Reliability and Face Validity of PEATH Korean Version

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Introduction

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 have disabilities into a regular classroom could be equal to failure. Teachers’ negative attitudes may cause a stress for the students with disabilities, especially the students with physical disabilities, because their visibility makes them vulnerable to negative thoughts and behaviors by some teachers (Santomier, 1985). Rizzo (1984) extended the previous research regarding the attitudes of physical educators toward teaching pupils with disabilities in regular classes and concluded that the attitude of teachers is more positive toward the students with learning disabilities compared to the students with physical disabilities. Depauw and Goc Karp (1990) used the PEATH to investigate preservice teacher attitudes toward the mainstreaming of the students with learning and physical disabilities. Rizzo and Vispoel (1991) used the second version of the PEATH named PEATH II to investigate changing attitudes about teaching students with handicaps. An important implication was noted in their study that teachers should deemphasize disability labels and instead stress a noncategorical approach to the preparation of prosesional teacher. Using the PEATH inventory, European undergraduate students’ attitudes toward integration of people with disabilities in activity settings were examined by Downs and Williams (1994).

Only recently the Korean society has begun to show interest in mainstreaming and rehabilitation of children with disabilities. However, few Korean studies have attempted to assess physical education teachers’ attitudes toward teaching the student with disabilities. There is a need for research in the area of teacher attitude in order to develop an understanding of the level of sensitivity
toward the students with disabilities by Korean physical educators. This information may also serve to provide guidance for teacher training related to the needs of the students with disabilities within a regular class. Therefore, the purpose of this study was to determine the validity and reliability of PEATH Korean version which possibly contribute to potential physical education success of many exceptional individuals.

The Concept of Attitude

Attitude is defined as "learned predispositions to respond in a consistently favorable or unfavorable manner with respect to a given object." (Fishbein & Ajzen, 1975, p. 512). Krech and Crutchfield (1948, p. 152) stated attitude as "an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world." In earlier description, a definition of attitude was described as "the degree of positive of negative effect associated with some psychological object." (Thurstone & Chave, 1929, p. 6).

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 (Henson, Morris, & Fitz-Gibbon, 1978). The idea that an attitude is regarded as a function of characteristics, such as the way individuals view themselves and behave, supports the definition of an attitude stated by fishbein and Ajzen (1975).

The Measurement of Attitude

Attitudinal measures can not be quantified as physiological measures. Observations of an individual's behaviors and speech are often used as measures of attitude (Henson, 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