

# Research of attitudes of the students studying in schools of physical education and sport toward disabled kids

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## Abstract

This is a scientific study to analyze the attitudes of the students studying in schools of physical education and sports toward disabled children. In total 202 students (99 women, 103 men) who have attended to faculty of Physical Education and Sports of Gaziantep University participated in the research. Attitude Scale for kids with mental disabilities developed by Süngü was used in order to get the data of the research. Descriptive statistics for analysis of the data, Mann Whitney U test for pair group and Kruskal Wallis analysis for multiple groups were applied. The results of the research have indicated that students in schools of physical education and sports have sympathetic feelings for disabled children and favorable opinions for these kids to attend in icebreaker activities and education programs. No difference between the attitudes of different age, sex or grade groups were observed. It has also showed that the students who had had work experiences with disabled children before had more fear. Besides, it proved that the sport educations with disabled children provide students to have more positive attitudes. It has been concluded that the ones who claimed to be able to work with disabled children had higher marks.

**Keywords:** Attitude, disabled children, physical education and sport.

## INTRODUCTION

Physical Education and Sport Faculties are education institutions which aim to teach students general culture, teaching physical education in pre-school, primary and secondary schools, the abilities to work in departments related to ministry of youth and sport, sport clubs and private sport business, organizations in tourism; to provide the conscious and qualifications to be trainer and sport manager and to identify society problems, look for solutions, contribute to country's economic, social and culture.

Physical education and sport faculties have different branch in itself. These departments are coaching training, physical education and sport teaching, sport management and recreation. In all of these branches, there's sport education about disabled ones so that the students may work with disabled people thanks to the education which they have.

Attitude is a variance that is reflected behaviorally by observable and unobservable psychological factors such as intelligence and motive (7). Focusing on how attitudes change and develop, it can be determined that the society effects

and cognitive structure periods on attitudes and the way it effects on attitudes (8).

Attitude is seen to be one of the most important factors that effect on motivation and behavior (18). Attitude can be also said to be the mixture of the process of motivational, emotional, perceptive and cognitive which an individual has against a case (11).

Attitudes cannot be gained inborn. It is later provided by learning. Relations in personal life such as parents, friends, communication devices and environment are some of the important factors that take an important role to affect the attitudes and the attitudes that we learn may possibly change (1). As well as attitude is an ability that is learnt, it directs one's behaviors and affects the decision period (22).

Gürsel (9) suggests that students of the universities should have physical education and sport classes for disabled people so that the students may not get the wrong information about disabled people but positive attitude and they may not get difficulty when they encounter in management department or sports of disabled ones.

It is quite important to carry out integration programs to help children with disabilities integrate

with society and have the skills to live independent. Since education in different schools is against the human rights, integration programs have been more preferably than the education in different private schools. Therefore, these children can adapt the society in an easier way and they can get better education with the normal regulation (10).

For helping disabled people integrate with the society, it's a need to provide educational sources, supportive private lessons (2). In addition to this, the program and education applied and the way the teacher who applies the program should be also successful to improve the children with disabilities their cognitive, affective, social and psychomotor skills (14).

Expectations and attitudes of the ones who do not have disability are important during the education of disabled people. Negative attitudes toward disabled people make them have difficulties in handling the handicaps in their education and social lives. According to the fact that sport is considerably essential for the education of disabled people, the students who study related to physical and sport education should get the necessary information to have sympathy and empathy in order to help disabled people succeed (20).

This study was aimed to determine the attitudes of the students who study in physical and sport education toward children with disabilities. At this point, following the questions was asked:

The students of Department of Physical Education and Sports;

1. How are the attitudes toward children with disabilities?
2. Do the attitudes toward disabled children change according to the difference of sex?
3. Do the attitudes toward disabled children change according to the difference of age?
4. Do the attitudes toward disabled children change according to the difference of classes?
5. Do the attitudes toward the disabled children change according to the experiences with studying with disabled children before?
6. Do the attitudes toward disabled children change in terms of taking sport classes with disabilities?
7. Do the attitudes toward disabled children change in terms of asking for studying with disabilities?

## MATERIAL & METHOD

**Population Sample:** The population consists of the students who attend to Physical Education and Sports in Gaziantep University during the education year 2013-2014.

The sample group consists of 202 students (99 women and 103 men). The sample group's personal characteristics are shown in Table 1.

Table 1 shows above demonstrate the answers of the personal questions of the groups. According to this, 99 women (49%), 103 men (51%), most of them are seen to be between at 20-24 aged and also a lot of applicants that are at almost same levels are seen. Considering the questions about the disabled people, most (76.2%) are observed not to have had experience with disabled and most again (76.7%) are observed not to have taken any lessons about the disabled and most (64.9%) are seen to claim that they would like to work with disabled children.

Table 1. Personal characteristics of the group (n=202).

Variance	Groups	n	%
Sex	Men	103	49.0
	Women	99	51.0
Age	15-19 age	21	10.4
	20-24 age	140	69.3
	25-29 age	34	16.8
	30 age +	7	3.5
Class	1.class	57	28.2
	2.class	48	23.8
	3.class	51	25.2
	4.class	46	22.5
Have you ever had a studying experien with disabilities?	Yes	48	23.8
	No	154	76.2
Have you ever had a class about disabled children?	Yes	47	23.3
	No	155	76.7
Would you like to work with disabled children in a private education school or class?	Yes	131	64.9
	No	71	35.1

**Data acquiring methods:** Personal information form and Attitude Scale toward Disabled Children made by Süngü (2012) which can be also seen below are used to acquire the data of the research. In this first section, 6 questions of personal information form related to aim of research prepared by research groups and in the second section; Attitude Scale toward Disabled Children are used. The general Croncbach alpha value is 0.75 for this study. The scale consists of 21 questions and likert scale and

five sub-dimensions: Benefits (0.70), emotions (0.67), supports (0.69), acceptance (.71) and fears (.86).

**Data analysis:** Data acquired by scales used are used to analyze the statistical results by benefiting the software SPSS 16.0. Kolmogrov-Smirnov and Shapiro-Wilk normality tests have been used to find out whether the data of the research have a regular raga or not. . For the data which does not demonstrate regular raga, Kurtosis-Skewness values are checked and finally seen that data does not give the regular raga as they are not between  $\pm 2$ . In analysis of data, descriptive statistics and in pair groups, Mann Whitney U test and in multiple groups, Kruskal Wallis tests are used.

## RESULTS

Table 2 shows the average acquired by research groups' attitude scale scores. According to this, the highest average ( $X=2.33$ ) is seen on fears sub-dimensions.

Table 3 shows that Kruskal Wallis test applied to determine whether different of attitudes in terms of age variance have been seen or not and according

to this, no difference between the groups in terms of age has been found ( $p>0.05$ ).

Table 2. Average that is acquired by sub-dimensions of the attitude scale.

	Average	SD
Benefits	4.24	0.76
Emotions	3.88	0.99
Supports	3.57	0.91
Acceptance	3.38	0.92
Fears	2.33	0.99

Table 4 shows that Mann Whitney U test applied to determine whether differences of attitudes in terms of gender variance have been found and according to this no difference has been found between the classes ( $p>0.05$ ).

Table 5 shows that Kruskal Wallis test applied to determine whether differences have been found in terms of the research group's variance class and according to this, no difference has been found between the classes in terms of class variance ( $p>0.05$ ).

Table 3. Comparison of the attitudes of the research groups in terms of age variance.

Sub-dimensions	Groups	n	Mean Rank	df	X <sup>2</sup>	p
Benefits	15-19 age	21	89.45	3	2.354	.502
	20-24 age	140	105.33			
	25-29 age	34	96.75			
	30 age +	7	84.07			
Emotions	15-19 age	21	95.40	3	4.097	.251
	20-24 age	140	105.59			
	25-29 age	34	96.03			
	30 age +	7	64.50			
Supports	15-19 age	21	108.67	3	4.897	.179
	20-24 age	140	103.17			
	25-29 age	34	99.71			
	30 age +	7	55.36			
Acceptance	15-19 age	21	111.60	3	1.035	.793
	20-24 age	140	101.56			
	25-29 age	34	97.04			
	30 age +	7	91.71			
Fears	15-19 age	21	91.52	3	.814	.846
	20-24 age	140	103.21			
	25-29 age	34	101.74			
	30 age +	7	96.07			

Table 4. Comparison of the attitudes of the research group in terms of gender variance.

Sub-dimensions	Groups	n	Mean Rank	Sum of Ranks	U	p
Benefits	Woman	99	102.07	10104.50	5042.5	.892
	Man	103	100.96	10398.50		
Emotions	Woman	99	102.39	10137.00	5010.0	.830
	Man	103	100.64	10366.00		
Supports	Woman	99	95.45	9449.50	4499.5	.146
	Men	103	107.32	11053.50		
Acceptance	Woman	99	95.47	9451.50	4501.5	.148
	Man	103	107.30	11051.50		
Fears	Woman	99	98.94	9795.50	4845.5	.537
	Man	103	103.96	10707.50		

Table 5. Comparison of attitudes of research groups in terms of class variance.

Sub-dimensions	Groups	n	Mean Rank	df	X <sup>2</sup>	p
Benefits	1.class	57	104.74	3	5.332	.149
	2.class	48	84.98			
	3.class	51	110.13			
	4.class	46	105.16			
Emotions	1.class	57	103.49	3	4.092	.252
	2.class	48	97.65			
	3.class	51	91.36			
	4.class	46	114.29			
Supports	1.class	57	97.03	3	6.493	.090
	2.class	48	90.41			
	3.class	51	100.77			
	4.class	46	119.42			
Acceptance	1.class	57	105.35	3	.595	.898
	2.class	48	99.55			
	3.class	51	102.95			
	4.class	46	97.15			
Fears	1.class	57	93.07	3	4.779	.189
	2.class	48	111.18			
	3.class	51	93.40			
	4.class	46	110.83			

Table 6 shows that the Mann Whitney U test applied to determine whether the attitudes of the research group in terms of their experience of working with disabled children and according to this, differences have been seen on sub-dimensions of fears except for the four sub-dimensions ( $p < 0.05$ ). Considering average, the ones who have experiences have been seen to have higher grades.

Table 7 shows that the Mann Whitney U test applied to determine whether the attitudes of the research group in terms of taking disabled sport lessons change and according to this, differences

have been seen on sub-dimensions of supports in terms of taking disabled sport lessons variance ( $p > 0.05$ ). Those who take are seen to have higher grades than the ones who do not.

Table 8 shows the Mann Whitney U test applied to determine whether the attitudes of the research group in terms of wanting to work with disabled children change and according to this, differences have been seen on sub-dimension of emotions, fears and acceptance ( $p < 0.05$ ). Those who say yes on each scale are seen to have higher average.

Table 6. Comparison of attitudes of the research group in terms of having experience with disabled children.

Sub-dimensions	Groups	n	Mean Rank	Sum of Ranks	U	p
Benefits	Yes	48	100.61	4829.50	3653.500	.904
	No	154	101.78	15673.50		
Emotions	Yes	48	105.95	5085.50	3482.500	.542
	No	154	100.11	15417.50		
Supports	Yes	48	113.45	5445.50	3122.500	.102
	No	154	97.78	15057.50		
Acceptance	Yes	48	96.16	4615.50	3439.500	.465
	No	154	103.17	15887.50		
Fears	Yes	48	118.14	5670.50	2897.500	.022
	No	154	96.31	14832.50		

Table 7. Comparison of attitudes of the research group in terms of taking disabled sport lesson.

Sub-dimensions	Groups	n	Mean Rank	Sum of Ranks	U	p
Benefits	Yes	47	106.55	5008.00	3405.000	.497
	No	155	99.97	15495.00		
Emotions	Yes	47	111.97	5262.50	3150.500	.157
	No	155	98.33	15240.50		
Supports	Yes	47	118.39	5564.50	2848.500	.023
	No	155	96.38	14938.50		
Acceptance	Yes	47	95.18	4473.50	3345.500	.394
	No	155	103.42	16029.50		
Fears	Yes	47	108.81	5114.00	3299.000	.321
	No	155	99.28	15389.00		

Table 8. Comparison of attitudes of the research group in terms of wanting to work with disabled people.

Sub-dimension	Groups	n	Mean Rank	Sum of Ranks	U	p
Benefits	Yes	131	115.30	15104.00	2843.000	.000
	No	71	76.04	5399.00		
Emotions	Yes	131	116.55	15268.00	2679.000	.000
	No	71	73.73	5235.00		
Supports	Yes	131	108.01	14149.00	3798.000	.030
	No	71	89.49	6354.00		
Fears	Yes	131	108.93	14270.00	3677.000	.013
	No	71	87.79	6233.00		
Acceptance	Yes	131	102.07	13371.50	4575.500	.848
	No	71	100.44	7131.50		

## DISCUSSION

In this part of the research, the results have been evaluated. The argument of the point average acquired from attitude scale and meaningful differences acquired from comparison of the variances has been given. Considering the point

average acquired from attitude scale of research group, it has been seen that the highest average is ( $X=4.24$ ) on benefits sub-dimension and the lowest average is ( $X=2.33$ ) on fears sub-dimension. The average in the original study by Sng (20) has parallels with our researches (Benefits  $X=4.0$ , Fears

$X = 2.67$ ). With reference to these facts, it can be said that the students studying in physical education and sports have positive feelings toward the disabled children.

No difference between the group's attitudes according the different age and sex was found. (Table 3 and 4). Only in the original study for the students in physical education and sports made by Süngü (20), some results in men's favor on acceptance sub-dimension was found. Downs & Williams (6), Lyons & Hayes (12) claimed that there were significant differences in women's favor about the attitudes of the students of physical education and the sports.

Different results in body of literature in terms of variance of gender were found. In this regard, more studies are required to clearly define the effect of gender on attitudes toward children with mental disabilities.

There has not been statistically significant difference on attitude sub-dimension in terms of class variance of the research (Table 5). In the research which was done by Buell et al. (3) in private departments of the universities, first and third grade students' attitudes toward the disabled people were observed and third grade students were found to be more positive. In another research made by Rizzo & Kirkendall (16) to observe the physical education and sports teachers' attitudes toward disabled students, the points of first grade students' attitudes toward disabled people were resulted to be lower. That different results faced in the researches and no difference in our studies has shown that it cannot be said a definite conclusion about the attitudes of students studying in physical education and sports toward disabled people in terms of class variance.

Considering the comparison of the scores acquired by attitude scales in regard to the research group's experiences of studying with disabled people, it was seen that the ones who had already experiences had higher scores on fears sub-dimension (Table 6). This result may be caused by the consciousness of the experienced students about the difficulties of education process.

In a study conducted by Özer et al. (13), the state of having a disabled student was seen to be not very effective factor on attitude of physical education teachers. Rizzo & Kirkendall (16) have indicated that the attitudes of physical education teachers who have disabled students have no difference.

A reasonable difference has been found on supportive sub-dimension of the research group in terms of taking sport classes (Table 7). The students who have taken sport with disabilities classes have been seen to be more positive on supportive dimension. It is known that taking sport classes with disabled people provides the students' attitudes toward disabled people more positive feelings (4,17,19). Donaldson (5) has observed in one of his research that there was a difference between the comparison of the students who have optional sport classes with disabled people and the students who do not.

In the research of teachers' attitudes toward children with mental disabilities which was conducted by Papadopoulou et al. (15), a reasonable relation was observed between teacher's attitudes and the education that they took. Tait & Purdie (21) have claimed that the attitudes of teachers who took lessons about the disabled individuals have been seen to be more positive.

In the study made by Gürsel (9), the physical education and sports lessons for disabled people given in the department has been determined to create a positive effect on changing the student's attitudes. Hence, it can be said that all the teachers who have opportunity to work with disabled children should take informative education about the disabled individuals to make a significant contribution to their attitudes. Some differences were found on other sub-dimensions except for the fear dimension of the attitude scale in terms of the research groups wanting to work with disabled children. The attitudes of those who want to work in the four sub-dimensions were concluded to be more positive.

As a result; it has been resulted that the students who study in physical education and sports department of the university have good attitudes toward the children with disabilities and have positive feelings for those disabled children to participate in icebreaker and integration programs. No difference has been found in terms of age, gender or class of the research groups. It has been seen that the ones who worked with disabled children before have had more fear. It is also now determined that students taking disabled sport classes provides them to have more positive attitudes. Attitudes of those who have claimed to be able to work with disabled children have been seen to have higher grades.

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