



RESEARCH ARTICLE

The Efficiency Of Teaching Special Education Module In Improving The Direction Towards People With Special Needs During The Covid-19 Pandemic (Students Of The Institute Of Science And Technology Of Physical Activities And Sports - University Of Ouargla)

Ali Slimani^{1*}, Mohammed Gouarah²

^{1,2} Faculty of Human and Social Sciences, University of Kasdi Marbah - Ouargla, Algeria
The Laboratory of Neuropsychology and Disorders: Cognitive and Socio-Affective (NTCSA)

ARTICLE INFO	ABSTRACT
Received: May 22, 2024 Accepted: Aug 12, 2024	This study has aimed at the efficiency of teaching special education module in that of enhancing a sample, or a group of students of the institute of science and technology of physical activities and sports, University of Kasdi Merbah - Ouargla. And in order for this study to have its objectives attained, we used the experimental method, designing the group of both pre and post measurement, alos, collecting data of the study by using the direction scale of special needs of Abd El-Motaleb El-Koraiti. The results of the study showed some statistical differences between pre and post application to the members of the study sample being set unto direction scale of special needs, and in every dimension ever accounted for. These differences have come for the sake of the post application.
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*Corresponding Author: slimani.ali@ens-ouargla.dz	

INTRODUCTION

The case of directions in case studies generally speaking; has become one of the most crucial points that interested, and is still attracting psychologists and sociologists' attention in deciphering relationships amongst people, and specially in the case of special needs; which usually take two paths only, the positive or the negative. According to (Sartian, 1967) that: "One's intent in responding to something either positively or negatively" whereas, the encyclopedia of psychology and psychoanalysis tried to define direction as an earned incentive that appears in some sort of an existential readiness that helps one in their steadiness and colors too; one's behavior, or, attitude unto certain topics whether being liked, or disliked, that is to say, if one likes a certain topic, their direction herein is positive, and if they dislikes a certain topic, their direction is simply negative. As for the case of direction, it could be someone in particular, a group of people, a scientific module, an ideological sect, an idea, a project, and thus, directions differ and seek other paths through which it can embody and be versatile (Faraj, and Kandil, 1993, Page 36).

A direction is often shaped in steadiness when it comes to human behavior, also, a direction is then affected by lots of factors and experiences that a person, or a group has undergone. As it is found most of the times that physical, mental, social and sentimental aspects help shape, or, create direction (El-Roussan, 2013).

As also (Dandapani, 2000) appoints to some distinctive features of directions, here are some of them:

- Directions are mostly learnable, or, it is a behavioral pattern that is earned by experience and learning, also, directions unfold in accordance with one's interaction with their surroundings (social upbringing), parenting, cultural standards and both direct and indirect interactive experiences when relevant to direction.
- Directions are determined through their patterns and steadiness, and they can be represented as a one line that stretches from absolute support (positive) all the way to bias, then to absolute dissent (negative).
- Psychological directions work as means of people's behaviors, and that is in setting one's actions of either accepting or disapproving certain situations when confronting them. Directions comprise of stability and relative steadiness, but they are quite changeable and modified accruing to the following factors: (environment variables, one's personal features, topics or subjects).
- Direction is formed according to the ups and downs of a designated case study:
 1. **Cognitive component:** this is relates to the amount of knowledge, concepts, realizations, verdicts that a person knows.
 2. **Existential component:** this is relates to the amount of sentimental and interactive of a person towards a particular topic, and the latter has both the positive and the negative side.
 3. **Behavioral component:** this is relates to the how of a person doing something. This is also relates to the act of accepting something, disapproving it or even hating it.

Several studies and researches that tackled direction towards special needs; have appeared to publicity, and these studies are just as important as the direction itself, as such, reflects one's behavior either positively or negatively towards the others with special needs, also, it reflects the enterprises' official and unofficial behavior towards those with special needs, again, and that, one's behavior, or even that of a clique can be affected towards those with special needs, that is to say, the more a direction is positive, the more perfect services and parenting for those with special needs, and vice versa, if negative direction works the other way round and abuse children with special needs in many different ways.

Out of many relevant studies and researches, we found the (Walker, 1978) study that aimed at unveiling the effect of a certain curriculum which have been conducted by programmed education for college students' direction. The sample constituted of (30) college students, and scale direction was applied on children with special needs, and the results were that the presenting that designated programmed educational curriculum would not really do the job, if not, an actual debate and a discussion about what students actually obtain from information.

And in order for some other explanations to be had on the students' direction towards the disabled, (Sedlacek, 1983) conducted a study in the University of Maryland, USA, and that was on a sample made of (244) students; where he applied the (Situational Attitudes Scale), the outcome then was that male category had a positive direction towards these disabled, and the female ones, had a negative direction.(Johnston `Dixon, 2006) made a study that aimed at recognizing the effect of a training program built specially for unfolding Sydney's University second year students' direction towards special needs, the sample had about (379) students, and the outcome then appeared to be positive direction towards the special needs, and the differences were statistical function to female category.

The study of Abu Derouich and Bechara (2007) has also unveiled the effect of teaching courses to special needs; and in unfolding direction towards the disabled, and that was for a sample of (123) students from the University of El-Hussein Ibn Talal, department of educational sciences, these students enrolled in teaching special needs in (2005/2006). After the pre and post application to the scale direction of the disabled, the outcome then showed statistical differences in the students' direction towards the disabled, that is to say, there was a clear improvement after having taught them special needs courses, plus, there were no statistical differences in direction towards the disabled who attributes to gender variable, or the academic field variable as well.

An in the same path, we find El-Saaoub (2016) study that aimed at displaying the effect of teaching special needs in improving students' direction towards the disabled, this designated sample was students from the faculty of science of sports, there were (88) students, and in order for that goal to be achieved, the pre and post scale have been applied for direction unto the disabled (El-Keriti 1992), the outcome of the study then stated of statistical differences in students' direction unto the disabled between scale of both post scale.

The latter has been confirmed by the study of Naif Ali Naif Wehchaa (2019), this study aimed at determining the efficiency of teaching entrance to special education in improving direction towards the disabled, the sample were students from the Aljoun University, and after the pre and post application of the scale direction towards the disabled which has been developed by Abd El-Motaleb El-Koraiti (1992), the study showed statistical differences between the pre and post application to the members of the sample, and on the scale of direction towards the disabled in every dimension and in the total degree where differences sided for post application.

Throughout these studies that sided our narrative, we almost acknowledge that direction are fond of awareness and education, since these too are the tool that helps shrink the distance between society and special needs, and that for making this category step out of the shade it lives in and share its story with the world.

The study's problem:

The study's problem relates to enhancing direction towards special needs, thus, via teaching special education module, and this course focuses on the point of teaching the latter to second year Master students of the Institute of science and technology of physical activities and sports, University of Ouargla. For the sake of enhancing direction towards the category of special needs since both of these variables reflect the correlation. Hence, what once was abuse and unjust by a special need child; was none but the product of the negative direction of society towards special needs people, and that, what a special need child can find of services improvement reflect none but the new society that car for the special needs, hitherto, here comes the study's problem in the next question:

- Are there statistical differences between the pre and post to the members of the sample on the scale direction of the disabled?

Goals of the study:

This study seeks the unveiling of the efficiency of teaching the special education module in improving direction towards special needs during the Covid-19 pandemic of the students of The Institute of science and technology of physical activities and sports, University of Ouargla.

Importance of the study:

- Foresight and knowledge acquisition for what paralysis in general truly mean.
- Discovering the repercussions of paralysis, and all that is causes of social malfunction.
- Clarifying the true vision that this category deserves, and that would be constant compassion and sympathy, and the disengagement of inferiority in dealing with them.

- Improving the students' direction to this scale of negative directions to positive ones.

Hypothesis of the study:

There are statistical differences in the performance of the pre and post the sample's members on the scale of direction unto the disabled that attributed to using the scale of special education.

The operational definition of the study's variables:

- The module of special education: one of the chosen modules of these second year Master students in the form of seminars and presentations relevant to sport students the institute of science and technology of physical activities and sports, University of Ouargla in the (2020/2021) season. This module seeks to undergo a comprehensive approach to special education, types of paralyses, athletic special programs meant to suit all types of paralyses, scales and evaluations.
- Direction towards the disabled: they are the degrees that the sample's members received from their replying to the scale of direction toward the disabled; courtesy of Abd El-Motaleb El-Koreiti.

PROCEDURES AND TOOLS:

Procedures of the study:

- **Method of the study:** this study seeks to determining the efficiency of teaching the module of special education in improving direction towards special needs during the Covid-19 pandemic, as it was regarding second year Master students in the institute of science and technology of physical activities and sports, University of Ouargla, and for that to be achieved, the experimental method was the most convenient one of all, and designing the one group of both pre and post scale.
- **Sample of the Study:** this relates to a group of enrolled second year Master students in the institute of science and technology of physical activities and sports, University of Kasdi Merbah - Ouargla in the (2020 / 2021) season, they study the module of special education regularly in such seminars and presentations throughout the whole semester, both male and females too.

Table 1: Percentages of distributing the members of the sample

Members of the Sample	Number	Percentage
Male	91	%92.85
Female	07	%7.14
Total	98	%100

Tools of the study:

Scale of direction towards the disabled: the researcher used the direction tool towards the disabled which has been developed by Abd El-Motaleb El-Koreiti (1992), it constitutes of (60) distributed paragraphs to the following three dimensions:

1. Dimension of the disabled's features and their evaluation constituting of (24) paragraphs, it held these numbers (1, 4, 6, 9, 11, 14, 16, 19, 21, 23, 24, 28, 29, 30, 31, 34, 36, 37, 45, 46, 48, 51, 54, 60).
2. Dimension of creating social and interactive relationships constituting of (21) paragraphs, it held these numbers (2, 5, 7, 8, 12, 15, 17, 20, 25, 27, 32, 35, 38, 39, 43, 49, 50, 52, 55, 56, 57)
3. Dimension of caring for the disabled and teaching them constituting of (15) paragraphs, it held these numbers (3, 10, 13, 18, 22, 26, 33, 40, 41, 42, 44, 47, 53, 58, 59).

The scale paragraphs are corrected via the use of a gradual pentatonic scale which comprise of five options to each paragraph; out of which student chooses whatever they like and suit, here they are:

I strongly agree = 5, I agree = 4, not sure = 3, I disagree = 2, I strongly disagree = 1. Correction minds the negative paragraphs which held the following numbers (4, 9, 14, 19, 24, 28, 30, 34, 36, 45, 54, 60, 2, 7, 12, 17, 32, 38, 50, 52, 56, 22, 40, 42, 47, 58). And they would be corrected like this:

I strongly agree = 1, I disagree = 2, not sure = 3, I disagree = 4, I strongly disagree = 5. Where, evaluation (5) points to the direction of the positive student toward the disabled at its highest levels, whereas evaluation (01) points to the direction of the negative student toward the disabled at its lowest levels.

Psychometric features of the scale in the current study:

The scale's validity has been confirmed by using discriminant validity via applying the scale on an exploratory sample that had (23) second year Master students. The degrees have been arranged in a descending respect, then a (%27) has been taken from the highest degree, and a (%27) from the lowest degree, then comes the application of the "T" to the statistics of the differences, and the result was the possible result of a 0.000 = (sig) and it is less than 0.05 which proves the statistical differences amongst high and low degress, and also, proves the scale's validity at an indication level of 0.05.

As for the scale's stability, both researchers relied on the Alpha Cronbach that reached (0.77), as for the half retailing, the correlation coefficient before correction reached (0.59), and after correction via the Spearman Brown way, it reached (0.74).

The module of the special education:

The outputs of this module was inherently meant to form the institute of science and technology of physical activities and sports, University of Ouargla, and that was by tackling the scale's concept, goals, basics, importance and classification of the special needs, also, the social and psychological features and the factors causing any paralysis, as well as the consideration that should be taken into account in handling these types of people and caring for them according to their ages, and the games they need too as of distinguishing physical education, activity and the sport of the disabled ones, where, these units contained many categories such as: the mental one, hearing, visual and mobile disabilities, and that of learning disabilities and behavioral disorders. As always, relevance into the field of the modified and programmed physical education of every category of the disabled.

The used statistical procedures in the study:

The (SPSS) has been used in this study, and that was for the arithmetic of: SMA – standard deviation – and the "T" test.

RESULTS AND THEIR DISCUSSIONS

The hypothesis' text:

There are statistically indication differences between the average performance of the pre and the post to the members' sample on the direction scale toward the disabled which attribute to teaching special needs courses. In order for this hypothesis to be tested, the "T" test has been used to group one of both pre and post scale only to discover the differences' indication between both scales, also, the SMA's and standard deviation have been calculated for the degrees of the group in the pre and post scale, and the results were as follow:

Table 2: Clarification of the “T” test for the differences between the pre and post scales to the group of the sample on the scale towards the disabled.

Dimensions	Scale	Number	SMA	Standard Deviation	“T” Value	Freedom Degree	Statistical significance
Features and value of the disabled	Pre	98	2.37	0.283	-8.021	97	0.000
	Post	98	3.11	0.752			
Forming social relations and interactions	Pre	98	2.77	0.326	-7.663	97	0.000
	Post	98	3.02	0.848			
Teaching and caring for the disabled	Pre	98	2.56	0.366	-7.896	97	0.000
	Post	98	3.33	0.793			
Total degree	Pre	98	2.56	0.325	-7.988	97	0.000
	Post	98	3.15	0.797			

Throughout the chart given above, we notice the SMA in the pre scale of direction towards the disabled (3.15) with a standard deviation at (0.797) bigger than the SMA in the post scale reaching (2.56) with a standard deviation of at (0.325), and the “T” value was calculated for the direction towards the disabled round (-7.988), as for the possible degree, it was less than (0.05) at a freedom degree of (97) which proves that the “T” value is an indication, therefore, there found to be differences of statistical indication between the pre and post scale in the direction of towards the disabled, hence, via teaching the special education module to the pre scale in its three dimensions (dimension of the features and values of the disabled, and the dimension of forming relationships and social interactions, and the dimension of caring for the disabled and their values), based on this appeal, the research hypothesis is accepted, and the zero hypothesis is declined.

Discussing the hypothesis' result:

Throughout the given results of this hypothesis, we notice the positive efficiency to the module of special education in improving direction towards the disabled of the second year Master students in the institute of science and technology of physical activities and sports. This explains that teaching special education module was statistically an efficient indication in improving direction towards the disabled of the students in the pre scale; as that is if compared to the post scale, and this attained result matches that of (Jonhston & Dixon, 2006) in her study towards the effect of a program of unfolding second year college students' inclinations and accommodations of the University of Sydney towards the disabled. The study's results pointed that the students' accommodations took the positive stand towards the disabled, and the differences a statistical indication to females. Where, in the same context, the study's results of Abu Derouich and Bechara (2007) proved the efficiency of teaching special education course in improving direction towards the disabled, that is to say, there is a tangible enhancement in the students' direction towards the disabled after having been taught the special education course, besides, there were no differences of statistical indication in the direction of towards the disabled that attributed to the gender variable or the academic expertise. And in the

same direction, we find El-Saoub study (2016) that sought to display the effect of teaching a qualification course of special needs in improving the students' direction towards the disabled of a sample at a faculty of sport science. These members of the sample specialized in athletic qualification, where the study's results showed differences of statistical indication in the direction of students towards the disabled between both scales to the pre scale. Furthermore, Ali Naif's study too (2019) came to prove the efficiency of teaching an entrance course to special education in improving direction towards the disabled, this study's results showed the differences of statistical indication between the pre and post application to the members' sample, and that, on the scale of direction towards in all of the dimensions, and in the total degree where differences inclined into the pre application.

According to the researcher, this result refers to the positive role of special needs module in improving direction towards the disabled. As of the features that specializes this module, and especially, if it was about the psychological and social side of this category of society, it has been clarified regarding the effect of improving sensing, or, feeling for the lacks of the disabled, as it is all nothing but the reflection of what the disabled one receives from society, and the more direction were positive, the less distance between society and the disabled one, therefore, making relationships and finding a decent and social interaction, this latter then, leads to imposing care, education and total blending into society. All of these results can only come from getting to know deeply; this category, also, knowing very well about this category is thanks to the special education module and achieving its goals.

RECOMMENDATIONS

In the results of this designated study, we desired to launch a group of recommendations and suggestions which might work as a plan for paving more direction improvement towards, and the researcher recommends the following:

- Looking into generalizing the teaching of special education module in all fields, especially in the faculties of psychology and sociology.
- Sharing with the social media any given sort of improvement of direction towards the category being a crucial part of society as any other category.
- Opening more fields of different studies in accordance with different disabilities, also, that would regard the efficiency of teaching the special education module in improving direction towards those with special needs.
- Raising awareness for profiting more social support.
- Engaging special needs in multiple social activities.

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