IJETS@R

(ISSN: 2587-0238)

Beyazoğlu, G. & Karabulut, N. (2022). Would You Like To Be A Tranier or Sports Manager or Neither: A Qualitative Perspective On Pre-Service Dısabled Student Inclusion Within The Context of Sports Sciences, *International Journal of Education Technology and Scientific Researches, 7(19), 1596-1613.*

DOI: http://dx.doi.org/10.35826/ijetsar.509

Article Type (Makale Türü): Research Article

WOULD YOU LIKE TO BE A TRAINER OR SPORTS MANAGER OR NEITHER: A QUALITATIVE PERSPECTIVE ON PRE-SERVICE DISABLED STUDENT INCLUSION WITHIN THE CONTEXT OF SPORTS SCIENCES

Gamze BEYAZOĞLU
Dr., Uşak University, Uşak, Turkey, gamze.beyazoglu@usak.edu.tr
ORCID: 0000-0002-2902-2313

Nuri KARABULUT
Assist. Prof. Dr., Uşak University, Turkey, Turkey, nuri.karabulut@usak.edu.tr
ORCID: 0000-0002-4374-4937

Received: 22.05.2022 *Accepted: 25.07.2022* *Published: 02.09.2022*

ABSTRACT

This article aims to examine the perspectives of the university lecturers regarding disability in the faculties of sports science in higher education institutions in Turkey. The characteristic that distinguishes the faculties of sports sciences from other faculties is the density of the application area. Attitudes towards the concept of disability reveal how they influence the individual and professional development of the students with disabilities. In order to develop inclusive education, qualitative research has been conducted through interviews with six university lecturers. The study is an instrumental case study. A phased data analysis has been performed using a category and code system. The results describe the reasons why the students with disabilities cannot fully participate in inclusive education, the systemic difficulties in the learning and teaching processes, and the perceptions of the university lecturers working in the faculties of sports sciences regarding disability within the system. In this study, the data reveal from the lens of inadequacy that although all students are viewed from the perspective of humanism, the conditions of full inclusion will not mature in some application-based departments like sports sciences, and every department may not be appropriate for every disability type.

Keywords: Higher education, disability, inclusive education.

INTRODUCTION

The Council of Higher Education (CHE) in Turkey, similar to other equivalent institutions around the world, has initiated efforts to facilitate wider participation of the individuals with special needs and disabilities within society. These efforts have revealed a model. The individuals representing traditionally excluded groups, mostly those with disabilities, have generally received assistance to enable them to be included in higher education services. It has been aimed to pave the way for "barrier-free education" for the students with disabilities, and despite the legislative infrastructure, there are still great difficulties experienced in practice regarding barrier-free access. The Council of Higher Education in Turkey have tried to encourage universities to shape their structures and programs so that they can provide education for the students with disabilities, regarded themselves as if they were the parents of these students, and continued making efforts for improvement. One of the improvements made within the context of sports sciences at the Council of Higher Education in Turkey was made in 2013 for the disabled student groups [physically disabled, visually impaired, hearing impaired and "pervasive developmental disorders" (autism spectrum disorders, Asperger syndrome, RETT syndrome, disintegrative disorders, and pervasive developmental disorders involved in the unclassifiable group)]; the required university entrance exam score to be able to apply to special talent examination for higher education institutions was decreased to 100 (Council of Higher Education, 09.12.2013). This has increased the possibility of the students with disabilities to be accepted to universities and paved the way for barrier-free access.

Furthermore, without taking the university entrance exam score into the consideration and evaluation (without using the formula present in the Guidelines Book of the Center for Assessment, Selection and Placement) the Council of Higher Education in Turkey declared on 25 September 2014 that the candidates with disabilities (physically disabled, visually impaired, hearing impaired, and autistic) would be accepted to the university programs according to their special talent examination results (CHE, 25.11.2014). This is also valid for the Sports Sciences Faculty programs including the department of training education, the department of recreation, and the department of sports management. In the following years, the Council of Higher Education in Turkey announced a revised text regarding the student admission decisions with special talent examination. Since the mental retardation group was not mentioned in the definition of *disability for university entrance*, the council published an article including the concept of mental retardation (MR) with the statement that "From the disabled candidates [physically disabled, visually impaired, hearing impaired, MR (mental retardation) and 'pervasive developmental disorders' (autism spectrum disorders (ASD), Asperger syndrome, RETT syndrome, disintegrative disorders, and pervasive developmental disorders involved in the unclassifiable group)], those with a university entrance exam score above 100 will be accepted to special talent examinations on condition that the related candidates can prove their disability with disability health board report" in the Higher Education General Assembly meeting dated 05.04.2017 and in the article numbered 24304 (CHE, 05.04.2017).

With the official writing sent to universities on 25 August 2017 by the Council of Higher Education in Turkey aiming to pave the way for "barrier-free education" and for all the individuals with disabilities to have a university education;

> "it has been decided that on condition that the disabled candidates [physically disabled, visually impaired, hearing impaired, MR (mental retardation) and 'pervasive developmental disorders' (autism spectrum disorders (ASD), Asperger syndrome, RETT syndrome, disintegrative disorders, and pervasive developmental disorders involved in the unclassifiable group)] can prove their conditions with "disability health board report" in their application to the Center for Assessment, Selection and Placement in the related year and present the required disability health board report to the higher education institution they will apply for the special talent examination, their university entrance exam score will be valid for 2 years, including the year in which the exam is held" (CHE, 25.08.2017).

All these conditions are valid for the faculties of sports sciences accepting students with special talent examinations. According to the legislation, faculties of sports sciences in Turkey basically involve the department of training education, the department of sports management, the department of physical education and sports teaching, and the department of recreation. In this case, the admission of the students with disabilities to the physical education and sports teaching departments of the faculty of sports sciences, which accept students with special talent examinations, could be made legally under the current conditions. In the official document sent to universities on 25.07.2019, the Council of Higher Education in Turkey decided that candidates must have a rank of achievement in order to be able to apply to the programs of education that accept students with special talent examinations. Beginning from the 2020 higher education entrance exam, an achievement rank of 800 thousand has been brought to the departments of education that accept students with special talent examinations (CHE, 25.07.2019).

This includes the students with special needs and those with disabilities. As stated in the writing sent by the Council of Higher Education in Turkey to universities, the disabled students [physically disabled, visually impaired, hearing impaired, MR (mental retardation) and 'pervasive developmental disorders' (autism spectrum disorders (ASD), Asperger syndrome, RETT syndrome, disintegrative disorders, and pervasive developmental disorders involved in the unclassifiable group)] can become trainers, sports managers or recreation leaders after completing their undergraduate education. If they want to study physical education and sports teaching department, they will have to have the 800-thousand rank of achievement, and in this case, it seems like the situation is eliminating the students with mental retardation for the departments of education as they are unable to be teachers. Currently, there are 51.647 students with various disabilities studying in the higher education institutions in Turkey. Of these, 16.91% of them are visually impaired, whereas 7.28% are hearing impaired, 28.95% are physically disabled, 0.05% are autistic, and 0.23% are mentally disabled. This data is obtained without making any faculty discrimination. On the other hand, the lowest participation in universities is autism with 0.5% and mental retardation with 0.23% (CHE, 21.06.2022)

Despite all these recommendations and the actions developed, we cannot currently say that higher education is an inclusive field in which the students with disabilities can improve themselves under equal and fair conditions. Inclusive education advocates for people's right to learn in a standardized system that takes their needs,

disabilities and circumstances into consideration. It is a continuous improvement process that identifies and removes the barriers or factors limiting all students' opportunities for participation and academic success.

A study has been conducted on the perspectives of the university students with disabilities towards inclusive education. Although the results are not certain and differ according to the type of disability and the methodology used in the study, the emphasis is on the demand for more resources, greater accessibility to information, and certainty of curriculum arrangements according to the needs of individuals. In a study on the adaptation levels of the students with disabilities in the faculties of sports sciences, the expectations of the students were expressed (Gunel, Musa, Kepoglu, Tatar & Kısa, 2021; Namlı & Suveren, 2019). There are also studies on the perception of the academic staff regarding their students with disabilities (Abdella, 2018; Collins, Azmat & Rentschler, 2019: Kendall, 2017; Lombardi & Murray, 2011; Love et al., 2014; Martins, Borges & Gonçalves, 2018). However, none of the faculties of sports sciences have examined the views of university lecturers from multiple perspectives, especially in terms of personnel and both in terms of academic and administrative staff, in order to provide a deeper and holistic perspective. Our study highlights this gap in the literature. This study, which aims to examine the experiences and perceptions of the university lecturers working at the faculty of sports sciences regarding the students with disabilities, investigates five factors: the difficulties and facilitating aspects of the education for the students with disabilities in the faculties of sports sciences; curriculum arrangements of the university lecturers; interactions of the university lecturers with the students with disabilities; the views of the university lecturers regarding available facilities, instructional materials, and resources; the assessment of the sports science faculties' compatibility with inclusive education from the perspectives of the university lecturers. Apart from the factors mentioned in our research, a number of recommendations have been made in terms of improving the education necessary for the university lecturers to promote inclusive education.

METHOD

B The views of the university lecturers working in the faculties of sports sciences in higher education institutions regarding the undergraduate students with disabilities are explained by using qualitative research design and instrumental case study. This section includes: (a) research design, (b) population and sample, (c) data collection tools, and (d) data analysis.

Research Design

Qualitative research is primarily concerned with describing and interpreting the experiences of the individuals examined within a particular context (Ponterotto, 2005).

The case study is a limited system that brings together multiple sources or data points and examines multiple events, people and their, experiences (Creswell, 2014; Yin, 2014). These are defined as time, place or some physical boundaries (Creswell & Guetterman, 2019). The researcher uses the case study method with the aim of getting an idea and having knowledge about a particular situation or phenomenon (Baxter & Jack, 2008). In the current study, the instrumental case study method was utilized to explore the perspectives of the university lecturers regarding the undergraduate students with disabilities and related educational needs. This case study

method was deemed appropriate to be able to gain an insight that is compatible with the purpose of the study and understanding a specific situation or phenomenon (Baxter & Jack, 2008). The focus point of the study is the educational phenomenon regarding the perspectives of the university lecturers working in the faculty of sports sciences in terms of their undergraduate students with disabilities.

This study aimed to have an idea about the acceptance levels of the university lecturers working in the faculty of sports sciences regarding the students with disabilities, the curriculum arrangements of the lecturers, the interaction of the lecturers with the students with disabilities, the views of the lecturers about the existing facilities, teaching materials and resources, and how they interpret all these. Through the instrumental case study, the researcher tried to "understand the dynamics of the situation better" to be able to gain in-depth information. In instrumental case studies, the focus of the case study is not on the case itself. The instrumental is where a particular case is examined mainly to provide an insight into a problem or redraw a generalization. The case is of secondary importance; it plays a supporting role and makes it easier for us to understand something else (Stake, 2005). Thus the researcher tried to present a detailed picture of the situation in relation to the relevant theory and from the perspectives of the participants in the research (Stake, 2010).

Population and Sample

In terms of sampling, the participants should be integrated into the general rationale of any study (Punch, 2004), and the rationale for sample selection should be consistent with the inclusive purposes of the study. A small and purposefully selected sample can be used for in-depth analysis in a qualitative research (Miles & Huberman, 1994). Accordingly, Purposeful sampling method was used to select the volunteer participants in our study. In purposeful sampling, researchers deliberately select the participants of the study so that they can provide information about the study subject (Yin, 2011). In this sense, this study aimed to get information from the university lecturers working in the higher education institutions that provide education to the undergraduate students with disabilities. The lecturers selected were those who were willing to participate in the study, who had taught the students with disabilities in undergraduate programs, and who were familiar with and had an insight into the challenges and all aspects of the study subject. In this study, the researcher conducted semi-structured interviews with 6 university lecturers who were experts in their fields in order to reach data saturation. Unlike the sample size design in quantitative research, there is no obligation in qualitative research design to provide an adequate sample size based on precise statistical calculations (Ritchie, Lewis & Elam, 2003). Saturation is the situation in which new perspectives, insights, experiences or data are not revealed after enough participants are interviewed (Morse, 2010; Teddlie & Tashakkori, 2009). As a general rule, reviewers recommend sample sizes ranging from 4 to 30 participants for single case studies (Sim et al., 2018). Besides, based on the compilation of previous research proposals, the sample size was suggested as between 6 and 10 participants (Teddlie & Tashakkori, 2009). In this regard, small samples can be complete and accurate sources of information in a particular cultural context, as long as the participants have a certain expertise in the field of study (Romney et al., 1986). For this study, the participants represent homogeneous higher education institution personnel who are lecturers in the faculties of sports sciences, who live in the same cultures, and who are experts in their fields.

The sample size for this study was determined as 6 university lecturers. The demographic information regarding the participants of the study is presented in Table 1.

Table 1. The Demographic Characteristics of the Participants in the Study

Participants	Gender	Marital Status	Age	Teaching Experience at Universities	Whether There is an Individual with a Disability within the Family	Training experience
P1	Female	Married	57 years and 3 months	20- 25 years	Yes	Yes
P2	Male	Married	48 years and 5 months	10-15 years	No	Yes
P3	Female	Married	35 years and 1 month	5-10 years	No	Yes
P4	Male	Married	37 years and 6 months	5-10 years	No	Yes
P5	Male	Married	51 years and 2 months	10-15 years	No	Yes
P6	Male	Married	33 years and 4 months	1-5 years	No	Yes

Data Collection Tools

The data of this study were collected from multiple sources: interviews, observations and researcher field notes. Available documents were used to enable to provide context for the case and inform the researchers' ability to interpret the data. After the study was approved by Kırşehir Ahi Evran University Social Sciences and Humanities Scientific Research and Publication Ethics Committee with the decision number 2022/04/27 and dated 07 June 2022, the researcher conducted 6 individual interviews with the university lecturers. The interviews allowed the researcher to explore the experiences and insights of the participants towards the undergraduate students with disabilities in the faculties of sports sciences, and the academic and administrative functioning. The interviews were semi-structured, personal interviews each of which lasted for 20-60 minutes (Merton et al., 1990; Yin, 2009). A semi-structured interview guide allows flexibility to the way and order in which the interview questions are asked, and ensures that all the participants are asked the same general questions (Shank, 2006). Open-ended interview questions enable the participants to express their understanding, perceptions and experiences (Roulston, 2010). Besides, follow-up questions were asked for some interviews. Asking for additional information and explanation from the participant (Rubin & Rubin, 2005) makes the subject more explanatory and meaningful (Teddlie & Tashakkori, 2009). Before starting each interview, the researcher gave information about the positive and negative aspects of participating in the research and asked for permission to record the interview. The researcher informed the participants that their participation in the research was on a voluntary basis and that they could terminate their participation at any time. Due to the nature of the qualitative research, the researcher also informed each participant for the member control phase after the interview, in which the accuracy of the data obtained during the interview was to be approved by the participant. Then the researcher asked the participants to complete their review and approval of their interviews within a week period. In addition to all

these, the researcher developed field notes to be able to analyze the data during the research process and then used these field notes to detail the findings. All the information obtained from the interviews was recorded and transcribed word-by-word. Then the data was uploaded to the MaxQDA22 analysis program and saved.

Data Analysis

To be able to analyze the data of the research, a structural analysis was performed from the inductive creation of a category and code system, following the suggestion of Miles and Huberman (1994). This analysis was performed by using the data analysis software MaxQDA22. First, the researcher transcribed the audio recordings in order to analyze the data. The transcribed data was then reviewed several times to ensure a general understanding of the data. In this qualitative case study, thematic analysis was used to analyze the data of the research (Straus & Corbin, 1990). The researcher also determined a number of criteria for the reliability of the study. These are; triangulation, member control, and permission for supervision. Triangulation is a method used to increase the credibility and validity of the research findings (Cohen, Manion & Morrison, 2002). By combining theories, methods, or observers in a study, triangulation can help to ensure that fundamental biases stemming from using a single method or a single observer are overcome. Triangulation is an effort to help explore and explain complex human behaviors by using various methods to offer readers a more balanced explanation (Gölafşani, 2003). This study is based on data from various sources such as individual interviews and field notes. Member control is considered “the most important technique for building reliability” (Tracy, 2010). At the very beginning of the interviews, the university lecturers were asked to explain their perspectives regarding the students with disabilities. At the end of the interviews, the participants were asked to review their descriptions of the students with disabilities to see if they would make any changes. In the end, none of the participants changed their explanations. Therefore, this study provided the participants with the opportunity to review their data, discuss them, and present their own perspectives. The final criterion was using a permission for supervision to be able to validate the findings of the study. The permission for supervision is a transparent description of the research phases from the beginning of the research project to the development and reporting of the findings (Creswell & Miller, 2000). For this study, the permission for supervision was composed of the actual data produced and the documents related to the data analyzed. The information about data collection includes the number of people interviewed, the duration of each interview, and the dates of the interviews, whereas the information about the data analyzed includes the transcripts, codes and themes. Besides, the documents were the researcher’s notes and diaries. This process is thought to promote the transparency of the research process, and the transferability and verifiability of the study (Lincoln & Guba, 1985).

FINDINGS

Most of the participants stated that the students with disabilities had a great psychological impact on them and that this situation created some difficulties for them in some cases. Some of the participants advocated that teaching the students with disabilities contributed to their professional lives, and thus they said it was a positive experience; whereas others stated that it was a very challenging experience and the most difficult part was the extra waste of time. As a result, the participants stated that it was generally a difficult and enriching experience.

Seeing the progress of the students made most of the university lecturers happy. Some of the lecturers expressed that they had great satisfaction not only when they saw the students progress, but also due to the fact that they, as the lecturers, had also progressed with the students. Besides, all of the university lecturers commented on the types of the students' disabilities. According to the university lecturers, the presence of mentally retarded students in the faculties of sports sciences would only be limited to receiving a diploma for them, and it would not go beyond just being in the circle. This section presents the key findings of the data analysis for this study. The purpose of this instrumental case study was to seek answers to 5 questions towards the perspectives of the university lecturers regarding the students with disabilities: (1) What are the difficulties and facilitating aspects of the education of the students with disabilities in the faculties of sports sciences? (2) How are the curriculum arrangements of the university lecturers? (3) How are the interactions of the university lecturers with the students with disabilities? (4) What are the views of the university lecturers regarding available facilities, teaching materials and resources? (5) How is the evaluation of the compatibility of the sports sciences faculties with inclusive education from the perspectives of the university lecturers? This section is organized into five sections and presents five themes and related sub-themes determined in order to be able to answer the research questions. These themes and categories, and sample codes related to the themes and categories are presented in Table 2.

Table 2. The Analyses Regarding the Themes Created According to the Views of the University Lecturers

Theme	Category	Distinctive Codes	Distinctive Responses
Sports sciences and disabled student	A student with a disability cannot be a trainer	Does not belong to the system	*"It is a good idea to accept students with disabilities to undergraduate education. It is OK, but take a look at the system you put the disabled student into. Are they eligible?…"*
		The disabled student hinders the lesson	
		The disabled trainer needs an assistant trainer	*"I allow the disabled student in my class, and make him or her do another activity. After all, normal students would get bored if I made them do the same things…"*
		System surplus	
	Exclusive education, not inclusive	Anxious lives	*"adapted physical education. Indeed, we don't really know much about what to do with it. There were theoretical lectures in the classes we had taken before, and we had applied some activities while we were at university. We only know sports for the disabled, we only know the issue from this aspect. In other words, if we were to do practical lessons with these students, how often should we exercise, and what should be the intensity and duration? We don't know exactly what to do with these matters."*
		Conditional arrangement	
		Broken chair leg	
		Different activities, same lesson	
The interaction between the university lecturers and the students with disabilities	Individual and social benefit	Family impact on inclusion	*"Of course! Well… Frankly speaking, being socially useful and having awareness made me a little more peaceful."* *"Frankly, I think it would be more advantageous to spend a little more time in inclusion programs for severe mental retardations, to create more special groups, and to conduct their education accordingly. If I do it one-on-one, it increases my individual satisfaction. My personal satisfaction comes first, of course!"* *"this job is a bit of sentimentality, some conscience, and sometimes pity"*
		Forced belonging	
	Conscientious satisfaction	A tad bit of mercy	
		My satisfaction comes first	
		Pity for the unhealthy	

The views of the university lecturers regarding available facilities, instructional materials and resources	Inappropriate Compatibility	Deficient student, deficient material	*"So as I said, there were differences regarding the materials I used. I mean, because standard materials may not be suitable for them."*
		Everything is OK in writing	*"It is a very prohibitive situation in terms of material resources".*
		Incompatible infrastructure	*"There has always been a lack of materials and equipment related to the relevant sports branch, which has been produced especially for the disabled. We have sorted it out with our own solutions, but if there are other professionally produced materials, we have not been able to reach them yet. Maybe they have been produced but we have not reached them yet or they have not yet been produced yet but are all needed.*
		Support staff	
Curriculum arrangements of the university lecturers	Goodwill, bad implementation	Imperfect knowledge	*"Disability? What is it? I only make them do the same activity, If they can't do it, they will move on to the other."*
		Disability?	
		Pretending as if they are normal	*"I mean, it does no good to make any discrimination, they should all do the same activity so that those with disabilities do not feel themselves deficient."*
	Getting into the circle	Everlasting lessons	*"He was coming to classes with his mother, he couldn't hold a pencil and this person was studying in a four-year program. How will this be, and how will it end? We even observed that in the exams; his mother reads the answers and studies with her child in the evenings, and marks the answers for him in the exam. And when this child will graduate somehow and get into the circle, and he will be appointed as a government officer, a sports manager, and because of his disability, he will continue to be covered in this way."*
		Compulsory education	
The difficulties and facilitating aspects of educating the students with disabilities in the faculties of sports sciences	Disability diversity in the students	Not a mentally retarded student	*"So yes, for example, a hearing impaired or a visually impaired person or some amputee groups can be included in the inclusion, but in severe mental retardations, I think it would be more advantageous to spend a little more time in inclusion programs, create more special groups, and conduct their education accordingly."*
		Physically disabled student makes the difference	*"So I prefer a physically disabled student rather than a mentally retarded student because the physically disabled student can understand me."*
	Inexperienced university lecturers	In-service training should be provided	*"There is an obvious problem in the university lecturers in terms of teaching. We do not know how to teach in a classroom with a disabled student, including me. It is necessary to train the lecturers first before admitting the students with disabilities into our schools."*
		Lack of experience is a challenging factor	
		Preliminary preparation is required	*"I do not have any experience about it, just a lecture for the disabled that I took at school, which involved no application. How will I teach an undergraduate course when there are, for example, both hearing impaired and physically disabled students in my class."*
		More time	*"I have to constantly do some preliminary preparation for my student. But I have no experience…"*
			"Practical lesson hours are not enough for inclusion. I definitely have to plan one-on-one extra lesson hours after the class."

Sports Sciences and Disabled Student: A Student with a Disability Cannot Be a Trainer; Exclusive Education, Not Inclusive

In the analysis of the research data, "Sports sciences and the disabled student" was obtained as the first theme.

The university lecturers were asked to evaluate the compatibility of the inclusive education presented in the faculties of sports sciences. Therefore, two sub-themes were identified: 1) A student with a disability cannot be a trainer; 2) Exclusive education, not inclusive (see Table 2).

The theme of "Sports sciences and the disabled student" evaluates the compatibility of the university lecturers with the faculty of sports sciences and the students with disabilities. In general, the perception is that as the faculty of sports sciences is a faculty that involves mostly practical courses and required physical skills, the students with disabilities cannot adapt to the faculty of sports sciences. How suitable is the faculty of sports sciences presented in this theme for the students with disabilities? What is meant by this suitability is the equipment, material, lecturer proficiency, curriculum harmony, etc. in the faculties of sports sciences. Therefore, two sub-themes were obtained. The first of these is the sub-theme is 1) A student with a disability cannot become a trainer, which is the common view of almost all the university lecturers. The most frequently repeated codes created for this sub-theme are the codes of "Does not belong to the system" and "System surplus". Here are some examples of the characteristic responses given by the participants: *"It is a good idea to accept students with disabilities to undergraduate education. It is OK, but take a look at the system you put the disabled student into. Are they eligible?…"* (P2). Here, the university lecturer mentions that the right system should be designed appropriately for the student since the student with a disability is not suitable for the system in which he or she is pushed.

The other sub-theme is 2) Exclusive Education, Not Inclusive. It is understood from the statements of the university lecturers that they do not provide inclusive education, but in fact, they unwittingly give exclusive education to the students with disabilities, and they advocate this without being aware of it. To give an example; while saying *"I allow the disabled student in my class, and make him or her do another activity. After all, normal students would get bored if I made them do the same things…"* (P5), the lecturer excluded the disabled student but unaware of it. Besides, by saying *"adapted physical education. Indeed, we don't really know much about what to do with it. There were theoretical lectures in the classes we had taken before, and we had applied some activities while we were at university. We only know sports for the disabled, we only know the issue from this aspect. In other words, if we were to do practical lessons with these students, how often should we exercise, and what should be the intensity and duration? We don't know exactly what to do with these matters."* (P6), the lecturer emphasized the realities of inclusion in undergraduate education.

The Interaction between the University Lecturers and the Students with Disabilities: Individual and Social Benefit; Conscientious Satisfaction

In data analysis, "The interaction between the university lecturers and the students with disabilities" was obtained as the second theme. For this theme, the university lecturers were asked to answer the questions "how

do the lecturers interact with the students with disabilities" and "what is the underlying perception in their way of communication?". The lecturers of the faculty of sports sciences created two sub-themes with their responses: 1) Individual and social benefit; Here, the lecturers concluded that their interaction with the disabled student would be beneficial to society and that this would be beneficial to them individually. In other words, they thought that they had to communicate well with the disabled student because this situation supports student development and thus, it is equal to being beneficial the society with a broader perspective. Furthermore, they considered that the disabled student enabled them to improve themselves personally. We can understand all this from the following descriptions: *Of course! Well… Frankly speaking, being socially useful and having awareness made me a little more peaceful.", "Frankly, I think it would be more advantageous to spend a little more time in inclusion programs for severe mental retardations, to create more special groups, and to conduct their education accordingly. If I do it one-on-one, it increases my individual satisfaction. My personal satisfaction comes first, of course!"* (P1, P2). The other sub-theme is 2) Conscientious satisfaction. One participant expresses his thoughts as follows: *"this job is a bit of sentimentality, some conscience, and sometimes pity*" (P2). The most frequently used codes obtained as a result of the data analysis were "A tad bit of mercy", "My satisfaction comes first", and "Pity for the unhealthy".

The Views of the University Lecturers Regarding Available Facilities, Instructional Materials and Resources

In the analysis of the data, the theme of "The views of the university lecturers regarding available facilities, instructional materials and resources" was obtained as the third theme. The university lecturers were asked to give their opinions regarding the available facilities, instructional materials and resources. This theme addresses how the lecturers feel about the current situation and how the situation affects their lessons. Only one sub-theme was created under this theme: 1) Inappropriate compatibility; the most commonly used codes were "Deficient student, deficient material", "Everything is OK in writing", "Incompatible infrastructure", and "Support staff". The university lecturers state that the facilities, teaching materials and resources available in the faculties of sports sciences are insufficient. *"So as I said, there were differences regarding the materials I used. I mean, because standard materials may not be suitable for them."* (P1), *"It is a very prohibitive situation in terms of material resources"* (P4), *"There has always been a lack of materials and equipment related to the relevant sports branch, which has been produced especially for the disabled. We have sorted it out with our own solutions, but if there are other professionally produced materials, we have not been able to reach them yet. Maybe they have been produced but we have not reached them yet or they have not yet been produced yet but are all needed"* (P3).

Curriculum Arrangements of the University Lecturers: Goodwill, Bad Implementation; Getting into the Circle

In data analysis, the theme of "Curriculum Arrangements of the university lecturers" was obtained as the fourth theme. The lecturers were asked to explain how they made their curriculum arrangements in inclusive classes. Besides, the lecturers also expressed their perspectives on curriculum arrangements. Two sub-themes were created for this theme. The first of these sub-themes is: 1) Goodwill, bad implementation. In this theme, some of the participants actually had a positive perspective on accepting the students with disabilities into their classes.

However, they were just deficient and insufficient in adapting the practices and curriculum to the students with disabilities according to their disability types. The most frequently used codes for this sub-theme were "Imperfect knowledge", "Disability?", and "Pretending as if they are normal". The descriptions of the participants can help us understand the issue better: *"Disability? What is it? I only make them do the same activity, If they can't do it, they will move on to the other."* (P1), *"I mean, it does no good to make any discrimination, they should all do the same activity so that those with disabilities do not feel themselves deficient."* (P4). The second sub-theme obtained under this theme is: 2) Getting into the circle. For this sub-theme, some of the participants mentioned that the students with disabilities somehow finished school after getting into the university whether they were successful or not, and that this situation was actually unfair competition. The most commonly used codes were "Everlasting lessons" and "Compulsory education". About the situation, one of the participants stated that: *"He was coming to classes with his mother, he couldn't hold a pencil and this person was studying in a four-year program. How will this be, and how will it end? We even observed that in the exams; his mother reads the answers and studies with her child in the evenings, and marks the answers for him in the exam. And when this child will graduate somehow and get into the circle, and he will be appointed as a government officer, a sports manager, and because of his disability, he will continue to be covered in this way."*

The Difficulties and Facilitating Aspects of Educating the Students with disabilities in the Faculties of Sports Sciences: Disability Diversity in the Students; Inexperienced University Lecturers

The fifth theme obtained as a result of data analysis was *"The difficulties and facilitating aspects of educating the students with disabilities in the faculties of sports sciences"*. The university lecturers were asked to respond to the facilitating and challenging aspects of teaching the students with disabilities in the faculty of sports sciences, in other words, having an inclusive classroom within the faculty. This theme addressed various aspects of the difficulties of inclusion from the perspectives of the university lecturers in the faculties of sports sciences. Under this theme, two sub-themes were obtained. The first of these sub-themes is 1) Disability diversity in the students. All of the university lecturers participating in the research perceive the diversity of the students' disabilities as a challenge. The greatest difficulty is the presence of two or three types of disabilities at the same time within the same class. Since the faculties of sports sciences involve practice courses, in other words, the departments in which there are intensive lessons with coordination skills performed with the integrity of all limbs of the body, it is expected that the lecturers present a negative perspective to the students with physical disabilities. However, there are opinions that these students will not be able to perform their professions in the future and they may disrupt the flow of the lesson, both of which are deemed important. Accordingly, some of the statements of the participants are: *"So yes, for example, a hearing impaired or a visually impaired person or some amputee groups can be included in the inclusion, but in severe mental retardations, I think it would be more advantageous to spend a little more time in inclusion programs, create more special groups, and conduct their education accordingly."* (P3), *"So I prefer a physically disabled student rather than a mentally retarded student because the physically disabled student can understand me."* (P6). Under this theme, the second sub-theme obtained is 2) Inexperienced university lecturers. In this sub-theme, the participants mentioned the difficulties of the other

lecturers, including themselves, in terms of educating the students with disabilities due to their inexperience. There is no facilitating aspect of having students with disabilities at the university for all the participants. Some of the direct quotations obtained from the participants are as follows: *"There is an obvious problem in the university lecturers in terms of teaching. We do not know how to teach in a classroom with a disabled student, including me. It is necessary to train the lecturers first before admitting the students with disabilities into our schools."* (P1), *"I do not have any experience about it, just a lecture for the disabled that I took at school, which involved no application. How will I teach an undergraduate course when there are, for example, both hearing impaired and physically disabled students in my class."* (P4), *"I have to constantly do some preliminary preparation for my student. But I have no experience…"* (P2), *"Practical lesson hours are not enough for inclusion. I definitely have to plan one-on-one extra lesson hours after the class"* (P5).

CONCLUSION and DISCUSSION

Our study aimed to conduct a holistic study by involving personnel perspectives in the inclusiveness of the learning environment at the faculties of sports sciences in higher education institutions in Turkey. The experiences of the university lecturers regarding the students with disabilities described in this study provide a basic analysis of the multifaceted perspective of inclusive education. In addition to enriching the professional and individual development of the disabled students within the faculty, the lecturers also emphasized some challenges and systemic problems. Besides, based on the field notes, it can be said that university lecturers can be defined as an obstacle to the inclusion of disabled students (Martins et al., 2018). In fact, this obstacle is thought to stem from the lack of knowledge of the lecturers in terms of inclusion. As indicated in the analysis of the data (see Table 2), it is poor inclusive education as a result of goodwill but bad curriculum implementations. We can state as a result of our study that in accordance with the views of the university lecturers, positive attitudes are displayed regarding the participation of the students with disabilities in the faculties of sports sciences. In fact, although the university lecturers expressed that they fully accepted the disabled students, it is understood according to the data we obtained from the field notes that they think these students do not actually belong to the faculties of sports sciences. Despite the fact that the university lecturers make arrangements for these students in their classes, the fact that different disability groups are in the same classroom is like a strike against inclusive education for the university lecturers. This is thought to make sense as each student's condition is unique (Redpath et al., 2013); a general solution will not cover everyone. The main contribution of our study is that the presence of the students with disabilities in the faculties of sports sciences had not been discussed from the perspectives of the university lecturers before our study and that it gives a different perspective in terms of theory and practice. All of these university lecturers are experts in their fields who are devoted to their work and believe in the necessity of inclusive education. There are also studies that draw a similar educator profile (Pantić & Florian, 2015; Moriña, Sandoval & Carnerero, 2020). Some of the university lecturers just see the issue as "exceptional", "overwork", or "extra workload" (Martins et al., 2018). Our findings highlight four key challenges that are associated with inclusiveness in the learning environment and that we argue are created by the transition to inclusive education: the interaction between sports sciences and students with disabilities, and

between university lecturers and students with disabilities; university lecturers' views on available facilities, instructional materials and resources, curriculum arrangements of university lecturers, and difficulties and facilitating aspects of teaching disabled students in faculties of sports sciences. The university lecturers mentioned that the interactions between them and their disabled students created positive emotions, and they associated this with two main points: conscientious satisfaction and social benefit. While the university lecturers were expressing the positive aspects of teaching the students with disabilities, they also stated that this was a matter of conscientious satisfaction for them and that they were beneficial to inclusive education by considering that they were actually beneficial to the society while performing their job (McKay & Devlin, 2016). The university lecturers also emphasized that the available facilities and materials of the faculties of sports sciences were insufficient for the current capacity and diversity of the students with disabilities.

In addition to all these, another important issue is the adaptation of university lecturers to inclusive education. In other words, considering the data obtained, the lecturers do not adapt their curriculum for fear that they make favoritism or discrimination (Bunbury, 2018). According to the lecturers, if they adapt the lessons, either the students with normal developmental levels or the students with disabilities will experience some problems. The main reason for this is thought to be the lack of inclusive education knowledge of the university lecturers. Indeed, this is also the case in other studies (Ganguly et al., 2015). Another important finding in our study is the diversity of the students with disabilities in the classrooms. Although this issue is reflected in the literature as the diversity of disabilities (Fuller et al., 2004; Redpath et al., 2013), the issue is exactly the discrimination of disability types according to the views of the university lecturers in the faculties of sports sciences. The university lecturers argue that the students with mental retardation admitted to higher education institutions just get into universities like getting into the circle and that once they get into the circle, they will definitely graduate from school but the diploma they have received will not provide them anything. Therefore, this situation creates an employment problem. In fact, while physically disabled students are expected to experience problems in the lessons in the faculties of sports sciences, it is mentioned that mentally retarded students who have physical integrity should not be included in the system. In order for inclusive education for the faculties of sports sciences to be effectively reflected in the employment sector, the boundaries of higher education are required to be expanded (Hartley, 2015). In line with our findings, another important issue is that the university lecturers are inexperienced in terms of inclusive education. In-service training should be designed to make university lecturers knowledgeable, experienced and sensitive about inclusive education (Moriña & Carballo, 2017). While our study provides perspectives on the difficulties inherent in dealing with disability in general (Vlachou & Papananou, 2018), there are also studies focusing on its benefits and contributions (Moriña, Sandoval & Carnerero, 2020). None of the studies have been conducted with university lecturers in the faculties of sports sciences and with the awareness of the applied nature of sports sciences. This is considered to be the main factor that distinguishes our study from other studies. Finally, based on all these problems experienced by university lecturers regarding inclusive education, we emphasize the necessity of redesigning the system of higher education institutions in order to make universities a fully inclusive environment for the students with disabilities.

RECOMMENDATIONS

We think that our work fills a huge gap in the related literature. However, future studies can be conducted with the university lecturers working in different institutions. Besides, before initiating a study, appropriate sample can be determined by choosing universities according to the diversity of students with disabilities, not lecturers, in the faculties of sports sciences. Although we did not mean it, our work is generally focused on the challenges of the faculties of sports sciences, so further studies may focus on the facilitating aspects and other dimensions of inclusive education. Another factor was that the university lecturers were those who never worked in the field of physical education and sports for the disabled before. Thus, further studies can focus on the faculties of sports sciences where these field experts work.

ETHICAL TEXT

In this article, the journal template, publication principles, research and publication ethics, and journal ethics rules have been followed. Responsibility for any violations that may arise in terms of the article belong to the authors. The study was approved by Kırşehir Ahi Evran University Social Sciences and Humanities Scientific Research and Publication Ethics Committee with the decision number 2022/04/27 and dated 07 June 2022.

Author(s) Contribution Rate: The contribution rates of the authors in this study are equal (50 %). The authors declare no conflict of interest.

REFERENCES

Abdella, A. S. 2018. "Instructors' Willingness to Provide Instructional Accommodations for Students with Disabilities in Selected Universities of Ethiopia." *International Journal of Inclusive Education* 22 (6): 671–682. doi:10.1080/13603116.2017.1396501.

Ainscow, M., Slee, R., & Best, M. (2019). the Salamanca Statement: 25 years on. *International Journal of inclusive education*, *23*(7-8), 671-676.

Baxter, P., & Jack, S. (2008). The qualitative report qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*, 544–559

Booth, T., & Ainscow, M. (2002). *Index for inclusion: developing learning and participation in schools*. Centre for Studies on Inclusive Education (CSIE), Rm 2S203 S Block, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QU, United Kingdom, England (24.50 British pounds).

Bunbury, S. (2020). Disability in higher education–do reasonable adjustments contribute to an inclusive curriculum?. *International Journal of Inclusive Education*, *24*(9), 964-979.

Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th ed.). London,

Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.

Collins, A., Azmat, F., & Rentschler, R. (2018). 'Bringing everyone on the same journey': Revisiting inclusion in higher education. Studies in Higher Education, 1–13. doi:10.1080/03075079.2018.1450852

Corbin, J. M., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative sociology*, *13*(1), 3-21.

Council of Higher Education (05.04.2017). *Özel Yetenek Sınavına Başvuracak Öğrenciler Hakkında.* https://engelsiz.yok.gov.tr/Documents/Kararlar/engelli_ogrenciler_ozel_yetenek_basvuru.pdf

Council of Higher Education (09.12.2013). *Engelli Öğrencilerin Özel Yetenek Sınavına Başvuruları ile İlgili Kararlar.* https://engelsiz.yok.gov.tr/Documents/Kararlar/engelli_ogrenciler_ozel_yetenek.pdf

Council of Higher Education (21.06.2022). *Engelli öğrenci sayıları.* https://istatistik.yok.gov.tr/

Council of Higher Education (25.07.2019). *Özel yetenekle öğrenci alan öğretmenlik bölümlerine TYT barajı.* https://engelsiz.yok.gov.tr/kararlar

Council of Higher Education (25.08.2017). *Özel Yetenek Sınavlarında YGS Puanlarının Geçerlilik Süresine İlişkin Karar.* https://engelsiz.yok.gov.tr/Documents/Kararlar/ozel_yetenek_sinavi_yil_karari.pdf

Council of Higher Education (25.11.2014). *Özel Yetenek Sınavına Başvuracak Öğrenciler Hakkında.* https://engelsiz.yok.gov.tr/Documents/Kararlar/engelli_ogrenciler_ozel_yetenek_basvuru.pdf

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, *39*(3), 124-130.

Devlin, M., & McKay, J. (2016). Teaching students using technology: Facilitating success for students from low socioeconomic status backgrounds in Australian universities. *Australasian Journal of Educational Technology*, *32*(1). doi:10.1080/13603116.2017.1377299

Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education*, *23*(7-8), 691-704.

Ganguly, R., Brownlow, C., Du Preez, J., & Graham, C. (2015). Resilience/thriving in post-secondary students with disabilities: An exploratory study.

Günel, İ., Musa, M., Kepoglu, A., Tatar, S. T., & Kısa, C.. (2021). Comparison of Sports Science Students' Attitudes towards the Education of Persons with Disabilities and Their Attitudes towards International Sports Organizations. *The Online Journal of Recreation and Sports*, 10(1), 57-68.

Gölafşani, N. (2003). Nitel araştırmalarda güvenirlik ve geçerliliği anlama. *Nitel rapor* , *8* (4), 597-607.

Hartley, J. (2015). Australian Higher Education Policy and Inclusion of People with Disabilities: A Review. *Journal of Postsecondary Education and Disability*, *28*(4), 413-419.

Kendall, L. 2017. "Supporting Students with Disabilities within a UK University: Lecturer Perspectives." *Innovations in Education and Teaching International* 55 (6): 1–703. doi:10 .1080/14703297.2017.1299630.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. sage.

Lombardi, A., and C. Murray. 2011. "Measuring University Faculty Attitudes toward Disability: Willingness to Accommodate and Adopt Universal Design Principles." *Journal of Vocational Rehabilitation* 34 (1): 43–56. doi:10.3233/JVR-2010-0533.

Love, T. S., N. Kreiser, E. Camargo, M. E. Grubbs, E. J. Kim, P. L. Burge, S. M. Culver, et al. 2014. "STEM Faculty Experiences with Students with Disabilities at a Land Grant Institution." *Journal of Education and Training Studies* 3 (1): 27–38. doi:10.11114/jets.v3i1.573

Martins, M. H., Borges, M. L., & Gonçalves, T. (2018). Attitudes towards inclusion in higher education in a Portuguese University. International Journal of Inclusive Education, 22(5), 527–542.

Martins, M. H., M. L. Borges, T. Gonçalves. 2018. "Attitudes towards Inclusion in Higher Education in a Portuguese University." *International Journal of Inclusive Education* 22 (5): 527–542. doi:10.1080/13603116.2017.1377299

Merton, R.K., Fiske, M., & Kendall, P.L. (1990). The Focused Interview: A Manual of Problems and Procedures (2nd Edition). Free Press

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*.Sage

Moriña, A., & Carballo, R. (2017). The impact of a faculty training program on inclusive education and disability. Evaluation and Program Planning, 65, 77–83. doi:10.1016/j.evalprogplan.2017.06.004

Moriña, A., Molina, V. M., & Cortés-Vega, M. D. (2018). Voices from Spanish students with disabilities: willpower and effort to survive university. *European Journal of Special Needs Education*, *33*(4), 481-494.

Moriña, A., Sandoval, M., & Carnerero, F. (2020). Higher education inclusivity: When the disability enriches the university. *Higher Education Research & Development*, *39*(6), 1202-1216.

Morse, J. M. 2015. "Data Were Saturated…." Qualitative Health Research 25 (5): 587–88.

Namlı, S., & Suveren, S. (2019). Adaptation levels and expectations of disabled students studying in physical education and sports departments of universities. Ankara University Faculty of Educational Sciences Journal of Special Education, 20(3), 445-470.

Ponterotto, J. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. Journal of Counseling Psychology, 52, 126–136.

Redpath, J., Kearney, P., Nicholl, P., Mulvenna, M., Wallace, J., & Martin, S. (2013). A qualitative study of the lived experiences of disabled post-transition students in higher education institutions in Northern Ireland. *Studies in Higher Education*, *38*(9), 1334-1350.

Ritchie, J., Lewis, J., & Elam, G. (2003). Designing and selecting samples. *Qualitative research methods*, 77-108.

Rodríguez Herrero, P., Izuzquiza Gasset, D., & Cabrera Garcia, A. (2020). Inclusive education at a Spanish University: The voice of students with intellectual disability. *Disability & Society*, *36*(3), 376-398.

Romney, A. K., Weller, S. C., & Batchelder, W. H. (1986). Culture as consensus: A theory of culture and informant accuracy. *American anthropologist*, *88*(2), 313-338.

Roulston, K. (2010). *Reflective interviewing: A guide to theory and practice*. Sage.

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. sage.

Stake, R. E. (2010). Qualitative research: Studying how things work.

Stake, R.E. (2005). Qualitative Case Studies. In Denzin, N.K. and Lincoln, Y.S., Eds., *The Sage Handbook of Qualitative Research*, 3rd Edition. Sage Publications.

STEM faculty experiences with students with disabilities at a land grant institution. Journal of Education and Training Studies, 3(1), 27–38. doi:10.11114/jets.v3i1.573

Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage.

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative inquiry*, *16*(10), 837-851. UK: Routledge/Falmer.

Vlachou, A., & Papananou, I. (2018). Experiencies and perspectives of Greek higher education students with disabilities. Educational Research, 60(2), 206–221. doi:10.1080/00131881.2018.1453752

Yin, R. K. (2009). Case study research: Design and methods (4th Ed.). Sage.

Yin, R. K. (2011). *Applications of case study research*. sage.

Yin, R. K. (2013). Validity and generalization in future case study evaluations. *Evaluation*, *19*(3), 321-332.