

# Determination of Attitude Levels of Teachers Working in School for Disabled Students Toward the Sportive Activities of Mentally Disabled Individuals (Muş Province Example)

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## Abstract

The main aim of this study is to determine what factors affect the attitudes of teachers working in the special education school toward their occupations. In this study, effect of teachers was investigated in terms of gender, teaching domains, sports branches and age. It was carried out with the participations of totally 40 special education teachers working in the body of Mus Province National Education in 2018-2019 education-training year. The scale of attitude toward the sportive activities of mentally disabled individuals was developed by İlhan, Esentürk, and Yarımkaya (2016) (ZEBSEYTÖ). Validity and Reliability working sample was used. SPSS 23.0 package program was used in the analysis of data obtained and finding of the calculated values. It was determined that data do not show normal distribution by performing test of normality. For this reason, Mann Whitney-U test was used for the pairwise independent groups, error margin was taken 0.05 in this study. Once the attitude scale sub-dimensions were examined, no statistically significant difference was found between the genders. When the sub-dimensions of attitude scale were examined, no statistically significant difference was found between whether the participants engage in a sports branch or not. Significant difference was not seen in the participants in terms of doing sports and age.

**Keywords:** attitude, special education, mental disability

## 1. Introduction

Individuals differ from each other in terms of physical, mental, spiritual and social characteristics. While the various individual differences between the people constituting the society may affect their all development dimensions positively or negatively, they are determinant at the point of competence and incompetency (İlhan, 2015).

The mental disability is defined as incompetency in existence of two or more conditions such as subnormal general mental functions of the individual and adaptive behaviors such as communication, self-care, domestic life, social skills, academic functions, self-guidance, health, safety, leisure times and occupation (İlhan, 2015). The mental disability is defined as incompetency seen in two or more conditions such as subnormal general mental functions of individual and adaptive behaviors (İlhan, 2016).

Since the mentally disabled individuals cannot display performance at the level of community's expectations in terms of their mental and physical activities, they have difficulty in adaptability to the environment where they live. It is also possible to observe all and even more of the positive effects which sports exert on the individuals showing normal development. Every sports activity is a social experience for the disabled individuals primarily. Besides, sports affect all individuals being in the natural environment in different ways and support all the development dimensions (İlhan, 2015).

Physical education and sport that affects all development dimensions of mentally disabled individuals and is expressed as an effective means in achieving of special education objectives may be considered among the education environment and services required to be offered to such individuals. In this context, the physical education and sports support the physical and motor development, increase the life quality, contribute into the socialization level, reduce the stress level, increase the self-respect, improve the self-sufficiency perception and minimize the behavioral problems of mentally disabled individuals (İlhan, 2016).

Disabled individuals have also biological, social and psychological requirements such as eating, drinking, loving, being loved, being accepted, being successful like other people. These requirements must be covered for these individuals to maintain their life in the social environment (Özer, 2001).

The life quality of disabled individuals may vary by depending on the cultural factors of the society in which they live. The development levels of communities in the fields of education, law, health, human rights could affect the values of disabled individuals within the society. Point of view and perceptions of individuals showing normal development in the society are also one of the important indications of the contemporary societies (İlhan, 2015).

Sports is a biological, pedagogical and social phenomenon which allows the individual to be health physiologically and psychologically, creates an order in their social behaviors and brings the mental and motoric characteristics to a certain level. In other words, sport is a phenomenon which provides the thought, soul and bodily development of the coordination and socialization among these elements (Yetim, 2000).

Sports activity is an effective mechanism which contains dynamics that will overcome the negative features in the mentally disabled individuals in it and may be considered as an almost rehabilitation means from this aspect. Social interaction opportunities and being in an active life-style may also contribute into the minimization of loneliness anxiety (İlhan, 2015).

The most important social behavior in modern communities is the respect shown toward the right to live of all individuals. While the social rights of individuals who have been affected from the incompetency in different ways are assured by the laws, the attitudes toward such individuals in practice could affect their life quality. "Mental disability" within different disability groups brings also the dependency on other people with the effect of will deficiency (İlhan, 2016).

While individuals showing normal development can learn the knowledge and skills required for them to live independently in the community, it is required to offer education environment and services that are suitable for the requirements of the students with special requirements for learning such knowledge and skills (İlhan, 2016).

Researches conducted show that participations of mentally disabled individuals into physical education and sports are at low level. It can be said that the concept of attitude which is determinant in shaping of behavior is effective among the reasons of this situation. Because attitudes are recognized as one the most important psychological features determining the behaviors and social perceptions of individuals. Researches conducted demonstrate that there is a relation between the attitude concept and participation into physical education and sports activities (İlhan, 2016).

Attitudes express what any individual feel about something. They can be shaped positively or negatively. In other words, the attitude is described as the state of emotional and mental readiness occurred as a result of life and experiences and having a directive or dynamic influence over the behaviors of the individual against all objects and situations it is related (Kırımoğlu, 2017). Physical education and sport activities enable the disabled individuals to control their emotions such as aggression, anger and jealousy developed as a natural result of the attitudes of these individuals toward either the mood they are in due to their disabilities or toward itself of the community (Kınalı, 2003). One of the most important mechanisms on behalf of minimizing the health problems of individuals having mental incompetence in the recovery process and providing socialization in the social sense is physical education and sports (İlhan & Esentürk, 2015). It is apparent that disabled individuals further need sports than the healthy individuals (Kaya & İhsan, 2018). The sports activities for the children who have mental incompetence provide the opportunities through which they will improve their communication with their environment by increasing the sense of self as well as the positive contribution it will notably make into the social and mental adaptation levels (Kemeç, 2018). It makes the attitude of disabled individuals doing sports toward the leisure time activities more positive (Kaya & İhsan, 2018). It is an important subject for the experts in different discipline domain to conduct the education process within a common plan and program by collaborating in cooperation and coordination for preventing the incompetency from being an obstacle. A well-planned physical education and sports program can positively contribute into all development fields of mentally disabled individual and children (Winnick, 1990). Sports activities are of great importance both on Daily life activities and life qualities of mentally disabled individuals. For this reason, determining individuals with and without biased attitudes which complicate the life for disabled individuals, presenting the factors which affect the biased attitudes and offering solution suggestions are of great importance (Şahin & Bekir, 2016). Starting from these, sports has an important place in increasing the participations of disabled individuals into the social life. Also, participation into sports or any physical activity provides the individual to discover different identity and roles, offers the opportunity of changing self-perception, stimulates the group feeling and decrease the awareness of the disability (Yılmaz, 2015).

## 2. Methodology

In this study, it was aimed to determine what factors affect the attitudes of teachers working in the special education school toward their occupations. It was carried out with the participations of totally 40 special education teachers working in the body of Mus Province National Education in 2018-2019 education-training year. The scale of attitude toward the sportive activities of mentally disabled individuals was developed by İlhan, Esentürk, and Yarımkaaya (2016) (ZEBSEYTÖ). Validity and Reliability working sample was used. SPSS 23.0 package program was used in the analysis of data obtained and finding of the calculated values. It was determined that data do not show normal distribution by performing test of normality. For this reason, Mann Whitney-U test was used for the pairwise independent groups, error margin was taken 0.05 in this study.

## 3. Result

Table 1. Comparison of attitude scale's sub-dimensions in terms of gender

| Variables         | Gender | N  | Rank mean | Rank total | U      | P     |
|-------------------|--------|----|-----------|------------|--------|-------|
| Positive attitude | Female | 18 | 20.89     | 376.00     | 173.00 | 0.652 |
|                   | Male   | 21 | 19.24     | 404.00     |        |       |
| Negative attitude | Female | 18 | 20.19     | 363.50     | 185.50 | 0.919 |
|                   | Male   | 21 | 19.83     | 416.50     |        |       |

Once Table 1 was examined, no statistically significant difference was found between genders for the sub-dimensions of attitude scale.

Table 2. Comparison of attitude scale's sub-dimensions in terms of teaching domains

| Variables         | Teaching domain   | N  | Rank mean | Rank total | U      | P     |
|-------------------|-------------------|----|-----------|------------|--------|-------|
| Positive attitude | Special Education | 22 | 21.05     | 463.00     | 164.00 | 0.514 |
|                   | Other             | 17 | 18.65     | 317.00     |        |       |
| Negative attitude | Special Education | 22 | 20.34     | 447.50     | 179.50 | 0.827 |
|                   | Other             | 17 | 19.56     | 332.50     |        |       |

Once Table 2 was examined, no statistically significant difference was found among teaching domains for the sub-dimensions of attitude scale.

Table 3. Comparison of attitude scale's sub-dimensions in terms of branches of sports

| Variables         | Branch of sports | N  | Rank mean | Rank total | U      | P     |
|-------------------|------------------|----|-----------|------------|--------|-------|
| Positive attitude | No               | 27 | 21.22     | 573.00     | 129.00 | 0.314 |
|                   | Yes              | 12 | 17.25     | 207.00     |        |       |
| Negative attitude | No               | 27 | 21.20     | 572.50     | 129.50 | 0.309 |
|                   | Yes              | 12 | 17.29     | 207.50     |        |       |

Once Table 3 was examined, no statistically significant difference was found between the state of participants having a sports branch or not for the sub-dimensions of attitude scale.

Table 4. Comparison of attitude scale's sub-dimensions in terms of age

| Variables         | Age   | N  | Rank mean | Rank total | U      | P     |
|-------------------|-------|----|-----------|------------|--------|-------|
| Positive attitude | 20-25 | 21 | 22.62     | 475.00     | 134.00 | 0.121 |
|                   | 26-30 | 18 | 16.94     | 305.00     |        |       |
| Negative attitude | 20-25 | 21 | 21.71     | 456.00     | 153.00 | 0.297 |
|                   | 26-30 | 18 | 18.00     | 324.00     |        |       |

Once Table 4 was examined, no statistically significant difference was found among the scores of the participants displaying a positive or negative attitude by the age groups for the sub-dimensions of attitude scale.

#### 4. Discussion

According to the research results, once Table 1 was examined, no statistically significant difference was found between genders for the sub-dimensions of attitude scale. In fact, in a study conducted for investigating the attitudes of high school students toward extracurricular sportive activities and school attachment states, the score mean which students receive from the attitude scale of extracurricular leisure time activities differ significantly in the other sub-dimensions and throughout the scale in favor of males excluding the cognitive dimension (Yılmaz, 2019). Again, in another study, a statistically significant difference was found between the score means of mentally disabled individuals by the gender variable of the research group (Karademir, 2018). In the other study conducted in 2017, a statistically significant difference was found between attitude levels of mentally disabled individuals toward sportive activities in terms of gender, witnessing sports training of disabled individuals, having a disabled individual in the family and class variables of the participants (Kırımoglu, 2017).

Once Table 2 was examined, no statistically significant difference was found among teaching domains for the sub-dimensions of attitude scale. In another study conducted in 2017, a statistically significant difference was found in the comparison performed in terms of the variable of taking sports training for disabled individuals within the trainings of participants ( $p < 0.05$ ). Accordingly, the attitude levels of participants who stated that they took lessons for the sports training of disabled individuals as a lesson within training were not found significantly high compared with the participants who stated that they did not take such a training (Kırımoglu, 2017).

Once Table 3 was examined, no statistically significant difference was found between the state of participants having a sports branch or not for the sub-dimensions of attitude scale. When we examined the table, while the number of those who said that there was no positive attitude toward variables was 27, the number of those who said that there was positive attitude toward variables was 12.

Once Table 4 was examined, no statistically significant difference was found among the scores of the participants displaying a positive or negative attitude by the age groups for the sub-dimensions of attitude scale. When we look at the table, while there were 21 individuals in range of 20-25 years old, there were 18 individuals in range of 26-30 years old. In a study conducted in 2018, while the difference among the sub-dimensions of passion for playing, taking risk and wish for playing was significant among the groups for Attitudes of Adults in Range of 18-22 Years Old Toward Playing Games Containing Physical Activity ( $p < 0.05$ ); there was no difference in taking pleasure and social adaptation ( $p > 0.05$ ). In line with these findings, it was concluded that attitudes of students who do not engage in physical or dynamic activities in their leisure times toward general leisure time satisfaction and physical activity are negative, their leisure time management is similar (Akyürek, 2018).

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