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Investigation of the Satisfaction Levels of Students Participating in Exercise and Sports Activities in an Inclusive Basis

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Abstract

Introduction and Purpose

The purpose of this study is to comprehensively investigate the satisfaction levels of students participating in exercise and sports activities.

Materials and Methods

15 female and 35 male students from Afghanistan, Iraq and Syria, studying in different faculties of Atatürk University, participated in the research. Interview and observation methods were used in the research and the results were reported. A 10-week program was prepared for the research and was implemented for 60-90 minutes 2 days a week (Saturdays and Sundays).

Findings

While male students stated that they were satisfied with the activities, some of the female students stated that they were not satisfied with the application.

Male students stated that they have a lot of free time, and that utilizing it in sports activities positively contributes to them physically, socially and psychologically. Female students, on the other hand, stated that they participated in such a practice with hesitation and that this reflected negatively. In the observations made, it was observed that male students participated in the practices willingly, while female students participated in the practices hesitantly.

Results

According to the results of the research, such research will be more successful if the students are informed in advance for motivation in such inclusive studies and the practices include female coaches, especially for female students.

Entrance

Inclusion is a concept that can be approached in many ways. Inclusive education is above all an understanding. Today, it is mentioned in many fields, from international relations to industry, from politics to education. Inclusion in education has become a more talked about agenda in recent years. Inclusive education is an "understanding" that requires each student to access education in line with their own learning and development characteristics, interests and needs, to participate in educational environments, and to support professionals related to them in this regard. Inclusive education is more than a program, curriculum or approach, it is above all an understanding.

Inclusive education has sociological, political, philosophical and ideological foundations. At its most basic, the word inclusive is etymologically derived from the Latin verb include (includer) and means to be included (Felder, 2018) [1].

Considering the features emphasized in the definitions, a reaction to the concept of inclusive education associated only with children with special needs in the 1990s, and a structure and system dimensions in which all students are included and develop a sense of belonging came to the fore in the 2000s.

Benefits of Inclusive Education

Families of all children develop positive attitudes towards inclusive education through their children receiving education in inclusive education environments (Barton and Smith, 2015). Children in inclusive environments can learn the communication, social and academic skills that meet their educational goals in a shorter time than their peers with similar characteristics who are educated in segregated environments. (Huntvd.,1994).

In our country, the expressions "integration" and "mainstreaming" are also used to refer to inclusive education/inclusion. However, these concepts have differences from each other (Fig 2).

Just as there are problems arising from Turkish translations in the use of inclusive education together or overlapping with the concepts of inclusion or integration, it is also thought that the focus of inclusive education is not fully understood and is considered in relation to the field of special education (Yılmaz Atman, 2022).

Basic Concepts of Inclusive Education
Inclusive education is an understanding shaped on diversity, participation, belonging, justice (equity) and a rights-based approach. Diversity; It refers to accepting the differences of characteristics such as age, ethnicity, race, gender, disability, socioeconomic level, language, religion, geographical location, as they are, without evaluating or judging them, and eliminating social exclusion (Ainscow, 2020; Spandagou, 2020). In the inclusive education approach, diversity is considered "normal" rather than seen as a problem (Nilholm & Alm, 2010) [5].

An inclusive school provides an environment based on justice, where all members have rights and responsibilities and where all students have the opportunity to benefit from the education provided both within and outside the school (Thomas *et al*., 2005).

According to the rights-based approach, it includes the principles of all children's access to free and compulsory education, the elimination of discrimination, and the inclusion of quality education in curriculum and teaching practices (Thomasevski, 2004).

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Justifications for Inclusive Education
The inclusive education approach has educational, social and economic justifications. These justifications reflect the views accepted by many countries on why inclusive education should be implemented. In the context of educational justifications, when the inclusive education approach becomes operational, all children can be educated together in schools, and the developmental progress of all children can be supported by using teaching methods that respond to individual differences and that all children can benefit from (UNESCO, 2020) [2].

In the context of social justifications, inclusive schools can change attitudes towards differences by ensuring that all children are educated together, creating the basis for a just and non-discriminatory society that encourages people to live together in peace (UNESCO, 2003; UNESCO, 2020 [2]).

Inclusive Education Approach
Inclusiveness is an understanding that we must first develop in our thinking system. Whatever we think is reflected in our language. Expressions such as "child with IEP, integrated child, child with MRI, special child, normal child" and "such children" when describing someone are the categorization in our minds expressed in our language.

We feel safe in people, ideas and environments that are familiar to us, and we may unknowingly develop prejudices against characteristics, environments and people that are different to us. Characteristics that are not like ourselves, that do not resemble ourselves, that we do not see as we are used to, may seem different to us. Being inclusive is an understanding above all else, and it is an understanding that requires us to first recognize the discriminatory attitudes and thoughts that exist in our thoughts and ourselves.

Making inclusive education operational is possible with a full understanding of inclusivity. Inclusive education is about being a teacher for all students in the classroom. It requires a structure in which all students can establish a sense of belonging to their classes and schools, regardless of their characteristics that differ from their peers for various reasons.

Inclusive Language and Communication
The concept expressed as "person-first-language" may be a language habit that we need to develop towards inclusive understanding. Addressing a child by categorizing him according to his disability or using his name instead of talking about him, saying "child/student with autism spectrum disorder" instead of "autistic child/student"; Using the expressions "typically developing child/student" instead of "normal child/student" and "child/student with intellectual disability" instead of "child/student with MRI" is more appropriate to an inclusive understanding. In an inclusive understanding, children's "labels", diagnoses, and various characteristics should not prevent them from being children/student.

In summary, inclusive education has principles, justifications and basic foundations that can be discussed from many perspectives. Making inclusive education operational is possible with a full understanding of inclusivity. Inclusive education is about being a teacher for all students in the classroom. It requires a structure in which all students can establish a sense of belonging to their classes and schools, regardless of their characteristics that differ from their peers for various reasons. The classification that we are not aware of in our minds is reflected in our language and can sometimes be divisive. Adults' attitudes and language use may cause children to form direct opinions about their friends and sometimes develop prejudices. In an inclusive understanding, children's "labels", diagnoses, and various characteristics should not prevent them from being children/student.

If we look at the definitions of inclusive education;
Inclusive education is not about special teachers meeting the needs of "children with special needs" in general education schools (Ballard, 1995).

It is a system in which it is a requirement for a student to have access to all the support and services he or she will need to fully participate in general education activities and

curriculum (Kurt & Gross, 2014).

Inclusive education is a structure built on the coexistence of all children in general education classes without "ifs" and "buts" (Hodkinson, 2020).

It is a fundamental human right and a reform process in education that aims to eliminate barriers and enable all students to participate in learning experiences and learning environments with their peers of the same age (Graham, 2020) [4].

Material and Method

15 female and 35 male students of Afghan, Iraqi and Syrian nationality, studying at different faculties of Atatürk University, participated in the research. Interview and observation methods were used in the research and the results were reported. A 10-week program was prepared for the research and was implemented for 60-90 minutes 2 days a week (Saturdays and Sundays).

Table 1: Personal Characteristics of the Students Participating in the Research

Öğrencilerin Uyrukları		N	%
Countries	Afghanistan	15	30
	Iraq	10	20
	Syria	25	50
	Total	50	100
Gender	Woman	15	30
	Male	35	70
	Total	50	100

Table 2: Observation Form Applied to the Subjects

	Observation Substances
1	Ability to express feelings and thoughts
2	Ability to fulfill responsibilities
3	Ability to initiate
4	communication within the group
5	Don't follow the rules
6	Pushing and pulling different weights
7	Sorting by inserting and removing objects
8	He can jump, take steps, etc. using his large muscles.
9	Holding the ball and rolling it using your small muscles.
10	Ability to perform balance and coordination movements

In our observations while starting to work on the questions in Table 2, the subjects appeared anxious, had problems adapting, and did not participate much in the sharing. In addition, it was determined that they were not able to communicate much among themselves and with the trainers, were not very interested in the materials used in the study, had difficulty complying with some rules, and were not very successful in balance and coordination exercises. It was also observed that they were not skilled in using their large and small muscles during the application stages.

In the 6th week of the studies, it was observed that the negative behaviors we observed such as anxiety, disharmony and lack of communication decreased. It is also among our observations that they begin to use their large and small muscles during the practice stages.

In the observations made in the last weeks of our research, it was observed that the participants overcame their anxiety, were harmonious and communicated in the studies, were able to use all their muscles, and were able to understand and use the study materials.

Table 3: Observation Form Applied to the Subjects

	Interview Substances
1	Calm, harmonious and sharing
2	Ability to express feelings and thoughts
3	Ability to initiate
4	communication within the group
5	Ability to fulfill responsibilities
6	Don't follow the rules
7	Pushing and pulling different weights Sorting by inserting and removing objects
8	He can jump, take steps, etc. using his large muscles.
9	Holding the ball and rolling it using your small muscles.
10	Ability to perform balance and coordination movements

In our interviews with the group members who participated in the research regarding the questions in Table 3, we found that the majority of them were satisfied with the center they stayed in, that they had all kinds of facilities (eating, drinking, sleeping, TV, etc.), and that they did many activities in their spare time (painting, doing handicrafts, etc.). listening to music, playing games, etc.)

They stated that they were especially pleased with the administrators and staff at the center, that they treated them very well and always helped them with their problems.

In our interviews starting from the 5th and 6th weeks of the training, they stated that they came to the training willingly, that they communicated well with the trainers and liked them very much, and that while they were a little tired at first, they got used to it later. They especially stated that they always wanted to have such sports activities, that they enjoyed doing them and that they were good for their bodies and psychology.

Conclusion and Evaluation

During the interviews and observations carried out at the beginning of the studies, information was obtained that male and female students exhibited shy and reluctant behavior.

At the end of the research, while male students stated that they were satisfied with the activities, some of the female students stated that they were not satisfied with the application (due to communication problems).

In addition, male students stated that they have a lot of free time, and that utilizing it in sports activities contributes positively to them physically, socially and psychologically.

Female students, on the other hand, stated that they participated in such a practice with hesitation and that this negatively reflected on their success.

According to the results of the research, such an inclusive research will be more successful if the students are informed in advance for motivation and if the practices include female coaches, especially for female students.

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