

AN ABSTRACT OF THE THESIS OF

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Title: Analysis of Korean Physical Educators' Attitudes Toward Teaching Handicapped Students in Regular Classes

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Abstract approved:

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John M. Dunn

The purpose of this study was to examine Korean physical educators' attitudes toward teaching handicapped students in their regular classes. Ninety-eight schools were randomly selected from middle schools in Korea. A total of 213 Korean physical educators was the sample size used in this study.

The survey instrument used was the Physical Educators Attitudes Toward Teaching the Handicapped (PEATH). The data were collected by the investigator and analyzed with the assistance of an IBM Computer and NCSS Software Package.

Paired t-test comparisons, Pearson Product-Moment Correlations, and Multiple Regression procedures were employed to determine the difference between teachers'

attitudes toward learning handicapped students and attitudes toward physically handicapped students, the relationship between teachers' attitudes and each demographic variable, and the predictability among demographic variables.

A significant difference was found between teachers' attitudes toward physically handicapped students. The result suggests that Korean physical educators prefer to teach learning handicapped students rather than physically handicapped students in their regular classes.

No relationship was found between teachers' attitudes and five demographic variables studied: teacher's gender, years of teaching experience, degree earned, age, and teaching experience with handicapped students. Therefore, these variables were not found to be predictors of teachers' attitudes toward the handicapped.

ANALYSIS OF KOREAN PHYSICAL EDUCATORS' ATTITUDES
TOWARD TEACHING HANDICAPPED STUDENTS
IN REGULAR CLASSES

by

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Typed by Judith Stone for Kihong Kim

DEDICATION

To my lovely wife and daughter, Oekyung and Yerin Kim

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ANALYSIS OF KOREAN PHYSICAL EDUCATORS' ATTITUDES
TOWARD TEACHING HANDICAPPED STUDENTS
IN REGULAR CLASSES

CHAPTER 1

INTRODUCTION

Article 30 of the constitution of the Republic of Korea mandates that all citizens are entitled to live decent lives as human beings (Kay, 1984). Pursuant to the above provision of the constitution, the Act for Promotion of Special Education (Law 3053), the Handicapped People's Welfare Law (Law 3452), and the Children's Welfare Law (Law 3488) were legislated for the sake of special populations (Kim, Bae, Kim, & Yoon, 1985).

The above laws support the concept that handicapped students can benefit from special education programs in special settings. Unfortunately, this suggests that handicapped students may be restricted from regular classes in Korea.

Within the United States, under the provisions of Public Law 94-142, all handicapped students are

specifically mandated to be educated in the least restrictive environment (Gresham, 1982). Heron and Skinner (1981) observe that the least restrictive environment means:

"That educational setting which maximizes the...students' opportunity to respond and achieve, permits the regular education teacher to interact proportionally with all the students in the classroom and fosters acceptable social relations between nonhandicapped and (handicapped) students"(p. 116).

Thus, many previously unserved moderately and severely handicapped students have become the responsibility of the American school system. The goal of providing a free, appropriate public education in the least restrictive environment for handicapped students has resulted in the integration of many handicapped students into regular educational programs.

As handicapped students participate more fully in the regular educational program, physical education teachers are getting asked to teach handicapped students in their regular classes. It is important to

analyze teacher attitude toward the concept of mainstreaming because teachers' attitudes determine the quality of the environment of their classes (Turnbull & Schultz, 1979). MacMillan and Becker (1977), in a discussion of mainstreaming, claim that to ignore teachers' attitudes toward integrating students who are handicapped into a regular classroom could be equal to failure. Teachers' negative attitudes may cause a stress for handicapped students, especially the physically handicapped students in physical education classes, because their visibility makes them vulnerable to negative thoughts and behaviors by some teachers (Santomier, 1985).

Some researchers (Ringlaben & Price, 1981) have indicated that many teachers who have handicapped students enrolled in their school have positive attitudes toward mainstreaming. Ringlaben and Price, however, limited their study only to teachers who had mainstreamed students in their classrooms.

Clark (1987) and Sherrill (1981) note that physical educators, who have positive attitudes, can successfully integrate students with special needs into a regular physical education class. Rizzo (1984) extended the previous research regarding the attitudes

of physical educators toward teaching handicapped pupils in regular classes (Aloia, Knutson, Minner, & Von Seggern, 1980; Minner & Knutson, 1982; Jansma & Shultz, 1982; Marston & Leslie, 1983), and concluded that the attitude of teachers is more positive toward the learning handicapped compared to the physically handicapped.

Unfortunately, few Korean studies have attempted to assess physical educators' attitudes toward handicapped students. Only recently the Korean society has begun to show interest in the education and rehabilitation of handicapped children. There is a need for research in the area of teacher attitude in order to develop an understanding of the level of sensitivity toward handicapped students by Korean physical educators. This information may also serve to provide guidance for teacher training related to the needs of handicapped students within a regular classroom.

Statement of the Problem

The problem of this study was to determine the attitudes of Korean physical educators toward teaching handicapped students in their regular classes.

Teacher attitude toward the physically handicapped compared to the learning handicapped was investigated to assess the effect of different types of handicapping conditions on the attitude of teacher.

To examine the selected factors related to attitudes, five demographic variables were identified:

- a) Teacher's gender
- b) Years of teaching experience
- c) Highest degree earned
- d) Teacher's age
- e) Teaching experience with handicapped students

Significance of the Study

It is important to develop positive attitudes, since attitudes, positive or negative, determine the way a person reacts to the environment and positive attitudes tend to be more productive than negative attitudes. The development of positive attitudes must be a primary goal in teacher training (Dirocco, 1978).

Attitudes toward handicapped people have been the focus of much research; however, a limited number of researchers have examined physical educators' attitudes toward handicapped students. The fact that mainstreaming frequently occurs first in the physical

education setting suggests the importance of physical educators' attitudes (Dunn, 1976).

Since the special program for handicapped children in Korea started with foreign aid just after the Korean War, the program has been almost inactive because of social indifference and financial shortage. Recently, a great change has taken place in Korea in the area of rehabilitation and education for handicapped children.

The attitudes of Korean physical educators toward handicapped students need to be analyzed to assess the impact of present and proposed training.

Purpose of The Study

The purpose of this study was to determine and analyze physical educators' attitudes toward handicapped students in Korea.

Research Hypothesis

Korean Physical Educators' attitudes are more positive toward teaching learning handicapped students in regular classes than physically handicapped students, and the attitudes are related to the educators' gender, age, degree earned, years of teaching experience, and teaching experience with

handicapped students.

Statistical Hypothesis

1. $H_0 : J_1 = U_2$

$H_1 : J_1 \neq U_2$

$H_2 : J_1 = U_2$

Where

J_1 : Attitudes Toward Learning Handicapped

J_2 : Attitudes Toward Physically Handicapped

2. $H_0 : R^2 = 0$

$H_1 : R^2 \neq 0$

Where

R^2 : The Relationship Between Attitudes and Gender, Age, Degree, Years of Teaching Experience, and Teaching Experience with Handicapped Students.

Basic Assumption

This study was based on the following assumptions:

1. Physical educators' attitudes toward handicapped students can be reliably measured by the PEATH questionnaire.

2. Korean physical educators' attitudes toward teaching handicapped students were assessed only by the PEATH questionnaire.

3. Handicapped students were labelled either physically handicapped or learning handicapped.

Delimitation

The scope of this study was delimited by the following factors:

1. The subjects were 392 physical education teachers from middle schools of Seoul, Pusan, and Daegu in Korea.

2. Korean physical educators' attitudes toward teaching handicapped students were assessed only by the PEATH questionnaire.

3. Handicapped students were labelled either physically handicapped or learning handicapped.

Limitations

This study was limited in the following ways:

1. The physical educators were sampled from urban areas in Korea.

2. The physical education teachers of middle schools ranged from grade 7 to grade 9 level.

3. The responses of the physical education teachers who returned the survey were analyzed.

4. The measurement of Korean physical educators' attitudes toward teaching handicapped students was limited to the validity and reliability of the PEATH questionnaire.

Definitions

1. Attitude --- Learned predispositions to respond in a consistently favorable or unfavorable manner with respect to a given object (Fishbein & Ajzen, 1975, p. 512).

2. Physical Educators' Attitudes Toward Teaching The Handicapped (PEATH) --- This is the name of the survey instrument used in this study. The survey, developed by Rizzo in 1984, is based on Fishbein and Ajzen's model of the Theory of Research Action (1980).

3. Physically Handicapped --- According to the PEATH scale, the term Physically Handicapped refers to those students typically identified as having sensory deficits, physical disabilities, or perceptual deficits. Sensory deficits include hearing impairment, vision impairment, etc. Physical disabilities include amputee, cerebral palsy, club foot, etc. Perceptual

deficits refer to the impairment of performing skilled or purposive movement without obvious disability.

4. Learning Handicapped -- According to the PEATH scale, Learning Handicapped was defined as those students typically identified as learning disabled, educable mentally retarded, or having behavioral disorders.

5. P.L. 94-142 --- Public Law 94-142 refers to the Education For All Handicapped Children Act of 1975.

6. Mainstreaming --- This term refers to the integration of handicapped students into the regular classroom who were previously educated exclusively in segregated settings.

7. Middle School --- This term refers to the Korean school system and includes grade 7 to grade 9.

CHAPTER 11

REVIEW OF LITERATURE

The increase in educational services provided to the handicapped and the placement of many handicapped students in the regular classroom have been accompanied by a need for sound decisions regarding appropriate services for these special students. Teachers' attitudes toward teaching handicapped students have been studied and these studies have been outlined to make appropriate placement and programming decisions concerning handicapped students.

Several avenues of research must be explored in order to understand the literature surrounding teacher attitudes. This chapter presents a review of the literature dealing with 1) the concept of attitude, 2) the measurement of attitude, 3) teacher attitude toward handicapped students, 4) physical educators' attitudes toward handicapped students, and 5) education for handicapped students in Korea.

The Concept of Attitude

In 1985, Baldwin proposed that attitude could be basic to the understanding of an individual's expression.

Attitudes are abstract concepts, they are changeable, and they are subject to rationalization and deception (Henerson, Morris & Fitz-Gibbon, 1978; Renner, 1972).

A definition of attitude is described by Thurstone as "the degree of positive or negative effect associated with some psychological object" (1929, pp. 6-13) and as "a tendency toward a particular response in a particular situation" (1931, pp. 230-233).

Allport (1935) defined attitude as:
"Mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objectives and situations with which it is related" (p. 810).

In 1970, Rokeach defined attitude as a :
"Relatively enduring organization of interrelated beliefs that describe, evaluate, and advocate action with respect to an object or situation with each belief having cognitive, affective, and behavioral

components" (p. 112).

The idea that an attitude is regarded as a function of characteristics, such as the way individuals view themselves and behave (Behling, 1981; Brophy & Good, 1974; Brophy, 1979; Dworkin, 1979; Good, 1981; Purkey, 1978) supports the definition of an attitude as "learned predispositions to respond in a consistently favorable or unfavorable manner with respect to a given object" (Fishbein & Ajzen, 1975, p. 512).

The Measurement of Attitudes

Attitudinal measures can not be quantified as physiological measures. Observations of an individual's behaviors and speech are often used as measures of attitude (Henerson, Morris & Fitz-Gibbon, 1978).

Renner (1972) stated that :

"The realization is rapidly growing that attitudes, the way individuals and groups feel about the various aspects of their world, are probably more determinative of behavior than mere cognitive understanding of this world. When this is granted, the importance and value of attitude measurement becomes at once obvious(p.15)."

The fact that attitudes are changeable and subjective threaten the accurate measurement of attitudes. Renner (1972) listed the following assumptions which must be made in order to measure attitudes:

"-----that attitudes are measurable, that they vary along a continuum, that measurable attitudes are common to the group, and that they are held by many people (p.7)."

Henerson, et al. (1978) took the following four approaches for evaluating attitudes:

- 1) Self-report measures
- 2) Reports of others
- 3) Sociometric procedures
- 4) Records

Report measurement can be done by interviews, surveys, polls; questionnaires and attitude rating scales; logs, journals, and diaries. Sociometric procedures include peer ratings, and social choice techniques. Records are provided by counselor files or attendance records.

The two most commonly employed scales for measuring attitudes are the Likert scale and semantic

differential scale. The Likert scale, introduced by Likert in 1932, involves an expression of the individuals's degree of agreement or disagreement with a series of affective statements.

The semantic differential scale, developed by Osgood in 1957, involves the rating of concepts with scales anchored at the extremes by bipolar adjectives. Bipolar adjectives usually have a seven point rating scale.

The purpose of this study was to determine whether Korean physical educators have positive or negative attitudes toward handicapped students. Therefore, teachers were asked to respond to a series of questions by indicating 'strongly disagree to strongly agree'. This format which is based on a Likert scale was used in the development of the PEATH inventory.

Teacher Attitudes Toward Handicapped Students

An abundance of research has dealt with the effect of teacher attitude on student achievement. However, research dealing with teacher attitudes toward exceptional students is sadly lacking.

Due to the effect of P.L. 94-142, the important issue of teacher attitude toward handicapped students

has been a major concern in issues related to mainstreaming (Brodwin & Gardner, 1978; Foster & Keech, 1977; Gullota, 1974; Harasymiu & Horne, 1976; Hudson, 1979; Ingram, 1973; Mandell & Strain, 1978; Moore & Fine, 1978; Rivera, 1978; Wechster, 1975; Yuker, Block & Young, 1970).

Hudson (1979) investigated regular classroom teachers' attitudes in regard to mainstreaming. The results indicated that teachers expressed negative attitudes toward mainstreaming.

Rivera (1978) and Ingram (1976) surveyed regular classroom teachers' attitudes toward handicapped children. Rivera found that 82 percent of the teachers expressed negative attitudes toward the mentally retarded. Different percentages but similarly negative attitudes toward handicapped students were found in Ingram's dissertation. Additional studies also indicated negative teacher attitudes toward handicapped students (Kang & Masoodi, 1977; Larsen, 1975; Panda & Bartel, 1972; Rapier, Adelson, Carey & Croke, 1972).

In a review of research encompassing over sixty studies, Staebler (1984) found a 4 to 1 ratio of negative to positive teacher attitude toward handicapped students.

Foster and Keech (1977) investigated teacher reactions to the label of educable mentally retarded and the ability of this label to influence teachers' perceptions of children's performance. Fifty elementary grade classroom teachers were asked to respond to a teacher referral form after video tape representation of a 9 year-old boy. The teachers in the control group were told the boy was normal, while those in the experimental group were told the boy was educable mentally retarded. The results indicated that the experimental group held more negative attitudes toward the child than the control group.

In 1979, Taylor investigated the level of teacher anxiety toward handicapped students as compared to the level of teacher anxiety toward the nonhandicapped students. The results indicated that the level of anxiety toward the special population was higher than toward the normal population.

Contrary to the studies which report negative teacher attitude toward handicapped students, Ringlaben and Price (1981) and Hummel, Dworet, and Walsh (1985) found that teacher attitude toward the handicapped was positive.

Ringlaben and Price (1981) assessed regular

classroom teachers' perceptions of the effects of mainstreaming using questionnaires. The investigation was based on the data of 101 questionnaires, returned by regular classroom teachers in grades Kindergarten through 12. Fifty-two percent of the teachers surveyed indicated that mainstreaming had an overall positive effect on mainstreamed students. About 14 percent of the teachers indicated negative effect associated with mainstreaming. Even though 40.6 percent of the teachers did not participated in any independent study, and 55.4 percent of the teachers did not receive any inservice training, the majority of teachers indicated their mainstreamed classes were working well.

Hummel, et al. (1985) investigated teacher attitudes toward mainstreaming and the relationship of inservice interests and attitudes toward mainstreaming to teacher background variables. A total of 330 completed questionnaires were returned from elementary teachers in two school boards of the Golden Horseshoe of Southern Ontario. The teacher's background was significantly correlated with interest in inservice. The numbers of courses taken in special education, grade level taught, and experience teaching handicapped students, were significantly correlated with inservice

formats and inservice topics. The teachers who took more courses and taught the higher grade level showed a greater interest in the workshop. The relationship between background variables and attitude scores was examined through regression analysis. It was found that teachers' perception of success with handicapped students was the best predictor of overall attitudes. Hummel, Dworet, and Walsh concluded that inservice education was essential for successful mainstreaming.

Physical Educators' Attitudes Toward Handicapped Students

A current challenge facing physical educators is the integration of handicapped students into the regular physical education program. The attitude of physical education teachers toward handicapped students is regarded as a key to success for mainstreaming in physical education classes, because attitudes affect teaching behaviors (Rizzo, 1984).

In a study of physical educators' attitudes regarding mainstreamed handicapped children, Aloia, Knutson, Minner, and Von Seggern (1980) reported that significant differences existed among physical education teachers' attitudes, handicapped condition of

of children, and teachers' gender. Teachers perceived that their ability to work with physically handicapped children was lower than their ability to work with educable mentally retarded children. Female teachers had higher initial expectations of their handicapped students than did male teachers. In their discussion, Aloia, et al. indicated a need for more effective inservice and preservice training for physical education teachers.

In looking at the difference attitude toward physically handicapped versus mentally handicapped students, Rizzo (1984) found that physical educators preferred to instruct those students with mental handicaps rather than those with physical handicaps.

Minner and Knuston (1982) assessed physical educators' attitudes toward the integration of handicapped children into regular physical education classes and concluded that the attitudes of physical educators became less favorable as grade level advanced. The same results were founded by Rizzo in 1984. The attitudes of physical educators toward teaching handicapped pupils were structured hierarchically as less favorable in upper grades. Those researchers suggest that there be a need for

inservice training for physical educators in order to adequately prepare and appropriately instruct handicapped students in the mainstreamed environment.

Clark (1976) reported that positive changes in teachers' attitudes toward teaching the handicapped occurred after a one year period of direct instruction with handicapped students.

In the field of physical education, Jansma and Shultz (1982) conducted a series of PROJECT OUTREACH inservice training programs and gathered attitudinal change data from directors of physical education. Forty-six directors of physical education responded to the attitude inventories before and after their inservice training. The results showed positive changes in attitude after the inservice training.

Education for Handicapped Students in Korea

Mrs. Rossetta Sherwood Hall, an American Missionary, was the founder of special education in Korea. Her initial instruction was with the blind. In 1898, she established a special institute for blind people at Pyeong-Yang in Korea which was the first special school in Korea (Underwood, 1926). Jae-sang-won, established by the government in 1913, was the

first public special institute for the blind.

The education for the handicapped had been inactive until the 1970's. The passage of the Act for Promotion of Special Education (Law 3053) in 1977 affirmed a need for special education for handicapped people. The law consists of 16 articles explaining the categories of special population and programs for special education. Recently, the Handicapped People's Welfare Law (law 3452) and the Children's Welfare Law (Law 3488) were enacted for the sake of handicapped children (Kim, Bae, Kim, & Yoon, 1985).

According to the Korean Ministry of Health and Social Affairs, there are 6.48 handicapped children in every 1,000 children of the country. In a total number of approximately 330,000 handicapped children, physically handicapped children account for the largest number (Economic Planning Board, 1977).

About 14,315 handicapped children are benefitting from the service of 89 special facilities throughout Korea (Kim, 1987).

Research in special education and special physical education is limited in Korea due to the lack of social attention to handicapped people and shortage of funds. Government and social programs for handicapped

children in Korea have been inactive despite the increasing number of handicapped children. The increase has been attributed to social causes, such as traffic accidents and pollution.

Hong (1974) investigated the conditions of special physical education for physically handicapped children in Korea and concluded that physical education for physically handicapped children was limited to a few special schools for the blind and deaf. In addition, Hong stated that trained special education teachers should be secured with a background in physical education of exceptional children.

In 1987, the teaching methods of special physical education for the physically handicapped were discussed at the 7th Conference of Special Education for the Physically Handicapped in Korea. Na (1987) insisted on the urgent need to publish information concerning special education programs and Jun (1987) suggested that sports programs should be developed for handicapped adults.

It is foreseen that special education programs for handicapped people in Korea will be improved due to recent changes in public opinion and legislation. Considering the development of special education, the

following tasks can be cited: 1) systemized and structured process; 2) improved teacher training program for special education such as inservice training system; and 3) establishing national research institutes (Kim, 1987).

Summary

This review of the literature dealt with several important areas. Attitude itself was defined and methods for measuring attitudes were studied in order to understand the measurement of attitudes. Emphasis was placed on the teachers' attitudes and physical educators' attitudes toward teaching handicapped students. Finally, education for handicapped students in Korea was reviewed even though little research has been done in this area.

The appropriate training of regular classroom teachers to meet the educational needs of the handicapped is essential for successful mainstreaming. Increased concern for the instruction of handicapped students has caused the development of special instructional programs for the handicapped in Korea.

It is important to measure Korean physical educators' attitudes toward handicapped students in

order to obtain an understanding of the effectiveness of the present mainstreaming movement and the needs of physical education teachers in providing an appropriate educational program for handicapped students in Korea.

CHAPTER III

METHODS AND PROCEDURES

Subjects

The subjects of this study consisted of physical education teachers of middle schools from the Korean cities of Seoul, Pusan, and Daegu.

There are a total of 2,412 middle schools in Korea, the setting of which range from rural to urban areas. Approximately 15 percent of the middle schools are in the urban cities of Seoul, Pusan, and Daegu. There are 298 middle schools in Seoul, 123 middle schools in Pusan, and 71 middle schools in Daegu. More than 4 physical education teachers are employed as full time regular class teachers in each urban school.

In order to obtain the sample school from the schools of Seoul, Pusan, and Daegu, all the schools were numbered. Using an Apple IIe microcomputer, a random number generator was used to select a number of schools for each of the cities (Appendix B).

Ninety-eight schools, a twenty percent random

sample of schools, were selected from the school directory by using a random number generator. Since 4 physical education teachers were targeted in each school, a total of 392 physical educators was the target sample size used in this study. The target sample size was appropriate as determined by Cohen's (1969) sample size table.

Test Instrument

The survey instrument, Physical Educators Attitudes Toward Teaching The Handicapped (PEATH), developed by Rizzo (1984), was used in this study (Appendix E).

All the questions and statements of PEATH were translated into Korean for this study (Appendix F).

A 2 X 3 grid of grade levels (K-3, 4-6, 7-9) was delimited in this study, only teachers at grade level 7-9 were asked to respond. The questionnaire used in this study was modified to reflect this change. The translated questionnaire followed the same format as that for question item 21 to 33 of the English version. The order of questions remained the same; however, the numbering of responses was changed from 20 items to 40 items for the first twenty questions. This

was done to assure clarity in the translation from English to Korean.

The attitude scale was a 5-point Likert scale consisting of the following: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

For the purpose of this study, respondents were asked to circle the indicator that best reflects their feelings toward each statement. Weights were assigned based on whether each statement was a positive or a negative statement. The higher the score, the more positive the attitude.

Reliability A reliability test was performed by computing an alpha coefficient (Cronbach, 1951) and index of overall internal consistency (Allen & Yen, 1979). Rizzo (1984) reported the reliability of the PEATH scale to be .97.

In order to estimate the reliability of the Korean translation of the PEATH questionnaire, fifty randomly selected physical education teachers in Korea were asked to respond to all items of the PEATH questionnaire using a pretest and posttest design with a week interval. Using NCSS (Number Cruncher Statistical System) and an IBM Personal Computer, the

correlation coefficient was calculated ($r=.962$, $p=.000$) as shown in Table 1.

TABLE 1

SUMMARY OF THE RESULTS OF CORRELATION TEST FOR THE
RELIABILITY OF KOREAN TRANSLATION OF THE PEATH
QUESTIONNAIRE

	MEAN	SD	r	p
Pretest	3.203	.383		
Posttest	3.160	.364	.962	.000

Validity Rizzo (1984) using six experts, concluded that the scale's relevance and content to the issue of physical educators' attitudes toward teaching physically and learning handicapped pupils was adequate. Further evidence of face validity was reported by Rizzo. Fifty public elementary (K-8) school physical educators were selected to respond to the questionnaire items, comment about them, and state whether the instrument assessed their attitudes toward handicapped pupils. The results indicated that the PEATH was a useful instrument to measure the attitudes of physical educators toward teaching handicapped pupils in the regular class.

Five Korean professors, fluent in English, working

in the area of Physical Education, and interested in the field of Special Physical Education, endorsed the use of the PEATH scale as a valid measurement instrument to survey physical education teachers' attitudes toward teaching handicapped students in Korea. They also certified that the translation from English to Korean was clear (Appendix A).

Procedures

A cover letter explaining the study and requesting the physical education teachers' participation in the study was sent by mail to the principals of each school (Appendix C). The letter requested that the principal hand out the PEATH questionnaire to the regular physical education teachers. Four copies of the PEATH questionnaire and a self-addressed stamped envelope were included with the cover letter. The follow-up letter (Appendix D) was mailed three weeks later.

A total of 392 questionnaires were mailed to the 98 schools of Seoul, Pusan, and Daegu. All teachers who volunteered as subjects for the survey instrument of this study were invited to contact the researcher, or Dr. John M. Dunn, the researcher's advisor and chairman of the Physical Education Department of Oregon

state University, or Mr. Hyo Choon Lee, friend of the researcher and a physical education teacher in Dang San Middle School, Seoul, Korea if they had questions about the survey.

The data were collected by the researcher and analyzed with the assistance of an IBM Personal Computer and NCSS Software Package.

Table 2 contains the number of questionnaires sent to the 98 schools of Seoul, Pusan, and Daegu area, the number of returned questionnaires, and the percentage returned.

TABLE 2

NUMBER OF QUESTIONNAIRES MAILED, NUMBER RETURNED, AND PERCENT RETURNED FROM MIDDLE SCHOOLS IN SEOUL, PUSAN, AND DAEGU.

Number of schools	Area	Questionnaire mailed	Number returned	Percent returned
60	Seoul	240	142	59.18%
24	Pusan	96	46	47.92%
14	Daegu	56	25	44.64%
Total 98		392	213	54.34%

Statistical Analysis

All of the data were analyzed using the Paired t-Test comparison and Pearson Product-Moment Correlation, and Multiple Regression procedures.

The Paired t-Test was used to analyze scores based on two variables: the scores obtained from the attitudes toward learning handicapped and the attitudes toward learning handicapped and the attitudes toward physically handicapped.

Pearson Product-Moment Correlation allowed for the testing of relationship between teacher's attitude and each demographic variable.

Multiple Regression was employed to determine the predictability of the selected variables on physical educators' attitudes toward teaching handicapped students in their regular classes.

CHAPTER IV

RESULTS

The first hypothesis stated that there would be no significant difference between the scores obtained from the attitudes toward learning handicapped and the attitudes toward physically handicapped. In order to test this hypothesis, a paired t-test was computed. The results of this analysis are indicated in Table 3.

There was a significant difference between the attitude scores toward the learning handicapped and the attitude scores toward the physically handicapped ($t=3.402$, $p=.001$). The attitudes toward learning handicapped ($M=3.126$) were more positive than the attitudes toward physically handicapped ($M=3.024$).

TABLE 3

COMPARISON OF MEAN SCORES BETWEEN THE SCORES TOWARD
LEARNING HANDICAPPED AND THE SCORES TOWARD
PHYSICALLY HANDICAPPED.

n=213				
Groups	Mean	SD	t	p
Learning handicapped	3.126	.463		
Physically handicapped	3.024	.433	3.402	.001

The second hypothesis stated that there would be no relationship between attitudes and the demographic variables of teacher's gender, age, highest degree earned, years of teaching experience, and teaching experience with handicapped students. Table 4 provides a representation of three of those variables - gender, degree, and experience teaching handicapped students.

In order to determine the relationship between teacher's attitude and each demographic variable, the Pearson r procedure was applied. Additionally, the intercorrelations among the demographic variables were calculated. The mean of each variable is presented in Table 5.

TABLE 4

DISTRIBUTION OF SUBJECT BY GENDER, DEGREE, AND
EXPERIENCE TEACHING HANDICAPPED STUDENTS

N=213

Gender	%	Degree	%	Experience teaching handicapped	%
Male	80	Bachelor's	84	Yes	42
Female	20	Master's	16	No	58

TABLE 5

MEANS AND STANDARD DEVIATIONS FOR
DEMOGRAPHIC VARIABLES

N=213

Variable	Mean	SD
Attitude score	3.150	.366
Gender	1.207 ^a	.417
Teaching experience (years)	6.505	6.314
Degree earned	1.155 ^b	.363
Age (years)	31.981	6.623
Experience teaching handicapped	1.573 ^c	.496

a: Value of 1.0 = Male and 2.0 = Female

b: Value of 1.0 = Bachelor's and 2.0 = Master's

c: Value of 1.0 = Experience and 2.0 = No experience

Table 6 shows the results of the Pearson Product-Moment Correlation test. The correlations ranged from $-.077$ to $.091$ and probability values ranged from $.184$ to $.602$ between attitude scores and the five demographic variables. This analysis indicated no significant relationship between each of the demographic variables and the attitudes of teachers toward the handicapped.

In addition, the intercorrelations among demographic variables ranged from $-.260$ to $.950$. There was a significant relationship between teacher's gender and age in that female teachers were younger than male teachers ($r = -.221$, and $p = .001$). There was a significant relationship between teaching experience and degree earned ($r = .183$, $p = .008$); and teaching experience and age ($r = .950$, $p = .000$). There was a significant relationship between degree earned and age ($r = .200$, $p = .000$); and degree earned and experience teaching the handicapped ($r = -.260$, $p = .000$).

In order to determine the predictability of the selected demographic variables on Korean physical educators' attitudes toward teaching handicapped students in their regular classes, multiple regression procedures were employed.

A summary of results is presented in Table 7. There was no significant predictor among the demographic variables for Korean physical educators' attitudes toward teaching handicapped students.

TABLE 6
PEARSON CORRELATION COEFFICIENTS AMONG DEMOGRAPHIC
VARIABLES FOR TOTAL SAMPLE

Gender	-.036					
Teaching experience	-.077	-.057				
Degree earned	.091	-.088	.183	*		
Age	-.057	-.221	.950	.200	*	
Experience teaching handicapped	-.055	.064	-.071	-.260	-.119	*
	Attitude score	Gender	Teaching experience	Degree earned	Age	

* : $p < .001$

TABLE 7

MULTIPLE REGRESSION ANALYSIS FOR THE PREDICTABILITY OF
 DEMOGRAPHIC VARIABLES OF KOREAN PHYSICAL EDUCATORS'
 ATTITUDES TOWARD TEACHING HANDICAPPED
 STUDENTS IN THEIR REGULAR CLASSES

N=213

Variable	Simple R^2	Sequential R^2	Beta	p
Gender	.0013	.0013	-.0142	.842
Teaching experience	.0059	.0076	-.0112	.449
Degree earned	.0084	.0185	.0981	.182
Age	.0032	.0195	.0055	.702
Experience teaching handicapped	.0031	.0204	-.0234	.661

CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATION

Discussion

The purpose of this study was to analyze Korean physical educators' attitudes toward teaching handicapped students in their regular classes. The findings indicate that Korean physical education teachers in middle schools prefer to teach learning handicapped students rather than physically handicapped students in their regular classes.

Hong reported in 1974 that the educational facilities for physically handicapped students were limited to a few special schools in Korea. This limitation may have had an effect on the results. Some Korean physical education teachers may have less favorable attitudes toward teaching students with physical handicaps than those with learning handicaps because the facilities and physical structure of the schools are inadequate.

No relationship between teacher background and teacher attitude was found. Originally, this researcher had reasoned that the attitudes of Korean physical educators were influenced by selected

variables associated with the teacher background. That the findings do not support this hypothesis is unclear. The finding maybe due to the limited experience Korean physical educators have had teaching handicapped students. Only 42 percent of the teachers studied in this investigation indicated previous experience teaching handicapped students. An analysis of the mean difference between teachers who have had experience compared to those who did not have experience was not significant. The mean of teachers with experience was more positive ($M=3.173$) than those without experience ($M=3.132$). As additional experience is gained, the relationship of the variables analyzed in this study to teach attitude may become clearer.

Although Korean physical educators have concerns about teaching the handicapped, they have been unable to learn about programs for the handicapped. Unfortunately, there have been no university courses offered in the area of Special Physical Education in Korea. No response was given on item 58 of the PEATH questionnaire which asked if Korean physical education teachers had taken any course which dealt specifically with physical education for handicapped students. This

factor may have influenced the findings of this study. Teacher attitude toward the handicapped has been influenced by coursework in special education (Rizzo, 1985). This finding may be an indication that special programs or courses for teaching handicapped children should be considered and regular physical education teachers should be trained through inservice teacher training.

Contrasting the mean of attitudes of this study ($M=3.150$) with that of Rizzo's (1984) study ($M=2.81$) suggests that Korean physical education teachers have generally positive attitudes toward teaching handicapped students in regular classes. This may suggest that a certain program such as inservice training may result in more effective integration of handicapped students into regular classes in Korea as well as improving the physical education classes provided. This finding must be interpreted with caution. The limited experience the Korean teachers have in teaching physical education to the handicapped as compared to the American teachers may have an effect on the attitude score.

Rizzo (1985) indicated in the study of attributes related to teachers' attitudes that courses which dealt

with handicapped children were significantly related to positive attitudes.

Positive correlations existed between teaching experience and degree earned ($r=.183$, $p=.008$); and teaching experience and age ($r=.905$, $p=.000$). This finding may indicate that many teachers have continued their education during their teaching job. Therefore, the addition of Adapted Physical Education to the graduate school curriculum in Korea may serve to reduce the traditional concept that handicapped students should be educated separately from non-handicapped students.

The findings indicate that male teachers are older than female teachers ($r=.221$, $p=.001$). This may be due to the fact that males have held their teaching jobs longer than females because often times Korean women traditionally leave their jobs and return to a domestic role after marriage. The correlation between degree earned and experience teaching the handicapped ($r=-.206$, $p=.000$) suggests that those teachers who hold a higher degree have had more teaching experience with handicapped students.

Conclusions

Analysis of the data revealed that the first hypothesis was rejected and the second hypothesis was retained. From these results the following conclusions can be justified:

1. Korean physical education teachers had more favorable attitudes toward those students with learning handicaps than those with physical handicaps.

2. There was no relationship between Korean physical education teachers' attitudes and teachers' gender, age, degree earned, years of teaching experience, and teaching experience with handicapped students.

3. There was no significant predictor of a positive score on the PEATH.

Recommendations

1. It is recommended that further studies be conducted utilizing additional Korean physical educators including those who teach in rural areas.

2. It is recommended that further studies be conducted to examine if there is any difference in the attitudes of Korean physical educators toward teaching handicapped students in certain grade levels (K-3, 4-6, Middle school, High school).

3. It is recommended that further studies be conducted to examine changes that may occur in Korean physical educators' attitudes toward handicapped students after participation in inservice teacher training programs or further coursework in the area of special education.

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Appendices

APPENDIX A
ENDORSEMENT OF VALIDITY

서울대학교 사범대학 체육학과
서울특별시 관악구 신림동 신56-1



DEPT. OF PHYSICAL EDUCATION
COLLEGE OF EDUCATION
SEOUL NATIONAL UNIVERSITY
SEOUL 151, KOREA
(877) 3010-9-2718

Mr. Kihong Kim, Graduate Assistant
Department of Physical Education
Oregon State University
Corvallis, Oregon 97331

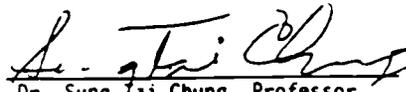
Dear Mr. Kim:

In your letter of April 20, 1987, you requested endorsement of the validity of your translated survey instrument.

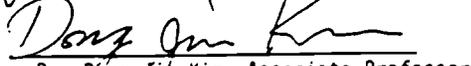
This is to authorize the validity of your PEATH questionnaire which five experts of us reviewed both of the PEATH of English version and Korean version. We agreed that your survey instrument of Korean version is valid enough to survey Physical Educators' Attitudes Toward Teaching Handicapped Students in Korea.

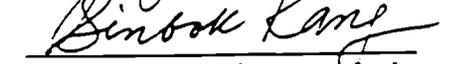
Good luck, Kihong.

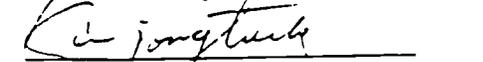
Sincerely,


Dr. Sung-jai Chung, Professor


Dr. Ui-Soo Kim, Professor


Dr. Dong-jin Kim, Associate Professor


Dr. Sinbok Kang, Associate Professor


Dr. Jong-Taek Kim, Assistant Professor

APPENDIX B

A RANDOM GENERATOR PROGRAM

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]LIST

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10 REM RANDOM GENERATOR PROGRAM
15 REM PICKUP RANDOM NUMBER
20 GOSUB 200:::: REM RANDOM NUMBER FOR SEOUL DIRECTORY
25 PRINT
30 GOSUB 400:::: REM RANDOM NUMBER FOR PUSAN DIRECTORY
35 PRINT
40 GOSUB 600:::: REM RANDOM NUMBER FOR DAEGU DIRECTORY
45 PRINT
99 END
100 REM =====
200 REM **** RANDOM NUMBER FOR SEOUL DIRECTORY ****
210 PRINT "***** Random Generators *****"
220 PRINT : PRINT "## Random Number for Seoul Directory ##"
230 FOR I = 1 TO 60
240 SEOUL = INT ( RND (1) * 298) + 1
250 PRINT SEOUL " ";
260 NEXT I: PRINT : PRINT
270 RETURN
399 REM =====
400 REM **** RANDOM NUMBER FOR PUSAN DIRECTORY ****
410 PRINT "## Random number for Pusan Directory ##"
420 FOR I = 1 TO 24
430 PUSAN = INT ( RND (1) * 123) + 1
440 PRINT PUSAN " ";
450 NEXT I: PRINT : PRINT
460 RETURN
599 REM =====
600 REM **** RANDOM GENERATOR FOR DAEGU DIRECTORY ****
610 PRINT "## Random Generator for Daegu Directory ##"
620 FOR I = 1 TO 14
630 DAEGU = INT ( RND (1) * 71) + 1
640 PRINT DAEGU " ";
650 NEXT I: PRINT : PRINT
660 RETURN

```

]RUN

***** Random Generators *****

Random Number for Seoul Directory

178 133 9 211 145 285 153 95 236 70 120 233 27 270 7 29 179 25 233 73 53 53 194
249 185 19 13 141 16 40 208 13 68 136 114 240 291 228 193 175 252 46 257 199 167
98 8 138 54 119 30 211 270 54 147 201 209 173 151 153

Random number for Pusan Directory

92 60 7 57 103 70 102 39 91 17 33 76 76 70 63 70 9 3 5 74 30 46 78 2

Random Generator for Daegu Directory

20 40 25 65 13 29 33 41 15 37 45 9 22 51

APPENDIX C
COVER LETTER

The Department of
Physical Education



Corvallis, Oregon 97331-3302

Dear _____

I wish to ask you for your assistance in the research I am currently conducting for my Master's thesis at Oregon State University. What I am requesting is that you distribute a copy of my survey instrument to each full-time physical education teacher and then collect them completed. I have enclosed four copies of questionnaires.

The study concerned to the attitudes of physical educators toward teaching handicapped children in their regular classes in Korea. Please be sure that the teachers' response to the survey will be held in complete confidence. Additionally, be assured that the teachers are free to withdraw their participation in this study at any time.

Enclosed is a prepaid mailing envelope, would you please return the completed questionnaire to me in the stamped, addressed envelope?

Thank you for your consideration in this matter. If there are any questions concerning the questionnaire, please contact me, my advisor, or my friend at listed name, address, and phone number below.

Sincerely,

Kihong Kim
Graduate Student
Oregon State University Home:503)758-1179 Office:754-3266

Dr. John M. Dunn, Chairman
Department of Physical Education
Oregon State University Office:503)754-2643

Mr. Hyo Choon Lee, Physical Education Teacher
Dang San Middle School
Young-Deung-Po Gu, Seoul, Korea Office:885-9546

The Department of
Physical Education



Corvallis, Oregon 97331-3302

고장 선생님 귀하

저는 현재 오regon 주립대학에서 석사과정에서 재학중인 학생입니다. 저의 연구를 위해 선생님의 도움을 부탁드립니다 이렇게 서신을 올립니다. 제가 부탁드립니다 것은 다름이 아니오라, 학교에 계시는 내부의 체육교사에게 제가 동봉하는 설문지를 배부하시고, 완성된 설문지를 거두어 주십사 하는 것입니다. 이 목적을 위해 내부의 설문지를 동봉했습니다.

본 연구는 한국의 체육교사가 정규수업에서 장애자 학생을 지도하는데 가지는 태도에 관한 것입니다. 이 설문지에 관한 답변은 반드시 비밀로 보장됩니다. 덧붙여, 본 설문에 응하는 체육교사는, 그의 자유의사대로, 원하면 언제라도 답변을 그만둘 수 있음을 확실히 합니다.

동봉된 봉투는 우표가 미리 붙어있고, 주소가 기입된 반송용 봉투로서, 완성된 설문지를 보내주실 때 이 봉투를 사용하셔서 송료를 부담지 않으시면 고맙겠습니다.

이번 연구에 관한 선생님의 배려에 깊이 감사드립니다. 만약 설문지에 관해 어떤 질문이나 의견이 있으시면, 아래에 이용 주소 및 전화번호가 기재된 저나, 저의 지도교수, 또는 저의 친구에게, 연락을 주시면 고맙겠습니다.

연구자 김 기 용 드림

KIHONG KIM
GRADUATE STUDENT
OREGON STATE UNIVERSITY
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이 호 춘
서울 당산 중학교 체육교사
전화: 995-9546

APPENDIX D
FOLLOW-UP LETTER

The Department of
Physical Education



Corvallis, Oregon 97331-3302

Dear _____

Recently, I requested your assistance by asking you to distribute questionnaires to four physical education teachers in your school and returning the completed questionnaires to me in the envelope provided.

If the teachers have not completed the questionnaires, would you have the teacher complete the questionnaire? If you have not yet returned the completed questionnaires, would you return them to me?

If there are any questions concerning the questionnaire, please contact me, my advisor, or my friend at listed name, address, and phone number below.

Be assured that volunteers' response to the questionnaire will be held in confidence. Additionally, the volunteer is free to withdraw his/her participation at any time.

Thank you for your help.

Sincerely,

Kihong Kim
Graduate Student
Oregon State University Home:503)758-1179 Office:754-3266

Dr. John M. Dunn, Chairman
Department of Physical Education
Oregon State University Office:503)754-2643

Mr. Hyo Choon Lee, Physical Education Teacher
Dang San Middle School
Young-Deung-Po Gu, Seoul, Korea Office:885-9546

The Department of
Physical Education



Corvallis, Oregon 97331-3302

고장 선생님 귀하

최근, 고장 선생님의 학교에 근무하는 네분의 체육교사에게 설문지 배부와, 완성된 설문지를 반송해 주십사 하는 부탁을 드린 적이 있습니다.

만약 그 선생님들이 아직 설문에 대한 답변을 마치지 않았다면, 고장 선생님께서, 그 선생님들이 설문에 답변하도록 권고해 주실 수 있으신지요? 만약 고장 선생님께서, 완성된 설문지를 아직 반송하지 않았다면, 조만간, 저에게 보내 주실 수 있으신지요?

이 설문지에 지원하는 체육교사의 답변은, 반드시 비밀로 보장합니다. 덧붙여, 본 설문에 응하는 체육교사는, 그의 자유의사대로, 언제라도 그만둘 수 있음을 확실히 합니다. 대단히 감사합니다.

연구자 김 기 용 드림

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APPENDIX E

THE PEATH QUESTIONNAIRE

Directions

This questionnaire is concerned with how the physical educator feels about teaching the learning and physically handicapped pupil in the regular class setting. Read each statement carefully and using the scale below indicate for each statement the extent of your agreement or disagreement by writing in each box:

- SA if you strongly agree with the statement;
- A if you agree with the statement;
- U if you are undecided about your opinion;
- D if you disagree with the statement;
- SD if you strongly disagree with the statement.

For example, if you were asked your opinion about teaching learning and and physically handicapped pupils, the question may read like this:

Learning and/or physically handicapped pupils should be taught in the regular physical education class whenever possible.

	K-3	4-6	7-8
Learning Handicapped:			
Physically Handicapped:			

If you strongly believe that learning handicapped pupils should not be taught in the regular class, but you do agree that physically handicapped pupils should be taught in grades K-3 and 4-6 but not in grades 7-8, you would mark the scale like this:

	K-3	4-6	7-8
Learning Handicapped:	SD	SD	SD
Physically Handicapped:	A	A	D

PLEASE RESPOND TO EACH STATEMENT.

DO NOT LEAVE ANY BOXES BLANK.

MARK ONLY ONE RESPONSE IN EACH BOX.

LEARNING HANDICAPPED: REFERS TO PUPILS TYPICALLY IDENTIFIED AS LEARNING DISABLED, EDUCABLE MENTALLY HANDICAPPED OR EDUCATIONAL MALADJUSTMENT RELATED TO SOCIAL OR EMOTIONAL CIRCUMSTANCES.

PHYSICALLY HANDICAPPED: REFERS TO PUPILS TYPICALLY IDENTIFIED AS HAVING: SENSORY DEFICITS (e.g. HEARING & VISION etc.); A PHYSICAL DISABILITY (e.g. AMPUTEE, CEREBRAL PALSY, CLUB FOOT etc.); OR PERCEPTUAL DEFICITS (e.g. NO OBVIOUS DISABILITY BUT WHOSE ABILITY TO PERFORM SKILLED, PURPOSEIVE MOVEMENT IS IMPAIRED).

PLEASE TURN THE PAGE AND BEGIN

1. One advantage of teaching learning and/or physically handicapped pupils in regular physical education classes with nonhandicapped pupils is that all pupils will learn to work together toward achieving goals.

	K-3	4-6	7-8	
Learning Handicapped:				4-6
Physically Handicapped:				7-9

2. There will be more discipline problems if I have to teach learning and/or physically handicapped pupils in my regular physical education classes.

	K-3	4-6	7-8	
Learning Handicapped:				10-12
Physically Handicapped:				13-15

3. Teaching learning and/or physically handicapped pupils in regular physical education classes will motivate nonhandicapped pupils to learn to perform motor skills.

	K-3	4-6	7-8	
Learning Handicapped:				16-18
Physically Handicapped:				19-21

4. Learning and/or physically handicapped pupils will learn more rapidly if they are taught with their nonhandicapped peers.

	K-3	4-6	7-8	
Learning Handicapped:				22-24
Physically Handicapped:				25-27

5. Teaching learning and/or physically handicapped pupils in regular physical education classes will increase the acceptance of individual differences on the part of nonhandicapped pupils.

	K-3	4-6	7-8	
Learning Handicapped:				28-30
Physically Handicapped:				31-33

6. Learning and/or physically handicapped pupils should be taught with nonhandicapped pupils in physical education classes whenever possible.

	K-3	4-6	7-8	
Learning Handicapped:				34-36
Physically Handicapped:				37-39

7. Learning and/or physically handicapped pupils will develop a more favorable self concept as a result of learning motor skills in physical education classes with nonhandicapped pupils.

	K-3	4-6	7-8	
Learning Handicapped:				40-42
Physically Handicapped:				43-45

8. Learning and/or physically handicapped pupils will not be accepted by their nonhandicapped peers in regular physical education classes.

	K-3	4-6	7-8	
Learning Handicapped:				46-48
Physically Handicapped:				49-51

9. Teaching learning and physically handicapped pupils in physical education classes with nonhandicapped pupils may require additional special equipment.

	K-3	4-6	7-8	
Learning Handicapped:				52-54
Physically Handicapped:				55-57

10. Teaching learning and/or physically handicapped pupils in physical education classes with nonhandicapped pupils will disrupt the harmony of the class.

	K-3	4-6	7-8	
Learning Handicapped:				58-60
Physically Handicapped:				61-63

11. Having to teach learning and/or physically handicapped pupils in physical education classes with nonhandicapped pupils places an unfair burden on teachers.

	K-3	4-6	7-8	
Learning Handicapped:				64-66
Physically Handicapped:				67-69

12. Teaching learning and/or physically handicapped pupils in physical education classes will slow down the rate of learning motor skills for nonhandicapped pupils.

	K-3	4-6	7-8	
Learning Handicapped:				70-72
Physically Handicapped:				73-75

13. In general, physical education teacher's do not have the sufficient training necessary to teach learning and/or physically handicapped pupils and nonhandicapped pupils together in physical education classes.

	K-3	4-6	7-8	
Learning Handicapped:				76-78 79/BK
Physically Handicapped:				80/1 4-6 DUP

14. The best way to meet the needs of learning and/or physically handicapped pupils is through special, separate physical education classes.

	K-3	4-6	7-8	
Learning Handicapped:				7-9
Physically Handicapped:				10-12

15. There is not enough time during the physical education class period to deal satisfactorily with the different needs of both the nonhandicapped and learning and/or physically handicapped pupils.

	K-3	4-6	7-8	
Learning Handicapped:				13-15
Physically Handicapped:				16-18

16. Teaching learning and/or physically handicapped pupils in physical education classes with nonhandicapped pupils means more work for the teacher.

	K-3	4-6	7-8	
Learning Handicapped:				19-21
Physically Handicapped:				22-24

17. Both learning and/or physically handicapped pupils and nonhandicapped pupils benefit from participating together in physical education classes.

	K-3	4-6	7-8	
Learning Handicapped:				25-27
Physically Handicapped:				28-30

18. Learning and/or physically handicapped pupils should not be taught in physical education classes with nonhandicapped pupils because they will require too much of the teacher's time.

	K-3	4-6	7-8	
Learning Handicapped:				31-33
Physically Handicapped:				34-36

19. Learning and/or physically handicapped pupils can actively participate in most physical education class activities with their nonhandicapped peers.

	K-3	4-6	7-8	
Learning Handicapped:				37-39
Physically Handicapped:				40-42

20. Teacher's will need inservice training before they will be able to teach a physical education class of learning and/or physically handicapped pupils and nonhandicapped pupils.

	K-3	4-6	7-8	
Learning Handicapped:				43-45
Physically Handicapped:				46-48

.....

Now, I would like to know how you think other people (associated with your school) might feel about you teaching learning and physically handicapped pupils in your regular physical education classes. For items 21-25 please circle the response that most accurately describes your feelings.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
21. Most people who are important to me at school think that I should teach handicapped pupils in my regular physical Education class.	1	2	3	4	5
22. Principals in public schools think that handicapped pupils should be taught in regular physical education classes.	1	2	3	4	5
23. Generally speaking, I will cooperate with what my principal thinks that I should do to educate handicapped pupils in my regular class.	1	2	3	4	5
24. Other physical educators do not think that handicapped pupils should be taught in regular classes.	1	2	3	4	5

	Strongly Disagree	Disagree	Not Sure	Agree	6 Strongly Agree	
25. Generally speaking, I will go along with what other physical educators think that I should do to teach handicapped pupils in my regular classes.	1	2	3	4	5	5:
26. Special education teachers think that handicapped pupils should be taught in regular physical education classes.	1	2	3	4	5	5:
27. Generally speaking, I will cooperate with what special educators think I should do to teach handicapped pupils in my regular classes.	1	2	3	4	5	5:
28. Most parents of handicapped pupils think that their children should be taught in regular physical education classes.	1	2	3	4	5	5:
29. Generally speaking, I do not go along with what parents of handicapped pupils think I should do to teach handicapped pupils in my regular classes.	1	2	3	4	5	5
30. Regular classroom teachers do not think that handicapped pupils should be taught in regular physical education classes.	1	2	3	4	5	5
31. Generally speaking, I will go along with what regular classroom teachers think I should do to teach handicapped pupils in my regular classes.	1	2	3	4	5	5
32. Most parents of nonhandicapped pupils think that handicapped pupils should be taught in regular physical education classes.	1	2	3	4	5	6

7

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
33. Generally speaking, I will go along with what parents of nonhandicapped pupils think I should do to teach handicapped pupils in my regular classes.	1	2	3	4	5	61
.....						
.....						

Finally, just a few background questions about yourself.

- | | | |
|--|---|-------|
| 34. Are you a male or female?
Please circle the appropriate response. | Male1
Female.....2 | 62 |
| 35. How many years have you been teaching physical education? | Number of
years
teaching _____ | 63-64 |
| 36. What is the highest degree that you have earned?
Please circle the appropriate response. | Bachelor's.....1
Master's2
Doctorate3 | 65 |
| 37. In what year were you born? | Year 19 _____ | 66-67 |
| 38. How many undergraduate or graduate courses have you taken that have dealt specifically with physical education for handicapped pupils? | Number of
courses: _____
No courses: _____ | 68-69 |
| 39. How many undergraduate or graduate courses have you taken (outside of physical education, eg. special education) that have dealt specifically with handicapped pupils? | Number of
courses: _____
No courses: _____ | 70-71 |
| 40. Have you had teaching experiences with handicapped pupils?
Please circle the appropriate response. | Yes.....1
No.....2 | 72 |

8

41. Assuming that you might have some handicapped pupils entering your physical education class what type(s) of support service(s) (eg. training, equipment, class management techniques etc.) may be of most benefit to help you teach your classes?

THANK YOU

For data processing only

APPENDIX F

KOREAN TRANSLATION OF THE PEATH

설 명

이 설문지는 체육교사가 정규학습에서, 학습장애자 그리고 신체 장애자를 지도하는데 가지는 느낌을 조사 하고저 합니다.

각 항목을 읽고 다섯가지 항목 중 한가지를 택하기 바랍니다.

- | | | | |
|---|--------------|---|-----------|
| 1 | 대단히 반대 | 2 | 반 대 |
| 3 | 잘 모르겠음 | 4 | 찬 성 |
| 5 | 대단히 찬성 | | |

예) 만약 다음과 같은 설문이 주어졌을때:

_____ 들은 가능한 정규 체육수업을 받아야 한다.

	대단히 반대	반대	잘 모르겠음	찬성	대단히찬성
학습장애자	1	2	3	4	5
신체장애자	1	2	3	4	5

만약 위의 설문에 대한 귀하의 대답이, 학습장애자는 정규체육 수업을 받아서는 안된다 (대단히 반대), 그러나 신체장애자는 받을 필요가 있다 (찬성)고 할때 다음과 같이 표시 하시기 바랍니다.

학습장애자	①	2	3	4	5
신체장애자	1	2	3	④	5

* 반드시 모든 항목에 답을 해 주시기 바랍니다.

학습 장애자: 정신적 장애로서, 학습저능, 정서불안, 환경부적응 등의 특성을 가졌으며, 지능지수 약 75 이하인 학생

신체 장애자: 청각장애, 시각장애, 또는 뇌성마비, 스피나비 등으로 인하여 장애가 있는 학생을 가리키는 용어

설문) _____ 들을 정규체육수업에서 정상아들과 함께 가르치는 장점은, 그들 서로가 수업 목적을 성취하기 위해, 같이 협동하는 것을 배운다는 점이다.

	대단히 반대	반대	잘 모르겠음	찬성	대단히 찬성
1. 학습장애자	1	2	3	4	5
2. 신체장애자	1	2	3	4	5

설문) 만약 _____ 들을 나의 정규체육수업에서 지도한다면, 수업에 지장을 초래할 것이다.

3. 학습장애자	1	2	3	4	5
4. 신체장애자	1	2	3	4	5

설문) _____ 들을 정규체육수업에서 지도한다면, 정상아들에게는 운동기술 습득의 동기유발이 될 것이다.

5. 학습장애자	1	2	3	4	5
6. 신체장애자	1	2	3	4	5

설문) _____ 들을 정상아들과 함께 지도한다면, 그들은 더욱 빨리 학습할 수 있을 것이다.

7. 학습장애자	1	2	3	4	5
8. 신체장애자	1	2	3	4	5

설문) _____ 들을 정규체육수업에서 지도하게 되면, 정상아들과 비교되는, 개인적 차이를 이해하고 수용하는 점이 증가될 것이다.

9. 학습장애자	1	2	3	4	5
10. 신체장애자	1	2	3	4	5

설문) _____ 들은 가능한, 정상아들과 함께 정규체육수업을 받아야 한다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 11. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 12. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

설문) 정규체육수업에서 정상아들과 같이 운동기술을 배우는 _____ 들은 그 결과 더욱 좋은 자아상을 가지게 된다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 13. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 14. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

설문) 정규체육수업에서, 정상아들은 _____ 들을 거부하게 될 것이다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 15. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 16. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

설문) _____ 들을 정규체육수업에서 지도하게 되면, 특별한 도구나 장비가 필요하다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 17. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 18. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

설문) _____ 들을 정규체육수업에서 지도하는 것은, 수업의 균형을 깨는 일이다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 19. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 20. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

설문) _____ 들을 정규체육수업에서 정상아들과 함께 지도해야 한다면, 그것은 교사에게 과중한 부담이 된다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 21. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 22. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

실문) _____ 들을 정규체육수업에서 지도하게 되면, 정상아들이 운동 기술을 습득하는 속도가 늦어질 것이다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 23. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 24. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

실문) 보편적으로, 체육교사들은 _____ 들을 정규체육수업에서 정상아들과 함께 지도하기에는 충분한 훈련이 되어 있지 않다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 25. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 26. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

실문) 특별히 따로 마련된 체육학습(특수 교육반)을 통해 _____ 들을 지도하는 것이 가장 좋은 학습이다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 27. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 28. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

실문) 한정된 체육시간은, 정상아들과 _____ 들에게 서로 달리 지도하기에는 충분치 못하다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 29. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 30. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

실문) _____ 들을 체육수업에서 정상아들과 함께 지도하는 것은, 교사에게 수업량이 늘어나는 것과 같다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 31. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 32. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

설문) _____들과 정상아들이 함께 체육수업을 하게 되면, 서로가 도와주게 된다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 33. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 34. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

설문) _____들은 교사의 시간을 너무 많이 요구하기 때문에 체육수업에서는 빠져야 한다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 35. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 36. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

설문) _____들은 대부분 체육수업에서 정상아들과 함께 활발히 운동에 참가할 수 있다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 37. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 38. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

설문) 교사들이 _____들을 정상아들과 함께 지도하기 위해서는 그 전에 특수교육의 연수가 필요하다.

- | | | | | | |
|-----------|---|---|---|---|---|
| 39. 학습장애자 | 1 | 2 | 3 | 4 | 5 |
| 40. 신체장애자 | 1 | 2 | 3 | 4 | 5 |

다음은 귀하가 장애자 학생을, 정규체육수업에서 지도하는 것을, 주변에서는 어떻게 생각하고 있는가에 관한 귀하의 느낌을 조사 하고저 합니다.

설문) 41. 나와 가까운 학교사람들은 내가 장애자 학생을 나의 정규체육수업에서 가르쳐야 한다고 생각하고 있다.

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

설문) 42. 공립학교장은 장애자학생이 정규체육수업을 받아야 한다고 생각하고 있다.

1 2 3 4 5

설문) 43. 일반적으로, 장애자학생을 나의 정규체육수업에서 지도해야 한다는 교장의 생각이라면, 나는 지도할 것이다.

1 2 3 4 5

설문) 44. 다른 체육교사들은 장애자학생이 정규수업을 받아야 한다고는 생각하지 않는다.

1 2 3 4 5

설문) 45. 일반적으로 다른체육교사들이, 장애자학생을 나의 체육수업에서 지도해야 한다고 생각한다면, 나는 협조할 것이다.

1 2 3 4 5

설문) 46. 특수교육선생들은 장애자학생이 정규체육수업을 받아야 한다고 생각하고 있다.

1 2 3 4 5

설문) 47. 특수교육선생들의 생각이 장애자학생이 나의 정규체육수업을 받아야 한다면, 나는 협조할 것이다.

1 2 3 4 5

설문) 48. 대부분 장애자부모는 그들의 자녀가 정규체육수업을 받아야 한다고 생각하고 있다.

1 2 3 4 5

설문) 49. 일반적으로, 장애자의 부모가 나의 정규체육수업에서 그들의 자녀가 지도받아야 한다고 생각해도, 나는 협조하지 않겠다.

1 2 3 4 5

설문) 50. 다른 과목 선생들은 장애자학생이 정규체육수업을 받아야 한다고 생각하지 않는다.

1 2 3 4 5

설문) 51. 일반적으로 다른과목선생들의 생각이, 장애자학생은 나의 정규체육수업을 받아야 한다는 것이라면, 나는 협조할 것이다.

1 2 3 4 5

설문) 52. 대부분 정상아의 부모들은 장애자 학생이 정규체육수업을 받아야 한다고 생각하고 있다.

1 2 3 4 5

설문) 53. 일반적으로 정상아의 부모들이, 장애자학생은 나의 정규체육수업을 받아야 한다고 생각한다면, 나는 협조할 것이다.

1 2 3 4 5

.....

마지막으로 귀하에 관한 설문입니다.

설문) 54. 귀하의 성별은 무엇입니까? 1. 남 2. 여
(번호에 동그라미를 치시기 바랍니다)

설문) 55. 체육교사 경력은 몇년입니까? _____ 년

설문) 56. 귀하의 과중상태는 무엇입니까? 1. 각하 2. 보통 3. 과중

설문) 57. 귀하는 몇년도에 출생했습니까? 19 _____ 년

설문) 58. 학부 또는 대학원 시절에 장애자를 위한 _____ 과목
 체육강좌를 수강하신 적이 있습니까? _____ 없음
 (있다면 과목수를, 없다는 0을 기록하시기 바랍니다)

설문) 59. 학부 또는 대학원 시절에 특수교육에 관한 _____ 과목
 강좌를 수강하신 적이 있습니까? _____ 없음

설문) 60. 장애자학생을 지도한 적이 있습니까?
 (번호에 동그라미를 치시기 바랍니다) 1. 예 2. 아니오

설문) 61. 만약 귀하의 체육수업에 장애자학생이 있을 경우, 어떤 형태의
 수업이 가장 이상적이라고 생각하십니까?

예) 훈련방법, 교육도구, 수업진행형태 등.

대단히 감사합니다.

자료분석을 위한
