

Introducing Inclusive Sports Programs in the Educational System of Schools

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Received: 06/04/2024

Revised: 19/06/2024

Accepted: 24/06/2024

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Abstract

This research aims to examine and determine the attitudes, i.e. the interest of teachers, physical and health education teachers, and parents for the introduction of inclusive sports programs in the educational system of schools that would be integrated and available to all students regardless of the abilities, opportunities, individuality of each child as and to difficulty. The research was conducted on a sample of N=426 respondents, of which there were N=370 parents, N=49 teachers, and N=7 physical and health education teachers. For the implementation of this research, a survey method was used through the application of questionnaires/attitude scales for teachers, physical and health education teachers, and parents. We processed the research results using descriptive statistics, frequencies, and percentages and presented them tabularly and graphically. The total number of students in the four elementary schools where the research was conducted is N=1082 students, of which there were N=16 students with developmental disabilities. Of these, 14 students work according to an individual plan and program (IPP), and 13 students have a teaching assistant. Out of a total of N=1082 students, 292 students with typical development attend one of the school sections, and 2 students with developmental difficulties. Parents, teachers, and teachers are in favor of introducing inclusive sports programs into the educational system of schools that would be integrated and accessible to all students, regardless of the abilities, opportunities, and individuality of each child, as well as the difficulty.

Keywords: Inclusion, Sports programs, Socialization, Difficulties, Students.

How to cite:

Nikšić, E., & Ajla Bukva, A. B. (2024). Introducing Inclusive Sports Programs in the Educational System of Schools. *JUMORA: Jurnal Moderasi Olahraga*, 4(1), 38-63. <https://doi.org/10.53863/mor.v4i1.1132>

1. INTRODUCTION

Inclusion and inclusive education are a means of combating any exclusion on any basis, including children with disabilities, talented students, or members of national minorities.

Inclusion is a network form in which each person is accepted as they are, and children or persons have complete freedom to choose mutual association, according to their interests or abilities (Kobešćak, 2000). The importance of creating an inclusive environment that supports the diversity of individual needs becomes a key goal for the education system, but also for parents and teachers. The challenges of managing student diversity require creative strategies to ensure that every child reaches their full potential. In this context, the introduction of inclusive sports programs as supplementary/extracurricular activities/classes after regular classes can have a significant impact. Inclusive sports programs offer opportunities for everyone to participate, regardless of physical or cognitive abilities. They usually include tailored exercises, games, workshops, training, and competitions to allow everyone to participate, regardless of their individual needs.

These programs often encourage team spirit, self-confidence, and socialization through sports activities. Also, the relationship between teachers, school teachers, and students can have a great effect on the entire school environment, work, and interest in school, but also on the academic success of the students themselves, especially in the earliest grades. When we talk about the relationship itself, it is very important to create an inclusive environment, where all children will feel welcome, supported, and accepted by the school itself, teachers, and other students from the earliest grades. As the author points out in his research, inclusive education focuses on promoting equality, acceptance, and a sense of belonging (Freer, 2023). Inclusive sports programs aim precisely to create a supportive environment that promotes togetherness and equality among participants. Teachers have the opportunity to educate other children about the importance of accepting diversity and fostering empathy. This can result in developing respect and understanding for all the children in the class. Encouraging cooperation among students, either through partner work or group activities, enables children to mutually support their differences and each other's learning. Encouraging children with disabilities as well as typically developing children and providing opportunities for success in different areas helps develop their self-confidence and sense of competence.

The introduction of inclusive sports programs after a busy day at school can have many positive aspects for all students, but also for parents who are not able to devote more of their time to the realization of activities with children, as well as a certain amount of finances. One researcher suggested that physical activity programs in schools have a key role in supporting children to develop skills that promote sustained physical activity over the long term (Steinbeck, 2001). We must bear in mind the fact that schools are the only institutions that have structured and continuous contact with almost all children (Story, 1999). Therefore, physical education and the introduction of inclusive sports programs in schools may be the only opportunities for some children to receive instruction and practice skills designed to facilitate an active life. One of the authors emphasizes that a structured approach, such as prescribed regular physical and health education classes, which requires a minimum amount of moderate to vigorous daily physical activity, can help achieve short-term goals, such as increasing children's activity, but such an approach, on the other hand, contributes insufficiently promotion of an active lifestyle that extends beyond the school environment and should continue later in children's lives (Bocarro et al., 2008).

Inclusive sports programs and sports activities can and should help in developing monotonous everyday school life and provide students with the opportunity to relax after a hard day and study. Participating in sports activities can be a great way to release accumulated stress

from school. The participation of the whole class in inclusive sports programs can strengthen the bonds between students, encouraging socialization and team spirit, and therefore acceptance and getting to know each other better. The authors, in terms of their research conducted on the motivation for playing sports, state that the main motivational themes are the development of physical competence, social acceptance (e.g. being part of a team, socializing), improving physical condition and enjoying the experience (Weiss, Ferrer-Caja, 2002). All of the above can result in better relations within the class, but also stronger inclusion. Also, the mentioned activities encourage healthy habits and promote the importance of physical activity, which can reduce the sedentary lifestyle and encourage a healthier lifestyle among children. When we look at and explore the literature on interventions and activities related to health promotion in schools, it provides us with information and evidence that schools can play a key role in behavior change interventions (Hayman et al., 2004) and can positively influence factors that contribute to inactivity and obesity in children (Luepker et al., 1996).

Also, by introducing various inclusive sports programs/sports activities, children are allowed to try different sports and activities and find what suits them best. However, the need for free time after school should also be taken into account so that children can rest, and have time for family activities and private time for hobbies or learning outside of school. Therefore, for inclusive sports programs after school to be beneficial, it is important to balance these activities with children's need for rest and free time. Research has shown that well-designed and adequately designed school physical activity programs can have a significant impact on the physical activity levels of young people (Baranowski et al., 1997). In addition to all of the above, the involvement of parents, teachers, and the entire school is very important, as well as their interest, competence, and willingness to introduce new things to strengthen children in all spheres of development. Facing constant challenges within the school environment, accompanied by an accelerated lifestyle, the implementation of new programs and approaches to work, research that enriches the field of upbringing and education, as well as rapid technological progress and wider availability of information, causes new complexities in the work and learning process of children.

Despite progress and research, school systems remain based on a traditional approach that focuses on academic achievement, and implementation of prescribed curricula and norms. Children go through an almost identical educational system from generation to generation, where extra activities are usually reserved for sections that are voluntary and often only attended by gifted students. Unfortunately, most schools have not introduced a program that would include all students of one grade in joint activities after regular classes, such as inclusive sports programs, which would significantly support the overall development of children. Introducing comprehensive activities such as inclusive sports programs would not only support children's physical development but also contribute to their emotional, social, and cognitive growth and development. These activities can provide a platform for teamwork, developing empathy, learning important life skills, and promoting a positive and engaged attitude towards school, but also better development of inclusion, as well as the inclusion of children with developmental disabilities. Such programs should be integrative, and adapted to all students, to create an inclusive environment and encourage every aspect of their development.

Overall, such programs could be key to improving children's educational experience and developing their full potential. It is also the parents who are increasingly left to independently involve their children in sports and other activities outside of school, on the other hand, some are able, while others are not. Both parents of children with typical development and parents of

children with developmental disabilities whose children attend regular schools face various challenges, from the acceptance of their child to adequate involvement in the process of upbringing and education.

One of the challenges today is that parents do not have enough time for themselves or their children's additional activities. All the above challenges point to the need to create new activities/programs that will provide children with a more interesting school experience, free them from everyday stress, and encourage the development of a different perception of education, which will not be limited exclusively to learning mathematics or languages, but will also include elements of play. Inclusive sports programs are offered as a potential solution that can encourage the development of better interpersonal relationships, allow children to participate in sports activities together with the class and the environment after a busy school day, keeping them at the same time in the school environment, as well as enabling equal participation for all students, and students with typical development, but also students with developmental difficulties, i.e. the participation of an entire class, which other activities in the school do not offer. Inclusive sports programs are such that they require adequate, competent staff, equipment, and time to create and prepare creative activities, compared to other traditional types of activities in schools, and standard school sections. The question arises of interest in such programs and recognition of them by parents and teachers. Are these programs at all useful and necessary, and are parents, teachers, and teachers positively oriented toward their introduction and application? Do inclusive sports programs have more advantages or disadvantages, and how necessary, useful, and complicated is the introduction process itself? The research problem is the lack of inclusive sports programs as additional activities that contribute to the equal participation of all children regardless of the existence of difficulties, growth, development, and development of a positive attitude towards school.

The goal of this research is to examine and determine the attitudes, i.e. the interest of teachers, physical and health education teachers, and parents for the introduction of inclusive sports programs in the educational system of schools that would be integrated and available to all students regardless of the abilities, opportunities, individuality of each child as and to difficulty.

2. METHOD

The methods used in the work are classified as basic knowledge methods, general scientific methods, and data acquisition methods.

The basic methods of scientific knowledge used in the work are:

- Analysis - this method was used to analyze the attitudes, interests, and opinions of teachers, teachers, and parents about the introduction and need of inclusive sports programs in five schools, and what are the advantages and disadvantages, as well as their possible application.
- Synthesis - with this method, all the factors that were arrived at through the analysis were synthesized and it was seen how much parents, teachers, and teachers want to be involved in strengthening the educational system, inclusion, and socialization of children through inclusive sports programs.

The general scientific methods used in this work are:

- Hypothetical-deductive general scientific method - with this method we came to new knowledge in the research and saw the meaning of the application and introduction of inclusive sports

programs in the educational system of schools.

- Comparative method - it helped to compare different attitudes, viewpoints, and opinions of teachers, teachers, and parents from five different schools on the topic of inclusive sports programs in the educational system.

Research method - this method was used to assess the opinions and attitudes of teachers, teachers, and parents using a questionnaire instrument.

2.1. Participants

The total sample was N=426 (100%) respondents, of which there were N=370 (86.86%) parents, N=49 (11.50%) teachers, and N=7 (1.64%) physical education teachers. and health education. The research was conducted by the recommendations of the Declaration of Helsinki and participation was voluntary. The research was conducted in four primary schools in Sarajevo Canton, namely: Primary School "Izet Šabić", Primary School "Porodice ef. Ramić", Primary School "Zahid Baručija" and Primary School "Umihana Čuvidina". The research was conducted by the recommendations of the Declaration of Helsinki and participation was voluntary.

2.2. Research Desing

The data were collected directly from the respondents (parents, teachers, and teachers of physical and health education), where the Likert scale of attitudes (agreement) was used: 1 - I do not agree at all, 2 - I do not agree, 3 - I neither agree nor disagree I don't agree, 4 - I agree, 5 - I completely agree. The scale of attitudes for parents consisted of 18 statements, for teachers 27 statements, and for physical and health education teachers of 14 statements.

2.3. Instruments

The research instrument used in this research is a survey questionnaire for teachers, teachers, and parents. By applying this research instrument, the attitudes and opinions of teachers and parents about introducing inclusive sports programs into the educational system were examined. Respondents were asked whether, according to their views, these programs have more advantages or disadvantages, and how they can affect children.

2.4. Procedures

For the research of this study, the period from February to March 2024 is covered. To obtain data in this study, the method of surveying teachers, parents, and teachers was used to examine their attitudes and opinions about the introduction of inclusive sports programs in the educational system and to examine whether these programs have more advantages or disadvantages according to their attitudes, and how these programs can affect children. The survey was conducted in the morning hours. Respondents were questioned in physical education and health education classes. The examination for each respondent lasted 30 minutes, and the teachers of students from grades 1 to 5 of primary schools in the Canton of Sarajevo, at the level of the municipality of Vogošća (5 schools), parents of children who go to the mentioned schools, as well as teachers of physical and health education were questioned.

2.5. Data Analysis

All data collected through the research were processed using descriptive statistics

procedures. Frequencies and percentages were calculated from the space of descriptive statistics. The statistical program for personal computers SPSS for Windows version 20.0 was used for data processing.

3. RESULTS

Presentation of the frequency of parents' questions about the introduction of inclusive sports programs into the educational system of schools.

Table 1.

Structure of the sample of respondents according to gender – parents

Gender	f	%
♂	85	22.97%
♀	285	77.03%
Total	370	100.00%

Legend: f – frequency, % - percentages

The research included N=370 parents of students attending one of the four primary schools included in the research, namely: 285 (77.03%) female respondents and 85 (22.97%) male respondents.

Table 2.

Gender of children attending one of the four primary schools

Gender	f	%
♂	188	50.54%
♀	184	49.46%
Total	372	100.00%

Legend: f – frequency, % - percentages

Parents who were involved in the research indicated the gender of their children. The total number of children of the examined parents was 372 (100%), of which 188 (50.54%) were male students and 184 (49.46%) female respondents.

Table 3.

The structure of the sample of respondents about the level of education - parents

The answer	f	%
OŠ	10	2.70%
SSS	230	62.16%
VŠS	5	1.35%
VSS	125	33.79%
Total	370	100.00%

Legend: f – frequency, % - percentages, OŠ – Elementary School,

SSS – High School Education, VŠS – Higher Vocational Education,

VSS – University degree

Parents who were involved in the research indicated the gender of their children. The total number of children of the examined parents was 372 (100%), of which 188 (50.54%) were female students and 184 (49.46%) were female respondents.

Table 4.

Characteristics of teacher-led classes

Class	Total number of classes (f)	%	Total number of students (f)	%
First grade	12	24.49%	181	25.97%
Second grade	10	20.41%	228	21.07%
Third grade	11	22.45%	242	22.37%
Fourth grade	10	20.41%	195	18.02%
Fifth grade	6	12.24%	136	12.57%
Total	49	100.00%	1082	100.00%

Legend: f – frequency, % - percentages

The sample of respondents included N=49 teachers who lead students from the 1st to the 5th grade of elementary school. 12 (24.49%) teachers lead first-grade students, 10 (20.41%) teachers lead second-grade students, 11 (22.45%) teachers lead third-grade students, 10 (20.41%) teachers lead fourth-grade students and 6 (12.24%) teachers they lead fifth-grade students. The total number of students attending the first grade is 281 (25.97%), 228 (21.07%) students attend the second grade, 242 (22.37%) students attend the third grade, 195 (18.02%) students attend the fourth grade, and 136 (12.57%) students attend the fourth grade.

Table 5*Characteristics of students with developmental disabilities*

Number of students in the class according to the specified characteristics	Class	Students with developmental disabilities for whom the disability has been diagnosed	Students who work according to an individual plan and program (to IPP)	Number of students who have a teaching assistant
1	I	-	+	+
1	I	-	-	+
1	I	+	-	+
4	II	+	+	+
2	III	+	+	+
1	III	-	+	+
2	IV	+	+	+
2	IV	-	+	-
1	V	+	+	+
1	V	+	+	-
Total 16	From I to V	11	14	13

Legend: - indicates that the student does not have a certain characteristic, + indicates that the student has a certain characteristic,

IPP - individual plan and program

From the table, we can see the number of students with developmental disabilities and their characteristics. The total number of students with developmental disabilities is N=16, of which 11 students have a disability diagnosed by a doctor or another expert. A total of 14 of them work according to IPP, and 13 have teaching assistants. Some children, regardless of the diagnosis or not, have noticeable developmental difficulties, do not have a teaching assistant, and do not work according to the IPP. We also have a different situation where we have students who work according to IPP and have a teaching assistant but do not have a diagnosis. Based on the obtained results, we can conclude that not all students have been diagnosed with difficulty even though they have it. Many parents cannot come to terms with having a child with a certain difficulty. Students who have a paper for the mentioned difficulty do not have the help of teaching assistants because all schools in Sarajevo Canton do not have teaching assistants.

Table 6*Display of students attending one of the school sections*

Class	The number of students with typical development attending one of the school sections (f)	The number of students with developmental disabilities attending one of the school sections (f)
First grade	42	0
Second grade	65	2
Third grade	73	0
Fourth grade	66	0
Fifth grade	46	0
Total	292	2

Legend: f – frequency

This table is of great importance to us, because here we can see the number of students from I to V grades of typical and atypical development who are included in one of the school sections. From the total number of students in 4 elementary schools, $N = 1082$, $N = 292$ students with typical development, and $N = 2$ students with developmental disabilities attend one of the school sections. These are very devastating results considering that it was about 1080 students.

Table 7*Display of school sections attended by students*

Sections that are represented in schools
Choir
Musical
Recitation
Dramatic
Ecological
Mathematical
Creative
Literary
Creativity
Traffic
Rhythmic
Folklore

Table tennis

Chess

 Total: 14

Table 7 shows the representation of some of the sections in schools. Based on the results obtained, we can see that in no class and department from the first to the fifth grade do we have any of the sports games such as basketball, volleyball, handball, and football or any of the other sports sections such as athletics, sports gymnastics listed anywhere and martial arts. Of the sports sections, only the rhythmic section, folklore, table tennis, and chess are listed, which develop only cognitive (intellectual) abilities, and not other anthropological characteristics that are essential for proper growth and development.

Table 8*Display of parents' responses to the stated claims*

CLAIM	M	SD	1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
I believe that every school should have inclusive sports programs in the educational system that would be integrated and accessible to all students regardless of difficulty.	4,286	10,28	0	0,00%	2	4,08%	7	14,29%	15	30,61%	25	51,02%
Sports programs must encourage inclusion among children of different abilities and interests.	4,490	12,58	0	0,00%	1	2,04%	2	4,08%	18	36,73%	28	57,14%
Introducing inclusive sports programs could encourage better social skills among children.	4,408	11,43	0	0,00%	0	0,00%	7	14,29%	15	30,61%	27	55,10%

Inclusive sports programs could encourage the development of new interests and hobbies in children.	4,347	11,26	0	0,00%	1	2,04%	4	8,16%	21	42,86%	23	46,94%
Inclusive sports programs could improve children's academic performance.	4,102	8,81	1	2,04%	1	2,04%	10	20,41%	17	34,69%	20	40,82%
Inclusive sports programs could increase children's interest and positive attitude towards school.	4,306	10,89	0	0,00%	3	6,12%	3	6,12%	19	38,78%	24	48,98%
The introduction of such activities could improve the general atmosphere and togetherness within the school.	4,245	10,08	0	0,00%	3	6,12%	5	10,20%	18	36,73%	23	46,94%
Inclusive sports programs would include children with developmental disabilities in joint activities with other children.	4,367	8,99	0	0,00%	2	4,08%	6	12,24%	13	26,53%	22	44,90%
Inclusive sports programs would contribute to better understanding and acceptance of children with disabilities	4,327	11,23	0	0,00%	4	8,16%	2	4,08%	17	34,69%	26	53,06%

among their peers.												
Inclusive sports programs could reduce the stress and burden of children's obligations from regular classes.	4,061	8,58	0	0,00%	3	6,12%	9	18,37%	19	38,78%	18	36,73%
Inclusive sports programs would create too many additional obligations for children.	2,714	3,27	10	20,41%	13	26,53%	13	26,53%	7	14,29%	6	12,24%
The school's physical infrastructure is adequate for sports activities after school.	3,408	4,38	3	6,12%	11	22,45%	9	18,37%	15	30,61%	11	22,45%
The school is ready to support and implementation of sports programs after classes.	2,469	6,76	3	6,12%	7	14,29%	20	40,82%	14	28,57%	7	14,29%
Such programs should be mandatory for children.	3,592	6,98	1	2,04%	6	12,24%	14	28,57%	19	38,78%	9	18,37%
Such programs should be optional for children.	3,857	8,41	0	0,00%	3	6,12%	13	26,53%	21	42,86%	12	24,49%
Parents would be interested in the introduction of inclusive sports programs into	3,755	9,52	0	0,00%	1	2,04%	19	38,78%	20	40,82%	9	18,37%

the educational system school.												
In the school, there is this kind of program that includes all the students of one grade.	2,816	2,95	9	18,37%	12	24,49%	12	24,49%	11	22,45%	5	10,20%
The school has sections that can help more than the listed programs.	2,959	4,76	7	14,29%	9	18,37%	18	36,73%	9	18,37%	6	12,24%
Children from lower grades from first to fifth are sufficiently included in the school sections.	4,000	8,01	0	0,00%	5	10,20%	8	16,33%	18	36,73%	18	36,73%
Students have enough activities at school, where they do not need additional activities and programs.	2,796	8,32	2	4,08%	18	36,73%	19	38,78%	8	16,33%	2	4,08%
Schools should follow innovations and yes they regularly change and supplement activities at school.	2,551	12,58	0	0,00%	0	0,00%	4	8,16%	29	59,18%	16	32,65%
As the teacher of the class I lead, it would be beneficial for the children to attend such a program	3,878	8,41	1	2,04%	3	6,12%	10	20,41%	22	44,90%	13	26,53%

outside of the regular one classes.												
My class with participation in a program like this would have a better climate in the class.	3,755	7,26	1	2,04%	4	8,16%	13	26,53%	19	38,78%	12	24,49%
Children in my class are ready to cooperate with students with developmental disabilities.	4,429	12,13	0	0,00%	0	0,00%	3	6,12%	22	44,90%	24	48,98%
The children in my class would like and love to have inclusive sports programs in their school.	3,796	8,29	1	2,04%	1	2,04%	19	38,78%	14	28,57%	14	28,57%
The school has educated teaching staff who could independently lead inclusive sports programs in the educational system of schools that would be integrated and accessible to all students regardless of difficulty.	3,184	5,81	7	14,29%	4	8,16%	17	34,69%	15	30,61%	6	12,24%
I consider myself competent to implement inclusive sports programs.	3,245	6,10	8	16,33%	2	4,08%	16	32,65%	16	32,65%	7	14,29%

Legend: M – Average value, Std. Dev. – standard deviation, 1 – I don't agree at all, 2 – I do not agree, 3 – I neither agree nor disagree, 4 – I agree, 5 – I completely agree.

Table 9

Presentation of the teacher's response to the stated claims

CLAIM	M	SD	1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
Inclusive sports programs are needed in the educational system of schools.	4,14	1,67	0	0%	0	0%	1	14%	4	57%	2	29%
Physical and health education classes fully cover everything aspects of physical development and sports skills in children.	3,86	1,14	0	0%	1	14%	2	29%	1	14%	3	43%
Schools are ready for the implementation of inclusive sports programs.	2,57	1,67	0	0%	4	57%	2	29%	1	14%	0	0%
I consider myself competent in the implementation of inclusive sports programs.	2,71	1,67	2	29%	0	0%	4	57%	0	0%	1	14%
Inclusive sports programs should be implemented as additional activities after regular classes and classes.	2,29	1,34	2	29%	3	43%	0	0%	2	29%	0	0%
Inclusive sports programs could contribute to a	4,00	1,34	0	0%	0	0%	2	29%	3	43%	2	29%

greater interest of all children in sports and increase their overall involvement in activities.												
Inclusive sports programs in the educational system of schools would contribute to the mutual understanding of children, and their better communication and cooperation, which would contribute to the strengthening of inclusion.	3,71	1,34	0	0%	0	0%	2	29%	3	43%	2	29%
Inclusive sports programs in the educational system of schools would contribute to the development of the entire anthropological status of all students, which the regular curriculum does not provide to a sufficient extent.	4,00	1,34	0	0%	0	0%	3	43%	2	29%	2	29%
Students can learn enough through the regular curriculum and work in general.	3,86	0,55	1	14%	2	29%	1	14%	2	29%	1	14%
Inclusive sports programs would allow children with	3,00	1,67	0	0%	0	0%	4	57%	1	14%	2	29%

developmental disabilities to participate equally in common activities with their peers.												
Inclusive sports programs would encourage sportsmanship in students.	3,71	1,34	0	0%	0	0%	2	29%	3	43%	2	29%
Inclusive sports programs would encourage healthy habits among students.	4,00	1,34	0	0%	0	0%	2	29%	3	43%	2	29%
Inclusive sports programs would increase the degree of prevention of physical problems among children.	4,00	1,34	0	0%	0	0%	2	29%	3	43%	2	29%
I think that the mentioned programs could be implemented in the school in which I work for.	4,00	1,34	0	0%	0	0%	2	29%	3	43%	2	29%

Legend: M – Average value, Std. Dev. – standard deviation, 1 – I don't agree at all, 2 – I do not agree, 3 – I neither agree nor disagree, 4 – I agree, 5 – I completely agree.

Table 10

Presentation of physical and health education teachers' responses to the above statements

CLAIM	M	SD	1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
I would like the school to have inclusive sports programs in the educational system that	4,40	89,35	1	0,27%	3	0,81%	25	6,76%	148	40,00%	191	51,62%

would be integrated and accessible to all students regardless of difficulty and ability.													
Inclusive sports programs would facilitate the work of all students in the educational process in all spheres of life.	4,32	83,36	1	0,27%	6	1,62%	34	9,19%	153	41,35%	174	47,03%	
Inclusive sports programs in the educational system of schools would contribute to the mutual understanding of children, and their better communication and cooperation, which would contribute to the strengthening of inclusion.	4,37	89,03	1	0,27%	5	1,35%	21	5,68%	161	43,51%	180	48,65%	
It would be good if all students were included in such a program, apart from regular learning and teaching.	4,27	83,01	2	0,54%	11	2,97%	27	7,30%	165	44,59%	163	44,05%	
As a parent, I teach children that inclusion is part of the educational system in schools.	4,30	83,59	2	0,54%	3	0,81%	35	9,46%	163	44,05%	165	44,59%	
My child is ready to cooperate with	4,51	98,17	1	0,27%	3	0,81%	12	3,24%	134	36,22%	218	58,92%	

all students in the class.												
The children themselves would like to have something similar in their school.	4,13	72,80	2	0,54%	4	1,08%	67	18,11%	159	42,97%	136	36,76%
Inclusive sports programs that would be introduced into the educational system of schools would help me save my free time for other activities and would enable children to grow and develop properly.	4,03	67,69	8	2,16%	11	2,97%	62	16,76%	156	42,16%	130	35,14%
Inclusive sports programs that would be introduced into the educational system of schools would be an additional burden for my child.	2,30	49,69	89	24,05%	142	38,38%	86	23,24%	35	9,46%	16	4,32%
Inclusive sports programs in the educational system of schools would contribute to the development of the entire anthropological status of all students, which the regular curriculum does not provide to a sufficient extent.	3,67	61,10	7	1,89%	24	6,49%	111	30,00%	155	41,89%	70	18,92%

Students can learn enough through the regular curriculum and work in general.	3,51	56,54	10	2,70%	43	11,62%	107	28,92%	153	41,35%	54	14,59%
Inclusive sports programs would have a positive effect on my child and his attitude toward school. If he were involved in the activities of the mentioned program, he would have a greater desire to go to school.	3,76	63,13	6	1,62%	20	5,41%	99	26,76%	162	43,78%	80	21,62%
In schools, various sections are exclusively attended by gifted students.	3,26	40,34	30	8,11%	56	15,14%	114	30,81%	119	32,16%	49	13,24%
Children with developmental disabilities are not offered opportunities in the sports sections.	3,48	47,88	18	4,86%	37	10,00%	126	34,05%	118	31,89%	69	18,65%
In the sports sections, the least involved are the students of the classroom, especially students with developmental difficulties, and they are most often led by physical and health education teachers.	3,48	49,88	20	5,41%	32	8,65%	127	34,32%	123	33,24%	66	17,84%

The school should offer children different activities and inclusive sports programs, where children will be involved outside of regular classes.	4,23	81,84	1	0,27%	5	1,35%	39	10,54%	174	47,03%	148	40,00%
The school should follow the progress and innovations in upbringing and education, and accordingly change the way of working in the school, without sticking only to the traditional approach.	4,38	88,67	3	0,81%	2	0,54%	26	7,03%	143	38,65%	193	52,16%

Legend: M – Average value, Std. Dev. – standard deviation, 1 – I don't agree at all, 2 – I do not agree, 3 – I neither agree nor disagree, 4 – I agree, 5 – I completely agree.

4. DISCUSSIONS

According to the analysis of the obtained results, it is clear that parents show significant support for the inclusion of inclusive sports programs in the educational system, which is evident from their positive attitudes and expressed interest in these programs, as illustrated by the survey results. More than half of the parents expressed their desire to include their children in these programs, believing that they would have a positive impact on social skills and inclusion in the school environment, as well as the overall development of children, and they also emphasized that they do not see these programs as an additional burden on their children. Interestingly, parents support the idea that schools follow new trends instead of relying exclusively on traditional approaches. The survey also showed that physical and health education teachers support inclusive sports programs and believe that they should be part of the school system and that they would have a positive impact on sportsmanship, healthy habits, and prevention of physical problems among students. Most of the teachers who participated in the research expressed their belief that the mentioned programs could be successfully implemented in the schools where they work.

Also, teachers share the same attitude as parents, but physical and health education teachers also support the inclusion of inclusive sports programs in the educational system. They believe that every school should have inclusive sports programs that are integrated and accessible to all students regardless of their disabilities. They believe that these programs would have a positive impact on the overall development of children, improve everyday skills, and contribute

to the creation of a better climate in their department. Also, they believe that these activities would improve the general atmosphere and togetherness within the school and increase children's interest and their positive attitude towards school. Teachers also believe that inclusive sports programs could reduce the stress and burden of obligations from regular classes, and most of them believe that the mentioned programs would not create too many additional obligations. Regarding the school's physical infrastructure and support for the implementation of sports activities after school, the teachers believe that it is adequate and that the school is ready for support. Also, they believe that parents would be interested in introducing these programs. From the survey and teachers' views, it is evident that there are different opinions about children's involvement in school sections and activities. It is observed that a small number of children are involved in school sections, and most schools do not have diverse sports sections. Teachers support the idea that schools should follow innovations and regularly change and supplement activities. Regarding the stated claim that schools already have this type of program that includes all students of one grade, teachers are of divided opinion, that is, we have divided results where we have half of the teachers believe that schools have such programs, and half believe that they do not. Based on the obtained results, we can say that they represent a solid and positive foundation for further analysis. The information we received from parents, teachers, and physical and health education teachers provides positive indications about the potential success of inclusive sports programs. It is important to compare our findings with the state of the world and other research to gain a broader perspective. Thus, the study conducted in Slovenia aimed to investigate the impact of the sports teaching program on the physical and motor development of children aged 7 to 10 years. This longitudinal four-year study included 328 students through a pedagogical experiment. The data were collected through tests from the Sports and Education Map. Differences in the effects of transformation were investigated using covariance analysis. It was found that the sports program has a positive effect on the development of motor skills, which is particularly significant considering the declining results in the individual motor skills of children of that age in Slovenia in recent years (Jurak et al., 2006).

The improvement of students from sports departments indicates a better quality of teaching that includes a wider range of motor skills, adequate organization of work, and greater practice. Also, when it comes to the joint participation of children with developmental difficulties and children of typical development in sports and sports activities, there are interesting studies. One of these studies is a qualitative analysis of the perspectives of parents of children with intellectual and developmental disabilities who participated in the Special Olympics Unified Sports program, where high school students with and without disabilities compete on the same team (Rodríguez, et al., 2022). Based on semi-structured interviews with parents (23 of them) as part of a broader evaluation of Special Olympics unified champion schools in three US states, thematic analysis shows that parents noticed improvements in their child's social and emotional skills, including behavior and attitude, increased sense of belonging at school, creating new friendships and social opportunities, and rewarding the interactions that came from being able to participate. To implement all this, the role of teachers and all school associates is important. It is necessary to introduce as much sports content as possible, expand the subject of physical and health education in the curriculum promote inclusive education more strongly, equip schools with the necessary equipment, and look critically at all aspects of implementation. Everyone must actively contribute to this way of teaching, and further research and continuous progress in the inclusion of children with special needs in sports is key (Penney et al., 2018).

For the high-quality implementation of inclusive upbringing and education, the contribution of teachers whose goal is to make every child feel welcome, comfortable, and accepted in classes is crucial. Teachers are expected to apply new methods and forms of work in addition to all existing knowledge and skills, as well as individualize teaching and approach to each student. In addition, a special psychological approach to children with difficulties and the proper application of teaching aids and aids are needed (Karamatić Brčić, 2012). Physical and health education teachers often encounter children with developmental disabilities, which represents an enormous challenge. The choice of the most suitable form of work, the didactic-methodical approach, and the method of evaluation are very important here, along with the high-quality cooperation of a team of people, and cooperation with the child's assistant is most often required. Teachers are also expected to recognize certain difficulties in development promptly, identify the level of difficulty, plan an adapted program and curriculum, know the available didactic methodical methods, and be ready for teamwork and lifelong education. In addition, they must also recognize the difficulties of the social aspect, be ready to accept that child, make the maximum effort to cooperate with the child, and thus be a true example of inclusive education, which will be followed by other students, teachers, professional associates and the environment in which the child is (Boras, 2019). In the research (Doukeridou et al., 2011), 32% of teachers are not considered competent to work with children with special needs, and 33% are considered competent, so opinions are divided, as in our research, but it is inevitable that everyone needs additional education.

The attitudes and beliefs of teachers about inclusion and children with special needs not only affect their approach, work, methods, and acceptance of these children but can also affect the attitudes of other students, parents, professional associates, and everyone else involved in the child's wider circle of people. Attitudes about inclusion are not innate but learned, and that is why this factor is extremely important in the implementation of inclusion. Often, negative attitudes and beliefs are the biggest obstacle to the implementation of inclusive education. Positive attitudes of teachers about inclusion often depend on their experience with children with special needs. Factors that influence teachers' attitudes are the availability of professional help in teaching, class size, and the difficulty of work and workload in general. Changes in attitudes involve significant changes in conceptions and roles of behavior, therefore this change is also very demanding and slow (UNESCO, 2005).

Such thoughts were confirmed in a foreign survey in Sweden, where the majority of physical education teachers are positive towards inclusion, and those who have more experience with children with special needs are particularly positive, which shows how attitudes change through the implementation of inclusive education. Positive attitudes are based on adequate training, institutional and school support, and quality resources (Jerlinder et al., 2009). In the implementation of inclusion and inclusive education, it is important to look at the competencies of physical and health education teachers. Their level of knowledge about children with special needs, their difficulties, and the necessary adaptation of procedures and/or content is crucial in the implementation of inclusion. They are the key factor, they must have enough understanding, patience, and sensitivity, but also all the necessary knowledge they have acquired through schooling and working with children, which they must then put into practice. The most important thing is their willingness, and effort to adapt as much as possible, prepare individualized programs, and educate themselves so that through a theoretical and practical approach they can

be the best example of inclusive education for all children, but also for other participants in the education system.

5. CONCLUSIONS

Inclusion is a very important process that involves the inclusion of all students in curricular and extracurricular activities, as well as the entire community. The maximum inclusion of all children is one of the main goals of the modern approach to the educational system, and in this context, schools and all participants in the educational process place great importance on the quality implementation of inclusive education. Teachers, physical and health education teachers, and parents themselves play a special role and importance here, therefore their views on inclusion and the introduction of inclusive sports programs in the educational system of schools are of crucial value. Physical activity has been proven to have a positive effect on a person's physical and mental health. Likewise, involvement in sports activities contributes to the socialization of children, encourages equality, and contributes to the normal development of all students. For this reason, it was very important to examine the views of parents, teachers, and physical and health education teachers about the introduction of the mentioned programs into the educational system of schools, their readiness for work and competence, as well as their importance and significance. Inclusion and inclusive education in all spheres, especially in sports, has always been a demanding and complex problem, and although physical and health education teachers have a large role in that process, this paper also examines their parents and certain obstacles to their realization. Sports activities have great potential to include and positively influence students of all age groups, youth, and adults.

Sport does not discriminate, and offers everyone an equal opportunity to participate. Everyone can be found in sports, from various games, gymnastics, dancing, swimming, football, athletics, basketball, volleyball, handball, martial arts, and other curricular and extracurricular activities that can also be adapted to all the needs of the child. According to all the above and the analysis of the obtained results, we conclude that inclusive sports programs would represent innovative and refreshing additional activities in the school system. These programs could provide a new perspective and contribute to a positive atmosphere in schools. It is important to adapt them to all students and devise adequate financial structures to ensure successful implementation. Inclusive sports programs have the potential to improve not only children's physical health and sports skills but also to promote inclusion, teamwork, and social interaction within the school community. Based on the data collected, further research and development of inclusive sports programs is recommended to ensure that every child has the opportunity to participate and thrive in sports activities regardless of their abilities or disabilities. This paper provides a basis for further planning and implementation of inclusive practices in the educational system and highlights the importance of continuous engagement of all participants in creating a supportive environment for all students.

Acknowledgment

The authors would like to thank each participant for their effort and time.

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