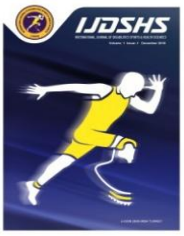

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RESEARCH ARTICLE

Examination of Elite Physically Disabled Athletes' Motivation Levels of Participation in Sports

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Abstract

Determining which motivation source athletes have is important as it will ensure that correct and effective steps are taken to ensure success. The study focuses on examining the motivation of elite physically disabled athletes to participate in sports according to various variables. General survey model was used in the research. A total of 57 national athletes, including 16 arm wrestling, 13 swimming and 23 wheeled basketball athletes, participated in the study. The "Personal Information Form" developed by the researchers and the "Motivation of Participation in Sports for Persons with Disabilities Scale (MPSPDS)" developed by Demir et al. (2018) were used in the study. In the analysis of the data, besides descriptive statistics, Mann-Whitney U Test was used for paired comparisons and Kruskal Wallis H Test for multiple comparisons. In the findings obtained, it was found that there was a significant difference in motivation sources according to the variable of income and the second branch, but no significant difference was found according to the variables of gender, marital status, education level, branch, and time of disability. As a result, it was concluded that the physically disabled elite athletes, those who define their income level as medium in intrinsic and extrinsic motivations and those who have a secondary branch, have high motivation and show different characteristics from each other and cause them to be affected by different motivation sources.

Keywords
Motivation, Physically Disabled, Sports, National Athlete, Participation in Sports

INTRODUCTION

Motivation is a term used to describe a person's behavior, desires and needs, and is defined as the sincere and willing fulfillment of what is to be done to achieve something. Motivation, which enables the individual to be emotionally satisfied while mobilizing for his/her goals, is a phenomenon that directs the individual to work, prod him/her into action and arouses desire in this regard (Wigfield & Cambria 2010; Clancy, 2016). In other words, as well as being a general concept that includes wishes, desires, needs, impulses, interests, motivation gives energy and direction to behavior (Cüceloğlu, 1999; Aydın, 2001; Ergül, 2005). The concept of motivation is at the center of many social psychological theories that aim to explain behavior (Hagger &

Chatzisarantis, 2007). Sport is one of these areas. Sport enables it to appeal to large masses both individually and socially. When it is done at higher levels, besides a certain economic return to individuals, it is known that it has positive effects on both physical and psychological health of

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individuals (McAllister & et al., 2001; Donaldson & Ronan, 2006; Snyder et al., 2010). This overarching feature of sport has a significant impact on both handicapped and non-handicapped athletes.

Although the success of athletes depends on many factors, motivation is considered among the most important factors (Başer, 1985; Soyer et al., 2010; Aktop, 2002). The fact that sports includes many different branches and disciplines makes it inevitable for people to differentiate their motivation to participate in sports. Some individuals participate in sports for reasons such as rivalry, struggle, competition, while others participate in sports for reasons such as enjoyment, socialization, health or leisure time (Robert et al., 1999; Doty, 2006; Sukys, 2019). Social and psychological needs that encourage the person to sport are needs such as being active, self-discovery, self-expression, self-assertion, self-knowledge, prestige, showing superiority, desire to dominate, enthusiasm for adventure, and dominance in decision-making process (Hosseinalipour, 2015). Determining these needs plays an active role in achieving the participation, sustainability and success of individuals with the right motivation techniques. There are many theoretical approaches in the literature on the subject of motivation in sports. However, it is seen that the social and cognitive perspective has dominated research in recent years (Spray et al., 2006; Calvo et al., 2010; Batista et al., 2019; Murphy & Carbone, 2008). "Self-Determination Theory", which is one of these perspectives and which forms the theoretical framework of our study, developed by Deci and Ryan (1985), is the most frequently used of these. According to the self-determination theory, the drives that cause us to be engaged in various activities display a multidimensional structure and are divided into three types of behavioral regulation associated with varying degrees of self-determining motivation. The first form is intrinsic motivation, which refers to situations in which individuals freely participate in activities that they find interesting and enjoyable and that provide opportunities for learning. Internally motivated people engage in certain activities for the pleasure, fun, and satisfaction inherent in their participation. The second type of motivation is the extrinsic motivation that individuals engage in activities because they value results. Such results include external rewards and appreciation and praise of the environment or society. The third category of motivation is amotivation, a psychological state in which people lack either a sense of competence or a sense of control in achieving the desired result (Deci & Ryan, 2000). In other words, people cannot regulate themselves according to their behavior (Ntoumanis et al., 2004). In this situation, the person does not feel in control (Deci & Ryan, 2000). It is emphasized that the basis of the self-determination theory are active organisms which have a consistent personality and competence, tendencies for psychological development and strive to integrate their lives and overcome existing obstacles (Deci & Ryan, 2002). This state of activity does not matter in terms of whether individuals are normally developing individuals or disabled individuals (McLoughlin, 2017).

The effects of sports on the developmental areas of individuals with disabilities as well as individuals with normal development have been supported by many studies (Çevik & Kabasakal, 2013; Brittain, 2004; Limoochi, 2020; Jaarsma, 2019). Supporting the participation of persons with disabilities in sports is important for these individuals in terms of equal opportunity and full participation. The term "participation" is defined by the World Health Organization as the nature and extent of a person's participation in life situations and includes self-care, mobility, socialization, education, recreation and community life activities. Participation in activities is a situation where people establish friendships, develop their skills and competencies, express their creativity, gain mental and physical health, and determine their purpose in life (Law et al., 2006). In studies conducted on factors affecting sports participation, it is seen that the factors that ensure participation in sports for people without disabilities and physically disabled people are very similar: Enjoyment, motivation, health benefits and social aspects were mentioned in both groups (Wu & Williams, 2001; Shihui et al. , 2007; Kehn & Kroll, 2009). However, it has been concluded in the studies conducted that personal factors such as motivation and health are more important in participation in sports compared to environmental factors (Saebu & Sorensen, 2011). In a study conducted on Paralympic athletes, they reported that participation in sports is not only due to effort, but also depends on external factors such as a wheelchair (Pensgaard et al., 1999). People with

disabilities do not always have the same opportunities to participate in sports activities as individuals without disabilities (Kasser & Lytle, 2005; Jaarsma et al., 2014). In order to provide these opportunities, it is necessary to remove the obstacles against these individuals, direct them to sports and increase their motivation levels (Aycan & Yıldız, 2016, Yaşar-Sönmez, 2018; Yılmaz, 2019). Studies that adopt social model approaches for disability and sport have provided scientifically based evidence of obstacles to sports participation across different types of disability (Devas, 2003; Tregaskis, 2003). Obstacles such as lack of motivation, lack of energy and sports background against the participation of disabled individuals in sports have been reported as personal obstacles to participation in sports (Speet-Schijndel, 2014; Rimmer et al., 2000; Lieberman & MacVicar, 2003). In addition, there are social (Mahy et al., 2010; Saebu & Sorensen, 2011; Shields & Synnot, 2016), environmental (Jaarsma et al., 2014; Speet-Schijndel, 2014; Bodde & Seo, 2009) obstacles. Lack of motivation among these obstacles is another important factor (Ayan & Ergin, 2017). As a matter of fact, it has been stated in the studies that disabled and non-disabled people have similar motives in factors such as improving their sports skills, achieving goals, enjoying competitions, being a part of a team, having fun and achieving success (Farrell et al., 2004; Shapiro, 2003). Lack of sports facilities (Tasiemski et al., 2004; Stroud et al., 2009) as well as difficulties related to accessibility (Kinne, 1999; Tasiemski et al., 2004) and transportation (Rimmer et al., 2008) were reported by physically handicapped adults among the factors that prevent participation in sports (Tasiemski et al., 2004; Rimmer et al., 2008). In order to better understand the limitations experienced by disabled people and to remove the obstacles, in supporting participation in sports, government policies, educators and families should use the sources of motivation of the individuals with disabilities to participate in sports in the most efficient way. In this way, the integration of disabled people with the society, equality of opportunity, full participation, independent life and self-realization will be ensured. Studies have reported that the intrinsic and extrinsic motivation levels of individuals with disabilities who are engaged in sports are higher than those who do not engage in sports (Abdullah et al., 2017; Cadete, 2021; Huang, 2018; Demir & İlhan, 2020).

For this reason, it is thought that it is important to investigate the sources of motivation and produce solutions for physically disabled individuals to participate in sports. In addition, it is thought that conducting the study on elite handicapped athletes will contribute to both families and children with disabilities and the field of sports sciences. For this purpose, the study focused on examining the motivation of elite physically handicapped athletes to participate in sports, and the answers to the following variables were sought.

Are there any significant differences in elite physically handicapped athletes' motivations to participate in sports in terms of variables such as gender, marital status, education level, branch, income, a second branch, time of disability and working status at a second job?

MATERIALS AND METHODS

This research was designed with survey model, which is one of the quantitative research methods. Survey model is a study that aims to collect data by using interviews or questionnaires in order to determine the specific characteristics of a group, to identify their views or characteristics such as interests, skills, abilities, attitudes, etc. (57). For the study, the permission of the ethics committee of Muş Alparslan University, 13.10.2020, E-10879717-050.01.04-11831 was obtained.

Study Group

Participants of the study consist of 57 national athletes, 16 arm wrestling, 13 swimming, 23 wheeled basketball athletes who do sports at physically disabled national team level, who voluntarily agreed to participate in the study. While choosing the sample group, the groups that we can reach were selected and the convenience sampling method was used. Ethics committee report of Muş Alparslan University, Date and Number of Documents: 13.10.2020-11765 was received for the study.

Table 1: Statistical distribution of experiment and elite athletes according to their demographic features

Gender	N	%	Educational status	N	%
1. Female	9	15.8	1. High school and lower	31	54.4
2. Male	48	84.2	2. University and higher	26	45.6
Total	*57*	*100.0*	*Total*	*57*	*100.0*
Marital status			Branch		
1. Married	14	24.6	1. Arm wrestling	16	28.1
2. Single	43	75.4	2. Swimming	13	22.8
Total	*57*	*100.0*	3. Basketball	28	49.1
			Total	*57*	*100.0*
Second branch			Working status at a second job		
1. Yes	17	29.8	1. Yes	16	28.1
2. No	40	70.2	2. No	41	71.9
Total	*57*	*100.0*	*Total*	*57*	*100.0*
Income			Time of Disability		
1. Low	12	21.1	1. Before Birth	18	31.6
2. Middle	44	77.2	2. During Birth	17	29.8
3. High	1	1.8	3. After Birth	22	38.6
Total	*57*	*100.0*	*Total*	*57*	*100.0*

When Table 1 is examined, it is seen that 15.8% of the participants are female and 84.2% are male elite disabled athletes. Findings regarding the educational status of elite disabled athletes show that 54.4% graduated from high school or lower education programs, and 45.6% graduated from university and higher education programs. According to the marital status variable, the distribution was 24.6% as married athletes and 75.4% as single athletes. According to the branch variable, 28.1% of the athletes compete in arm wrestling, 22.8% in swimming and 49.1% in basketball. While 29.8% of the athletes are competitors in a second sports branch, 70.2% of them are not competitors in a second sports branch. While 28.1% of the athletes work at a second job, 71.9% do not engage in any second job. When the income status of the athletes was examined, it was determined that 21.1% had low income, 77.2% had medium income and 1.8% had a high level of income. It was determined that 31.6% of the disability of athletes occurred before birth, 29.8% during birth, and 38.6% after birth.

Data Collection Tools

A personal information form created by the researchers and the "Motivation of Participation in Sports for People with Disabilities Scale (MPSPDS)" developed by Demir et al. (2018) were used to collect the data. The motivation levels of the participants were examined in terms of gender, marital status, education level, branch, income, a second branch, the time of the disability and the working status at a second job.

Motivation of Participation in Sports for People with Disabilities Scale (MPSPDS)

The Motivation of Participation in Sports for People with Disabilities Scale is a valid and reliable scale developed to determine the motivation sources of physical, hearing and visually impaired individuals to participate in sports. The scale consists of 22 items and 3 sub-dimensions. The sub-dimensions of the scale are "Intrinsic Motivation", "Extrinsic Motivation" and "Amotivation". To test the reliability of the developed scale, the Cronbach Alpha internal consistency coefficient was calculated, and it was reported that the internal consistency coefficient was 0.98 in the overall scale, 0.94 in the intrinsic motivation sub-dimension, 0.84 in the extrinsic motivation sub-dimension, and 0.88 in the amotivation sub-dimension (58).

Data Analysis

SPSS 23 program was used in the analysis of the research data. Arithmetic mean, standard deviation, frequency/percentage, normal distribution test (Kolmogorov, Shapiro-Wilks Test) was performed and it was determined that the data were not normally distributed ($p < 0.05$).

In addition to descriptive statistics, Mann-Whitney U Test was used for paired comparisons and Kruskal Wallis H Test for multiple comparisons.

RESULTS

Table 2: Analysis results of the motivation levels of elite disabled athletes to participate in sports according to gender variable

Dependent Variables	Gender	N	Mean Rank	Total Rank	U	p
Intrinsic Motivation	Female	9	35.11	316.00	161.000	.227
	Male	48	27.85	1337.00		
Extrinsic Motivation	Female	9	37.28	335.50	141.500	.102
	Male	48	27.45	1317.50		
Amotivation	Female	9	27.06	243.50	198.500	.698
	Male	48	29.39	1409.50		

As a result of the analysis, no statistically significant difference was found between the gender variable and intrinsic motivation (U=161.000, p>0.05), extrinsic motivation (U=141.500, p> 0.05) and amotivation (U=198.500, p> 0.05) sub-dimensions (Table 2).

Table 3: Analysis results of the motivation levels of elite disabled athletes to participate in sports according to the educational status variable

Dependent Variables	Educational Status	N	Mean Rank	Total Rank	U	p
Intrinsic Motivation	1. High school and lower	31	28.11	871.50	375.500	.659
	2. University and higher	26	30.06	781.50		
Extrinsic Motivation	1. High school and lower	31	28.26	876.00	380.000	.712
	2. University and higher	26	29.88	777.00		
Amotivation	1. High school and lower	31	27.39	849.00	353.000	.417
	2. University and higher	26	30.92	804.00		

As a result of the Mann-Whitney U test conducted to test whether there is a significant difference between the motivation levels of elite disabled athletes to participate in sports according to the educational status variable, no statistically significant difference was found between the educational status variable and the intrinsic motivation (U=375.500, p> 0.05), extrinsic motivation (U=380.000, p> 0.05) and amotivation (U=353.000, p> 0.05) sub-dimensions (Table 3).

Table 4: Analysis results of the motivation levels of elite disabled athletes to participate in sports according to the marital status variable

Dependent Variables	Marital Status	N	Mean Rank	Total Rank	U	p
Intrinsic Motivation	1. Married	14	28.36	397.00	292.000	.867
	2. Single	43	29.21	1256.00		
Extrinsic Motivation	1. Married	14	25.75	360.50	255.500	.397
	2. Single	43	30.06	1292.50		
Amotivation	1. Married	14	30.64	429.00	278.000	.666
	2. Single	43	28.47	1224.00		

As a result of the Mann-Whitney U test conducted to test whether there is a significant difference between the motivation of elite disabled athletes participation in sports according to the marital status variable, no statistically significant difference was found between the marital status variable and intrinsic motivation (U=292.000, p>0.05), extrinsic motivation (U=255.500, p>0.05) and amotivation (U=278.000, p>0.05) sub-dimensions (Table 4).

Table 5: Variance analysis results of elite disabled athletes' motivation levels to participate in sports according to the branch variable

Dependent Variables	Branch	N	Mean Rank	sd	χ2	p
Intrinsic Motivation	1. Arm Wrestling	16	32.91			
	2. Swimming	13	31.46	2	2.343	.310
	3. Basketball	28	25.63			
Extrinsic Motivation	1. Arm Wrestling	16	29.41			
	2. Swimming	13	36.42	2	4.010	.135
	3. Basketball	28	25.32			
Amotivation	1. Arm Wrestling	16	27.38			
	2. Swimming	13	33.31	2	1.178	.555
	3. Basketball	28	27.93			

As a result of the Kruskal Wallis H test conducted to test whether there is a significant difference between the motivation levels of elite disabled athletes to participate in sports according to the branch variable, no statistically significant difference was found between the branch variable and its sub-dimensions of intrinsic motivation $\chi 2$ (sd=2, n=57) = 2.343, p>0.05), extrinsic motivation $\chi 2$ (sd=2, n=57) = 4.010, p>0.05) and amotivation $\chi 2$ (sd=2, n=57) = 1.178, p>0.05) (Table 5).

Table 6: Analysis results of the motivation levels of elite disabled athletes to participate in sports according to the second branch variable

Dependent Variables	Second Branch	N	Mean Rank	Total Rank	U	p
Intrinsic Motivation	1. Yes	17	38.29	651.00	182.000	**.006***
	2. No	40	25.05	1002.00		
Extrinsic Motivation	1. Yes	17	36.15	614.50	218.500	**.034***
	2. No	40	25.96	1038.50		
Amotivation	1. Yes	17	29.26	497.50	335.500	.937
	2. No	40	28.89	1155.50		

The Mann-Whitney U test was conducted to test whether there is a significant difference between the motivation levels of elite disabled athletes for participation in sports according to the second branch variable. As a result of the analysis, a statistically significant difference was found between the second branch variable and the intrinsic motivation (U = 182.000, p <0.05) and extrinsic motivation (U = 218.500, p <0.05) sub-dimensions. It was determined that this significance was in favor of those who said yes at the mean rank level in the intrinsic and extrinsic motivation sub-dimensions. However, no statistically significant difference was found between the second branch variable and the amotivation (U = 335.500, p> 0.05) sub-dimension (Table 6).

Table 7: Analysis results of the motivation levels of elite disabled athletes to participate in sports according to the perceived income variable

Dependent Variables	Income	N	Mean Rank	Total Rank	U	p
Intrinsic Motivation	Low	12	13.54	162.50	84.500	**.001**
	Middle	44	32.58	1433.50		
Extrinsic Motivation	Low	12	16.21	194.50	116.50	**.003**
	Middle	44	31.85	1401.50		
Amotivation	Low	12	29.67	356.00	250.00	.777
	Middle	44	28.18	1240.00		

Mann-Whitney U test was conducted to test whether there is a significant difference between the motivation levels of elite disabled athletes to participate in sports according to the perceived income variable. As a result of the analysis, while a statistically significant difference was found between the income variable and sub-dimensions of intrinsic motivation (U = 84.500, p <0.05) and extrinsic motivation (U = 116.500, p <0.05), no significant difference was found between the income variable and amotivation (U = 250.000, p> 0.05) (Table 7).

Table 8: Analysis results of the motivation levels of elite disabled athletes to participate in sports according to the variable of working status at a second job

Dependent Variables	WSSJ	N	Mean Rank	Total Rank	U	p
Intrinsic Motivation	1. Yes	16	32.72	523.50	268.500	.289
	2. No	41	27.55	1129.50		
Extrinsic Motivation	1. Yes	16	29.63	474.00	318.000	.859
	2. No	41	28.76	1179.00		
Amotivation	1. Yes	16	30.81	493.00	299.000	.602
	2. No	41	28.29	1160.00		

Mann-Whitney U test was conducted to test whether there is a significant difference between the motivation levels of elite disabled athletes to participate in sports according to the variable of working status at a second job. As a result of the analysis, no statistically significant difference was found between the variable of working status at a second job and sub-dimensions of intrinsic motivation (U = 268.500, p> 0.05), extrinsic motivation (U = 318.000, p> 0.05) and amotivation (U = 299.000, p> 0.05) (Table 8).

Table 9: Variance analysis results of the motivation levels of elite disabled athletes to participate in sports according to the time of disability variable

Dependent Variables	Time of Disability	N	Mean Rank	sd	χ2	p
Intrinsic Motivation	1. Before Birth	18	29.86			
	2. During Birth	17	28.82	2	0.077	.962
	3. After Birth	22	28.43			
Extrinsic Motivation	1. Before Birth	18	34.11			
	2. During Birth	17	29.59	2	3.466	.177
	3. After Birth	22	24.36			
Amotivation	1. Before Birth	18	32.58			
	2. During Birth	17	28.94	2	1.547	.462
	3. After Birth	22	26.11			

As a result of the Kruskal Wallis H test conducted to test whether there is a significant difference between the motivation levels of elite disabled athletes to participate in sports according to the time of disability variable, no statistically significant difference was found between the time of disability variable and sub-dimensions of intrinsic motivation $\chi 2$ (df = 2, n = 57) = 0.077, p>

0.05), extrinsic motivation $\chi 2$ (df = 2, n = 57) = 3.466, p> 0.05) and amotivation $\chi 2$ (sd = 2, n = 57) = 1.547, p> 0.05) (Table 9).

DISCUSSION AND CONCLUSION

Sport is universal and unites individuals on a common denominator. In this direction, the study aimed to examine the motivation of elite physically handicapped athletes to participate in sports according to various variables.

It was determined that there was no statistically significant difference in all sub-dimensions between the gender variable and the motivation level of participation in sports of the elite physically handicapped athletes discussed in the study. It can be said that the gender variable is not effective in terms of motivation to participate in sports. here are studies that found results contrary to our study. Demir and İlhan (2019), Kaman et al. (2017), Oyar et al. (2001) and McCallister (1999) stated in their studies that female athletes were more willing to participate in sports than male athletes. In the amotivation sub-dimension, it is seen that the mean rank of elite handicapped male athletes is higher than the mean rank of elite handicapped female athletes. In studies, it is stated that amotivation is caused by not feeling sufficient or not believing that it will give the desired result (Deci & Ryan, 2000; Seligman, 1975).

There was no statistically significant difference between the education status variable and elite handicapped athletes' motivation for participation in sports. Looking at the mean rank, it was determined that the mean rank of the elite handicapped athletes who graduated from a university or higher education program was higher than the mean rank of the elite handicapped athletes who graduated from a high school or less education program (Table 3). It is stated that the level of education is important in terms of motivation as it increases individual awareness and expectation (Aygün & Yetim, 2017). Meriç and Turay (2012) support our findings in their study. Accordingly, it can be said that the increase in the level of education has an effect on motivation sources.

No statistically significant difference was found between the marital status variable and the motivation level of participation in sports of elite handicapped athletes. Looking at the mean rank, it is seen that married elite handicapped athletes have higher mean rank in the amotivation sub-dimension. In the intrinsic and extrinsic motivation sub-dimensions, it was determined that single elite handicapped athletes had higher mean ranks (Table 4). It can be said that this is due to the fact that single athletes cannot have responsibilities such as spouse, children, home, just like married athletes. Such responsibilities are among the factors that affect participation in sports (Humphreys & Ruseski, 2007; Farrel & Shields, 2002).

Looking at Table 5, it is seen that there is no statistically significant difference between the branch variable and elite handicapped athletes' motivation levels for participation in sports. When the mean rank is examined, it can be said that in the intrinsic motivation sub-dimension, elite handicapped athletes competing in arm wrestling have higher intrinsic motivation levels than elite handicapped athletes competing in swimming and basketball branches. In the sub-dimensions of extrinsic motivation and amotivation, it is seen that elite handicapped athletes competing in swimming branch have higher values than mean rank of elite handicapped athletes competing in arm wrestling and basketball (Table 5). Participation in sports offers individuals the opportunity to evaluate their own performance, abilities and individual goals (Treasure, et al., 2001). When athletes want to realize these factors, all kinds of motivation have an important role in achieving success. While Yalçın et al. (2017), Polat et al. (2018) stated in another study they conducted that the level of motivation is important in their study, Demir and İlhan (2019) found that the intrinsic and extrinsic motivation sub-dimensions of the disabled athletes from different branches differ from their amotivation sub-dimensions.

According to Table 6, no statistically significant difference was found between the second branch variable and elite handicapped athletes' motivation to participate in sports in the amotivation sub-dimension. A statistically significant difference was found in the intrinsic and extrinsic motivation sub-dimensions. It is seen that this difference is in favor of those who say yes in the intrinsic and extrinsic motivation sub-dimensions. In this direction, it was determined that the athletes dealing with a second branch have higher intrinsic and extrinsic motivation levels. This can be explained as athletes are motivated

more with the desire to be successful in a second branch (Table 6). Durand-Bush and Salmela (2002) stated in their study that self-confidence and high motivation are the main and common psychological characteristics of success in athletes who are successful at the Olympic level.

Looking at Table 7, no statistically significant difference was found between the income variable and elite handicapped athletes' motivation to participate in sports in the amotivation sub-dimension. However, a statistically significant difference was found in the intrinsic and extrinsic motivation sub-dimensions. In this difference, it was determined that the mean rank of elite handicapped athletes with middle income level was higher than the mean rank of elite handicapped athletes with low income level (Table 7). As a result, it can be said that the financial anxieties and worries of middle-income athletes may have been eliminated compared to athletes with a lower level, thus they focus themselves more on the branch they have done and are motivated more positively. In their study, Yalçın et al. (2017), Gökkaya and Biçer (2017) also supported the findings of the study.

It was determined that there was no statistically significant difference between the secondary job status variable and the motivation level of participation in sports of elite handicapped athletes. When the mean rank is examined, it is seen that in all sub-dimensions, elite handicapped athletes who have to work in a second job have higher mean rank than elite handicapped athletes who do not work in a second job (Table 8). It was stated that working in multiple jobs or doing additional work is one of the methods used to take precautions against various financial problems arising in the working lives of individuals or to fulfill their various requests (Altan, 2020).

No statistically significant difference was found between the time of disability variable and the motivation level of participation in sports of elite handicapped athletes (Table 9). The research conducted by Yılmaz et al. (2019) supports our study. Disabled individuals, although not always, may be pessimistic and have negative thoughts in terms of motivation due to their disadvantaged situation (Özdemir, 2017). Regardless of the time of disability, it can be said that this result is due to the fact that the problems they encounter because of social, legal and environmental factors do not change.

In conclusion, it is seen that the motivation to participate in sports does not affect the motivation of participation in sports in terms of gender variable, but the motivation levels of elite handicapped female athletes are higher in the intrinsic and extrinsic motivation sub-dimensions in terms of mean rank. It was determined that there was no difference in the motivation levels of participation in sports in terms of the educational status variable, and the motivation levels of elite handicapped athletes who graduated from a university or higher education program were higher in the intrinsic, extrinsic and amotivation sub-dimensions at mean rank level. It was found that the marital status variable does not affect the motivation levels of participation in sports, but when the mean rank is examined, single elite handicapped athletes have higher levels of motivation in the intrinsic and extrinsic motivation sub-dimensions. It was determined that there was no statistically significant difference between the branch variable and athletes' motivation levels for participating in sports, and that there was no difference between the second branch variable and athletes' participation in sports motivation levels, while the motivation level of those with the second branch was higher in the intrinsic and extrinsic motivation sub-dimensions. In terms of income variable, it was determined that there was no difference in the amotivation sub-dimension, but elite handicapped athletes with middle income level had higher levels of motivation in intrinsic and extrinsic motivation sub-dimensions. While there was no difference between the motivation level of participation in sports and working status at a second job variable, it was found that the motivation levels of elite handicapped athletes working in a second job were higher in all sub-dimensions when mean rank was examined. Accordingly, it can be said that athletes participate in sports by being influenced by different sources of motivation. The facts that handicapped individuals show different characteristics from each other and are affected by different sources of motivation require a multi-dimensional approach in terms of participating in sports, supporting and sustaining them. In this direction, based on the findings of our study, it is recommended to focus on creating appropriate environments especially in the fields of education and employment, both supporting participation in sports and ensuring sustainability.

Conflict of interest: The authors declare no conflict of interest. No financial support was received.

Ethics Statement

The studies involving human participants were reviewed and approved by the Muş Alpaslan University, Scientific Research Ethics Committee (Date: 12.10.2020; Decision / Protocol number: E-10879717-050.01.04-11831). Written informed consent to participate in this study was provided by the patients/participants

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