být flexibilní, kreativní a schopní přizpůsobit pohybové aktivity i pro studenty s tělesným postižením. Inspiraci mohou najít právě v přípravě učitelů pro první stupeň základních škol, kteří jsou mnohem více otevření k začleňování žáků s tělesným postižením.

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11. APPENDIXES

11.1 Appendix A: ATIPDPE QUESTIONNAIRE – Czech version

INTEGROVANÁ TĚLESNÁ VÝCHOVA

Je docela pravděpodobné, že ve třídě máte či budete mít i žáky s tělesným postižením.

Někdy máte (budete mít) možnost zvolit si, které žáky budete učit, jindy tuto možnost nemáte. Je možné, že budete moci požádat vedení školy o zařazení určitých žáků do Vašich hodin TV, nebo o to, aby Vám určité žáky nepřidělovalo. Pravděpodobně můžete také požádat vedení školy, aby určité žáky přeložilo z vašich hodin TV jinam.

Nehledě na to, budete-li mít možnost volby, nyní je vhodný okamžik začít přemýšlet o tom, kdo by se měl účastnit hodin běžné školní TV a jestli byste měli nebo neměli do Vašich hodin TV začleňovat žáky, kteří se nějak liší od běžných žáků TV.

Obecné pokyny k vyplňování dotazníku

Jsme si vědomi toho, že Vaše názory se mohou změnit. Bez ohledu na tento fakt, odpovězte prosím na následující otázky na základě toho, jak se cítíte a co si myslíte v tomto okamžiku.

Všechny odpovědi v tomto dotazníku používají 7bodové škály.

Pokaždé označte bod, který nejlépe charakterizuje Váš názor, přesvědčení, nebo záměr.

Jestliže plně rozumíte těmto pokynům, označte políčko „určitě ano“ pomocí křížku **X**.

Rozumím těmto pokynům.

určitě ne : : : : : : : **X** : určitě ano
1 2 3 4 5 6 7

Jestliže těmto pokynům vůbec nerozumíte, označte pomocí křížku **X** políčko „určitě ne“ na samém konci 7bodové škály.

Rozumím těmto pokynům.

určitě ne : **X** : : : : : : určitě ano
1 2 3 4 5 6 7

Jestliže se Váš názor pohybuje někde uprostřed, označte pomocí křížku **X** některé z pěti políček 2 až 6.

Odpovědi v tomto dotazníku jsou plně anonymní.

I. V tělesné výchově můžete mít mimo tradičních, průměrných žáků také žáky něčím výjimečné. Následuje jejich stručný popis.

Po přečtení definice tohoto pojmu označte, prosím, na 7 bodové škále míru vašeho porozumění.

Pojem „žáci s tělesným postižením“ (žáci s TP) označuje studující i žáky (6-18 let) diagnostikované pod jedním z uvedených postižení (dětská mozková obrna, amputace, rozštěp páteře apod.). Žáci mohou být schopni samostatné chůze bez kompenzačních pomůcek, nebo mohou používat mechanických či elektrických vozíků, chodítek nebo francouzských holí. Mohou také vyžadovat individuální přístup nebo pomoc asistenta. **Označte, prosím, odpověď**

Rozumím tomuto pojmu a dokážu si představit takového žáka.

určitě ne : : : : : : : určitě ano
1 2 3 4 5 6 7

II. Výchovně vzdělávací proces v TV.

Po přečtení definic tohoto pojmu označte, prosím, míru Vašeho porozumění pojmu „začlenění žáků“.

Pojem „začlenění žáků“ znamená zařazení různých typů jedinců do společných forem TV. Začlenění je založeno na filozofii, že žáci by měli být vzděláváni a vychováni společně v jedné třídě oproti odděleným (separovaným) třídám podle typů žáků. Pojem **Začlenění žáků** znamená, že učitel TV obecně musí učinit nezbytná opatření v pedagogice, didaktice a osnovách tak, aby zajistil, že všichni žáci mohou dosáhnout cílů TV, budou se cítit bezpeční, spokojeni, v pohodě a také úspěšní v prostředí TV. **Označte, prosím, odpověď**

Rozumím tomuto pojmu a dokážu si začlenění představit.

určitě ne : : : : : : : určitě ano
1 2 3 4 5 6 7

To, že žáci se naučí pomáhat druhým, je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

4. Začlenění žáků s TP do mých hodin TV bude klást vysoké nároky na přípravu hodiny.

velmi nepravděpodobný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi pravděpodobný výsledek**

Zvýšení náročnosti na přípravu hodiny je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

5. Začlenění žáků s TP do mých hodin TV povede obecně ke zvýšení tolerance u žáků .

velmi nepravděpodobný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi pravděpodobný výsledek**

Zvýšení tolerance u žáků je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

6. Začlenění žáků s TP do mých hodin TV bude mít pro žáky s TP pozitivní vliv na vývoj jejich osobnosti (například sebevědomí, pocit začlenění, atd.).

velmi nepravděpodobný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi pravděpodobný výsledek**

Pozitivní vliv na vývoj osobnosti žáků s TP (například sebevědomí, pocit začlenění, atd.) je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

7. Při začlenění žáků s TP do mých hodin TV budou žáci s TP v hodině TV diskriminováni.

velmi nepravděpodobný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi pravděpodobný výsledek**

To, že žáci s TP budou v hodině TV diskriminováni je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

8. Při začlenění žáků s TP do mých hodin TV žáci s TP zpomalí výuku v mé školní TV.

velmi nepravděpodobný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi pravděpodobný výsledek**

Zpomalení výuky v TV je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

9. Začlenění žáků s TP do mých hodin TV povede k větší informovanosti mých žáků o osobách s postižením.

velmi nepravděpodobný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi pravděpodobný výsledek**

To, že moji žáci budou lépe informováni o osobách s postižením, je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

10. Při začlenění žáků s TP do mých hodin TV se žáci naučí vzájemně spolupracovat.

velmi nepravděpodobný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi pravděpodobný výsledek**

To, že žáci se naučí vzájemně spolupracovat, je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

11. Při začlenění žáků s TP do mých hodin TV budou žáci bez postižení v hodině TV diskriminováni.

velmi nepravděpodobný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi pravděpodobný výsledek**

To, že žáci bez postižení budou v hodině TV diskriminováni, je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

12. Začlenění žáka s TP do mých hodin TV povede ke snížení kvality těchto hodin .

velmi nepravděpodobný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi pravděpodobný výsledek**

Snížení kvality hodin TV je:

velmi špatný výsledek : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi dobrý výsledek**

B. Následující tvrzení souvisejí s tím, jak vnímáte názory různých lidí na to, co byste měl/a činit, a na tom, jak moc byste jim chtěl/a vyhovět. Označte, prosím, to, jak vnímáte názory různých lidí a jak moc byste chtěl/a vyhovět jejich názorům.

1. Většina učitelů TV si myslí, že bych

neměl/a: $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **měl/a**

začlenit žáky s TP do mé školní TV.

Obecně řečeno, jak moc chcete činit to, o čem si většina učitelů TV myslí, že byste měl/a činit?

vůbec ne : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi**

2. Ostatní učitelé si myslí, že bych

neměl/a: $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **měl/a**

začlenit žáky s TP do mé školní TV.

Obecně řečeno, jak moc chcete činit to, o čem si ostatní učitelé myslí, že byste měl/a činit?

vůbec ne : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi**

3. Odborní pracovníci (např. lékaři, psychologové, speciální pedagogové, sociální pracovníci atd.) si

myslí, že bych

neměl/a: $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **měl/a**

začlenit žáky s TP do mé školní TV.

Obecně řečeno, jak moc chcete činit to, o čem si odborní pracovníci (např. lékaři, psychologové, speciální pedagogové, sociální pracovníci atd.) myslí, že byste měl/a činit?

vůbec ne : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi**

4. Rodiče žáků s postižením si myslí, že bych

neměl/a: $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **měl/a**

začlenit žáky s TP do mé školní TV.

Obecně řečeno, jak moc chcete činit to, o čem si rodiče žáků s postižením myslí, že byste měl/a činit?

vůbec ne : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi**

5. Rodiče žáků bez postižení si myslí, že bych

neměl/a: $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **měl/a**

začlenit žáky s TP do mé školní TV.

Obecně řečeno, jak moc chcete činit to, o čem si rodiče žáků bez postižení myslí, že byste měl/a činit?

vůbec ne : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi**

6. Většina žáků bez postižení si myslí, že bych

neměl/a: $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **měl/a**

začlenit žáky s TP do mé školní TV.

Obecně řečeno, jak moc chcete činit to, o čem si většina žáků bez postižení myslí, že byste měl/a činit?

vůbec ne : $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **velmi**

7. Vedení na většině škol si myslí, že bych

neměl/a: $\frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} : \frac{\quad}{4} : \frac{\quad}{5} : \frac{\quad}{6} : \frac{\quad}{7}$: **měl/a**

začlenit žáky s TP do mé školní TV.

Obecně řečeno, jak moc chcete činit to, o čem si vedení na většině škol myslí, že byste měl/a činit?

vůbec ne : : : : : : : : **velmi**
1 2 3 4 5 6 7

C. Následující tvrzení souvisejí s faktory a okolnostmi, které mohou začlenění žáků s tělesným postižením do hodin školní TV usnadnit, nebo naopak znesnadnit. Zhodnot'te, prosím, tato tvrzení.

1. Jsem dostatečně připraven/a na začlenění žáků s TP do mé školní TV.

silně nesouhlasím : : : : : : : : **silně souhlasím**
1 2 3 4 5 6 7

Myslím, že moje dostatečná připravenost by začlenění žáků s TP do mé školní TV mohla:

značně znesnadnit : : : : : : : : **značně usnadnit**
1 2 3 4 5 6 7

2. Myslím, že školy nejsou dostatečně materiálně vybaveny pro začlenění žáků s TP do hodin TV.

silně nesouhlasím : : : : : : : : **silně souhlasím**
1 2 3 4 5 6 7

Myslím, že nedostatečné materiální vybavení by mohlo začlenění žáků s TP:

značně znesnadnit : : : : : : : : **značně usnadnit**
1 2 3 4 5 6 7

3. Myslím, že školy nejsou dostatečně bezbariérové.

silně nesouhlasím : : : : : : : : **silně souhlasím**
1 2 3 4 5 6 7

Myslím, že nedostatečná bezbariérovost by mohla začlenění žáků s TP:

značně znesnadnit : : : : : : : : **značně usnadnit**
1 2 3 4 5 6 7

4. Myslím, že většina škol nemá dostatečné finanční prostředky pro začlenění žáků s TP do mé školní TV.

silně nesouhlasím : : : : : : : : **silně souhlasím**
1 2 3 4 5 6 7

Myslím, že nedostatečné finanční prostředky by mohly začlenění žáků s TP do mé TV:

značně znesnadnit : : : : : : : : **značně usnadnit**
1 2 3 4 5 6 7

5. Myslím, že žáci nejsou dostatečně informováni o osobách s TP.

silně nesouhlasím : : : : : : : : **silně souhlasím**
1 2 3 4 5 6 7

Myslím, že nedostatečná informovanost žáků o osobách s TP by začlenění žáků s TP do mé TV mohla:

značně znesnadnit : : : : : : : : **značně usnadnit**
1 2 3 4 5 6 7

6. Myslím, že většina žáků bez postižení by ve vztahu k žákům s TP mohla projevovat pochopení a ochotu ke spolupráci.

silně nesouhlasím : : : : : : : : **silně souhlasím**
1 2 3 4 5 6 7

Myslím, že pochopení ze strany žáků bez postižení a jejich ochota ke spolupráci s žáky s TP by začlenění těchto žáků do mé TV mohly:

značně znesnadnit : : : : : : : : **značně usnadnit**
1 2 3 4 5 6 7

7. Myslím, že vedení na většině škol by mě podporovala při začleňování žáků s TP do mé školní TV.

silně nesouhlasím : : : : : : : : **silně souhlasím**
1 2 3 4 5 6 7

Myslím, že podpora ze strany vedení školy by začlenění žáků s TP do mé školní TV mohla:

značně znesnadnit : : : : : : : : **značně usnadnit**
1 2 3 4 5 6 7

8. Myslím, že většina rodin žáků s TP by byla nakloněna spolupráci při začleňování žáků s TP do mé školní TV.

silně nesouhlasím : : : : : : : : **silně souhlasím**
1 2 3 4 5 6 7

Myslím, že spolupráce rodiny žáka s TP by začlenění těchto žáků do mé TV mohla:

značně znesnadnit : : : : : : : : **značně usnadnit**
1 2 3 4 5 6 7

11.2 Appendix B - ATIPDPE QUESTIONNAIRE – English version

PHYSICAL EDUCATION IN NEW MILLENIUM

PURPOSE OF SURVEY

WHEN YOU FINISH YOUR STUDIES AND GET YOUR JOB TEACHING PE, YOU WILL NEED TO MAKE MANY DECISIONS. IT IS POSSIBLE THAT YOU WILL HAVE STUDENTS WITH PHYSICAL DISABILITIES IN YOUR CLASSES. SOMETIMES YOU WILL HAVE A CHOICE, AND SOMETIMES YOU WILL NOT HAVE A CHOICE. YOU MAY WANT TO ASK THE PRINCIPAL TO PUT CERTAIN KINDS OF STUDENTS IN YOUR CLASSES OR NOT TO PUT CERTAIN KINDS OF STUDENTS IN. YOU MAY WANT TO ASK THE PRINCIPAL TO TAKE OUT CERTAIN KINDS OF STUDENTS.

WHETHER YOU HAVE A CHOICE OR NOT, NOW IS THE TIME TO BEGIN THINKING ABOUT HOW YOU FEEL ABOUT WHO SHOULD BE IN A GENERAL PE CLASS AND HOW YOU SHOULD OR SHOULD NOT INCLUDE STUDENTS WHO ARE DIFFERENT FROM THE TRADITIONAL, AVERAGE PE STUDENT.

GENERAL INSTRUCTIONS FOR SURVEY

WE REALIZE YOU MAY CHANGE YOUR MIND LATER, BUT PLEASE RESPOND TO THE FOLLOWING ITEMS BASED ON HOW YOU BELIEVE OR FEEL **TODAY** AS YOU THINK OF YOURSELF AS A **FIRST - YEAR TEACHER**.

ALL OF THE ITEMS ON THIS SURVEY USE RATING SCALES WITH 7 POINTS. ALWAYS CHECK THE POINT THAT BEST DESCRIBES YOUR OPINION, BELIEF, OR INTENT.

FOR EXAMPLE, IF YOU FULLY AND COMPLETELY UNDERSTAND THESE INSTRUCTIONS, PUT AN **X** ON THE DEFINITELY YES AS SHOWN BELOW.

I UNDERSTAND THESE INSTRUCTIONS.
DEFINITELY NO : : : : : : : **X** : DEFINITELY YES
 1 2 3 4 5 6 7

IF YOU TOTALLY AND COMPLETELY DO NOT UNDERSTAND, PUT A **X** AT THE FAR END OF THE BOX ON THE DEFINITELY NO BLANK.

I UNDERSTAND THESE INSTRUCTIONS.
DEFINITELY NO : **X** : : : : : : DEFINITELY YES
 1 2 3 4 5 6 7

IF YOU ARE SOMEWHERE IN THE MIDDLE, PUT AN **X** IN ONE OF THE FIVE MIDDLE SPACES.

All responses will be kept confidential.

.....

At this moment please indicate how well you understand these instructions. Place a X above the blank that best describes your level of understanding:

I UNDERSTAND THESE INSTRUCTIONS.
DEFINITELY NO : : : : : : : DEFINITELY YES
 1 2 3 4 5 6 7

1. I intend to include students with physical disabilities, if they are in my physical education class.
Strongly Disagree : ___ : ___ : ___ : ___ : ___ : ___ : **Strongly Agree**
1 2 3 4 5 6 7

2. I will try to include students with physical disabilities, if they are in my physical education class.
Definitely False : ___ : ___ : ___ : ___ : ___ : ___ : **Definitely True**
1 2 3 4 5 6 7

3. I am determined to include students with physical disabilities, if they are in my physical education class.
Strongly Disagree : ___ : ___ : ___ : ___ : ___ : ___ : **Strongly Agree**
1 2 3 4 5 6 7

4. I will develop lesson plans to facilitate inclusion of students with physical disabilities if they are in my physical education class.
Strongly Disagree : ___ : ___ : ___ : ___ : ___ : ___ : **Strongly Agree**
1 2 3 4 5 6 7

Following are statements related to outcomes of inclusion of students with physical disabilities. You are asked to evaluate the likelihood of these outcomes for you and the strength of your belief in regard to each outcome.

2. Including students with physical disabilities in my PE class will help students without disabilities to learn to interact with persons with physical disabilities.

Extremely Unlikely Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Likely Outcome**
1 2 3 4 5 6 7

Students without disabilities learning to interact with persons with physical disabilities is:

Extremely Bad Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Good Outcome**
1 2 3 4 5 6 7

3. Including students with physical disabilities in my PE class will make teaching physical education more difficult.

Extremely Unlikely Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Likely Outcome**
1 2 3 4 5 6 7

My teaching physical education being more difficult is:

Extremely Bad Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Good Outcome**
1 2 3 4 5 6 7

4. Including students with physical disabilities in my PE class will encourage students to learn to help others

Extremely Unlikely Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Likely Outcome**
1 2 3 4 5 6 7

Students learning to help others is:

Extremely Bad Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Good Outcome**
1 2 3 4 5 6 7

5. Including students with physical disabilities in my PE class will make lesson planning and preparation much more difficult

Extremely Unlikely Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Likely Outcome**
1 2 3 4 5 6 7

Lesson planning and preparation being much more difficult is:

Extremely Bad Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Good Outcome**
1 2 3 4 5 6 7

6. Including students with physical disabilities in my PE class will teach students greater tolerance

Extremely Unlikely Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Likely Outcome**
1 2 3 4 5 6 7

Students learning greater tolerance is:

Extremely Bad Outcome : ___ : ___ : ___ : ___ : ___ : ___ : **Extremely Good Outcome**
1 2 3 4 5 6 7

3. Specialists (such as physicians, psychologists, special education teachers, social workers etc) think that

I Should Not : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **I Should**
1 2 3 4 5 6 7
include students with physical disabilities in my PE

Generally speaking, how much do you want to do what specialists (such as physicians, psychologists, special education teachers, social workers etc) think you should do?

Not At All : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **Very Much**
1 2 3 4 5 6 7

4. Parents of students with disabilities think that

I Should Not : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **I Should**
1 2 3 4 5 6 7
include students with physical disabilities in my PE

Generally speaking, how much do you want to do what parents of students with disabilities think you should do?

Not At All : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **Very Much**
1 2 3 4 5 6 7

5. Parents of students without disabilities think that

I Should Not : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **I Should**
1 2 3 4 5 6 7
include students with physical disabilities in my PE

Generally speaking, how much do you want to do what parents of students without disabilities think you should do?

Not At All : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **Very Much**
1 2 3 4 5 6 7

6. Most students without disabilities think that

I Should Not : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **I Should**
1 2 3 4 5 6 7
include students with physical disabilities in my PE

Generally speaking, how much do you want to do what most students without disabilities think you should do?

Not At All : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **Very Much**
1 2 3 4 5 6 7

7. Principals in most schools think that

I Should Not : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **I Should**
1 2 3 4 5 6 7
include students with physical disabilities in my PE

Generally speaking, how much do you want to do what principals in most schools think you should do?

Not At All : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **Very Much**
1 2 3 4 5 6 7

Following are statements related to factors and circumstances that might make inclusion of students with physical disabilities more difficult or easier. You are asked to evaluate these factors and circumstances.

1. I have appropriate training to successfully include students with physical disabilities into my PE class.

Strongly Disagree : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **Strongly Agree**
1 2 3 4 5 6 7

Having proper training would make inclusion of students with physical disabilities in my PE class

Much More Difficult : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **Much Easier**
1 2 3 4 5 6 7

2. I think that schools have appropriate equipment for including students with physical disabilities in

my PE class

Strongly Disagree : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **Strongly Agree**
1 2 3 4 5 6 7

I think that schools having appropriate equipment for including students with physical disabilities will make inclusion.

Much More Difficult : ___ : ___ : ___ : ___ : ___ : ___ : ___ : **Much Easier**
1 2 3 4 5 6 7

6. If you have had personal experience with individuals with physical disabilities, please rate your overall experience. (Circle one) *Not good *Satisfactory * Very good *Outstanding
7. Have you taken any courses of Adapted physical activity? Yes No
8. If you have taken courses please write the Name _____
name of this course and year in which you took it. Year _____
9. Do you have any integrated students in your school?
10. Do you have any integrated students in your class?
11. How competent do you feel teaching PE to students with physical disabilities?
(Circle one) Not at all Somewhat Very

YOUR FIRST NAME: _____ LAST 4 DIGITS OF YOUR BIRTH NUMBER: _____

THANK YOU VERY MUCH FOR YOUR HELP, AND BEST WISHES ON YOUR FUTURE.
PLEASE GO BACK AND DOUBLE CHECK THAT YOU HAVE ANSWERED EVERY ITEM.
IF YOU OMIT SOME ITEMS, THEN I CANNOT USE YOUR RESPONSES.
THIS IS VERY IMPORTANT.