

Abstract

The aims of this study are to investigate the correlation between teachers' perception on the school environment and the disabled students' participation in school activities. With students' background information, the study also examines the differences in the participation in school activities among the disabled students. And, identify which potential environmental factors that might correlate with the participation in school activities.

This is a survey study. Research questionnaires were sent to ten special schools in Macau. The main samples in the study were the teachers of inclusive classes and the special schools and classes. Moreover, each of the teachers were asked to select one 6 to 15 year-old student they knew well and to provide a variety of information about the student, so that we could get more information about the situation of the disabled students' participation in school activities, the interaction between the disabled students and their teachers and the relationship between participation in school activities of the disabled students and their school environment. There were 67 teachers participated in the study.

The result revealed that teachers' perception on participation in school activities of the disabled students was statistically significance related to the school environment, and the teacher-student interaction. A significant difference existed between the level of teachers' perception on participation in school activities of the inclusive students

and the non-inclusive students. Comparison of the 6 to 10 year-old students and the 11 to 15 year-old students, there was no difference in the level of teachers' perception on participation in school activities. About teachers' perception on the school environment, there was a statistical significance between the inclusive educational school and the non-inclusive educational school. "Products and technology", "Support and relationships" and "Attitudes, values and beliefs" were the environmental factors that were significantly related to the participation in school activities. Regression linear model revealed that teacher-student interaction and school environment were the most predictable variance for students' participation in school activities. To conclude, it is important that teacher-student interaction and school environment have much explanatory ability on students' participation in the school activities. The schools should focus on the enhancement of the environment, such as "Products and technology", "Support and relationships" and "Attitudes, values and beliefs" to improve the students' participation in the school activities.

Keywords: Disabled students, School activities, Participation, School environment