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Visually disabled athletes' reasons of starting sport and their expectations in Turkey

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The purpose of this study is to determine visually disabled athletes' reasons of starting sport, and their expectations from sport in Turkey. Totally 100athletes with visual disability in Turkey (26 individual sport, 74 team sports) participated in the research. Athletes with visual disability answered the questionnaire which was prepared by researcher. The data which were obtained as a result of questionnaire were analyzed in SPSS 20.0 package program. Frequency table, correlation analysis, independent sample t test for comparing two groups, one way analysis of variance for comparing more than two groups, and LSD test were used within the analysis. According to the result of the research, when it was seen that the most important factor for athletes with visual disability in starting sports is "the effect of desire to be a globally known athlete for starting sport" (4,04), it was determined that statement which has the lowest response average is "the effect of TV channels for starting sport" (2,91). There is significant difference ($p < 0,05$) between female athletes with visual disability and male athletes with visual disability within the level of agreement to the statements "The effect of an athlete which I love for starting sport", and "The effect of media organs for starting sport". There is significant difference ($p < 0,05$) between age, and the level of agreement to the effect of physical education teacher for starting sport statement. It was determined that visually disabled athletes' reasons of starting sport do not show difference according to the level of income ($p > 0,05$). It was determined that there is a significant difference in terms of comparing having a member of family who does sport, and expectations from sport ($p< 0,05$). As a result, physical education teachers, and trainers should prepare training programs according to visually disabled individuals' reasons of starting sport, and expectations, people with disability should be rehabilitated with sport and engaged in sport more.

Keywords: visually disabled, athlete, reasons of starting sport, expectations from sport.

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INTRODUCTION

Disabled is described as a person which loses one of their physical, mental, sensorial, and social abilities because of any reasons from birth or later, has difficulties about adapting tosocial life and daily necessity and needs protection, care, rehabilitation, counselling, and supportservices. (Dalbudak, İ. and Dorak, F. and Vurgun, N. 2015). Approximately 8-8.5 million people with disabilities are recognized in Turkey. According to Tubitak's (The Scientific and Technical Research Council of Turkey) report, there are approximately 400.000 blind people in Turkey. (Gurkan, A. and Yigit, and M. Celikbilek, S. Dalbudak, İ. 2015) There are many definitions about visual disability. Some of them are these. People who have at most one-tenth of normal eye sight in their mostly-sighted eye after all necessary and possible improvements are done (Enç M. 1972).

It can be said that sportive activities positively improves psychomotor skills (balance, strength, speed, flexibility, physical fitness) of especially students with disability, and they helps them to be constructive, creative, and productive. Also, sportive activities provides mental development to students with disability, they learn the fact of winning-losing and prepare themselves. (Aracı, H. 2001). Sport; provides opportunity to people with disability to come together with healthy and disabled people and it carries out an extremely important function for integration which is aimed to be reached in special education. In such kind of environment, person with disability develops a positive aptitude to himself/herself by observing problems of other people with disability, his/her creativity is stimulated, his/her feeling of loneliness is minimised, his/her environment widens, and he/she has the chance of having a more meaningful life. (Ozer, D. 2001). Joining the sportive activities regardless of situation of disability, moving, doing exercises increase disabled person's desire to live. People with disability can eliminate loneliness by doing sport. Being able to share problems with others, making friends, learning sharing, learning making shared decision, being disciplined, socialising, learning remaining calm, discovering and developing his/her abilities, having positive feeling toward himself/herself, loving life, accepting success and failure help person to move on life. (Dalbudak, İ. 2012).

The purpose of this study is to determine reasons of starting sport, and expectations of visually disabled athletes, who deal with sport and work for being an elite athlete in our country. This study is very important for determining sociological factors about visually disabled athletes' reasons of starting sport, and their expectations, developing and expanding sport.

METHODOLOGY, OBJECTIVES AND RESEARCH DESIGN

Research Group

Research group consists of athletes with visual disability who are in Turkey in 2015-2016. 38 participants are female, 62 participants are male. Totally 100 athletes with visual disability (26 individual sport, 74 team sports) who were chosen randomly from these groups participated in the research.

Data Collection Tool

In order to evaluate visually disabled athletes' reasons of starting sport and their expectations from sport in Turkey; the studies "Turkish Athletes' Expectations from Sport, and Factors that Lead to Sport" (Sunay, H.and Saracaloğlu, S. 2003), "Factors Which Affect Elite Female and Male Volleyball Players for Starting Sport in Turkey and Their Expectations from Sport", (Bayraktar, B. And Sunay, H. 2004), and

"Reasons Of Athletes Who Do Athletics For Leading Athletics And Their Expectations", (Şimşek, D. 2005) are used.

Analysis of Data

Data which were obtained as a result of questionnaire were analysed in SPSS 20.0 package program. Frequency table, correlation analysis, independent sample t test for comparing two groups, one way analysis of variance for comparing more than two groups, and LSD test were used within the analysis.

RESULTS

When participants were examined through demographical features; 38% are female, 62% are male. 55% have middle income, 45% have high income. 8% have primary school, 30% have high school, and 62% have university level of education. Average of age is obtained as 23,64±4,79. 26% are from individual sports, 74% are from team sports. 37% stated that they have a family member who does sport.

Table 1. Descriptive Statistics about Reasons of Starting Sport

	Average	SS.
The effect of mother, father, and sibling for leading sport	3,0700	1,08484
The effect of desire to be a National team athlete for starting sport	3,9400	,96211
The effect of desire to be a globally known athlete for starting sport	4,0400	,94195
The effect of an athlete I love for starting sport	3,7000	1,21854
The effect of the environment you live for starting sport	3,4900	1,18488
The effect of peer and friend group for starting sport	3,7800	1,02079
The effect of a trainer in immediate environment for starting sport	3,6000	1,02494
The effect of TV channels for starting sport	2,9100	1,30341
The effect of media organs for starting sport	2,9400	1,39132
The effect of physical education teacher for starting sport	3,8081	1,23451
The effect of school sport facility and material for starting sport	3,4200	1,32711

When the answers of participants about reasons of starting sport are examined, it is seen that the most important factors for starting sports are "The effect of desire to be a globally known athlete for starting sport" (4,04), and "The effect of desire to be a National team athlete for starting sport" (3,961). On the other hand, statements which have the lowest response average are determined as "The effect of TV channels for starting sport" (2,91), and "The effect of media organs for starting sport" (2,94).

Table 2. Descriptive Statistics about Reasons of Professionally Doing Sport

	Average	SS.
Increasing income	3,9000	1,02986
Loving Sport	4,6162	,56617
Being informed about positive contributions of sport	4,4200	,72725
Benefiting positively from free time by doing sport	4,3900	,85156
Being loved and respected as an athlete by friends	3,8776	1,05777
Gaining pleasure with success	4,6300	,58006
Going new countries	4,5000	,67420
Finding true happiness in sport	4,2600	,91696
Being healthy by doing sport	4,6700	,49349

Table 3. Descriptive Statistics about Expectations from Sport

	Average	SS.
Being healthy and protecting health	4,5200	,67390
Having a good physical appearance	4,1818	,91878
Handling relations with environment as a popular person who does sport	3,8800	1,12169
Having university education about sport in the future	4,2500	1,01876
Gaining a scholarship from universities abroad owing to sport	4,0300	1,23464
Being a trainer	3,8300	1,30310
Being a physical education teacher	3,8100	1,39041
Having a comfortable life in terms of income	4,1200	,93506
Being a National team athlete	4,2800	,86550
Being a widely known athlete	4,2000	,93203
Joining friend groups easily	3,9800	1,04427

The answers of participants about the reason for professionally doing sport are like in the table. According to this, the most important factors in doing sport are

Table 4. Comparing Sex and Reasons of Starting Sport

		N	Average	SS	T	P
The effect of mother, father, and sibling for leading sport	female	38	3,1579	1,17465	,632	,529
	male	62	3,0161	1,03214		
The effect of desire to be a National team athlete for starting sport	female	38	3,9737	,97223	,273	,786
	male	62	3,9194	,96323		
The effect of desire to be a globally known athlete for starting sport	female	38	4,0000	,95860	-,331	,741
	male	62	4,0645	,93862		
The effect of an athlete I love for starting sport	female	38	3,3158	1,41622	-2,348	,022
	male	62	3,9355	1,02223		
The effect of the environment you live for starting sport	female	38	3,3421	1,30024	-,977	,331
	male	62	3,5806	1,10955		
The effect of peer and friend group for starting sport	female	38	3,5526	1,17858	-1,650	,104
	male	62	3,9194	,89256		
The effect of a trainer in immediate environment for starting sport	female	38	3,4737	1,10861	-,964	,337
	male	62	3,6774	,97130		
The effect of TV channels for starting sport	female	38	2,6316	1,30324	-1,688	,095
	male	62	3,0806	1,28418		
The effect of media organs for starting sport	female	38	2,5789	1,42623	-2,065	,042
	male	62	3,1613	1,33298		
The effect of physical education teacher for starting sport	female	38	4,0526	1,16125	1,567	,120
	male	61	3,6557	1,26340		
The effect of school sport facility and material for starting sport	female	38	3,2105	1,27678	-1,239	,218
	male	62	3,5484	1,35111		

determined as "being healthy by doing sport" with 4,67 answer average, "gaining pleasure with success" with 4,63 average, "loving sport" with 4,61 answer average. On the other hand, statements "being loved and respected as an athlete by friends"

(3,87), and "increasing income" (3,90) have the lowest response average about reasons of doing sport professionally

The most positive statements about expectations from sport that participants stated are determined as "Being healthy and protecting health" (4,52), " Being a National team athlete" (4,28), and "Having university education about sport in the future" (4,25). "Being a physical education teacher" (3,81) and " Being a trainer" (3,83) statements have the lowest answer average among all the expectations.

There is significant difference between female and male participants within the level of agreement to the statements "The effect of an athlete which I love for starting sport", and "The effect of media organs for starting sport" ($p < 0,05$). Male participants gave more positive answers to "The effect of an athlete which I love for starting sport", and "The effect of media organs for starting sport" statements than female participants.

Table 5. Comparing Age and Reasons of Starting Sport

		AGE
The effect of mother, father, and sibling for leading sport	R	-,147
	P	,145
	N	100
The effect of desire to be a National team athlete for starting sport	R	-,119
	P	,240
	N	100
The effect of desire to be a globally known athlete for starting sport	R	-,075
	P	,458
	N	100
The effect of an athlete I love for starting sport	R	,179
	P	,076
	N	100
The effect of the environment you live for starting sport	R	-,115
	P	,257
	N	100
The effect of peer and friend group for starting sport	R	-,109
	P	,279
	N	100
The effect of a trainer in immediate environment for starting sport	R	-,102
	P	,314
	N	100
The effect of TV	R	,119

channels for starting sport	P	,237
	N	100
The effect of media organs for starting sport	R	,165
	P	,101
	N	100
The effect of physical education teacher for starting sport	R	-,207*
	P	,040
	N	99
The effect of school sport facility and material for starting sport	R	,196
	P	,051
	N	100

There is significant difference between age, and the level of agreement to "The effect of physical education teacher for starting sport" statement. ($p < 0,05$) As age increases, the level of agreement to "The effect of physical education teacher for starting sport" statement decreases.

Table 6. Comparing Income and Reasons of Starting Sport

		N	Average	SS	T	P
The effect of mother, father, and sibling for leading sport	middle	55	3,0909	1,12666	,212	,833
	high	45	3,0444	1,04350		
The effect of desire to be a National team athlete for starting sport	middle	55	3,9818	,95240	,479	,633
	high	45	3,8889	,98216		
The effect of desire to be a globally known athlete for starting sport	middle	55	4,1455	,97026	1,241	,218
	high	45	3,9111	,90006		
The effect of an athlete I love for starting sport	middle	55	3,8182	1,15616	1,073	,286
	high	45	3,5556	1,28904		
The effect of the environment you live for starting sport	middle	55	3,5636	1,24370	,685	,495
	high	45	3,4000	1,11600		
The effect of peer and friend group for starting sport	middle	55	3,9273	1,05153	1,608	,111
	high	45	3,6000	,96295		

The effect of a trainer in immediate environment for starting sport	middle	55	3,7818	,97546	1,975	,051
	high	45	3,3778	1,05073		
The effect of TV channels for starting sport	middle	55	2,9818	1,36749	,607	,545
	high	45	2,8222	1,23009		
The effect of media organs for starting sport	middle	55	2,9091	1,41778	-,244	,807
	high	45	2,9778	1,37327		
The effect of physical education teacher for starting sport	middle	55	3,9091	1,33712	,909	,365
	high	44	3,6818	1,09487		
The effect of school sport facility and material for starting sport	middle	55	3,4000	1,31375	-,166	,869
	high	45	3,4444	1,35773		

It is determined that reasons of starting sport do not show difference according to income level as a result of T test. (p > 0,05)

Table 7. Comparing Whether There is Family member Who Does Sport in Family or not, and Reasons of Starting Sport

		N	Average	SS	t	p
The effect of mother, father, and sibling for leading sport	Yes	37	3,3243	1,24842	1,697	,095
	No	63	2,9206	,95549		
The effect of desire to be a National team athlete for starting sport	Yes	37	3,9459	,94122	,047	,963
	No	63	3,9365	,98165		
The effect of desire to be a globally known athlete for starting sport	Yes	37	4,0811	,98258	,333	,740
	No	63	4,0159	,92444		
The effect of an athlete I love for starting sport	Yes	37	3,4054	1,34287	-1,876	,064
	No	63	3,8730	1,11431		
The effect of the environment you live for starting sport	Yes	37	3,4324	1,28107	-,371	,712
	No	63	3,5238	1,13389		
The effect of peer and friend	Yes	37	3,7297	1,14622	-,376	,708

group for starting sport	No	63	3,8095	,94795		
The effect of a trainer in immediate environment for starting sport	Yes	37	3,5946	1,03975	-,040	,968
	No	63	3,6032	1,02453		
The effect of TV channels for starting sport	Yes	37	2,7568	1,27814	-,900	,370
	No	63	3,0000	1,31982		
The effect of media organs for starting sport	Yes	37	2,7568	1,44155	-1,009	,315
	No	63	3,0476	1,36108		
The effect of physical education teacher for starting sport	Yes	37	3,7568	1,25622	-,318	,751
	No	62	3,8387	1,23067		
The effect of school sport facility and material for starting sport	Yes	37	3,0270	1,40409	-2,319	,022
	No	63	3,6508	1,23339		

It was determined that there is a statistically significant difference between individuals who have family member who does sport in family, and who do not have family member who does not do sport within "the effect of school sports facility, and materials for directing to sport" ($p< 0,05$). When the answer average about the statement is examined, it is seen that views of participants who have family member who does sport in family are more negative than views of participants who do not have family member who does sport in family.

Table 8. Comparing Sex and Expectations from Sport

		N	**Average**	**SS**	**t**	**P**
Being healthy and protecting health	female	38	4,5263	,79651	,073	,942
	male	62	4,5161	,59346		
Having a good physical appearance	female	37	4,2162	,88616	,286	,775
	male	62	4,1613	,94424		
Handling relations with environment as a popular person who does sport	female	38	3,7368	1,26671	-,999	,320
	male	62	3,9677	1,02378		
Having university education about sport in the future	female	38	4,0263	1,19655	-1,736	,086
	male	62	4,3871	,87506		

Gaining a scholarship from universities abroad owing to sport	female	38	3,9474	1,16125	-,522	,603
	male	62	4,0806	1,28418		
Being a trainer	female	38	3,7368	1,32918	-,558	,578
	male	62	3,8871	1,29444		
Being a physical education teacher	female	38	3,6842	1,41622	-,706	,482
	male	62	3,8871	1,38025		
Having a comfortable life in terms of income	female	38	4,0789	,96930	-,342	,733
	male	62	4,1452	,92056		
Being a National team athlete	female	38	4,2895	,92730	,085	,932
	male	62	4,2742	,83311		
Being a widely known athlete	female	38	4,1053	1,10989	-,794	,429
	male	62	4,2581	,80847		
Joining friend groups easily	female	38	3,8421	1,17465	-1,034	,304
	male	62	4,0645	,95593		

It is determined that there is not a significant difference between female, and male participants in terms of their expectations from sport (p> 0,05).

Table 9. Comparing Age and Expectations from Sport

		Age
Being healthy and protecting health	R	,043
	P	,672
	N	100
Having a good physical appearance	R	-,027
	P	,792
	N	99
Handling relations with environment as a popular person who does sport	R	,080
	P	,428

	N	100
Having university education about sport in the future	R	,093
	P	,357
	N	100
Gaining a scholarship from universities abroad owing to sport	R	,043
	P	,672
	N	100
Being a trainer	R	-,037
	P	,712
	N	100
Being a physical education teacher	R	,023
	P	,820
	N	100
Having a comfortable life in terms of income	R	,084
	P	,405
	N	100
Being a National team athlete	R	-,005
	P	,963
	N	100
Being a widely known athlete	R	,023
	P	,820
	N	100
Joining friend groups easily	R	,037
	P	,715
	N	100

As it is seen in the correlation table, there is not a significant relation betweenage, and expectation from sport (p:>0,05).

Table10. Comparing Whether There is Family member Who Does Sport in Family or not, and Expectations from Sport

		N	Average	SS	t	p
Being healthy and protecting health	Yes	37	4,4324	,83468	-,996	,322
	No	63	4,5714	,55979		
Having a good physical appearance	Yes	37	4,0541	1,05267	-1,070	,287
	No	62	4,2581	,82850		
Handling relations with environment as a popular person who does sport	Yes	37	3,8919	1,17340	,081	,936
	No	63	3,8730	1,09974		
Having university education about sport in the future	Yes	37	4,1892	1,02301	-,456	,650
	No	63	4,2857	1,02278		
Gaining a scholarship from universities abroad owing to sport	Yes	37	3,9730	1,18992	-,352	,725
	No	63	4,0635	1,26839		
Being a trainer	Yes	37	3,7027	1,28808	-,747	,457
	No	63	3,9048	1,31633		
Being a physical education teacher	Yes	37	3,3243	1,49172	-2,643	,010
	No	63	4,0952	1,25357		
Having a comfortable life in terms of income	Yes	37	3,9730	1,09256	-1,208	,230
	No	63	4,2063	,82616		
Being a National team athlete	Yes	37	4,1081	1,02154	-1,532	,129
	No	63	4,3810	,74981		
Being a widely known athlete	Yes	37	4,2432	,95468	,354	,724
	No	63	4,1746	,92527		
Joining friend groups easily	Yes	37	3,8108	1,10146	-1,245	,216
	No	63	4,0794	1,00485		

It is determined that there is a statistically significant difference between participants who have family member who does sport in family, and who do not have family member who does not do sport in family in terms of level of agreement to the statement "Being a physical education teacher" ($p< 0,05$). When the answer averages about the statement are examined, it is seen that views of participants who have family member who does sport in family are more negative than views of participants who do not have family member who does sport in family

DISCUSSION

38 of athletes who joined the study are female, 62 of them are male. 55 of them have middle income, 45 of them have high income. 8 of them have primary school level of education, 30 have high schoollevel of education, and 62 have university level of education. 26 of them are from individual sports, 74 of them are from team sports. 37 of them stated that they have family member who does sport in family.

When the answers of participants about reasons of starting sport are examined, it is seen that the most important factors for starting sports are "The effect of desire to be a globally known athlete for starting sport" (4,04), and "The effect of desire to be a National team athlete for starting sport" (3,961).On the other hand, statements which have the lowest response average are determined as "The effect of TV channels for starting sport" (2,91), and "The effect of media organs for starting sport" (2,94). In the consequence of the study, it is seen that the least effective factor for visually disabled athletes to head for sport is the effect of television, and media organs. The result of the study that Yıldırım and Sunay (2009) did, and the results of our study have similarities. (Yıldırım, Y, and Sunay, H. 2009). In our age, mass media has great effect on society, however, the least effective factorsfrom the factors which lead visually disabled athletes to sport are television, and media organs. The factors which affect visually disabled people for starting sport are increase of education level, and guidance of physical education and sports teacher in their school.

The most important factors for visually disabled athletes in doing sport are determined as "being healthy by doing sport" with 4,67 answer average, "gaining pleasure with success" with 4,63 average, "loving sport" with 4,61 answer average. On the other hand, statements "being loved and respected as an athlete by friends" (3,87), and "increasing income" (3,90) have the lowest response average about reasons of doing sport professionally. The results of the study that Yıldırım and Sunay (2009) did, support our study (Yıldırım, Y, and Sunay, H. 2009). It can be said that sportive activities positively improves psychomotor skills (balance, strength, speed, flexibility, physical fitness) of especially students with disability, and they helps them to be constructive, creative, and productive. So, visually disabled individuals enjoy sport and they learn the fact of winning-losing and prepare themselves. We think that the reason of why gaining financial income is the least important is derived from the fact that visually disabled people think firstly the health.

The most positive statements about visually disabled athletes' expectations from sport are determined as "Being healthy and protecting health" (4,52), " Being a National team athlete" (4,28), and "Having university education about sport in the future" (4,25). On the other hand, "Being a physical education teacher" (3,81) and " Being a trainer" (3,83) statements have the lowest answer average among all the expectations.The results of the study that Yıldırım and Sunay (2009) did, support our study (Yıldırım, Y, and Sunay, H. 2009). The most important expectation for visually disabled athletes is being healthy and protecting health, it is seen that sport is important for people with disabilities. Because the secret of long life is sport.

Sport is a philosophy of life for them. Thanks to sport, they can move and do their jobs.

There is significant difference between visually disabled male and female athletes within the level of agreement to the statements "The effect of an athlete which I love for starting sport", and "The effect of media organs for starting sport" ($p < 0,05$). Male participants gave more positive answers to "The effect of an athlete which I love for starting sport", and "The effect of media organs for starting sport" statements than female participants (2). The results of the study of Yıldırım and Sunay (2009) show parallelism with our study in terms of the effect of an athlete which I love for starting sport (Yıldırım, Y, and Sunay, H. 2009).

There is significant difference between age, and the level of agreement of visually disabled athletes to "The effect of physical education teacher for starting sport" statement. ($p < 0,05$) As age increases, the level of agreement to "The effect of physical education teacher for starting sport" statement decreases. The result of the study that Şimşek and Gökdemir (2006) did supports our study. As the age of visually disabled athletes increases, they can decide about themselves. Visually disabled athletes have knowledge and experiences about sport now. They no longer need to be guided to sport.

It is determined that reasons of visually disabled athletes for starting sport do not show difference according to income level ($p > 0,05$). This is because they have common goals. Level of income does not look them different.

It is determined that there is a statistically significant difference between participants who have someone who does sport in family, and who do not have someone who does not do sport in terms of "the effect of school sports facility, and materials for directing to sport" ($p< 0,05$). When the answer average about the statement is examined, it is seen that views of participants who have someone who does sport in family are more negative than views of participants who do not have someone who does sport in family.

It is determined that there is not a significant difference between visually disabled female, and male participants in terms of their expectations from sport($p> 0,05$). The results of the study of Yıldırım and Sunay (2009) show parallelism with our study (Yıldırım, Y, and Sunay, H. 2009).Visually disabled female and male athletes have the same expectations from sports and, having disability determines them to come together in the common goal.

As it is seen in the correlation table, there is not a significant relation between age, and expectation from sport($p:>0,05$). We think that since visually disabled athletes have disability, all the age groups have the same expectations from sport.

It is determined that there is a statistically significant difference between participants who have someone who does sport in family, and who do not have someone who does not do sport in family in terms of level of agreement to the statement "Being a physical education teacher" ($p< 0,05$). When the answer averages about the statement are examined, it is seen that views of participants who have someone who does sport in family are more negative than views of participants who do not have someone who does sport in family.

CONCLUSION

As a result, necessary importance should be given to the terms Disability and the Disabled, also Inclusive education, lessons about the Disabled should be increased in the School of Physical Education and Sports and more extensive education should be given, the term disabled people should be consciously planted in the society and the human relations among disabled people should be developed in terms of society, more projects and modular program works about disabled people should be done, the environment that disabled people live should be arranged for making their life

easier, educators (physical education teacher, trainer, and sports training experts) should develop their human relations in order to know disabled people so that it can be more effective to guide them to sport.

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