

Investigating Visually Disabled Students' Attitudes About Physical Education And Sport

İbrahim Dalbudak^a, Alper C. Gürkan^b, Şih Mehmet Yiğit^c,
Mehmet Kargun^d, Gürkan Hazar^e, Feridun Dorak^f

^aSüleyman Demirel University, ^bGazi University,
^cNamik Kemal University, ^dGaziosmanpaşa University,
^eThe Ministry of Education, District Director, Ankara,
^fEge University, TURKEY.

ABSTRACT

This study aims to investigate visually disabled students', who study in the level of primary education, high school, university, attitudes about physical education and sport in terms of different variables. Totally 100 visually disabled students who are individual and team athletes and study in İzmir, (8 visually disabled athletes study in primary education; 30 visually disabled athletes study in high school; 62 visually disabled athletes study in university) attended the research. "Physical Education and Sport Attitude Scale" which consists of 12 positive and 12 negative and totally 24 items and was developed by Demirhan and Altay (2001), was used in order to survey students' attitudes. Cronbach Alpha reliability coefficient of the scale was calculated as 0.93, Criterion validity coefficient is calculated as 0.83. Data which were obtained from questionnaire were analysed in SPSS 20.0 packaged software. Cronbach Alpha reliability analysis, frequency tables, Pearson 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. As a result of the research, differences according to sex, age, education level, individual and team sport, sport status in family variables were not determined in visually disabled students' attitudes about physical education and sport ($p > 0,05$). It can be said that both two groups have positive attitudes about physical education and sport. Visually disabled students' attendance to physical education and sport activities, their beliefs that they pass their time in a better way by doing exercise and sport; physical education and sport will provide important benefit in the future, their important time allocation for physical education and sport activities show that they have positive attitude for physical education and sport.

KEYWORDS

Visually Disabled, Student, Physical Education and Sport, Attitude Scale.

ARTICLE HISTORY

Received 11 July 2016
Revised 29 August 2016
Accepted 10 September 2016

CORRESPONDENCE

İbrahim Dalbudak ✉ dalbudakibo@hotmail.com

© 2016 The Author(s). Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.



Introduction

Attitude which its scientifically examination started in 19th century means "Ready to act" in its Latin root. Since there is not an exact agreement about the term attitude just like many terms in social sciences, each definition of attitude can include different conceptualizations about what attitude is or emphasise different way of attitude (Süngü, B. 2012). Attitude; is a continuous organization of processes of motivation, excitement, perception, and learning and a way of people's own perception world. According to Hilgard et al. (1971), attitude means approaching or becoming distant to some objects, terms, and situations, and also being ready to show a certain behaviour to them. According to Franzoi (2003), attitude is person's positive or negative evaluation of an object (Güllü, M. and Güçlü, M. 2009). Attitudes can be at various degrees from most positive to most negative. Negative attitudes; can show themselves as having negative belief about objects or ideas, refusing or not liking them, having actions to them. On the other hand, positive attitudes can show themselves as having positive belief about objects or ideas, adopting and liking (Demirhan, G. and Altay, F. 2001). People are not born with having attitudes, they learn attitudes later. Oskamp (1977), stated that family, environment, and direct personal experiences have mainly effect on consisting attitudes (Güllü, M. and Güçlü, M. 2009). Beside the stated above, age of people has an important effect on consisting attitudes. Especially in childhood (between the ages of 6-12) most of the attitudes are formed by imitating mother and father. Attitudes take form in adolescence period (between the ages of 12-21). These 139 attitudes gradually crystalize or ossify in early adulthood period (between the ages of 21-30). According to Sears (1969), this period between the ages of 12-30 which attitudes take form and crystalize is called critical period. Attitudes which are obtained in this period do not change easily (Güllü, M. and Güçlü, M. 2009).

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, are called visually disabled (Enç, M. 1972). There can be visual impairment in eye because of optic nerve damage or brain damage. Sight provides 80% of knowledge and learning of people. Organ of sight completes its development at the age of three after birth. At the end of the age of six, the most mature sight is gained. Education and teaching of students with visual disability are slower than normal students. So, special teaching programs should be prepared in physical education, and other lessons and education should be given according to their sight level (TC Başbakanlık Özürlüler İdaresi Başkanlığı, Aile Eğitim Rehberi.2008).

It can be said that sportive activities positively improve psychomotor skills (balance, strength, speed, flexibility, physical fitness) of especially students with disability, and they help them to be constructive, creative, and productive. Also, sportive activities provide 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 (Özer, 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 (Alper, G. 2016). It is concluded from the study that attitude about physical education and sport for people with disability is very important.

According to different variables in this study, it was aimed to determine visually disabled students' attitudes and views about physical education and sport.

Research Hypotheses

H1: Attitudes about physical education and sport show significant difference according to sex.

H2: There is a significant relation between attitudes about physical education and sport, and age.

H3: Attitudes about physical education and sport show significant difference according to education level.

H4: Attitudes about physical education and sport show significant difference according to branch.

H5: Attitudes about physical education and show significant difference according to level of income.

H6: Attitudes about physical education and sport show significant difference according to situation of doing sport in family.

Material and Method

Research Group

Research group consists of people with visual disability who were in centre of İzmir between 2015-2016. 38 participants are female; 62 participants are male. Totally 100 people with visual disability who were chosen randomly from these groups participated in the research.

Data Collection Tool

"Physical Education and Sport Attitude Scale" which consists of 12 positive and 12 negative and totally 24 items and was developed by Demirhan and Altay (2001), was used in order to survey students' attitudes. The lowest point that can be gotten from total points of scale is 24, the highest point is 120. When averages



are used, the lowest attitude point is 1; the highest attitude point is 5. Cronbach Alpha reliability coefficient of the scale was calculated as 0.93, Criterion validity coefficient is calculated as 0.83 (Demirhan, G. and Altay, F. 2001). Scale consists of 24 items and includes 2 sub dimensions as positive attitude and negative attitude. Cronbach Alpha value of negative attitude sub dimension is obtained as 0,787; alpha value of positive attitude dimension is obtained as 0,761.

Analysis of Data

Data which were obtained from questionnaire were analysed in SPSS 20.0 packaged software. Cronbach Alpha reliability analysis, frequency tables, Pearson 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.

Findings

When participants were examined through demographical features, findings in below were achieved.

Table 1. Distribution of Participants According to Their Sex

Sex	F	%
Female	38	38,0
Male	62	62,0

38% of the participants are female, 62% are male.

Table 2. Distribution of Participants According to Their Income Level

Income Level	F	%
Middle	55	55,0
High	45	45,0

55% have middle income, 45% have high income.

Table 3. Distribution of Participants According to Their Education Level

Education Level	F	%
Primary School	8	8,0
High School	30	30,0
University	62	62,0

8% have primary school, 30% have high school, and 62% have university level of education. In addition, average of ages of participants is obtained as 23,64±4,79.

Table 4. Distribution of Participants According to Individual or Team Sport

Branch	F	%
Individual Sport	26	26,0
Team Sports	74	74,0

26% are from individual sports, 74% are from team sports.

Table 5. Distribution of Participants According to Situation of Doing Sport in Family

Situation of doing sport in family	F	%
Yes	37	37,0
No	63	63,0

37% stated that they have a family member who does sport.

Table 6. Descriptive Statistics of Negative Attitude Dimension of Physical Education and Sport Attitude Scale's Points

	Average	SS.
1. I am always possessed by fear in physical education and sport lessons.	1,4900	,68895
2. I get very bored in physical education and sport activities.	1,4500	,67232
3. I always hesitate to join physical education and sport activities.	1,3700	,59722
4. I do not make an effort to be successful in physical education and sport lesson.	1,5200	,84662
5. I attend the physical education and sport lessons because it is compulsory like other lessons.	1,5300	,75819
8. I avoid coming to the forefront in physical education lesson.	1,8000	1,01504
11. I do not want to take physical education and sport lessons in my future student life.	1,7700	1,02351
13. It is not necessary to put physical education and sport lesson in school lesson programs.	2,1100	1,28625
19. I believe that dealing with physical education and sport activities is waste of time.	1,5700	,85582
20. I do not want to do exercise and sport in my free time.	1,6800	,98350



22. I am not interested in anything about physical education and sport.	1,6600	1,06572
24. I do not suggest others to attend physical education and sport activities.	1,4600	,67300

Participants' response averages of negative attitude statements are as above. It is seen that response averages change between 1,37 and 2,11. In this context, it can be said that responses of negative attitude statements generally intensify on "strongly disagree" and "disagree" options.

Table 7. Descriptive Statistics of Positive Attitude Dimension of Physical Education and Sport Attitude Scale's Points

	Average	SS.
6. It is very enjoyable to talk about physical education and sport.	3,6900	1,26087
7. I wishfully wait the lesson because I enjoy physical education and sport.	3,7600	1,17310
9. My cooperation feelings develop in physical education lesson.	4,0600	,91916
10. Physical education and sport lesson teaches being healthy and clean.	4,2900	,82014
12. I believe that physical education and sport activities contribute people's healthy development.	4,0300	1,40314
14. I believe that physical education and sport will provide important benefit in my future life.	4,3600	1,03981
15. Physical education and sport lesson should be in school lesson programs in every year.	4,2700	,89730
16. Attending physical education and sport activities makes me relax.	4,4100	,77973
17. I believe that activities of physical education and sport bring honesty and democratic life behaviours.	4,1100	1,04345
18. I believe that time is spent in a better way by doing exercise and sport.	4,3700	1,04112
21. I allocate important time to physical education and sport activities.	3,6100	1,19675
23. Physical education and sport activities always take my attention.	4,0500	1,01876

As it is seen in the table, when the statements which have the highest point average of positive attitude dimension are determined as "Attending physical education and sport activities makes me relax." (4,41), "I believe that time is spent in a better way by doing exercise and sport." (4,37), "I believe that physical education and sport will provide important benefit in my future life." (4,36); the

statement which have the lowest point average is determined as “I allocate important time to physical education and sport activities.” with 3,61 response average.

Table 8. Analysis Results of Physical Education and Sport Attitude Scale's Points in Independent Groups According to Sex Variable

		N	Average	SS	T	P
Negative attitude	Female	38	1,6009	,44442	-0,265	,792
	Male	62	1,6277	,51783		
Positive attitude	Female	38	4,0746	,55202	-0,134	,894
	Male	62	4,0901	,56646		

As a result of t test analysis, there is not a significant difference between male and female participants in terms of their attitudes about physical education and sport ($p > 0,05$). It can be said that attitudes of both two groups are in positive way.

Table 9. Analysis Results of Physical Education and Sport Attitude Scale's Points in Independent Groups According to Age Variable

		Age	Negative attitude	Positive attitude
Age	R	1	,077	,071
	P		,443	,481
	N	100	100	100
Negative attitude	R	,077	1	-,690**
	P	,443		,000
	N	100	100	100
Positive attitude	R	,071	-,690**	1
	P	,481	,000	
	N	100	100	100

As a result of correlation analysis, it is determined that there is not a significant relation between age and attitudes about physical education and sport ($p > 0,05$).

Table 10. Analysis Results of Physical Education and Sport Attitude Scale's Points in Independent Groups According to School Type Variable

		N	Average	SS	F	P



Negative attitude	Primary school	8	1,3750	,24398	1,070	,347
	High school	30	1,6389	,54110		
	University	62	1,6384	,48355		
	Total	100	1,6175	,48909		
Positive attitude	Primary school	8	4,3125	,26633	,830	,439
	High school	30	4,1028	,61420		
	University	62	4,0457	,55660		
	Total	100	4,0842	,55826		

As a result of one-way variance analysis, it is determined that attitudes about physical education and sport do not show difference according to level of education ($p > 0,05$).

Table 11. Analysis Results of Physical Education and Sport Attitude Scale's Points in Independent Groups According to Type of Individual and Team Sport Variable

		N	Average	SS	T	P
Negative attitude	Individual sport	26	1,5641	,49064	-,645	,520
	Team sports	74	1,6363	,49051		
Positive attitude	Individual sports	26	4,1538	,65051	,738	,462
	Team sports	74	4,0597	,52479		

As a result of independent sample t test, it is determined that attitudes do not show significant difference according to type of individual and team sport ($p > 0,05$). It is seen that attitudes of both two groups are in positive way.

Table 12. Analysis Results of Physical Education and Sport Attitude Scale's Points in Independent Groups According to in Student's Family Anyone's Situation of Doing Sport

		N	Average	SS	T	P
Negative attitude	Yes	37	1,5518	,44155	-1,030	,306
	No	63	1,6561	,51446		
Positive attitude	Yes	37	4,1374	,51341	,729	,468

	No	63	4,0529	,58473		
--	----	----	--------	--------	--	--

Physical education and sport attitudes of participants who have family member who does sport in family, and who do not have family member who does sport in family do not show significant difference statistically ($p > 0,05$). When negative attitude average of group who has family member who does sport is 1,55; negative attitude average of group who has not family member who does sport is obtained as 1,65. Again, when positive attitude average of group who has family member who does sport is 4,13; positive attitude average of group who has not family member who does sport is 4,05. Attitudes of both two groups are in positive way.

Discussion and conclusion

As it is seen in the table 7, when the statements which have the highest point average of positive attitude dimension are determined as “Attending physical education and sport activities makes me relax.” (4,41), “I believe that time is spent in a better way by doing exercise and sport.” (4,37), “I believe that physical education and sport will provide important benefit in my future life.” (4,36); the statement which have the lowest point average is determined as “I allocate important time to physical education and sport activities.” with 3,61 response average. It is determined from the answers which visually disabled students gave in questionnaires that they have positive attitude towards physical education and sport.

There is not a significant difference between male and female participants in terms of their attitudes about physical education and sport ($p > 0,05$). It can be said that attitudes of both two groups are in positive way. Points of students’ physical education and sport attitude scale which is prepared by Çelik and Pultur (2011) show significant difference according to sex (Çelik, Z and Pultur, F. 2011). According to the study of Koca and Demirhan (2004), men’s attitude points show significant difference to women’s attitude points (Koca, C. and Demirhan, G. 2004). These studies show parallelism with our study. In this study, it can be evaluated that visually disabled female and male students show positive attitude to physical education and sport. Visually disabled male and female students actively attend sport from the beginning of education to the end of it without making sex discrimination and we think that socializing with sport, having a place in society and making success in also sport derive from the fact that sport is indispensable for their life.

As a result of correlation analysis, it is determined that there is not a significant relation between age and attitudes about physical education and sport ($p > 0,05$). Even if visually disabled students’ age range is different, it is seen that attitudes about physical education and sport are in positive way. By sport, people with visual disability gain independent action ability, get rid of dependency to people, can look at the life positively, and move on their life as healthy people. In brief, physical education and sport provide a new view both mentally and physically for people with disability. Even if visually disabled students’ age range is different, it is thought that their expectation from sport is same.



As a result of one-way variance analysis, it is determined that attitudes about physical education and sport do not show difference according to level of education ($p > 0,05$). Points of students' physical education and sport attitude scale which is prepared by Çelik and Pular (2011) do not show significant difference according to school type (Çelik, Z and Pular, F. 2011).

The study which was done supports our study. It is seen that attitudes of both groups are in positive way. Even if the school type of visually disabled students is different, it is thought that their attitudes about physical education and sport are almost the same because their expectation from sport is same.

As a result of independent sample t test, it is determined that attitudes do not show significant difference according to branch ($p > 0,05$). It is seen that attitudes of both two groups are in positive way. Even if branches of visually disabled athletes are different, their attitude towards physical education and sport is same. Thanks to sport, visually disabled people develop their body capacity, live fun and happiness. Sport makes tension disappear in a healthy way, prevents loosening, makes people understand how friendship and good athletics are developed and makes them feel their presence in society, and introduces them to society. In this way, it provides people's social development, makes people think positively about themselves and helps them to hold on to the life tighter. Since visually disabled athletes who are interested in individual and team sports know the features of sport, it is seen that their attitudes are in positive way.

Physical education and sport attitudes of participants who have family member who does sport in family, and who do not have family member who does sport in family do not show significant difference statistically ($p > 0,05$). When negative attitude average of group who has family member who does sport is 1,55; negative attitude average of group who has not family member who does sport is obtained as 1,65. Again, when positive attitude average of group who has family member who does sport is 4,13; positive attitude average of group who has not family member who does sport is 4,05. Attitudes of both two groups are in positive way. Points of students' physical education and sport attitude scale which is prepared by Çelik and Pular (2011) show significant difference according to people's or their families' situation of doing sport (Çelik, Z and Pular, F. 2011). It shows parallelism to our study. Even if disabled families join in sport or not, they know that physical education and sport have a positive effect for their disabled children. So, it is thought that both two groups have positive attitudes towards physical education and sport.

As a result, physical education is more important lesson than other lessons because it provides disabled students more interaction and makes them explore their different features, come to the forefront, gain self-confidence, show that they can do something in sport, socialize with society. So, physical education lesson is used as a tool and visually disabled students have positive attitude toward physical education and sport, it is thought in our study that physical education and sport have a positive effect on disabled people. It is known that visually disabled students' positive attitudes to physical education and sport, and their

holding on to life more meaningfully by being rehabilitated with sport have an important role for them to continue their general education environment successfully. Visually disabled athletes finish university and work in many institutions. Almost all of them do sport actively. As a result of many studies, it is thought that sport has a very important role on people with visual disability. It is determined that visually disabled students join physical education and sport activities; they believe that sport makes them relax, they spend their time in a better way with doing exercise and sport, physical education and sport will provide important benefit in their future life; they allocate important time for physical education and sport activities; they have positive attitude to physical education and sport.

References

- Aracı, H. (2001), Öğretmen ve Öğrenciler için Okullarda Beden Eğitimi, 3. Edition, Ankara, Nobel Yayınevi, p. 6-7
- Çelik, Z. & Pulur, A. (2011) Ortaöğretim Öğrencilerinin Beden Eğitimi ve Spora İlişkin Tutumları, Ulusal Beden Eğitimi ve Spor Öğrt. Kongresi, VAN/YYÜ Eğitim Fakültesi Dergisi Özel Sayısı, P. 115-121.
- Demirhan, G. & Altay, F. (2001). Lise Birinci Sınıf Öğrencilerinin Beden Eğitim ve Spora İlişkin Tutum Ölçeği II. Spor Bilimleri Dergisi, 12, (2), 9-20.
- Enç, M. (1972). 'Görme Özürlüler Gelişim ve Uyum ve Eğitimleri' Ankara: Ankara Üniversitesi Eğitim Fakültesi Yayınları, No: 30, S.38.
- Güllü, M. & Güçlü, M. (2009). Ortaöğretim Öğrencileri İçin Beden Eğitimi Dersi Tutum Ölçeği Geliştirilmesi. Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi, V.3, issue 2, P.139-140.
- Gürkan, A. (2016). Visually Disabled Athletes' Reasons Of Starting Sport And Their Expectations In Turkey, International Journal Of Environmental & Science Education, Originally Published By Look Academic Publishers In IJESE ,ISSN: 1306-3065, Vol. 1303-1317,
- Koca, C. & Demirhan, G. (2004). An Examination of High School Students' Attitudes Toward Physical Education with Regard to Sex and Sport Participation. Percept Motor Skill, 98, P.754-758.
- Özer, D. (2001) Engelliler İçin Beden Eğitimi ve Spor, Nobel Yayın Dağıtım, Ankara, P.1-89.
- Süngü, B. (2012). Development and validation of the pre-service physical education and sport teachers' attitudes toward children with intellectual disabilities, Çanakkale Onsekiz Mart University, Institute of Health Sciences, Department of Physical Education and Sport, Published Master Thesis, P.5.
- Türkiye Cumhuriyeti Başbakanlık Özürlüler idaresi Başkanlığı. Aile Eğitim Rehberi, Görme Özürlüler, Aile Eğitim Serisi:1. Ankara: T.C. Başbakanlık Özürlüler idaresi Başkanlığı Yayınları; 2008, p.12.