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**Examination of Disability Sport Studies
and Modules in Selected Sport
Management Master Programs**

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Abstract

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A document analysis was conducted on the curriculum of 15 sport management programs across four continents on the globe. To examine the disability sport studies and modules in these selected programs, a total of 341 different modules were assessed and analyzed through repetitive and identification of keywords related to disability sports, disability studies, and Paralympic sport in reading the curriculum.

The results show that, out of the 341 modules, only five contains disability studies and its related contents. The figure represents only 3 programs and accounts for 0.8%. A secondary methodology of interviewing faculty members also revealed that, two additional programs discuss

disability sports related issues through case studies in classes, however, it happens seldomly and inconsistent. The absence of a defined infusion approach and specific disability sports issues to align with the sport management curriculum proffers a direction to clearly understand the phenomena and cause for increase in knowledge in the field. The paper also show that, competencies of sport management faculty in disability and Paralympics were minimal.

The complexity of this field could adopt the infusion framework involving scholars and the players in the Paralympic and disability spectrum to share knowledge and teach holistic sport management curricular, inclusive of disability sport studies.

Keywords : Disability Sports, Modules, Infusion, Curriculum, Sport Management, Paralympic

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Chapter 1. Introduction

1.1. Background - Defining Disability

“Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

The redefinition of disability makes a clear distinction between the concepts of impairment and disability. Impairment concerns the biological and disability is about the social - the impact of the wider social context on those impairments which result in disability and further limit the opportunities and experiences of individuals with disabilities (Hargreaves, 2000). Oliver (1996) points out further distinctions between the medical and social models of disability. From the medical perspective, disability is a problem specific to individuals and the barriers and problems they face are due to physical limitations or mental losses, which are independent of the wider social context.

On the contrary, the social model of disability views the problems of disability squarely within society which fails to meet the needs of individuals with disabilities, or to address the environmental, cultural,

ideological and political barriers that disable and restrict individuals with disabilities. Thomas (1999: 60) further extends the debate by taking psycho-emotional well-being into account, arguing that, "Disability is a form of social oppression involving the social imposition of restrictions of activity on people with impairments and the socially engendered undermining of their psycho- emotional well-being".

As Swain, French and Cameron (2003: 23) indicate, "Disability ceases to be something that a person has, and becomes instead something that is done to the person". With the social explanation, people with disabilities have turned attention to "the real problem of disability: the barriers they face; the patronising attitudes they have to deal with; the low expectations that are invested in them; and the limited options available to them. (Swain, French and Cameron, 2003: 24).

Accordingly, Imrie (1997) suggests that the key solution to changing the situation of individuals with disabilities is to change the societal perceptions of disability and attitudes towards them. The World Health Organization (WHO) Report of 2011 highlights that, the lack of access to facilities, inclusive services and the negative attitudes of people are the elements that hinders the full contribution and participation of Persons with

Disabilities in the society. It has moved from merely a health condition and environmental interaction of Persons with Disabilities.

It is estimated that 15% of the world's population or (more than 1 billion people) live with some form of disability. Of this percentage 2-4% (approximately 200 million people) experience significant difficulties in functioning, and these numbers are steadily increasing. (World Health Organization, 2011). On the other hand, “Disability affects hundreds of millions of families in developing countries.

Currently around 10 per cent of the total world's population, or roughly 650 million people, live with a disability. In most of the Organisation for Economic Co-operation and Development (OECD) countries, females have higher rates of disability than males. Rates of disability are increasing due to population ageing and increases in chronic health conditions - among other causes.” – (Disabled World).

For the purpose of this research, a person is defined as having a disability if he or she has difficulty performing certain functions (seeing, hearing, talking, walking, climbing stairs and lifting and carrying), or has difficulty performing activities of daily living, or has difficulty with certain social roles (doing school work, working at a job or around the house). A person who is unable to perform one or more activities, or who uses an

assistive device to get around, or who needs assistance from another person to perform basic activities, is therefore considered to have a disability (Agbenyega, 2003; Avoke, 2002; Michailakis, 2003).

With the coming into force of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD), in December 2006, many countries have accordingly ratified and infused into their national laws. As of December 2014, 153 countries had ratified the Convention with summing to 159 signatories. Article 30, Paragraph 5 of the Convention states underlines its relations to sport: ¹

“Article 30 Section 5: Participation in cultural life, recreation, leisure and sport. However it seems with the steady achievements in the ratifications by nations, there is more work to do in terms of its implementation. Inclusive development schemes has been educed in recent

-
- 1a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
 - b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
 - c).To ensure that persons with disabilities have access to sporting, recreational and tourism venues;
 - d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;
 - e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

times to integrate Persons with Disabilities (PWDs) in areas of education, employment, health, transport and other spheres of the society.

As the Millennium Development Goals (MDGs) curtails its achievement in 2015, the United Nations (UN) at its General Assembly in 2013 proposed the establishment of the Sustainable Development Goals (SDGs) to dovetail the Post-2015 (Millennium Development Goals). In their draft proposal, issues pertaining to inclusion of Persons with Disability (PWDs) is vividly highlighted in relation to education, growth and employment, inequality, accessibility of human settlements, as well as data collection and monitoring of the Sustainable Development Goals (SDGs).

The growing popularity of the Paralympic Games over the years places enormous emphasis on offering opportunities for Persons with Disability to participate in sport to inspire and excite the world. However, there have been growing concern of how barriers can be mitigated across all spheres in the society to fully integrate Persons with Disability.

In developed countries, Sport has been utilized as an effective medium to promote social inclusion of Persons with Disability (PWDs).

Among some of the cases are the 1988 Summer ²Seoul Olympic Games and the London 2012 Summer Olympic Games.

The increasing visibility and acceptance of people with disabilities in society along with the expansion and globalization of sport, recreation, leisure, and physical activity opportunities for people with disabilities goes a long way toward advancing greater access, opportunity, and inclusion for athletes with disabilities in sport (Fay, 2011). One dimension to look at the issue is education on Disability in the school system from elementary to graduate school.

The number of people with disabilities involved in sport and physical recreation is steadily increasing around the world. Athletes with disabilities are demonstrating their athletic abilities and gaining increased recognition in both the able-bodied and disability sport contexts (DePauw & Gavron, 2005; Tynedal & Wolbring, 2013).

² “Even now there are many Koreans feeling shameful to have physically or other disabled members in their family. They hide them and this is why the ministry has only been informed of 900,000 disabled persons when there are over four million disabled Koreans in our estimate. The Paralympics have awoken many Koreans who have been asleep by uprooting prejudice against the handicapped. Koreans saw the athletes running and laughing with their friends and realized that the blind sympathy or over-sensitivity for the disabled is not appreciated. Gradually they started to accept the athletes as they are and very slowly they became aware of the indifference of their friends and family members hidden behind the wall of excessive protection or shame. No single event in Korean history has so radically changed our society in such a short space of time.” Kow-Kwi-Nam President Seoul Paralympic Organising Committee

They have gained opportunities to practice sport with the aid of technology driven assistive devices such as prosthetics running blades, track wheelchairs among others. The Paralympic Games and other Sport-for-All programs across the world has opened ways for Persons with Disability to showcase their talents and abilities. Often, they achieved the feats through collaborative facilitation of Non-governmental organizations (NGOs), National Sport Governing bodies (NSGBs), National Federations (NFs) and International Federations (IFs).

1.1.1. The Paralympic Movement – From Past, Present Into Future

The Paralympic Movement is a global network of organizations brought together through their commitment to provide sporting opportunities for Para athletes, that is, all athletes from grassroots to elite, and through the belief to contribute to a better world with equal opportunities for all individuals (International Paralympic Committee).

The zenith of the Paralympic Movement is the Paralympic Games which is held every four years right after the Olympic Games. It has evolved from a small gathering in Stoke Mandeville of British World War II veterans in 1948 to become one of the largest global sporting events. Sir (Dr.) Ludwig Guttmann of the Stoke Mandeville Hospital introduced the Sports for Disabled as a form of rehabilitation for injured British soldiers

suffering from spinal cord injuries in the early 1940s. The first event had only two (2) 'teams' comprising 14 men and 2 women, all former military personnel with dilapidated wheelchairs.

According to Sherrill (1993: 53), the term Paralympic was previously used only by the spinal cord injured population and "represented the compounding of two worlds: paraplegia and Olympics" as the early events were for wheelchair users only. Since the 1980s, when with the Paralympic Games included athletes with a variety of disabilities and increased their link with the Olympic movement, the title Paralympics signified its "para-llel" status to the Olympics (Davis, 1996).

Although modern-day disability sport was initially underpinned by the medical model of disability, the Paralympic movement in recent years has "embodied a shift away from the medical model of disability toward a social model of disability" as the Paralympic Games has become more in line with Olympic sport with increasing competitiveness and a focus on results and records (Hargreaves, 2000).

The classification system is a crucial feature of competitive disability sport as it is designed to enable fair competition by grouping athletes into categories. A disability - specific classification system was initially used and athletes were classified in groups according to their impairments. For

example, in the Seoul Paralympic Games in 1988, there were seven classes for wheelchair users, eight classes for athletes with cerebral palsy, nine classes for athletes with amputations, nine classes for les autres athletes, and three classes for visually impaired athletes.

Since the 1992 Barcelona Paralympic Games, a sport-specific classification system has been implemented in which athletes are grouped according to their functional ability in the sport instead of their impairment. The new system not only decreases the number of classes and improves the standard of competition (Thomas, 2003) but also signifies the shift of the focus from the clinical impairments of athletes to their sport abilities.

Comparatively, the success of the Games, since the trail blazer that was held simultaneously with the 1948 London Olympic Games shows the significant development of the Sport and its future prospects. The Games have gone through many phases; sport classifications, impairment classifications, Winter Paralympic Games, sponsorships, establishment of National Paralympic Committees (NPCs), equipment designs, performance records, qualification systems, adoption of the World Anti-Doping Agency (WADA) Code, Paralympic Games legacy et al.

Table 1. Summary of Progress Participation in the Paralympic Games

| NO. | YEAR | VENUE | NATIONS | ATHLETES | VENUE |
|-----|------|------------------|---------|----------|-------------|
| 1. | 1960 | Rome | 23 | 400 | Rome |
| 2. | 1964 | Tokyo | 22 | 390 | Tokyo |
| 3. | 1968 | Tel Aviv | 29 | 750 | Tel Aviv |
| 4. | 1972 | Heidelberg | 42 | 1004 | Munich |
| 5. | 1976 | Toronto | 40 | 1560 | Montreal |
| 6. | 1980 | Arnhem | 42 | 2000 | Arnhem |
| 7. | 1984 | Stoke Mandeville | 41 | 1100 | Los Angeles |
| | | New York | 45 | 1750 | New York |
| 8. | 1988 | Seoul | 61 | 3500 | Seoul |
| 9. | 1992 | Barcelona | 82 | 3500 | Barcelona |
| 10. | 1996 | Atlanta | 83 | 4000 | Atlanta |
| 11. | 2000 | Sydney | 123 | 4000 | Sydney |
| 12. | 2004 | Athens | 135 | 3810 | Athens |
| 13. | 2008 | Beijing | 146 | 4011 | Beijing |
| 14. | 2012 | London | 164 | 4,237 | London |

The Movement is constructed around the core values of courage, determination, inspiration and equality. This shared philosophy also forms part of its vision to “*Enable Paralympic Athletes to Achieve Sporting Excellence and Inspire and Excite the World*”.

It represents a strong message and driver for many initiatives carried out by its diverse membership. The membership draws together various perspectives and backgrounds including the National Paralympic Committees (NPCs) representing the national view, the sporting angle through the International Federations (IFs), the regional perspective through

the Regional Organizations and the view of the International Organizations of Sports for the Disabled (IOSDs).

The affiliated membership which obliges to the IPCs constitution thrives through its human resource and ability to garner support to develop Paralympic sports and open up opportunities for nurturing talents. Thus, sport managers will remain core to the successful governance of Paralympic sport organizations and drive innovation into the future.

1.1.2. Disability Sport Studies

Disability sport is a term that refers to sport designed for, or specifically practiced, by people with disabilities. People with disabilities are also referred to as athletes with disabilities or Para-athletes. Disability Sport studies may therefore be termed as the teaching of the sports related to Persons with Disabilities encompassing all the other multi-disciplinary field of disability studies.

In this context, our major focus is on the health, social, humanities, art and management science related to Disability sport.

Disability studies is an academic discipline that examines the meaning, nature, and consequences of disability, as a social construct. Initially the field focused on the division between "impairment" and

"disability". It is an inter-disciplinary field that covers medicine, science, sport, social science, humanities, management and health.

It also comprises the complexities of research into history, ethics, social and policy framework and arts. Until the last 20 years, the academic or non-academic field of Disability Studies was certainly non-existent. In a report by the New York Times, this new phenomena received a boost as result of passage of the American Disabilities Act in 1990. According to the American Census Bureau, the number of persons with disability will increase by 21 percent between 2007 and 2030. It further stated that, Disability Studies as a standalone course was only taught as part of medical and health curriculum in various universities across the United States.

Moreover, it also highlighted that, the first disability studies program emerged at Syracuse University in 1994, paving way for a new dimension to the field, dissociating it from the medical and health curriculums. A lot more universities followed suit, offering Disability Studies in the Undergraduate and Graduate and other certificate program levels. As of now, there are stand-alone Ph.D in Disability Studies in various Universities in the United States, which was pioneered by the University of Illinois Chicago.

The Field of Sport Management has grown predominantly across the west. However, what remains is the inquisition into whether Disability sport studies is encouraged to meet the growing education in Disability Studies and Sport Management. Will the normative of Disability be more advanced if a lot more students study Disability Sports independently or otherwise infused in Sport Management curriculum? Due to the constant changes in the business environment, technology advancement, sport managers, like their counterparts in other fields, need to upgrade themselves continuously to cope with all the changes or potential changes. In addition, the professional preparation institutions of sport managers also require periodic feedback from the industry to determine if changes pertaining to the related programs are necessary.

1.2. Purpose of Study

According to a new study by A.T. Kearney, a global management consulting firm in 2014, the sports industry is expanding globally at a rate higher than GDP growth. Industry players are ready to tap into this growth to increase profit, enhance brand value as well as drive economic development. The market for sports events—including revenues from tickets, media rights, and sponsorships—opens tremendous opportunities for

the actors of this industry provided they pay attention to the key value drivers and manage carefully their business models.

The global sports industry is currently employing highly trained and skilled professionals who are innovative leaders, creative thinkers, analytical and pragmatic to meet the challenging pace of changes in economics and lifestyle that will define the growth patterns in tomorrow's sports business marketplace. At the elite level, sport has moved from being an amateur pastime to a significant industry.

Sport has now become a global business contributing immensely to the economic growth of countries and its people. Both the Olympic and Paralympic Games attract billions of revenues from broadcasting, ticketing and marketing brands. National Sports Organization are also accruing its fair share of this global economic benefits, for developing their grassroots sports and competitions.

Managing sport organizations at the start of the twenty-first century involves the application of techniques and strategies evident in the majority of modern business, government, and nonprofit organizations. The current technological revolution in sport competition and sport management requires managers capable of delivering quality and successful events to excite the world.

As a result, training of Sport Management professionals has become critical to meet the demands. Over the past 30 years, there has been a growing introduction of sports management programs from undergraduate and master's-level and PhD courses to MBAs with a sports management concentration in different institutions across the globe. Sport Management programs are continuing to gain grounds in colleges and universities across the globe.

The aim of these sport programs are to train the best professionals to meet the human resource market demand that will manage sports facilities, international sport organizations, organize national and mega-sport events, marketing and sponsorship et al.

Of much concern is the absorption of Sport Managers into various National Olympic Committees (NOCs) and National Paralympic Committee (NPC). The quadrennial Summer Olympic and Paralympic Games remains the biggest global multi-sport event till date. It remains the highest focus not only for national Governments and athletes, but the sport business organizations. The Paralympic Games has gained popularity in recent years and it is increasingly attracting global support though it still remains shelved as compared to the Olympics in terms of viewership and media coverage.

A strong literature base is needed for faculty to effectively infuse information about disability sport related concepts into their sport management courses (Shapiro, Pitts, Hums, & Calloway, 2012) so as to ensure sport management students receive a well-rounded education of the sport business industry inclusive of the disability sport segment in which they may eventually pursue a career.

The question therefore is, are the curriculum in these programs inclusive enough? Do they factor or infuse syllabus of Disabilities studies to also meet the current needs of the Paralympic Sport Movement? How knowledgeable are these professionals in the Paralympic Sport classifications, branding, facility management, event organization, history, marketing and organizational governance.

It is very crucial to analyze the current literature, identify the gaps in teaching sport management programs as well as increase the knowledge base of professionals in the emerging field. Another dimension is the sharing of experiences on a broader base of improving inclusion of the disability sports literature.

Disability and inclusion have come up on the high agenda in international matters such as the United Nations (UN), World Health Organization (WHO) and many governments' engagements. According to

the United Nations, persons with disabilities are constantly faced with discriminations, societal barriers and negative perceptions as they go about their lives. It permeates different strata in the society; education, health, employment, facilities, transportation and even sports.

However, with the recognition of sports as an enabler to mitigate some of these factors, social inclusion is eminent on the agenda. The power of sport is widely accepted as transformative tool to bridging the gap between persons with disabilities and persons without disabilities. By learning the aspects of persons with disabilities, it does not only increase understanding among these two groups but significantly contribute to the larger inclusion efforts.

Whiles global sport is increasingly expanding, with more persons with disabilities finding solace in sport, it has become apposite for the sport management field to access its strength in contributing to this inclusiveness propositions. In producing masters in the field who are versed in the tenets of the Olympic and Paralympic movement, the subject directly and indirectly will address the needs of inclusion in the larger context.

With this focus, diversity in the knowledge of trained professionals would be relevant in the growth of global sport industry. It would also significantly position professionals in a pole position of policy making and

implementation for both national and international settings. Notably among them are the United Nations Convention on Persons with Disabilities (UN-CRPD) which has in it sports components, the now Sustainable Development Goals (SDGs), National Disability acts, Sport for Peace and Development initiatives, UNESCO policies, World Health Organization (WHO) policies, Advisory for hosting the Paralympic Games, International Paralympic Movement policies and guidelines. These could also enhance the career prospects of professionals through innovation and leadership.

Additionally, this research would strengthen the literature of sport management proposals by the apparent dissection of the existing knowledge, the challenges that may be envisaged and make recommendations for integration.

Most of all, this study would serve as a requirement for the partial fulfilment for the award of a Master Degree in Sport Management from the Department of Physical Education in Seoul National University.

In reference to the four key questions, three objectives were devised to ascertain the phenomenon and assist in the findings;

(1) to identify the current gaps in teaching sport management in relation to disability sport, (2) to identify and increase the knowledge of professionals and faculty in the emerging field and (3) to explore and share

experiences on a wider base to improve inclusion of disability sports studies in the literature. These objectives would further direct this study to proffer recommendations to address any insufficiencies and thus contribute to future directions in the field.

Chapter 2. Literature Review

2.1. Relevant Review of Literature

This study seeks to review available related literature in the field of Sport Pedagogy for Disabled. Theoretical concepts that is reviewed includes Physical Education, Adaptive Physical Education, Inclusion and a content analysis of previous research related to this study.

2.1.1. Overview of Disability

Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives.

Disability is the result of negative interactions that take place between a person with an impairment and her or his social environment. Impairment is thus part of a negative interaction, but it is not the cause of, nor does it justify, disability.

Impairment is defined as an injury, illness, or congenital condition that causes or is likely to cause a loss or difference of physiological or psychological function. Disability on the other hand is explained as the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers.

Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers. People with disabilities have the same health needs as non-disabled people – for immunization, cancer screening. They also may experience a narrower margin of health, both because of poverty and social exclusion, and also because they may be vulnerable to secondary conditions, such as pressure sores or urinary tract infections. Evidence suggests that people with disabilities face barriers in accessing the health and rehabilitation services they need in many settings.” (World Health Organization, WHO).

Disability has its own creation stories: stories about where disability comes from; stories that give meaning to disability; stories that create disabled people, disability truths, disability experts and entire disability industries (Clare 1999, Snyder and Mitchell 2006, Titchkosky 2007).

2.1.2. Physical Education and Inclusion

The study of Physical Education has increased significantly over the years but it leaves room for improvement. The consumption of sports, understanding and other forms of physical activities plays an important role in shaping the philosophy of the society and human growth. World Organizations like the United Nations Education and Scientific Organization (UNESCO) advocate strongly through other United Nations

Agencies (UNA) to advocate for the continual teaching of Physical Education in schools.

Research indicates that regular physical education activities included in children's school curriculum produces physical, psychological and intellectual benefits. According to Sherrill (2004) and DePauw and Doll-Tepper (2000) physical education must be supported as an integral part of comprehensive education.

Inclusion has been the most important global issue with regard to the education of children with disabilities over the last thirty years. The movement for inclusive education has supported the broader goal of the disability movement to promote social integration and equality for people with disabilities.

Indeed, more and more students with disabilities have been educated in mainstream classrooms. But are they fully included in all aspects of school life like their non-disabled counterparts? Do all children learn that disability is a natural element of human diversity?

Other emphasis is placed on the integration of Persons with Disabilities into the general educational mainstream, removing barriers to ensure their participation in sport, recreation and leisure. This has led to the

massive Pedagogy in Adaptive Physical Education, very predominant in the United States of America (USA).

The process of inclusion has been discussed by many who think that segregating the educational setting is not equal education, and that the methods of delivering educational programs influence the child being taught (Winnick, 2005). Inclusion involves a project of shared exploration and cooperation between schools and communities as a means of challenging and overcoming exclusionary attitudes and practices in education.

(Armstrong & Moore 2004) describes this as a continuous and revolving process which is deeply affected by the society. The process can be either short-term, medium-term or long-term.

Inclusive Education stands for an educational system that encompasses a wide diversity of pupils and that differentiates education in response to this diversity. Mittler (2000), describes inclusion, as a philosophy paradigm that calls for the placement of students with diverse abilities and disabilities (ranging from mild to severe) into general education classes with peers in their neighborhood schools.

Booth (1996) described inclusive education as a process of addressing and responding to the diversity of needs of all learners through

increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Similarly, UNESCO (2003) defined inclusion as a developmental approach that, “.....seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.”

Infusing of Physical Education and practice are still bedeviled with empirical and conceptual challenges. Previously, it was common for learners with disabilities, especially intellectual disabilities or physical disabilities, to be educated in special schools or segregated institutions. However, inspired by the desire to meet Education For All (EFA) and the Millennium Development Goals (MDGs) Governments has enhanced the move toward making all learning institutions more inclusive. This has resulted in an unprecedented influx of learners in all schools.

Furthermore, special schools particularly for learners with physical disabilities have opened-up to integration of learners without disabilities. This has posed challenges in teaching methodologies as well as facilities in these schools. Physical education teachers in these schools are required to include all learners in their physical education lessons. However, a physical education lesson for an inclusive class presents a teacher with a range of issues beyond the context of an ordinary or a special classroom setting. This

includes the physical nature of the activities, the use of specialized facilities and equipment and the dynamics involved in grouping and organizing learners within physical activities.

The matter is quite complicated when dealing with learners with physical disabilities, whose wide range of disabilities requires the teacher's expertise and knowledge in instructional techniques. Such issues are more exacerbated by the physical diversity of disabilities among the learners such that more often than not, each category of physical disability may require an individualized adaptation (Bailey & Robertson, 2000). As such, the physical education teachers are fundamental to any meaningful physical education lesson for an inclusive class (Morley et al, 2005). Given that text books are rarely used in physical education, effective teachers should be instrumental in selecting, organizing and programming physical.

Including Disability Sport Studies in higher education would also require the training of scholars in the curriculum to be adept in the knowledge of the field to effectively impart to students. This approach will require a systematic infusion.

Research has shown that inclusive education results in improved social development and academic outcomes for all learners. It leads to the development of social skills and better social interactions because learners

are exposed to real environment in which they have to interact with other learners each one having unique characteristics, interest, and abilities.

The non-disabled peers are expected to adopt positive attitudes and actions towards learners with disabilities as a result of studying together in an inclusive setting (Baker, Wang, & Walberg, 1994). Thus, inclusive education lays foundation to an inclusive society accepting, respecting and celebrating diversity.

2.1.3. Disability Sport in Higher Education Curricula

Traditionally, university and college faculty have emphasized discipline based research, teaching, and service. This is also true in the academic discipline of sport management. As such, disability issues are often considered the exclusive province of specialty fields for rehabilitation counselors or special education professionals, and sub disciplines such as adapted physical education.

Including knowledge about individuals with disabilities in the curricula is important. However, infusing knowledge about disability throughout the curricula should be the goal (Rizzo et al., 1997).

Ferguson (2006) provides eight reasons for infusing information about disabilities into the general curriculum:

1. People with disabilities are one of the largest and least understood minority groups in the United States and the (world).
2. Ignorance feeds discrimination and stereotypes.
3. To eliminate stereotypes, we first have to see them and challenge the assumptions behind them.
4. Familiarity breeds comfort, not contempt.
5. We should recognize the important contributions people with disabilities have made throughout history.
6. Disability is part of the diversity we should celebrate in society.
7. Our literature, art, and popular entertainment are full of imagery and portrayals of disabilities.
8. Race, gender, and disability are related throughout history (Ferguson, 2006).

The infusion approach does not require the elimination of all coursework in sport for people with disabilities; rather information about sport and individuals with disabilities would be infused throughout the curricula (Kowalski, 1995).

The “infusion model” proposed by DePauw and Goc Karp (1994a) has been implemented by many (e.g., Craft, 1994; Doll-Tepper, 1996; Rizzo, Boradhead, & Kowalski, 1997) and provides an opportunity for sport

management faculty to have a model approach to help prepare sport management professionals for the 21st Century. DePauw and Goc Karp (1994a) defined infusion as a systematic approach to integrate knowledge and understanding of disability and disability issues throughout the curriculum.

Although the conceptual framework for infusion is not new, the works of DePauw and Goc Karp (1994a, 1994b), Kowalski (1995), and Rizzo et al. (1997), who have advocated for the infusion approach for physical education and kinesiology programs, can be modeled while focusing specific attention on the theoretical perspectives and specialized training of sport management professionals (DePauw & Doll-Tepper, 2000).

Indeed, sport management scholars have argued that “a body of knowledge is supposed to reflect and define a field” (Fielding, Pitts, & Miller, 1991, p.1) and that the “textbook can be far-reaching because the information is used in the classroom, field, and research” (Pitts & Danylchuk, 2007, p. 41). Some sport management textbooks are including content specific to disability sport.

The Hums and MacLean (2008) textbook on governance and policy in sport organizations has a chapter on Paralympic sport. Similarly Ammon, Southall and Blair in their 2004 sport facility management text dedicate a

chapter to ADA requirements. Most issues covered tend to include legal, social, and educational mandates such as the Rehabilitation Act, Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (Rizzo et al., 1997).

The 2011 text *Critical Essays in Sport Management* by Gillentine, Baker, and Cuneen includes a chapter addressing disability in sport by Hums and Hancock (2012). While these authors have specific chapters relating to disability and sport, the sport management research literature in journals includes very little.

According to studies analyzing the content of some sport management journals, research about disability sport is only minimally present (Pedersen & Pitts, 2001; Pitts, 2002; Pitts & Danylchuk, 2007; Pitts & Pedersen, 2005).

The infusion-based curricula model is one in which theoretical constructs or content are systematically interwoven throughout the curricula (Rizzo, et al., 1997). Curriculum infusion encourages students and faculty to reflect upon the origins, purposes, and consequences of their actions related to individuals with disabilities as well as on the materials and ideological constraints embedded in the social contexts in which they work. Knowledge from an infusion perspective should be broad, allowing for the examination

of practical and theoretical knowledge as well as invoking moral and ethical reasoning (Rizzo et al., 1997)

Strategies to infuse knowledge about disability include traditional lectures in which sport for people with disabilities is mentioned, guest speakers on disability and sport by athletes or directors of disability sport organizations such as Special Olympics, an assignment to review a videotape or attend a disability sport event, or an assignment to evaluate the accessibility of sport facilities.

Examples of content that could be infused at this level include: (a) lecture on people with disabilities as an industry segment in an Introduction to Sport Management course; (b) sport governance in which Paralympic structures, mission, financials and current issues in sport industry segments such as scholastic sport, campus recreation, recreational sport, intercollegiate athletics, professional sport, the Olympic and Paralympic Games are studied; (c) sport marketing and promotion where sponsorship for athletes with disabilities, corporate involvement and Paralympic licensed products are addressed, and in which media coverage or growth of attendance at disability sporting events at the local, regional, national, and international levels is discussed; (d) legal issues in sport where applications of the American Disability Act (ADA) are examined; (e) current trends in

which doping policies and procedures and integration of athletes with and without disabilities in the same competitions are debated; (f) sport facilities management in which modified or specially designed facilities for persons with a disability or sharing of Olympic/Paralympic venues are discussed (Hums, Moorman & Fay, 2003; Hums, Mooman & Wolff, 2007).

Information about individuals with disabilities can be infused into discussions of technology and sport products development and apparel for diverse markets with regard to wheelchair technology or technology in prosthetic design. A discussion of sports products such as universal weight training machines plays a critical role in marketing fitness clubs to persons with disabilities. Discussions regarding the ethics of competing with modern technology can ensue, including the issues of competitive advantage or opportunities for athletes in developing nations to access and/or afford such technology.

In the economics of sport, when discussing professional teams or sport associations, we can include discussions of the National Wheelchair Basketball Association, The Wheelchair Rugby Association, Dwarf Athletic Association, or National Disability Sport Alliance.

In their sport marketing textbook, Mullin, Hardy and Sutton (2007) outline a model for understanding what they label as the sport product core

elements (e.g., product, price, place, promotion, and public relations). Such a model can be directly applied to learning about the sport product core elements associated with the Paralympic Games, other world disability sport competitions such as the World Fencing Competition or Deaflympics as well as grassroots sports organizations such as local Special Olympics basketball tournaments.

At the inclusion level multiple inter-related learning experiences occur within a given class or across the curricula. Student and faculty commitment to the acquisition of knowledge is increased and enriched by multiple exposures and related learning experiences (DePauw & Goc Karp, 1994a, 1994b). While there is no guarantee that professors are covering disability material included in a textbook into their curriculum, its very presence encourages professors to add it into their lectures, discussions and presentations.

Sample inclusion activities include two or more lectures on disability topics pertinent to the selected course, volunteer experiences incorporating journal writing in which students record ways in which they perceive and think about individuals with disabilities in relation to the work context, or lectures on disability topics followed by class assignments, and coverage during examinations.

2.1.4. Level 2 Inclusion

In a sport marketing class would be demonstrated by having students compare Olympic and Paralympic Games marketing, or construct strategic marketing plans for disabled sport organizations to attract and retain volunteers to work those events. In a sport media class a unit of several lectures could address broadcast and print media coverage of disability sport (e.g., Paralympic Games, Special Olympics World Games), and the growth in disability sport and media and information distribution (Hums, Moorman & Wolff, 2007). Similarly, in an information technology sport class, a unit could address internet coverage of disability sport (Hums, Moorman & Fay, 2003), including information on ParalympicSport.tv.

In a legal issues in sport course, inclusive topics could consist of advocating on legal issues for athletes with disabilities, and/or the study of pivotal court cases (E.g., Casey Martin or Tatyana McFadden or Oscar Pistorius), and arbitration situations affecting youth, intercollegiate and/or professional sports for athletes with and without disabilities.

At facility management class, the instructor could go beyond discussing the legal requirements of the ADA to introducing the concept of universal design. According to the Institute for Human Centered Design (2011, para. 1), “Universal Design is a framework for the design of places,

things, information, communication, and policy to be usable by the widest range of people operating in the widest range of situations without special or separate design. Most simply, Universal Design is human centered design of everything with everyone in mind.”

2.1.5. Level 3-Inclusion

At the third level, infusion, disability topics and issues are interwoven throughout the curricula, becoming an integral and natural component of each course. Knowledge, application, and synthesis are required within each class as well as throughout the curricula. Ownership, understanding, and appreciation of disability issues evolve during and after the infusion of knowledge (DePauw & Goc Karp, 1994a; 1994b). Faculty and students attitudes will change following infusion. Examples of infusion include practicum experiences, including internship opportunities with disability sport organizations.

While highly competitive in nature, students should be encouraged to apply to the internship program offered by the International Paralympic Committee (IPC) in Bonn, Germany, the Special Olympics, International organizations of sports for the disabled (IOSD), IPC recognized international sports Federations, National Paralympic Committees (NPCs) as well as to the Local Special Olympics office. When all the parts of an

infusion approach can be utilized, sport management students receive a rich combination of theoretical and practical information about the disability sport and physical activity movement (Hums, Moorman & Fay, 2003).

2.1.6. Implementing an Infusion Based Curricula Model

Initially it is important to secure the commitment of the faculty to the infusion of knowledge about disability throughout the sport management curricula. This requires not only the recognition of disability sport topics and issues but also the desire and willingness to educate students about them. The entire university faculty should be responsible for developing an accurate frame of reference to guide students in selecting and using content knowledge for diverse populations (Kowalski, 1995).

Awareness and understanding of the importance and value of disability education are key (DePauw & Goc Karp, 1994a; 1994b). In addition to internal support, external support such as grants, partnerships and cooperative agreements with agencies servicing persons with disabilities can be added incentives for departments. In-service training for faculty is another key element necessary for success and may vary depending on the faculty member's commitment to diversity and understanding of disability and disability issues.

When resistance to infusion results from a lack of knowledge or confidence to present knowledge, course-specific material could be developed to assist faculty members in preparing course outlines, lectures, and other class materials. When resistance comes from those who believe there is no time to include additional information, a conversation among colleagues is warranted regarding strategies for adding content to class discussions rather than as an additional unit (DePauw & Goc Karp, 1994b)

2.1.7. Benefits of Infusion

Benefits of infusion apply to faculty, students, individuals with disabilities, and society in general. Specific benefits of infusion include (a) increased knowledge and understanding of disability, individuals with disabilities, and issues of equity; (b) increased commitment to disability issues and concerns of individuals with disabilities; (c) increased collaboration among colleagues; (d) acquisition of new skills by higher education faculty; and (e) increased ownership and commitment to disability and elimination of stigma (Rizzo, Broadhead, & Kowalski, 1997; DePauw & Goc Karp, 1994a).

Research indicates that the brain organizes information by seeking to perceive and create meaningful patterns and conversely, resists developing patterns from information which is isolated and unrelated. For maximum

teaching effectiveness, a student should have the opportunity to create meaningful and personally relevant patterns within an integrated and experience-based curriculum (Kowalski, 1995).

Faculty members and university students will be the initial recipients of increased knowledge and understanding of disability. Attitude changes will result from an integrated educational approach that fosters inclusive thinking and attention to significant social and ethical issues, most notably equity and valuing diversity. Those trained through an infusion approach will carry their enhanced knowledge, understanding, and acceptance of individuals with disabilities into their workplaces. The most obvious beneficiaries of an infusion approach are individuals with disabilities. One of the single greatest benefits of an infusion approach is the creation of an affirming environment and inclusive society.

With increased inclusion and infusion of disability sport throughout the curriculum, students and faculty may be encouraged to increase their scholarship of people with disabilities and sport, the disability sport market, governance of disability sport organizations, and organizing successful events that include athletes with disabilities. This work would then enhance the sport management literature, which, in turn, could be used in classrooms bringing the application and theory full circle.

2.2. Constructing and Validating Competencies of Sport Managers

Toh, K. L. (1997)'s research in Lambrecht (1991) also expressed a need to develop a professional preparation program for sport management and it should be interdisciplinary. He noted that “the curricular preparation needs for the most part are housed outside the physical education department, therefore, sport management curricular programs need to be interdisciplinary, drawing on theories, concepts, and understandings from identified fields of study”

From the practitioner's point of view, the Six-Factor sport management competency model

1) that comprises governance, sport foundations, budgeting, risk management, computer skills, and communications can be used as a guideline when recruiting a sport manager. The current sport managers can also use it to determine the major areas in which they need to improve upon.

Additionally, the findings also provide the academicians with information that can be used to structure a sport management curriculum or to modify their existing curricula. The course content should emphasize more on the six competency areas deemed important by the practitioners as shown in the study.

The remaining competencies in the COSM should also deserve consideration in the curriculum structuring or modifying process.

Moreover, the following recommendations are made for further research in the area of sport management competency:

1. Further work is needed to validate the COSM using other samples, e.g., collegiate recreational sport directors. In other words, the Six-Factor Model should be tested time and again.

2. The instrument can also be applied to other countries. Whether the sport management competencies required in different countries and cultures are similar can thus be compared.

3. Because this study focused on the sport management competencies in general and did not emphasize the seniority of the sport managers, it may be replicated with more specific management level, such as entry, middle, or top levels.

4. Due to the fact that this is the first time a confirmatory factor analysis has been used in a sport management competency study, more effort should be encouraged to replicate this type of statistical analysis.

2.2.1. Content Analysis of Sport Management Journals

In another research, a content analysis (Shapiro and Pitts 2014), was conducted on the extent to which Disability Sport is available in Sport

Management Curriculum. A strong literature base is needed for faculty to effectively infuse information about disability sport related concepts into their sport management courses (Shapiro, Pitts, Hums, & Calloway, 2012) so as to ensure sport management students receive a well-rounded education of the sport business industry inclusive of the disability sport segment in which they may eventually pursue a career.

It is questionable whether the sport management journals have kept pace with the changes that have occurred in the world of disability sport or made changes to their coverage of disability sport topics to ensure their relevance to the field of sport management (Pitts & Pedersen, 2005). Sport management scholars challenged the lack of scope in the sport management research and argued for colleagues to reflect on the literature to determine the extent to which the literature accurately reflects the advancements made in the discipline and in the sport business industry (Barber, Parkhouse, & Tedrick, 2001; Olafson, 1990; Pitts, 2001; Pitts & Pedersen, 2005).

In 2005, Pitts & Pedersen (2005) emphasized that a body of knowledge should represent the defined field of study and should consist of a minimum body of basic and fundamental knowledge that is commonly possessed by members of the profession (Fielding, Pitts, & Miller, 1991).

The study examined 34 sport management journals from 2002 to 2012. The selection of journals followed a multistep process. A list of 154 journals directly and indirectly related to sport business management was developed from (a) a website labeled “sports business journals,” (b) a list of journals in Pitts and Stotlar (2013), and (c) journals known to the researchers. Journals were eliminated from the list if they ceased publication, could not be found through library or electronic access, or were published in a language other than English.

Results shown that, of the 5,443 articles reviewed in that study, merely 89, or .016%, pertained to disability sport, leisure, recreation, or physical activity. Information insufficiency was found across all sport management curriculum domains. However, this results could not be holistically ascertain the phenomenon in the body literature of infusion.

This results clearly provide a direction into this current proposed study, which intends to conduct a document analysis of specific Sport Management (Master) curriculums in variation to the Content analysis of Sport Management Journals.

The results of the present investigation suggest that sport management scholars and professionals do not identify the field of disability sport, leisure, recreation, and physical activity for persons with a disability

as part of the sport business industry. Less than one tenth of all articles published address disability sport. The small number of sport scientists actively studying disability sport also may contribute to the insufficient productivity to advance the field significantly (Reid & Prupas, 1998). These results provide empirical evidence that the discipline of sport management is falling short in providing literature representative of people with disabilities.

Shapiro (2014) posits “that sport business management students should be afforded a curriculum and a body of knowledge inclusive of the vast diversity of the sport industry world, inclusive of disability sport”. Data were analyzed qualitatively and quantitatively.

2.2.2. Future Directions

The previous study has revealed, however, the gaps and voids for which disability sport has not been studied. Future research could involve examination in these areas to provide the literature a more inclusive approach to the study of disability sport in relation to the field of sport management.

In light of recent efforts of government to stipulate accessibility and inclusion for people with disabilities into all sport domains, scholars in sport management should consider making an effort to study the many facets of

disability sport, perhaps even considering policy to encourage research such as, formal addition of disability sport management to the sport management curriculum guidelines, special issues in sport management journals about disability sport and disability sport management, conference sessions about infusing disability sport into the classroom and curriculum, and conference sessions about the disability sport industry and jobs.

This has the potential to not only enhance the knowledge base in the field but can facilitate cross-cultural studies of similarities, differences and strategies to better address the needs of athletes with disabilities and the preparation of future sport management professionals.

According to Gillentine (2012), one area for future research in sport management is diversity, which can help encourage innovative thinking, and potentially influence professors who direct dissertation work in this area. This in turn, would produce new faculty members who are used to dialogue about diversity (Kelly, 2007).

2.3. Research Questions

These four questions were formulated to meet the objectives of this study. They are;

RQ1. What are the current modules of sport management curriculums currently taught?

RQ2. What are the disability sport modules employed in the Sport management curriculums?

RQ3. What are the competencies and knowledge of the sport management faculty in relation to disability sport studies?

RQ4. How are the Disability Sport Modules infused into the general sport management curriculum and taught by the faculty?

Chapter 3. Method

3.1. Sampling

This Chapter discusses the research design and the other procedures for administering the research instruments for data collection. Other considerable factors like the instrument design, ethical issues, selection of sample and methods are also discussed in the ensuing sections. Data analysis criteria that was applied in the study is copiously explained.

This paper followed a non-probability sampling technique in the selection of its subjects. This approach was based on the researcher's judgement and criteria of the sport management programs.

In view of that, a purposive sampling was used in selection the programs for both document analysis and interviews. This is because, the programs are similar in nature and interest and facilitated in answering the research questions.

Fifteen (15) different sport management programs clustered across the globe were randomly selected, not necessarily representing the whole population of the sport management programs available. (Table 2). They represented four (4) continents; North America, Europe, Oceania and Asia.

The criteria for selection were based on the similarities of their program objectives, listing in the North American Society for Sport

Management (NASSM) and the rankings of Postgraduate sport courses by the Sport Business international magazine (2014); best 25. In the NASSM list, they were selected by their top rank in the respective countries and continent as well as feature on the Sport Business rankings.

Much focus were placed on the programs that has its mission as training the next generation of sport leaders for the growing sport industry and sport organizations.

A total of eight (8) programs out of fifteen (15) emanated from the rankings, while they had stance in the NASSM recognized list. The NASSM, one of the most reputed Sport Management Associations provides a credible database of sport management programs and professionals across the world. With their mission to promote, stimulate, and encourage study, research, scholarly writing, and professional development in the area of sport management - both theoretical and applied aspects; it served as a goldmine to assess information on the programs under study.

Apparently, World Association of Sport Management (WASM) was the first point of call, since it the parent umbrella of sport management but had information insufficiency. No programs was found in their database, hence resorting to the NASSM.

The interview also followed a maximum variation sampling method where a corresponding number of fifteen (15) participants were contacted to elicit diverse perspectives in answering the research questions. The human subjects involved also were set in a category, however, it had room for the program to choose whoever to answer the interview. For the purpose of this research, the interviewees are represented by pseudonyms to satisfy the objectivity and ethics.

3.2. Procedure

The objective of the study is to examine the disability sport modules in sport management curriculums. A qualitative analysis approach and reasoning was used for this purpose since little is known about the phenomenon under study. One of the uses of qualitative research is to investigate the phenomena of which very little is known (Miles & Huberman, 1994). It extensively studied the different curricula of the different sport management programs in the selected sample.

A qualitative approach using a descriptive multiple design was used in this study. A study design is the in-depth study of instances of phenomenon in its natural context and from the perspective of the participants involved in the phenomenon (Gall, Gall, & Borg, 2007; Robson, 2002; Yin, 2003). By this method also, it can assist us to interpret

and better decipher the complexity of the phenomena under discussion and lead further research in future. The reality of the given situation is fully explored in the context examined.

By this approach, the researcher effectively employed carefully selected qualitative techniques in the sampling, data collection and analysis that guided in the discussions of results. Invariantly, this study is largely composed of textual data that directly answers the research questions.

As such the study was conducted in two methods; (1) document analysis and (2) semi-structured interviews. These two methods are among most commonly utilized in qualitative research; and were specifically selected to aid this research in obtaining the particular kind of data to meet the objectives.

3.2.1. Document Analysis

Document analysis, very applicable in qualitative research defined a desired direction for this particular study. To examine the concept of disability sports studies in the sport management modules as well as its infusion, the relevant literature and appropriate materials were sourced to understand the current existence of those contents.

Eugene Bardach (2009) states that, “in policy research, almost all likely sources of information, data, and ideas fall into two general types:

documents and people” (p. 69). This will comprise all appropriate documents related to the studies of the sport management curricula in the selected programs.

Lindsay Prior (2003) conducted extensive work on the use of documents in research and claims that “in most social scientific work, of course, documents are placed at the margins of consideration”. Max Weber’s assertions provides insightful discussion regarding the nature of documents in organizations:

- a. documents form a field for research in their own right, and should not be considered as mere props for action.
- b. documents need to be considered as situated products, rather than as fixed and stable things in the world.
- c. documents are produced in social settings and are always to be regarded as collective (social) products.
- d. determining how documents are consumed and used in organized settings, that is, how they function, should form an important part of any social scientific research project.

In approaching documents as a field for research we should forever keep in mind the dynamics involved in the relationships between production, consumption, and content. The document analysis could

however be supplemented with the interviews, to further obtain such information's that may be otherwise missing.

In this study, the primary method is document analysis. It examined all available documents concerning the selected sport management modules. The document analysis approach could answer three out of the four research questions and still meet the objectives. Thus, question one, two and four set the criteria for this method.

3.3.2. Interviews

This second method utilized in this study were interviews. (Kvale, 1998; Creswell, 1998) explained that, interview is a conversation with the purpose of obtaining qualitative description of the real world of subjects with the respect to interpretation of the meaning behind a participant's experience.

Interview was chosen as one of the main methods of collecting data in this study and apparently, answering the research questions. A semi-structured open ended questions were used to interview the selected participants. The advantage of using interview in this study is its adaptability in adjusting the questions in the process of the interviewing. In other words, the interview could also answer all the four research questions, however, complementing the document analysis.

This method enabled further probe, clarification of concepts, and follow ups of specific response from the participants. As such, it was useful in gaining insight and context into the topic, while allowing the respondent to describe what was important in the area.

One of the major advantages of interview is it probes deeply into the respondents answers to obtain opinions and feelings of the informant (Gall et al., 2003; Yin, 2003). As a supplement, it was envisaged that not all participants could be available for this exercise due to the complex nature of reaching them.

The main questions were designed to focus on the substance of the research problem and to stay on target with addressing my research questions. Seeking brevity can lead to “richness” which means that “interviews can contain many ideas and different themes,” often including those that I did not anticipate being part of my study.

3.3. Data Source and Collection Technique

In collecting data for the document analysis, information were retrieved from the websites of the fifteen respective programs. Comprehensive data relating to the full curriculum, course contents, or syllabus as presented on the websites indicating the current module were gathered.

The keywords of the program titles were not tied specifically to the words – ‘Sport Management’. Flexibility was at play in the program titles named as; Sport Administration, Sport Business Management, Sports Industry and Business, Master of Business (Sport Management)’. These were the scope that pertained to final selections.

Another source of document scrutiny were gathered from the vision, mission and objectives page of the programs’ websites. Every one of them were thoroughly read and carefully studied to find the parameters that would answer the research questions.

Moreover, a different source visited were those programs catalogued and recognized by International Sports Organizations like the international Olympic Committee. Yet, another similarities emerged in the list of programs with those on NASSM.

They also included relevant downloadable documents found on the websites, relating to the official modules and curriculums of the program. They were categorized and coded accorded to their continental representation.

The interviews were conducted over the internet in electronic mail. This method was applied due to the geographical locations of subjects. Only

one face-to-face interview was conducted, out of the fifteen. Although less costly, the response rate were very low.

They primarily targeted the program coordinators, program directors, faculty head or any representative in the selected sport management programs.

The interview was specific to seek direct short answers to the research questions. They contained structured questionnaire would be administered to participants of this study.

Respect for study participants was primly observed in conducting this email interviews. Committee to ensuring the autonomy of research participants as well dignity of all research participants was duly respected.

The psychological readiness of participants in order not to exploit them was also observed in the consent stated in the interview. Participants were admonished to be objective as possible to have accurate answers to the questions.

Another factor was ensuring that research is transparent to the participant and other subjects that may tap into the findings.

As stated earlier, informed consent was implemented to ensure that participants understand what it means to participate in the research study so

they can decide in a conscious, deliberate way whether they want to participate.

Since question one was obtained through the document gathering, the interviewees answered the following three open-ended questions.

1. What are the Disability sport studies and modules (courses) employed in the Sport Management Curriculum? [It involves everything related to Paralympic Sport subjects]
2. What are the competencies and knowledge of the Sport Management faculty in relation to Disability Sport Studies?
3. How are the Disability Sport Modules infused into the general Sport Management curriculum and taught by the faculty?

Appendix A contains the interview protocols as sent to participants

3.3.1. Scope and Timeline

The study was conducted within two months immediately after the proposal was approved. Interviews and documents analysis methods were all employed in the period. Whilst the documents were retrieved, the interviews were sent simultaneously. A great deal of anticipations of responses from the participants was the order since it relatively took long to start receiving feedbacks.

Alongside, the researcher explored extensive literature on the study to organize the data from the documents.

3.3.2. Data Analysis Technique

Due to the qualitative nature of the research, it used an in-depth textual narration to describe the findings. As stated earlier, the study seeks to answer four relevant questions in meeting the objectives.

The questions;

- (1) what are the current modules of sport management curriculums currently taught?;
- (2) what are the disability sport modules employed in the Sport management curriculums?;
- (3) what are the competencies and knowledge of the sport management faculty in relation to disability sport studies?; and
- (4) how are the Disability Sport Modules infused into the general sport management curriculum and taught by the faculty?

3.3.3. Analyzing the document data

Document analysis was measured in a categorical framework by inductive reasoning. In analyzing the text word by word manually, Inductive Thematic Analysis (ITA) of qualitative research present a good guideline in discussing the findings of this study.

Inductive thematic analysis (ITA) which is one of the common qualitative data analysis method employed in the social, behavioral, and health sciences becomes useful here. (Guest, MacQueen, & Namey, 2012) further describes ITA, “process consists of reading through textual data, identifying themes in the data, coding those themes, and then interpreting the structure and content of the themes”. It could be done with Qualitative analysis software or implemented manually.

In furtherance, triangulation guided in the discussions to compare with other previous similar researches, both qualitative and quantitative.

3.3.4. Criteria for analyzing Themes in the documents

Appropriate list of keywords were earmarked and followed to examine the contents of each of the curriculums selected. If any of the respective curriculum contained the keywords, they were selected holistically.

Harvey (1990: 13) indicates that, "The process of assimilating and reflecting on the data and the research process is the most difficult but also the most crucial part" of the critical research process. He suggests "multiple reading of data" as one analytical approach in critical research which is in accordance with the analytic technique that Borkan (1999) describes as "immersion/crystallization".

This was the analysis strategy I adopted in this research. It involves the researcher delving into the data by repeatedly reading the material, often in a chronological way, until reaching familiarisation which includes linking the themes emerging from the data with previous reading and experiences.

Then the data is segmented into different selected themes and is subsequently copied and cross-referenced to be put under the relevant themes or sub-theme.

In regards to that, the keywords that drove the themes are in examining the modules are;

- a. Disability
- b. Persons with Disabilities (PWD)
- c. Paralympic
- d. Parasports
- e. Para-athletes
- f. Disabled Athletes
- g. Amputee
- h. Wheelchair

The programs were given special code numbers to aid in the discussions, according to the different universities and the continents. (Table 2)

Table 2. Program List

| No. | PROGRAM CODE | CONTINENT | NAME OF PROGRAM |
|-----|--------------|---------------|---|
| 1. | 001 | Asia | Master In Sport Management |
| 2. | 002 | Asia | Master's Programme In Sport And Olympic Studies |
| 3. | 003 | Asia | Master In Global Sport Industry |
| 4. | 004 | Australia | Master Of Business (Sport Management) |
| 5. | 005 | Australia | Master Of Sports Management |
| 6. | 006 | Europe | Master In Sport Administration |
| 7. | 007 | Europe | Master Of Advanced Studies In Sport Administration And Technology |
| 8. | 008 | Europe | International Master In Management, Law And Humanities Of Sport |
| 9. | 009 | Europe | Master In Sport Management |
| 10. | 010 | Europe | Master In Sport Management |
| 11. | 011 | Europe | Master In Sport Management |
| 12. | 012 | North America | MSA/MBA In Sport Administration |
| 13. | 013 | North America | Master Of Human Kinetics – Sport Management |
| 14. | 014 | North America | MS In Sport Management |
| 15. | 015 | North America | Master Of Sport Science (Sport Administration Emphasis) |

3.3.5. Analyzing the interview data

In analyzing the interview data, two steps were used. Firstly, it compared the answers with the corresponding information obtained from the data. Secondly, quotes that supplement the information which is hitherto missing in the document data of the corresponding program is highlighted to contribute to the discussions.

Although quite minimal responses from the interviews, it provided substantial information since it is a secondary data.

Chapter 4. Findings

4.1. Disability Studies and Modules in the Documents Analyzed

In total, 341 different modules were examined across 15 different sport management programs (universities), together with their corresponding objectives, mission and vision. (Appendix A)

Three of the fifteen 15 programs examined had certain disability sport and disability related modules, explicitly listed in the content. In assessing individual modules that contained disability sport component, program 001 in Asia had three modules, Program 006 and 007 located in Europe equally had one modules each. (see. Table 3).

Table 3. Results of Manual Analysis of Modules

| No. | PROGRAM CODE | NUMBER OF DISABILITY STUDIES IDENTIFIED | NAME OF MODULES |
|-----|--------------|---|--|
| 1. | 002 | 3 | 1. Olympic and Paralympic History 2. Sport and Persons with Disabilities 3. Olympic and Paralympic Education |
| 2. | 006 | 1 | International Wheelchair and Amputee Sport |
| 3. | 007 | 1 | Disability Sports |
| | TOTAL | 5 | |

This represent an insignificant number of five out of 341. It however clearly indicate the information insufficiency but definitely not a representative of the larger population.

4.2. Disability studies and modules deduced from the Interviews

Five of the 15 interview participants reached, responded to the questions representing 26% response rate. They were from Program 001 and Program 002 in Asia, Program 005 in Australia, Program 009 in Europe and Program 013 in the North America.

Four respondents indicated that, they have no specific disability sports studies and modules in their respective curriculums. The other one explained that, they have stand-alone named modules that treat the subject of disability sport and Paralympic sports in general.

The first research question was not included on the open-ended interview, since the answers had already been obtained from the websites in data.

These are how the program participants responded to the open ended questions.

Question 1: What are the Disability sport studies and modules (courses) employed in the Sport Management Curriculum? [It involves everything related to Paralympic Sport subjects]

In the open-ended question, Program 001 indicated that, there are no specific disability sports modules taught in the curriculum. The respondent further added **that**;

.....there are disability sports or adaptive physical education course in our department.., apart from that, our current curriculum have no component as such

In sharp cross-examination, the program also shown none as such, confirming the non-existence of a module name with disability in the 30 different modules taught in their program.

Program 005 from Australia also stressed, - "...we do not have any disability-specific subjects in our program." confirming the data listed in their 12 course curriculum.

In a slightly different perspective, Program 009 from Europe which shows no disability sports studies in the modules studied responded that,

We do not have any specific disability sports modules. However, discussions of disability emerge from discussions about diversity which take place in modules such as "Sport Management Theory and Practice" and "Sport Markets and Industries". These modules focus on sport provision around the world

Lastly, Program 013 from North America also highlighted a different dimension similar to Program 009 in their response;

Our university does not have any stand-alone courses that specifically address disability sports. However, there are some courses that likely address some aspect of it within our curriculum.

Program 002 on the other hand responded affirmatively the existence of disability sports modules in their program. Not only is the module taught

in one-off infusion, but also spread through a 10-lecture teaching design incorporating a wide thought and perspective on both disability and Paralympics in general.

..the disability studies module is made up of 10 lectures which give a broad perspective on disability as well as Paralympic sports

It is important to recognize that, the second open-ended question sought to seek knowledge about the competencies of the faculty teaching the sport management program. This question is necessary to answer the third research question of;

Question 2: What are the competencies and knowledge of the Sport Management faculty in relation to Disability Sport Studies?

Program 009 in Europe explained in response that all of their course staff are aware of disability sport. They went on; "...they [course staff] are aware of the barriers and constraints that participants face in terms of access, and the barriers that National Governing Bodies (NGBs) face in terms of getting funding for their sports. At our university, we have a large "Disability Sport Research Centre" and so it is a component of the structure and culture in our program".

Program 001 also affirmed that, even though they recognize the importance of Disability sports and Persons with Disabilities in the sport

management setting, they currently has limited number of faculty with competence in the field.

Presently, there is only one person among the 18 faculty members who has knowledge in the field of disability sports, and taught that in one of the modules.

In addition, program 013 emphasized the availability of faculty members with knowledge in the disability field.

We have two faculty within our sport management program who would have some competence and knowledge in this area. One is an expert in the Olympic Movement who would know about Paralympic Sports from its role within the Movement. Another colleague who is a sport sociologist does research on the experiences of marginalized populations and teaches students about the challenges and opportunities facing Disability Sport in some of her classes.

Program 005 again confirmed that, almost no one among their faculty possess competencies in the disability field.

Program 002 stated that, two of their faculty hold higher degree and experience in disability sport and Paralympic education respectively.

To examine the inclusion of disability sports aspect of this study, the last research question recalls: How are the Disability Sport Modules infused into the general Sport Management curriculum and taught by the faculty?

In answering the third open-ended question, which simultaneously answers the fourth research question, program 005 explained that, they occasionally use examples or illustrations from disability sports in classes like sport governance. On the contrary, they are purely incidental, not a regular exercise.

Program 013 stated that;

..the inclusion is done informally, by way of examples and case study discussions within the broader courses.

The respondent added a note that, although disability sports has not been a focus in their curriculum,

this small survey has made him to realise that perhaps they need to integrate more of this [disability sports studies] into their curriculum

“Many modules involve an aspect of “excluded groups” which disabled people often feature in, despite the recent publicity about disability sport through the Paralympic Games. For example, one module called The Sport Industries asks students to research 2 traditionally excluded groups and examine possibilities for change.” – This was how Program 009 explained their infusion in the broader sense. Additionally, the same method applies in their undergraduate program modules.

Program 001 on the other hand responded that, apart from the one faculty member who teaches disability in his module, there are no other else. In addition, they acknowledged the need to increase the knowledge in the field of disability sports.

Chapter 5. Discussion

5.1. Summary of Findings

This study through document analysis and interview enabled the researcher to cover a broad database of sport management curriculum from different continents and programs. It further gave room to discover the empirical evidence that relate to disability sports modules in the general sport management curriculum.

These revelations lead us to revisit the research questions and the theoretical framework that meet the objectives of the study.

In analyzing the current modules of sport management curriculums currently taught by the selected programs, similarities were found in the particular programs offered. Despite the design, and enormity, various Themes in the modules cuts across. Students in these top programs are taught in common themes such as; Sport humanities, Sport Event Management and planning, sports governance, sports organizations, sport media and communications, sport marketing, sport technology, sport economics and finance. Another common factor is the shift to globalization of sport which is revealed in almost all the modules.

DePauw and Goc Karp (1994) emphasized the need for professionals and faculty to expand their knowledge to meet the 21st century

advancement in knowledge, innovation and technology. To understand the subject under discussion, disability sports studies is nearly missing in the sport management master curriculum proven from the selected modules analyzed.

Hums, Moorman & Fay (2003), for instance suggested infusion of topics relating to technology in Paralympic sports equipment design, the doping, economics, Paralympic organization governance into the curriculum to enhance the knowledge of professionals.

The objectives and missions of the sport management master programs echoes common principles; developing talents for the growing global sport industry, developing next generation of global sport leaders, creative and effective management professional, knowledgeable students and scholars were all observed to permeate the goals of the goals.

It is evident that the Paralympic movement has grown, the Special Olympics has also evolved with time but how prepared are sport management scholars to lead this field. While this study did not seek to determine the aggregate of sport management master graduates working in the disability sports field, competence could not be determined in relation to that.

When we sought to examine the disability modules employed in the current programs, we identified minimal modules. A total of 5 disability sport modules clearly defined and listed out of 341 add to the phenomenon of insufficient teaching of the field in the curriculum. Comparing this evidence to Shapiro and Pitts's content analysis of sport management journals chart a direction for policy implication through infusion.

DePauw (1994) stipulate further that this era of change, the timing seems right for challenging the existing paradigm that is, deconstructing the existing education system and reconstructing a new one. In order for a truly integrated educational system to evolve, our understanding of disability must change.

5.2. Discussion of Interesting Findings

It was interesting to also recognize that, although not listed in the documents, the interviews revealed how some of the programs discuss the subject but in minimal instances. A higher response rate of let's say 90% could have increased the perspectives of the style. Certainly, if the secondary data of interviewing was not applied, the evidence could have been lesser.

The theory of competencies was not determined extensively due to the low response from interview respondents. However, the results shown

minimal interest in the field concerning the knowledge of faculty of sport management master programs. This does not in the same vein reflect the broader faculty competence in the field.

In exploring further in terms of infusion, it was underling that, some of these programs infuse disability studies through case studies, and discussions. This method falls in lane with the Level 2 inclusion theoretical framework developed by DePauw (1994). The approach could contribute to the boarder inclusion gradually.

5.3. Characteristics of Curriculum

In furtherance to the results, we sought to analyze the various curriculums based on five categories;

1. Sport Humanities, Research and Development
2. Sport Organization and Management
3. Sport Event, Marketing and Media
4. Sport Technology, Health and Facilities
5. Sport Industry, Finance and Commercialization

The research also set out to formulate a foundation into the curriculum analysis by comparing the mission and objectives of the respective programs.

Program 001 stipulates a clear mission, thus –

“promote global sport development through educating, supporting, and connecting future leaders in sport management”

which is similar to the objectives of the Program 002 which states that; - “developing the next generation of leaders through application of latest knowledge in the world of sport.”

However, program 002 which offers specific modules for Disability sports does not explicitly underline the inclusion in the objectives. To add more to it, these two also aims to share experiences of the past Olympic Games and mega sport events with their students.

It is also important to identify that, these two programs have a particular target of sport administrators or students they admit. It specifies that, their respective program are preferably for sport administrators from developing countries. And they do so by offering full scholarships for the admitted students.

Other Programs such as 006, 007 and 008 in Europe have exchangeable program objectives related to business, professionalism and industry. For instance, program 006 main focus is to;

“produce a new generation of effective sport managers with both strategic and operational skills and enhancing their professional expertise

for career development.” With program 007 and 008 focus on sport industry and management of organisations.

The programs in the North America’s mission are more related to developing leadership for the sport entertainment, collegiate sports, professional sport, commercial sport and Olympic studies as a minor concentration. Program defines their mission as; “preparing students in sport management by the North America Society to take up higher positions in the management of collegiate athletics as well as Olympic and commercial sport business”

Discussions on the categories

5.3.1. Sport Humanities and Development

It was realized that, all the programs have taught courses on sport humanities in their overall curriculum. With sport for development and peace imminent in present years and the critical investment in the field, many of the programs channel a modicum of attention in addressing the subject. It is also imperative for these programs to set the foundation for their program with the basic understanding in the sport humanities.

The zenith of all the requirements in the programs is the application writing of Thesis to enable one obtain their degrees. Hence, Research methods courses permeates in all the programs analyzed. But as to how

students are taught and recommended to undertake research in the field of disability were not easily known. Research skills in the disability sports sector would not improve student's broad base understanding but will also contribute significantly to the inclusion agenda which is spearheaded by world governments and organizations.

In light of that, some of the individual courses identified were but not limited to sport tradition and ethics, sport history, birth of modern sport, sport sociology, sport development, sport for development and peace, sport and human development.

Meanwhile, none of these sport humanities modules addressed the issues of disability sport or persons with disability with the exception of Program 002 which has a standalone module titled; "Olympic and Paralympic History." The respondent also explained that, the course aims to expose students to the historical inchoation of the two movements so that, they could draw better inferences in the growth of sport till present days.

If we follow up on the provisions in for instance the Sport for development and peace initiatives by the United Nations and global non-governmental organization dealing in sports, addressing disability sports issues could be a bevy of development initiatives for the field. The United Nations Office on Sport for Development and Peace (UNOSDP), Youth

Leadership Program which teaches young sport to take up leadership in community and champion peace in the world do include Personas with disability. An effective way could be a collaboration with the curriculum designers to shares practices and enhance the knowledge in the field.

5.3.2. Sport Organization and Management

The effective management of sport organization has become the pinnacle of sport development in many a developed countries. Due to this, governance of sports is high on the plates of counties. All the modules that were studied teaches Sport Management and Organization. Topics like strategy, human resource management, organizational behaviors, sport labour relations, and National sports systems are all discussed in the modules relating to Sport organizations.

Inquired if students are taught about management of Paralympic Sports organization, nothing was discovered. Apparently, the generic principles of modern organization leadership and management could be adapted into the Paralympic systems. Would it be efficient to design some of the practices specifically for Disability sports organizations, considering the growth of National Paralympic Committees (NPCs) in the past decade. Could management concepts be discussed for the special population in terms of organization and strategic planning? Of another view is the

teaching of sport policies in most of the management courses. Many developing countries still grapples with their sports development due to the non-existence of a working sport policy.

Policy direction is skewed and nothing seems to work. Are recent sport management student knowledgeable in the available and functional sport policy development around the world and in particular policies for the disability movement. Government will invest in the development and promotion of sport based on a policy, strategic plan. Even, prospective sponsors aligns with certain organizations based on their policy direction. Sport policy for the special population are not discussed in the modules uncovered,

5.3.3. Sport Event, Media and Marketing

The broadcast of sport is crucial to every organization, the Olympic and Paralympic movement. Indeed, the International Olympic Committee and the International Paralympic committee derives a large chunk of their revenue from broadcasting rights. These are the monies they distribute to the National and International federations for their development. Therefore, event, media and marketing is at the core of all the programs.

Some of the courses identified were, Sport marketing, strategic marketing, Sport public relations, sponsorship, Sport branding, Planning and

operations of sport events, sport event management, social media, sport journalism among others.

In the roundup, sport need to be promoted and can be efficiently achieved through a well-organized and planned sport events. Remember, sponsors need to obtain the required mileage for their investments.

Studying the respective programs, only Program 006 in Europe dealt with a module related to sport event; International Wheelchair and Amputee sport world games organizing. During this module, students worked as volunteers in the events to add up to their theoretical knowledge of sport events for special population.

The conversation could go a step further in exposing students to the various intricacies involved in organizing community sport events, national sports events and mega sport events for people with disabilities. Could the programs introduced case study classes for the Paralympic Games, going back into history and more?

5.3.4. Sport Technology, Health and Facilities

Just like private businesses, the application of technology comes in handy in the contemporary world of execution. Technology has defined new dimensions for sport development and promotion. Sport events are manned with technology, new media is facilitated by technology, sport equipment

are designed with sophisticated technology, and technology is enhancing new innovation for sport facility construction. High performance is devised by technology. It emphasizes that, the issue of technology is prime.

Thus, all the programs are utilizing the power of technology to enrich their student's knowledge in the sport management. Program 001 and 002 offers Sport technology and biomechanics module. Others such as Program 003 and 007 have philosophical understanding of science and technology and sport technology fundamental modules respectively. On the contrary, no one of them indicates a special attention to disability sports.

It cannot be ruled out that, the Paralympic movement is ridden on technology and health to enable people with impairments participate in sports. Classification of Paralympic sports combine health and technology. Design of Paralympic sport equipment and kits are technology-based. The design of the sports wheelchairs, running blades and prosthetics are purely technological. Would it therefore not be recommended for contemporary sport management scholars to be well vested in this field?

Facilities and accessibility comes up as a cross-sectional topic discussed in all the modules. Sport facilities are being built frequently for national usages, international competitions as well as mega sports events.

Therefore, it is significant for scholars to understand and learn how to apply modern management skills to take care of these facilities.

Whilst at it, a consideration could be channeled into learning about the design and management of disability sports facilities. With the disability sports movement growing at a faster pace, scholars could contribute enormously in meeting the demands and face the challenges relating to the managing the facilities effectively.

On the issues of health, there wasn't much similarity of appearance in the programs. Program 001, 002 and 003 in Asia showcased Health modules. They were; sport health, Anti-doping and studies of the fitness industry. Program 007 in Europe also teaches a module titled "Health and Anti-doping."

The issue of doping which has become prevalent in modern sport seem to be pushing the game into disrepute. The fight could involve all stakeholders including scholars. Meanwhile, there weren't much information on such topics except the ones mentioned about. No one is absolved of this ethical canker; be it an Olympic or a Paralympian. Athletes from both sectors have been found guilty of this illegal acts.

5.3.5. Sport Industry, Finance and Commercialization

Sport commercialization was found to be predominant in the programs studies in the North American continent. The reason is primarily because of the collegiate athletics, the National Football League (NFL) and the National Basketball League (NBL) which are professional. It is however critical for them, as explained in their objectives to train their students for the vibrant sector that rakes in billions of revenues.

Perhaps, that may account for the reason why none of their modules treat the subjects related to disability sports. Looking across all of them indicates that, Sport finance and economics, sport industry, sport business, financial management of sport organizations and entrepreneurship appeared to be priority on the table.

Yet again, no specific module on disability sports was discovered in this category.

5.3.6 Reasons why disability sports modules are not taught

After the analysis, it was very necessary to investigate further if there were peculiar reasons why these programs do not teach disability sports modules.

With only three respondents to this follow-up questions, the common answer was lack of resources.

Program 013 underscored that;

“the reason that we do not have a stand-alone course in this area is a lack of resources. While this is an important area of study, we have a number of other needs within our program that must be met first.”

As a consequence, any reference to disability studies would need to be embedded into other courses offered within their curriculum.

For instance, they discuss the impact of the Americans with Disabilities Act and related Canadian legislation on the design and implementation of sport facilities and events in 'Strategic Planning of Sport Events' course.

The respondent added that; “one of their colleagues also introduces the topic of disability sport within her 'Sociology of Sport' course as well.

The second reason cooped in the reason is the availability of the human resource, thus the Professors in the field.

One of the respondents explained that, “of importance on this matter is that we do not have a dedicated person within our department who has expertise in this area to be in a position to dedicate an entire course to it.”

Additionally, two posited that, some of their faculty publishes sometimes in journals about topics on disability sports.

This assertion and reasons could provide us with a direction that, there is a huge gap to be filled and if up and coming scholars concentrate some great deal amount of resources and time, they could emerge in charting a framework and scope for teaching disability sport in sport management programs.

5.4. Implications (Theory and Practice)

This research significantly adds to the understanding of disability sport studies in the sport management higher education field. In determining the phenomenon, it has surfaced that, the sports management field, with focus on master studies do not pay particular attention to disability sports studies. This argument is necessary due to results from this study.

The results of this present survey suggest that sport management scholars and professionals do not identify the field of disability sport, leisure, recreation, and physical activity for persons with a disability as part of the sport business industry. A handle of sport management master programs address disability sport studies in their curriculum.

The less knowledge of the sport management faculty pertaining to disability sport also may contribute to the insufficient productivity to advance the field significantly (Reid & Prupas, 1998).

These results provide empirical evidence that the discipline of sport management is falling short in providing literature representative of people with disabilities. The minute gap in contradistinction with sport management journals, which proves that disability sport issues in less addressed outlines a very clear path in furthering future research in the area. Indeed, there is much work to do to advance this area of study within the sport business industry.

DePauw and Goc Karp (1994) has conceptualized a systematic approach in implementing an infusion strategy of disability sports studies in the physical education and kinesiology curriculum in the universities and higher educational institutes. Whiles this infusion approach seem admitting, it is highly suggestive for scholars and universities offering sport management master programs to engage the Paralympic and disability sports practitioners in streamlining policies and share knowledge, that could inform the development of the relevant modules for making the curriculum more inclusive.

It is understandably clear that, the field of sport management has grown into dominance since the past three decades. The globalization of sport has emerged and reinforced countries and other sectors of the society to create plans for development around sports. The drivers of various

economies and societies have evolved and revolved around sports. Health, Goods, technology and education are paramount sectors utilizing the power of sport. The Paralympic movement in recent years has relied its revision and plans around technology; the use of technology to design the equipment and facilities for Games.

Therefore, it is very imperative to focus on training creative and innovative professionals who will further drive the changes into the next century. Human resource talent is most essential in the sport management field. However, a more dynamic and rounded professional is likely adapt and lead changes in the sport industry. Producing graduates that understands sport management coupled with disability and disability sport knowledge creates an avenue for diverse professional development and wider job opportunities in the global sport industry.

Hence, the sport management curriculum pathways should be inclusive of disability sport studies. This approach could be led by retooling and revision of the standards of accreditation of sport management curriculum and program spearheaded by the Commission on Sport Management Accreditation (COSMA).

This global body whose purpose is to “promote and recognize excellence in sport management education worldwide in colleges and

universities at the baccalaureate and master's levels through specialized accreditation”, would be not only widen the scope, but significantly contribute to the policies of inclusion. This move could transcend to the other sport management bodies; World Association of Sport Management (WASM) and its continental affiliations.

The infusion of disability sport cases studies into the modules in a huge step, while efforts should be made to design modules that are specific to disability. Finally, the programs could establish network with the Paralympic movement to assess and information through internships, special lectures and forums.

5.5. Limitations

One distinctive limitation of this research is that, it only focused on Sport Management Masters programs. Even though undergraduate programs are relevant as a base for the sport management career, it was totally excluded. This kept the focus direction of the methodology and findings.

Additionally, programs with ‘physical education’ master program were not included as there are Adaptive Physical Education program that deals with disability sports. In line with this, this study kept all the focus on Sport Management Master Curriculums.

It did not also assess the number of students these programs admit and graduate within a particular period, nor the kind of careers the alumni take after graduating from the programs.

5.5.1. Future Directions

The Paralympic movement has made giant strides since its inception imbuing throughout the past decades on both national and international levels. On the same vein, it is recognizable to underscore that, disability sports in general has garnered momentum on a wider frame; ranging from mitigating negative perceptions and discriminations, advocating for social inclusion, accessibility and education of the populace about the needs of disability and persons with disability.

Disability sport studies on a higher level of education is part of the process of achieving this educational goals and contributing to the inclusion agenda. Though this study had a limited number of participants in the secondary data collection through interviews, it did have some very insightful responses. It emphasized that there are concerns of disability sports discussed but only at incidental phases.

Whiles this survey only focused on sport management master curriculums, future research could include sport management undergraduate programs as well. However, with the limited sample size of programs and

equal participants, the sample still remained small and questions for further research could be widened for a larger number of programs. Another critical factor is involving a survey with students currently in the program and assessing their interest in disability sport studies. It could also explore their understanding and determine if they had plan on working in the disability sport field, for both the undergraduate and master programs.

Future research could also explore the employability of sport management graduates from the programs in the disability sport and Paralympic industry. This will allow also for a more concrete discussion between scholars and the industry. This could further lead to the development of plans, strengthen the relations and sharing of knowledge and information that could be utilized in teaching aspects of disability sports in the class.

In finalizing this, it is encouraged for future researchers to conduct longitudinal studies on this phenomena, using the model in this study but however, focusing on continents specific, or for instance country specific.

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Appendix - Interview Protocol

SENT BY EMAIL

SUBJECT: Request for Audience [Master of Sport Management Thesis Interview]

Dear Program Director,

Seasonal compliments to you.

I would like to kindly invite you to participate in a research study examining Disability Sport Studies and Modules in the Sport Management/Administration Master program at your university, which will add to the knowledge related to Sport Management literature.

TITLE OF THESIS

EXAMINATION OF DISABILITY SPORT STUDIES AND MODULES IN SELECTED SPORT MANAGEMENT MASTER PROGRAMS

The Purpose of the study is to;

- (1) Identify the current gaps in teaching sport management in relation to disability sport,
- (2) Identify and increase the knowledge of professionals and faculty in the emerging field

(3) Explore and share experiences on a wider base to improve inclusion of disability sports studies in the literature

My name is **Williams KYEI** and the data collected in this interview will help fulfill the requirements for a Master of Sport Management Degree at Seoul National University, South Korea. I am under the supervision of my faculty advisor, Prof. Eui Chang Choi.

Participation requires of you: To objectively answer three (3) open-ended interview questions understated herewith, by just replying to this email.

There is no planned use of deception involved in this study.

Confidentiality: Your participation in this study and your responses will be kept confidential. Any reference to you will be by pseudonym, including any direct quotes from your responses. This document and any notes that might personally identify you as a participant in this study will be sealed and that only the researcher and the supervisor will have access to. They are the only people who might know who has participated in this study.

Questions

1. What are the Disability sport studies and modules (courses) employed in the Sport Management Curriculum? [It involves everything related to Paralympic Sport studies]
2. What are the competencies and knowledge of the Sport Management faculty in relation to Disability Sport Studies?
3. How are the Disability Sport Modules infused into the general Sport Management curriculum and taught by the faculty?

Your prompt response to this request would be humbly appreciated.

Thank you for your participation and accept my best sporting regards.

Williams KYEI

Master of Sport Management [Dream Together Master Program]

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국문초록

스포츠매니지먼트 석사과정
프로그램의 장애인 스포츠
교육과정분석

Williams Kyei

글로벌스포츠매니지먼트 전공

체육교육과

서울대학교 대학원

본 연구는 15개 스포츠 매니지먼트 프로그램 커리큘럼들을 4개 대륙에서 고르게 선정하여 자료를 취합해 분석하였다. 본 프로그램들의 장애인 스포츠 관련 연구들과 교과과정을 분석하기 위해 341개의 교과과정을 장애인 스포츠, 장애인 연구, 그리고 장애인 올림픽 등의 키워드를 바탕으로 분석하였다. 연구결과에 따르면, 총 341개의 교과과정 중 5개만 장애인 연구 및 그와 관련된 내용을 포함하고 있는 것으로 나타났다. 이 결과는 3개의 프로그램에서 나타났으며 이는 0.8%를

의미한다. 다음으로 교수진 인터뷰를 통해 밝혀진 바에 따르면 2개의 프로그램에서 장애인 스포츠 관련 내용들이 다뤄지고 사례연구들이 진행되고 있지만, 이는 불규칙적이고 빈도수가 매우 적게 나타나고 있는 실정이다. 이렇듯 장애인 스포츠 관련 이슈들이 스포츠 매니지먼트 과정에서 다뤄지지 않고 있고, 이는 본 분야에 대한 관심과 비중을 둘 필요가 있다는 것을 말해주고 있다. 본 연구는 또한 장애인 스포츠와 올림픽에 대해 박식한 학자가 부족하다는 것을 보여주고 있다. 따라서 학자들은 물론이고 장애인 선수들도 함께 정보를 공유하고 서로 가르칠 수 있는 스포츠 매니지먼트 커리큘럼을 도입하는 것이 시급한 실정이다.

주요어: 장애인 스포츠, 교과과정, 도입, 커리큘럼, 스포츠 매니지먼트, 패럴림픽

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