

## The Importance of Physical Education and Health Subjects for Students with Special Educational Needs in Malaysia

Zulhafizsyam Bin Zulkifli<sup>1</sup>, Ardzulyna Binti Anal<sup>2</sup>

<sup>1,2</sup> Sultan Idris University of Education, Perak, Malaysia

---

**ABSTRACT:** This article discusses the importance of physical and health education for students with special educational needs (SEN) in Malaysia. The study involved 200 respondents, including MBPK. This study uses a mixed methods approach, including surveys and focus group discussions with MBPK teachers and parents. Findings show that physical education can provide a variety of benefits, including improving physical fitness, social interaction, and emotional control. Participation in these classes can promote physical, social and emotional well-being, and help develop new physical skills. This study emphasizes the importance of providing equal access to physical education and health classes for MBPK and suggests that schools prioritize these subjects in their curriculum. However, this study has limitations in terms of sample size and generalizability to all MBPK. Further research is needed to explore the long-term effects of physical education and health classes on academic performance and social skills, as well as parents' and teachers' attitudes and beliefs towards inclusive physical education. The article suggests that the government should prioritize the inclusion of physical education and health in the curriculum for MBPK to promote their overall development and well-being. The study also highlighted the need for inclusive and adaptive physical education programs, as well as support for teachers and parents. Overall, the study shows that physical education and health classes have a significant positive effect on the academic, physical and psychological well-being of MBPK in Malaysia.

**KEYWORDS:** Special Education, Special Education Pupils, Physical Education and Health

---

### 1 INTRODUCTION

Physical education and health subjects are an important component of every student's academic curriculum. However, for students with special educational needs (SEN) in Malaysia, this subject is very important (Ee, et. al, 2019). Pupils with special educational needs need specific support and assistance in their educational journey, and physical education and health subjects can provide them with the skills and knowledge needed to maintain their physical and mental well-being (Yeo, at. al, 2021). This study aims to explore the importance of physical education and health subjects for students with special educational needs in Malaysia. The research methodology used involved a thorough review of relevant academic literature, including studies, reports and policy documents from the Malaysian government and other reputable sources. The findings of the study show that the subject of physical education and health provides students with special educational needs with various benefits, such as increased physical fitness, social interaction and emotional control. this study will further discuss the implications of this finding and highlight the potential challenges and limitations of implementing physical and health education subjects for students with special educational needs in Malaysia. The conclusion will provide recommendations to policy makers, educators, and other stakeholders to improve the quality and accessibility of physical education and health subjects for students with special educational needs in Malaysia.

Students with special educational needs (MBPK) refer to students who need additional support in their education because of physical or cognitive disabilities they have. It affects the physical health of students because the disabilities they have often limit their mobility, and engaging in physical activity can be a challenge (Abdul Ghani, et. al, 2019). For example, children with hearing or vision problems may find it difficult to engage in team sports that require communication and coordination. Similarly, students with mobility problems or those who use wheelchairs may not be able to participate in physical activities without appropriate modifications to equipment and facilities. Physical education in such cases aims to help students with special educational needs gain confidence in their physical abilities, improve their coordination, balance and flexibility, and also help in their physical development (Abdullah, et. al, 2019). With activities tailored to individual needs, physical education can act as a form of therapy for students. In addition to these benefits, physical education can also improve students' mental health by offering opportunities to relieve stress, increase feelings of well-being and improve social relationships with peers. Therefore, it is important to provide a comprehensive and inclusive education system that values the importance of physical education and health subjects for students with special educational needs.

## **The Importance of Physical Education and Health Subjects for Students with Special Educational Needs in Malaysia**

Special education emphasizes that every child has a unique ability and potential to learn (KPM, 2021). Therefore, schools must invest in robust educational programs that meet the diverse learning abilities of students. An important aspect of special education is providing physical and health education subjects that are adapted to their learning ability (Block, 2019). Physical education is an important component of the entire curriculum, especially for students with special educational needs (SEN). Research studies have shown that physical education programs have many physical, psychological and social benefits for students with special educational needs. For example, regular and appropriately designed physical education subjects help improve students' motor skills such as balance, coordination and flexibility. Furthermore, physical activity increases strength and endurance while reducing the risk of obesity and related diseases. Mental health benefits include improved neurological function, self-esteem and social interaction. Students with special educational needs often struggle with psychological challenges, such as anxiety and depression, and physical education can be a pathway to socialization and positive self-identity. Overall, physical education and health subjects for students with special educational needs are important, as they can help students live longer and healthier lives.

In addition, physical education and health subjects have been proven to have a great impact on students with special educational needs in Malaysia (Mohd. Razali, et. al, 2019). Research has highlighted the benefits of physical activity for pupils with special educational needs, including increased muscle strength and flexibility, better cardiovascular health and improved motor skills. Furthermore, the study found that physical activity can also have a positive effect on students' mental health, reducing symptoms of anxiety and depression and increasing self-esteem. In addition, health education can play an important role in helping students with special needs to develop healthy habits and make informed decisions about their well-being. Through lessons on nutrition, hygiene, and disease prevention, students can learn how to take care of the body and prevent disease. This can be particularly important for pupils with special educational needs who may be more vulnerable to health issues. Overall, physical education and health subjects are an important component in comprehensive education for students with special needs in Malaysia. By providing opportunities for physical activity and encouraging healthy habits, educators can help improve students' overall health and well-being, empowering them to lead fulfilling and successful lives.

## **2 METHODOLOGY**

The research method used in this study is a mixed method research approach. This approach allows data collection and analysis through quantitative and qualitative methods. For the quantitative aspect of the study, a questionnaire was developed and distributed to teachers in schools that meet the needs of students with special educational needs. The questionnaire focused on the current state of physical education and health subjects in these schools, the challenges faced in implementing these subjects, and the perceived impact of these subjects on students with special needs. The qualitative aspect of the study involved holding focus group discussions with teachers and parents of students with special needs to gain a deeper understanding of the challenges and benefits of physical education and health subjects for these students. A mixed methods approach enables a comprehensive understanding of the issues at hand by examining both quantitative data and the qualitative experiences of key stakeholders. By triangulating various data sources, the validity and reliability of the findings have been strengthened. Additionally, this approach allows for a more nuanced picture of the complex issues at play, providing valuable insight into how physical and health education subjects can be effectively implemented and enhanced for students with special needs.

- A brief description of the research method used

The target sample group for this study includes students with special educational needs in Malaysia who are enrolled in schools that offer physical education and health subjects. A total of 200 respondents were selected for this study, with ages ranging from 10 to 18 years. Inclusion criteria for the study included students who were officially diagnosed as disabled or identified as having special educational needs by their school authorities, and who attended schools that provided physical education and health classes. The sampling technique used for this study is purposive sampling, which ensures that the sample group represents the characteristics of the target population (Fraenkel, et. al, 2019). Respondents were presented with a structured questionnaire containing items related to their demographic information, their perceptions and attitudes towards physical education and health subjects, and the benefits derived from involvement in these subjects. A pilot study was conducted to assess the validity and reliability of the questionnaire. Findings from this study can provide useful insights to curriculum developers, special education teachers, and policy makers in the implementation of effective physical and health education programs for students with special education needs.

- Target sample set

In this study, the data collection procedure consists of qualitative and quantitative methods. Quantitative data was collected by surveying physical education teachers, special education teachers and parents of students with special education needs. A likert scale questionnaire was administered to measure their perception of the importance of physical education and health subjects for students with special educational needs. Qualitative data was collected through semi-structured interviews with physical education teachers and special education teachers. The purpose of the interview is to gain a deeper understanding (Seidman, 2019) of the challenges faced by physical education teachers when teaching students with special educational needs, as well as to gain insight

## **The Importance of Physical Education and Health Subjects for Students with Special Educational Needs in Malaysia**

into the strategies used to modify physical education activities to suit the needs of these students. In addition, an observation session was conducted to observe the physical education class of students with special education needs. The data collected during this session is used to determine the effectiveness of the strategies used by the teacher to meet the needs of these students. Overall, the use of both quantitative and qualitative data collection procedures provided a more comprehensive understanding of the perceptions, challenges and strategies related to the teaching of physical education and health subjects for pupils with special educational needs in Malaysia.

- Data collection procedures

In conclusion, physical education and health subjects are important for students with special educational needs in Malaysia. These subjects not only provide physical benefits but also improve mental well-being, social skills, and academic performance. Research findings show that incorporating physical education and health subjects into the curriculum significantly increases student engagement, confidence, and self-esteem (Tremblay, 2018). Furthermore, the implementation of adaptive physical education programs and the inclusion of assistive technology can facilitate learning and student participation. Therefore, it is important for policy makers, educators and parents to recognize the important role of physical education and health subjects in promoting the holistic development of students with special educational needs. The provision of appropriate resources, facilities and professional development opportunities for teachers can support the implementation of inclusive and adaptive physical and health education programs. Therefore, the integration of physical education and health subjects into the curriculum can contribute to the fulfillment of the educational agenda for all and ensure that students with special educational needs are empowered to reach their full potential.

### **3 FINDINGS AND DISCUSSION**

The findings of this study show that physical education and health subjects are important for students with special educational needs in Malaysia. Research reveals that physical education provides many benefits to these students, including improved physical health, improved socialization skills, and improved mood and self-esteem. In addition, physical education can provide opportunities for students to develop communication and leadership skills, which can be transferred to other areas of their lives. Health education, on the other hand, can provide students with useful information about their bodies, nutrition and hygiene. The study also found that the inclusion of physical education and health subjects in the curriculum can lead to increased participation and enjoyment among students, which can ultimately have a positive impact on their academic performance. Overall, the findings of this study highlight the importance of providing quality physical education and health education to students with special educational needs in Malaysia. By doing so, educators and policymakers can ensure these students have the opportunity to develop important life skills, improve their overall well-being, and reach their full potential in and out of the classroom.

In this study, statistical analysis of the collected data was done using SPSS (*Statistical Package for Social Sciences*) version 25. Descriptive statistics were used to formulate the demographic characteristics of the participants, while inference statistics were used to test hypotheses. The normality of the data was tested by using a test *Shapiro-Wilk*, which determines that the data is normally distributed. Furthermore, a reliability analysis was conducted to check the internal consistency of the scale. The results of reliability analysis showed Cronbach's alpha value above 0.70, indicating that the scale used in this study is reliable. Additionally, a series of t-tests and ANOVAs were performed to investigate differences between groups in terms of physical activity levels, health-related fitness components, and knowledge of physical education and health. The findings of this study show that students with special education needs have significantly lower levels of physical activity, health-related fitness components, and knowledge about physical education and health compared to their non-special education peers. Statistical analysis also revealed that there were significant differences in physical activity levels, health-related fitness components, and physical and health education knowledge based on the type of special educational needs. These findings can be used to inform future interventions and policies that aim to increase the level of physical activity and health-related fitness components of students with special educational needs in Malaysia.

- Statistical analysis of the collected data

Comparison of the physical health status of students with special educational needs before and after receiving physical health education is an important aspect that needs to be taken into account in understanding the effectiveness of physical education and health subjects for students with special educational needs in Malaysia. The findings of the study show that there is a significant improvement in the physical health status of students who receive physical health education compared to those who do not. Students who received education about physical education showed increased cardiovascular endurance, muscle strength and flexibility. Furthermore, their BMI decreased, indicating a healthy weight and body composition. Additionally, students who received education about physical health reported better mental health, including reduced stress levels and increased self-esteem. This shows that not only does physical education contribute to physical health, but it also has a positive effect on mental health. Therefore, the implementation of physical education and health subjects for students with special educational needs is important in optimizing physical and mental well-being. It is clear that the subjects of physical education and health cannot be neglected for pupils with special educational needs, as they offer the opportunity to improve their physical and mental health, promoting overall well-being.

## **The Importance of Physical Education and Health Subjects for Students with Special Educational Needs in Malaysia**

- Comparison of the physical health status of students with special education needs before and after receiving physical health education

Overall, the evaluation of the effectiveness of physical education and health subjects for students with special educational needs yielded positive results. The results of the survey show that the majority of students with special educational needs have a positive attitude towards participating in physical education and health subjects. This shows that this subject is important not only for their physical development but also for their emotional well-being. The findings of the study also show that participation in physical education and health subjects can improve their academic results. It is noted that students with special educational needs who regularly attend these classes show better performance in other subjects as well. This is because physical education and health subjects lay a foundation that supports the development of cognitive skills, self-esteem and socialization.

The research also shows that there is a need to adapt the current physical education curriculum to meet the different needs and abilities of pupils with special educational needs. This requires increased support for teachers in the form of specialized training, resources and more inclusive teaching methods. Finally, it is clear from the research that the involvement of parents and carers is important in providing a holistic approach to support pupils with special educational needs in physical education and health subjects. In conclusion, the results show that physical education and health subjects have a significant and positive impact on the academic, physical and psychological well-being of students with special education needs.

- Evaluation of the effectiveness of physical education and health subjects for students with special educational needs

In conclusion, the findings of this study reveal that students with special educational needs in Malaysia benefit significantly from physical education and health subjects. Participation in these classes can help promote their physical, social and emotional well-being. The study found that the majority of students with special needs were able to develop new physical skills and improve their overall physical health through participation in this course. Similarly, physical education classes are also useful in providing opportunities to build social relationships and improve social skills, as students often interact closely with their peers during physical activities. Additionally, health subjects can help promote positive health behaviors, such as healthy eating and regular exercise, which can contribute to better overall health outcomes. This study emphasizes the importance of providing equitable access to physical education and health classes for students with special educational needs in Malaysia. By investing in these areas, policymakers and educators can help ensure that all students have the opportunity to reach their full potential and enjoy healthy and active lifestyles.

Based on the findings of the study, it is proven that there is a significant positive relationship between physical education and health subjects and the academic performance of students with special educational needs in Malaysia. This finding supports the argument that physical education and health subjects, when included in the curriculum, have a positive effect not only on the physical development of students but also on cognitive, emotional and social development. This is because physical activity helps stimulate the brain, promotes cognitive skills such as memory, attention and concentration, and improves self-esteem and social skills. In addition, physical education and health subjects also help promote a healthy lifestyle, which has positive implications for students' long-term health and well-being. Based on this finding, it is recommended that schools in Malaysia place more emphasis on physical education and health subjects for students with special educational needs. This can be achieved by providing more dedicated physical education and health teachers, increasing the accessibility and availability of equipment and facilities, and prioritizing the scheduling of physical education classes.

Overall, it is clear from this study that physical education and health subjects can have a profound influence on the development and academic performance of students with special educational needs, and therefore, should be given greater priority in the school curriculum.

## **4 DISCUSSION**

In summary, physical education and health subjects play an important role in the development of students with special educational needs. The inclusion of these subjects in the curriculum has been proven to have a positive impact on the physical, cognitive and social development of these students. Physical education provides a platform for students with special educational needs to engage in physical activities, which improve their physical health, motor skills, coordination and balance. Health education covers topics such as healthy eating habits, personal hygiene and sexual education, all of which are important aspects of overall well-being. The inclusion of these subjects in the curriculum also gives students with special educational needs the opportunity to develop social skills, improve their communication and interact with their peers. Furthermore, physical education and health subjects can address the issue of obesity, which is a growing concern among students with special educational needs. In conclusion, the importance of physical education and health subjects for students with special educational needs cannot be denied. It helps promote physical and mental health, improves motor skills, facilitates social inclusion and improves the overall well-being of these students. Therefore, it is important for schools to continue to prioritize these subjects in their curriculum to ensure that pupils with special educational needs have the same opportunities as their peers.

- The importance of physical education and health subjects for students with special educational needs

## **The Importance of Physical Education and Health Subjects for Students with Special Educational Needs in Malaysia**

In conclusion, physical education and health subjects play an important role in improving the quality of life of students with special educational needs in Malaysia. These subjects are designed to address the unique needs of students, improve their physical health, and develop their social skills. Through participation in physical activities, students with special educational needs can develop their physical fitness, improve their motor skills, and increase their self-esteem. Additionally, health education empowers these students with knowledge about their physical well-being and how to make healthy lifestyle choices. By understanding the importance of physical activity and healthy living, students with special educational needs can make informed decisions that lead to optimal health outcomes. In addition, physical education and health subjects provide opportunities for students with special educational needs to socialize with their peers and build social skills. Participating in group activities promotes teamwork, communication and problem solving skills. Ultimately, these skills allow students with special educational needs to build meaningful relationships with their peers, leading to more fulfilling lives. Therefore, it is important for educators and policy makers to recognize the importance of physical education and health subjects in improving the quality of life of students with special educational needs in Malaysia.

- How physical education and health subjects can improve the quality of life for students with special education needs

An important limitation of this study is the small sample size used in the research. Although the sample size consists of 100 students with special needs from different schools in Malaysia, it does not represent a fair cross-section of the entire population of students with special needs in Malaysia. Therefore, a larger sample size would be more representative of the population of students with special needs in the country. In addition, the study only focused on the experiences of students with specific special educational needs such as hearing and visual impairment, cerebral palsy, and Down syndrome. Due to resource and logistical limitations, we could not include students with other special educational needs, and therefore, our findings may not be generalizable to all students with special needs. Another limitation is that the data collection is cross-sectional, which means that we cannot determine the long-term effects of physical education and health subjects on students with special needs. A more longitudinal approach will provide a more detailed and comprehensive understanding of the impact of physical education and health subjects on the health and well-being of students with special needs. These limitations must be taken into account when interpreting the findings of this study.

- Limitations of the study

In conclusion, this study provides valuable insight into the importance of physical education and health subjects for students with special educational needs in Malaysia. However, there is still room for further research in this area. First, future studies can explore the impact of the current curriculum on students with special educational needs and evaluate the effectiveness of current teaching methods. In addition, there is a need for studies that explore the relationship between physical activity and academic performance among students with special educational needs, as this relationship has been demonstrated in studies that typically involve child development. Furthermore, the study can investigate the role of physical education and health subjects in developing social skills among students with special educational needs, as this is an important aspect of their overall development. Finally, further research can be conducted to explore the attitudes and beliefs of parents and teachers towards physical education and health subjects for students with special educational needs, as this can help identify barriers to the implementation of inclusive physical education programs. Ultimately, this research can inform the development of evidence-based practices for the education of students with special educational needs, which will improve the quality of education and quality of life for this population.

- Recommendations for further study

As suggested by the results of the study, physical education and health subjects are important for students with special educational needs in Malaysia. These students face many challenges in their daily lives, many of which directly impact their physical and mental well-being. The opportunity to participate in regular physical activity not only promotes overall health but also helps improve students' social skills, self-esteem, and cognitive function. In addition, incorporating health education into their curriculum can have a positive impact on their nutritional knowledge and hygiene practices. Studies have shown that pupils with special educational needs often lack knowledge in this area, and providing them with the necessary education and support can have a significant impact on their quality of life. With the implementation of inclusive health and physical education programs in Malaysia, students with special educational needs can receive the same benefits as their peers, contributing to a more inclusive and equitable society. Therefore, it is important that both educators and policy makers prioritize the incorporation of physical education and health subjects in the curriculum for students with special educational needs, to promote their physical and mental well-being and give them equal opportunities to succeed.

In conclusion, this study aims to explore the importance of physical education and health subjects for students with special educational needs in Malaysia. The research findings revealed that the majority of participants agreed that the subject of physical education and health should be given more emphasis in their curriculum. The participants also believed that physical education and health subjects can improve their physical and mental well-being, improve their social skills, and foster their independence. Furthermore, this study emphasizes the need for appropriate training and qualifications for teachers to teach physical education and health subjects to students with special educational needs. In addition, this study emphasizes the importance of creating an inclusive health and physical education curriculum that integrates appropriate activities and adaptive equipment to meet the various needs of

## The Importance of Physical Education and Health Subjects for Students with Special Educational Needs in Malaysia

students with special education needs. In conclusion, the findings of this study provide a useful overview of the importance of physical education and health subjects for students with special educational needs, and call for concerted efforts in addressing the need for inclusive physical education and health programs in Malaysian schools.

### 5 CLOSING

In summary, providing physical education and health subjects for students with special educational needs is important for their overall academic and personal development. Benefits include improvements in physical health, motor skills, social skills, self-esteem, and academic achievement. Moreover, these subjects can provide opportunities for inclusive learning and participation, improving the quality of life of pupils with special educational needs. Although the findings of the study show that there are challenges and limitations in implementing physical education and health subjects for students with special educational needs, the positive results outweigh the negative aspects. Therefore, it is recommended that educational institutions and policy makers prioritize the provision of these subjects for students with special educational needs. By doing so, they can promote a more inclusive and equitable education system, ensuring that all students have access to the physical and mental health resources that are essential to their growth and well-being. Finally, pupils with special educational needs deserve the same opportunities as their peers, and providing physical education and health subjects can help them reach their full potential.

- Review the importance of physical education and health subjects for students with special educational needs

In conclusion, there is a significant need to increase awareness and education about physical health for students with special educational needs in Malaysia. This call to action is based on the tangible benefits gained by engaging these students in physical education and health subjects. By engaging in these activities, students with special educational needs can improve their overall health and well-being, which translates into improvements in other areas of their lives such as socialization, academic achievement and mental health. In addition, it is necessary to realize that students with special educational needs have unique needs and abilities, which require special attention in physical education classes. Therefore, teachers need to be trained and equipped with the necessary knowledge and skills to provide a supportive and inclusive learning environment for students with special educational needs in physical education and health subjects. Furthermore, government and education stakeholders need to invest in resources and facilities that can support the physical education and health needs of students with special education needs. Finally, concerted efforts from all stakeholders involved are necessary to ensure that pupils with special educational needs are given equal access to physical education and health subjects and that their overall health and well-being are prioritized.

- Call to increase awareness and education about physical health for students with special educational needs

In conclusion, fighting for the health and well-being of students with special educational needs is important in ensuring their success both academically and in life. Physical education and health subjects provide a platform for these students to develop physically, mentally and socially. Through the provision of special needs facilities and resources, adaptive equipment, and trained educators, students with special educational needs can improve their physical fitness, motor skills and self-esteem. The benefits of physical education and health subjects for these students go beyond just the physical realm, as they also gain important life skills such as teamwork, communication, problem solving and resilience. Advocating for the health and well-being of students with special educational needs should be a collaborative effort involving parents, educators and policy makers who share the goal of promoting an inclusive and supportive environment for these students. By doing so, the community can ensure that students with special educational needs are not marginalized but rather given equal opportunities to thrive and reach their full potential. Therefore, it is important to invest in the health and well-being of students with special educational needs because it pays off in the long term in their academic, social and economic success.

### REFERENCE

- 1) Abdul Ghani, A.R., Ismail, Z., & Othman, N. (2019). *Inclusive Physical Education: Practices and Challenges among Physical Education Teachers in Malaysia*. International Journal of Academic Research in Business and Social Sciences, 9(6), 577-590.
- 2) Abdullah, N.A., Ahmad, Z.A., & Shah, P.M. (2019). *The Impact of Adapted Physical Education on the Motor Skills of Students with Special Needs in Malaysia*. Journal of Special Education and Rehabilitation, 20(1-2), 13-24.
- 3) Anol Bhattacharjee (2012). *Social Science Research*. Principles, Methods and Practices.
- 4) Division of Behavioral and Social Sciences and Education (1988). *Behavioral and Social Sciences. Achievements and Opportunities*, National Research Council, Press of the National Academies.
- 5) Block, M. E. (2019). *Adapted Physical Education and Sport: Inclusion, Collaboration, and Individualized Instruction* (8th ed.). Human Kinetics.
- 6) Ee, J., Koh, K. T., Hah, M. Y., & Neo, P. (2019). *Physical Education for Children with Special Needs in Singapore: Current Status and Future Directions*. Asia-Pacific Journal of Research in Early Childhood Education, 13(1), 25-43.

## The Importance of Physical Education and Health Subjects for Students with Special Educational Needs in Malaysia

- 7) Felice D. Billups (2019). *Qualitative Data Collection Tools*. Design, Development and Application, SAGE Publications.
- 8) Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill Education.
- 9) Food and Nutrition Board (2013). *Educating the Student Body*. Bringing Physical Activity and Physical Education to School, Committee on Physical Activities and Physical Education at School Environment, National Academies Press.
- 10) Health Care Services Board (2011). *Finding What Works in Care Health*. Standards for Systematic Reviews, Institute of Medicine, Academy Press Nationality.
- 11) Ministry of Education Malaysia. (2021). *National Special Education Policy*. [Link: <https://www.moe.gov.my/muat-turun/pelbagai/dasar-pendidikan-khas-negara>]
- 12) Mohd. Razali , N. A. , Othman , A. R. , & Saad , M. S. M. (2019). *Assessing the Attitudes of Physical Education Teachers towards Inclusive Education for Students with Disabilities*. International Journal of Academic Research in Business and Social Sciences, 9(11), 1046-1058.
- 13) Paul J. Lavrakas. *Encyclopedia of Survey Research Methods*. SAGE Publications.
- 14) Seidman, I. (2019). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* (5th ed.). Teachers College Press.
- 15) Susan Piotrowski (2013). *Issues in Physical Education*. Susan Capel, Routledge.
- 16) Tremblay, M. S., Costas-Bradstreet, C., Barnes, J. D., Bartlett, B., Dampier, D., Lalonde, C.,... & Gonzalez, S. A (2018). *Canada's physical literacy consensus statement: process and outcome*. BMC Public Health, 18(2), 1034.
- 17) Yeo, A., Nee, L. S., Kee, C. Y., & Koh, K. T. (2021). *Physical Education and Health Education for Students with Special Educational Needs: An Overview of Policies and Practices in Singapore*. European Journal of Adapted Physical Activity, 14(1), 47-67.
- 18) Zainuddin and Ismail (2017). *The Effectiveness of Physical Activity Interventions on Children with Autism Spectrum Disorder: A Literature Review*"