

ZİHİNSEL ENGELLİ BİREYLERDE SPORUN ETKİLERİNE YÖNELİK FARKINDALIK: BEDEN EĞİTİMİ ÖĞRETMEN ADAYLARI ÜZERİNE BİR ARAŞTIRMA

Hüseyin KIRIMOĞLU¹

Atike Yılmaz²

Fikret SOYER³

Malik BEYLEROĞLU³

Ekrem Levent İLHAN⁴

ÖZET

Bu araştırma, Beden Eğitimi ve Spor Yüksekokulu (BESYO) Öğretmenlik Bölümü son sınıf öğretmen adaylarının zihinsel yetersizliğe sahip bireylerde spor etkilerine yönelik farkındalık düzeylerinin incelenmesine odaklanmıştır. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen "Kişisel Bilgi Formu" ve İlhan ve Esentürk (2015) tarafından geliştirilen "Zihinsel Engelli Bireylerde Sporun Etkilerine Yönelik Farkındalık Ölçeği (ZEBSEYFÖ)" kullanılmıştır. Katılımcıların farkındalık düzeyleri, cinsiyet, ailede zihinsel yetersizliğe sahip bireyin bulunma durumu, engelliliğe yönelik ders dışı bir eğitime sahip olup olmama durumu, zihinsel yetersizliğe sahip bireyin spor eğitimine tanık olma durumu ve katılımcıların spor yapma durumları açısından karşılaştırılmıştır. Araştırmanın evrenini 2014-2015 eğitim öğretim yılında mezun olacağı varsayılan BESYO öğretmenlik bölümü, öğretmen adayları oluştururken, örneklemini ise tesadüfi örneklem yolu ile seçilen üniversitelerin son sınıfında okuyan 248'i kadın, 367'si erkek olmak üzere genel toplamda 615 beden eğitimi ve spor öğretmen adayı oluşturmuştur. Verilerin değerlendirilmesinde ve hesaplanmış değerlerin bulunmasında, SPSS 17.0 istatistik paket programı kullanılmıştır. Normallik sinamasına göre normal dağılım göstermeyen veriler için nonparametrik testlerden Mann-Whitney U ve Kruskal Wallis H testleri, betimsel istatistiklerden; yüzde dağılımları, aritmetik ortalama ve standart sapma değerleri kullanılmıştır. Elde edilen bulgulara göre; cinsiyet, ailede zihinsel yetersizliğe sahip bireyin bulunma durumu ve zihinsel yetersizliğe sahip bireyin spor eğitimine tanık olma durumları açısından istatistiksel anlamda anlamlı sonuçlar elde edilememiştir ($p>0.05$). Buna karşın; engellilere yönelik olarak bir eğitim alıp almama ve katılımcıların spor yapma yapmama durumları açısından anlamlı sonuçlar tespit edilmiştir. Bu anlamlılık katılımcıların aktif spor yapıyor olması ve engellilere yönelik bir eğitim alması lehine bulunmuştur. Sonuç olarak, ülkemizde literatüre yeni katılan (ZEBSEYFÖ) ölçeğinden elde edilen bulgular, aktif olarak spor yapan ve engellilerde beden eğitimi ve spor eğitimi alan öğretmen adaylarının zihinsel yetersizliğe sahip bireylerde spor etkilerine yönelik farkındalık düzeylerinin yüksek olduğunu bulgulamaktadır. Ancak konuya ilişkin genellemenin yapılabilmesi için farklı ve destekleyici çalışmalara ihtiyaç duyulmaktadır.

Anahtar Kelimeler; Zihinsel yetersizlik, Farkındalık, Öğretmen adayı, Spor

RESEARCH OF THE AWARENESS LEVEL OF SPORTS OF PHYSICAL EDUCATION AND SPORTS TEACHER CANDIDATES TOWARDS THE EFFECTS OF SPORTS IN MENTALLY INSUFFICIENT INDIVIDUALS

ABSTRACT

This research focused on the awareness level of Sports of Physical Education (BESYO) teaching department last year students towards the effects of sports in mentally insufficient individuals. In the research, "Individual Information Form" which is developed by researchers and "The Awareness Level Towards The Effects Of Sports In Mentally Insufficient Individuals Scale (ZEBSEYFÖ)" which is developed by İlhan and Esentürk (2015) as data collection tools are used. Awareness level of the participants are compared by the perspectives of gender, availability of mental insufficiency in family, availability of having education towards disability, availability of mentally insufficient individuals of being witness to sports education and state of the participants by doing sports.

While the universe of the research include the candidates of BESYO teaching department which are assumed to be graduated in 2014-2015 academic year, the universe of sampling include 615 teacher candidates consist of physical education and sports 248 women and 367 men students which are studying their last year in selected universities by coincidental sampling. SPSS 17.0 statistics packaged software is used to evaluate datas and to determine calculated norms. Mann-Whitney U and Kruskal Wallis H from nonparametric tests and percentage distribution, arithmetic average and standard deviation from descriptive statistics are used for abnormal divisioning datas according to testing of normality. According to evidences revived; there is no significant evaluations statistically by the perspectives of gender, availability of individuals that have mental insufficiency in family, availability of mentally insufficient individuals of being witness to sports education ($p>0.05$). Nonetheless; there is significant evaluations by the perspectives of availability of having education towards disability and state of the participants by doing sports. This significance turns out to be on behalf of doing active sports and having education towards disability for the participants. Consequently, it is discovered that the awareness level of the teacher candidates which are doing sports as an active way and having physical education and sports education towards the effects of sports in mentally insufficient individuals is high by evidence provided by (ZEBSEYFÖ) scale that recently joined into the national literature. However, different and supportive works are needed to provide generalisation about the subject.

Keywords; Mental Insufficiency, Awareness, Teacher Candidates, Sports

¹ Muğla Sıtkı Koçman Üniversitesi Spor Bilimleri Fakültesi

² Bilecik Şeyh Edebali Üniversitesi Beden Eğitimi ve Spor Yüksekokulu

³ Sakarya Üniversitesi Spor Bilimleri Fakültesi

⁴ Gazi Üniversitesi Beden Eğitimi ve Spor Yüksekokulu

INTRODUCTION

Efforts made by individuals to overcome their incompetence are a problem that is and will be parallel to human history; which is new in our country but has gained acceleration. It is reported that efforts and initiatives to establish policies and to produce legal regulations and organizational structures on behalf those with disabilities started in the second half of 1990s (Şişman, 2011). We may argue that awareness towards individuals with disabilities has increased in society as well as in public and private sectors as a result of these developments and changes.

“Raising awareness” towards disability and “understanding disability” is a social need (Şahin, 2004).

For İlhan and Esentürk (2014); awareness is an individual’s giving meaning to his/her environment, being conscious of what should be known and perceiving or being sensitive to what should be understood.

Awareness is individual’s ability to distinguish what is lived and how it is lived when he/she communicates with another individual or social environment. Awareness is associated with not past memories but present events (Acar) (2004).

Enhancing special educational opportunities arranged for those with disabilities, designing physical environments for those with disabilities, increasing number of special education teaching departments at universities and increasing employment opportunities for the graduates of these departments and supporting national and international studies on special education and

department of exercises and sports for the disabled are just some of these activities.

Quality of life of the disabled individuals may vary depending on the cultural factors of the society in which they live. Level of development of societies in education, law, health, human rights may affect position of the disabled individuals in society. Social views and perceptions of normally developed people towards the disabled individuals are one of the most important markers of modern societies (İlhan and Esentürk) (2014).

If general social perception is that the disabled individual will lead a life fully dependent on their families and significant others for life with the help of state aids and assistance of other people in the society; the belief that the disabled individuals cannot do anything prevails in that society.

Unfortunately; life is much harder for individuals with mental and psychological disabilities as compared to individuals with visual, hearing and orthopedic disabilities because they are not capable of leading their lives with their minds and ideas. To seek for and to protect their rights; their only chance is strength of their families (İlhan and Esentürk) (2014).

Mental disability is defined as general mental functioning below normal and average level in addition to impairments in two or more of adaptational behaviors like communication, self-care, domestic life, social skills, academic functioning, self-management, health, safety, leisure time and professional life (Ataman, 2005; Bertoti, 1999; Eripek, 1996; İlhan, 2008; Kerbs, 1995; Masi, 1998). In light of the above definition; it is necessary that

adaptational behaviors of individuals with mental disability should be enhanced and society should be integrated with individuals with mental disability.

To increase quality of life of individuals with disability requires integrating these individuals with society at the highest level. To enable the integration at the highest level; it is necessary that individuals with disability should be provided with proper life conditions without any support and help or with minimum support and help (MEB, 2011).

It is reported that motor development of educable mentally disabled children and youth is 2-4 years behind their peers and the educable mentally disabled are considerably weak in such motor skills as endurance, strength, speed, balance and movements (Çevik and Kabasakal, 2013). Therefore; exercise and sportive activities that play a crucial role in rehabilitation of individuals with mental disability stand out because when literature is examined; it is seen that participation in physical education and sportive activities positively affect many factors like self-concept, social adaptation (İlhan2007), attention level (Lois, Baron & Christine Faubert, 2005), hyperactivity and happiness level, motor behaviors and social skills (Erdem 2005), communicational skills (Krebs 2005), happiness level (Damentko 2005) and perceptual development (Çamlıyer 1995) among individuals with mental disability.

Accordingly; in relation with sportive activities of individuals with mental disability, detecting awareness level of candidate teachers of Physical Education and Sports, who are supposed to be assigned in Turkish National Educational System, will considerably affect quality and

quantity of educational services that individuals with mental disability are to receive.

Therefore; the current study aimed at studying awareness level of final year candidate teachers of Physical Education and Sports about the effects of sports upon individuals with mental disability.

METHOD

Study model

The study was designed in screening model. Screening Model is a research approach that aims to describe a situation either as it was before or as it is now. The event, individual or object that is the subject of the study is described as it is in its own conditions. No efforts are made to change or to affect them (Karasar, 2014).

Study group

The study population was composed of students who studied at departments of Physical Education and Sports Teaching under Faculty of Sports Sciences and School of Physical Education and Sports during 2014-2015 academic year in Türkiye. Among the fourth year students; the study sample was consisted of 615 students (248 female students vs. 367 male students) who continued undergraduate education at departments of Physical Education and Sports Teaching in different regions of Türkiye (Aksaray University, Adnan Menderes University, Ağrı İbrahim Çeçen University, Erzincan University, Erciyes University, Fırat University, Gazi University, Niğde University, Muğla Sıtkı Koçman University, Kafkas University, Kastamonu University, Mehmet Akif Ersoy University, Mustafa Kemal University, İnönü University and

Sütçü İmam University) and consented to participate in the study using random sampling method.

Data collection tools

For the data collection; a “Personal Information Form” designed by the researchers to target awareness level of candidate teachers and “Awareness Level towards The Effects of Sports in Mentally Insufficient Individuals Scale” designed by İlhan and Esentürk (2015) were employed. Besides; in order to explore data about participants’ sex, whether or not they had individuals with mental disability in the family, whether or not they had any training about disability, whether or not they witnessed sportive training given to an individual with mental disability and status of doing sports; Personal Information Form was used.

Awareness Level towards the Effects of Sports in Mentally Insufficient Individuals Scale

Awareness Level towards the Effects of Sports in Mentally Insufficient Individuals Scale” designed by İlhan and Esentürk (2015) is composed of one part that includes 32 items/statements as a result of explanatory factor analyses. Participants score with five different points ranging from

0 to 5. The scale items have a 5-point Likert format with the following coding: I strongly disagree (1 point), I disagree (2 point), I am neutral (3 point), I agree (4 point), and I strongly agree (5 point). Yet; items that are negative worded (3rd, 6th, 9th, 12th, 15th, 18th, 21st, 24th, 27th and 30th items) are reverse-scored. The highest score and the lowest score are 32 vs. 160. A score between 32 and 74 indicates low level of awareness, a score between 75 and 117 moderate level of awareness and a score between 118 and 160 high level of awareness. Cronbach’s Alpha internal consistency value is reported to be 0.98 for the reliability of the original scale. For the current study; Cronbach’s Alpha internal consistency value is computed as 0.88.

Data analyses

For the data analyses and computed values; SPSS 17.0 statistical software was used. To establish whether or not the data followed a normal distribution; Levene’s homogeneity of variance and Kolmogorov-Smirnov tests were performed (Büyükoztürk, 2014 and Kalaycı, 2014). According to normality test; Mann-Whitney U and Kruskal Wallis H tests were employed for the data that did not follow a normal distribution. Of the descriptive statistics; percentages, arithmetic means and standard deviation values were used.

FINDINGS

Table 1. Mann-Whitney U Test performed in terms of sex variable of the participants.

	Sex	N	Mean	SD	Mean rank	Rank sum	U	p
Total	Female	248	137.09	18.65	321.20	79657.00	42235.00	0.135
	Male	367	134.99	20.16	299.08	109763.00		
	Total	615						

According to Table 1; awareness scores of candidate teachers of physical education did not change significantly in terms of sex variable (UAwareness=42235.00; $p>0.05$).

Table 2. Mann-Whitney U Test performed in terms of whether or not participants had individuals with mental disability in the family.

	Having individuals with mental disability in the family	N	Mean	SD	Mean rank	Rank sum	U	P
Total	Yes	71	138.28	18.65	332.79	23628.00	17552.0	0.211
	No	544	134.99	20.16	304.76	165792.00		
	Total	615						

According to Table 2; awareness scores of candidate teachers of physical education did not differ considerably in terms of whether or not participants had individuals with mental disability in the family (Uawareness=17552.0; $p>0.05$).

Table 3. Mann-Whitney U Test performed in terms of whether or not participants had any training about disability.

	Having training about disability	N	Mean	SD	Mean rank	Rank sum	U	P
Total	Yes	324	137.33	19.45	325.90	10559.00	41344.00	0.008*
	No	291	133.19	20.43	288.08	8383.00		
	Total	615						

According to Table 3; awareness scores of candidate teachers of physical education differed significantly in terms of whether or not participants had any training about disability (Uawareness=41344.00; $p<0.05$). Examining mean ranks; there was a significant difference between those

answering yes to the question whether or not the participants had training about disability (mean rank:325.90) and those answering no to the same question (mean rank: 288.08) on behalf of those answering yes.

Table 4. Mann-Whitney U Test performed in terms of whether or not the participants witnessed applied sportive training given to an individual with mental disability.

	Witnessing applied sportive training	N	Mean	SD	Mean rank	Rank sum	U	P
Total	Yes	299	136.66	20.14	322.26	96357.00	42977.00	0.053
	No	316	134.14	19.83	294.50	93063.00		
	Total	615						

According to Table 4; awareness scores of candidate teachers of physical education did not differ considerably in terms of whether or not the participants witnessed

applied sportive training given to an individual with mental disability (Uawareness=42977.0; $p>0.05$).

Table 5. Mann-Whitney U Test in terms of status of doing sports

	Sportive branch	N	Mean	SD	Mean rank	Rank sum	U	p
Total	Yes	406	137.89	18.61	327.87	133116.50	33952	0.00*
	No	208	130.50	21.74	267.73	55688.50	.5	
	Total	614						

According to Table 5; awareness scores of candidate teachers of physical education differed considerably in terms of status of doing sports (UAwareness=33952.5; $p < 0.05$). Examining mean ranks; there was

a significant difference between those answering yes to the question whether or not the participants did sports and those answering no to the same question on behalf of those answering yes.

DISCUSSION AND RESULTS

According to the study findings; awareness level of the participants was found to be high (135.37 ± 20.01156); which indicated that candidate teachers of physical education and sports believed that participation of individuals with mental disability in sports and physical education was effective that they became healthier and self-sufficient. As a social institution; sports is closely and strongly related with – primarily- family, education, economy, media and other social institutions (Amman, 2000, Yetim, 2005). Quality of life of the disabled individuals may change depending on cultural factors of the society where they live. Level of development of societies in education, law, health, human rights may affect position of the disabled individuals in society. Social views and perceptions of normally developed people towards the disabled individuals are one of the most important markers of modern societies (İlhan and Esentürk) (2014). In the current study; general awareness level of the participants was high; which is interpreted as a hopeful finding because candidate teachers of physical education

and sports will serve for the society with pedagogical dimensions.

When awareness level was statistically assessed in terms of sex variable; it was concluded that there was no significant difference between female candidate teachers and male candidate teachers (UAwareness=42235.00; $p > 0.05$). It was identified that awareness level of female candidate teachers (137.09 ± 18.65) was higher than male candidate teachers (134.99 ± 2016). Generally speaking, this finding may have been correlated with women's emotional characteristics and these emotional characteristics may have affected their behaviors and awareness. The study of İlhan done in 2010 reported that mothers who had children with mental disability were more sensitive than fathers. Besides; many studies emphasize that women's emotional characteristics were higher than men (Ciarrochi et al., 2001; Schutte et al., 1998, Goldenberg et al., 2006; Van Rooy et al., 2005, Goldberg et al. 1990). These results point out that women generally have a more sensitive personality; which may increase their awareness.

According to Table 2; awareness scores of candidate teachers of physical education did not differ considerably in terms of whether or not participants had individuals with mental disability in the family (UAwareness=17552.0; $p>0.05$). It was identified that mean awareness score of those who had individuals with mental disability in their family (137.09 ± 18.65) was higher than those who did not have individuals with mental disability in the family (134.99 ± 20.16) in terms of awareness level. It is suggested that it is an expected outcome that those who have individuals with disability in their close environments show awareness above the average in terms of general characteristics of disability and the disabled sports even if they belong to different disability groups.

According to Table 3; awareness scores of candidate teachers of physical education differed significantly in terms of whether or not participants had any training about disability (UAwareness=41344.00; $p<0.05$). When mean ranks were examined; there was a significant difference between those answering yes to the question (mean rank:325.90) and those answering no to the same question (mean rank: 288.08) on behalf of those answering yes; which may have resulted from the educational attainments of candidate teachers because they studied compulsory courses “Special Education” and Physical Education and Sports for the Disabled” taught under curriculum of physical education sports.

According to Table 4; awareness scores of candidate teachers of physical education did not differ considerably in terms of whether or not the participants witnessed applied sportive training given to an individual with mental disability

(UAwareness=42977.0; $p>0.05$). It was noted that mean awareness score of the participants who witnessed applied sportive training given to an individual with mental disability (136.66 ± 20.14) was higher than those who did not (134.14 ± 19.83). 299 candidate teachers in the current study told that they witnessed applied sportive training given to an individual with mental disability whereas 316 did not. Many undergraduate students may have different experiences about the disabled sports. These experiences may include being a trainer of a disabled child, participating in social responsibility projects of universities, being community volunteers in various organizations held for the disabled or life coaching for the disabled. Undoubtedly; awareness of candidate teachers with these practical experiences increases thanks to these experiences.

According to Table 5; awareness scores of candidate teachers of physical education differed significantly in terms of status of doing sports (UAwareness=33952.5; $p<0.05$). When mean ranks were examined; there was a significant difference between those answering yes to the question whether or not the participants did sports and those answering no to the same question on behalf of those answering yes. 406 participants of the current study did sports actively while 208 did not. Those doing sports regularly may have a higher awareness and conscious level about physical education and all the dynamics of sports. It may be suggested that those doing sports both experienced benefits of sports personally and saw its contributions on growth of normally developed people; which may have resulted in an awareness that individuals with mental disability could

experience the same benefits and contributions of sports; too.

In sum; it is possible to argue that candidate teachers who continued undergraduate programs at different departments of physical education and sports in Türkiye demonstrated high level of awareness towards the effects of sports upon the disabled individuals. Considering

the study variables; it was concluded that candidate teachers who received physical education and sports education for the disabled people and those who did sports actively showed significantly higher level of awareness as compared with those who did not receive physical education and sports education for the disabled people and those who did not do sports actively.

REFERENCES

1. Acar. N. V., Ne kadar farkındayım: Gestalt terapi (2. Baskı), Babil Yayınevi, Ankara, 2004 [In Turkish]
2. Amman. M. T., Spor Sosyolojisi, Ed: İkizler, H. Can., Sporda Sosyal Bilimler, İstanbul, 2000
3. Ataman.A. , Özel Gereksinimli Çocuklar. Özel Eğitime Giriş. (Ed: A. Ataman) (9-30), Gündüz Yayıncılık, Ankara, 2005 [In Turkish]
4. Baron, L. J. and Faubertb, C. , “ The role of Tai Chi Chuan in reducing state anxiety and enhancing mood of children with special needs” [Journal of Bodywork and Movement Therapies](#). Volume 9, Issue 2, Pages 120-133, 2005
5. Bertoti, D. B., “Mental Retardation: Focus on Down Syndrome” Pediatric Physical Therapy, Philadelphia, 1999
6. Büyüköztürk, Ş., Sosyal Bilimler İçin Veri Analizi El Kitabı: İstatistik, Araştırma Deseni SPSS Uygulamaları ve Yorum (Genişletilmiş 19. Baskı), Pegem Akademi, Ankara, 2014 [In Turkish]
7. Ciarrochi, J., Chan, E. Y. C. ve Bajgar, J.,” Measuring emotional intelligence in adolescence” Personality and Individual Differences, 31 (7): 1105-1119, 2001
8. Çamlıyer, H. (1995). Eğitilebilir Zekâ Düzeyindeki Çocuklarda Hareket Eğitiminin Algısal Gelişim Düzeylerine Etkileri. Engellilerde Uluslararası Spor Eğitimi Sempozyumu 26-28 Ekim. Antalya. [In Turkish]
9. Çevik, O ve Kabasakal, K., “ Investigation of the Effects of Sport Activities on Disabled Persons, Social Adaptation and Their Socialization by Sport “ International Journal of Social and Economic Sciences 3 (2): 74-83, 2013
10. Damentko, M. , Unified Sports Overview Fact Sheet and Unified Sports Handbook, Birleştirilmiş Sporlar ve İçeriği, (Çev. Yılmaz, İ.), USA, 2005 [In Turkish]
11. Erdem, N. , “Kaynaştırma “ Eğitim Güncesi Rehberlik Dergisi. Sayı:2. s.: 19-21.Kocaeli, 2005 [In Turkish]
12. Eripek, S. , Zihinsel Engelli Çocuklar, Anadolu Üniversitesi Basımevi, Eskişehir, 1996 [In Turkish]
13. Goldberg, S., Morris, P., Simmons, R.J., “ Chronic illness in infancy and parenting stress: a comparison of three groups of parents “ J Pediatr Psychol, 15:347-358, 1990
14. Goldenberg, I., Matheson, K. ve Mantler, J., “ The assessment of emotional intelligence: a comparison of performance-based and self-report methodologies “ Journal of Personality Assessment, 86 (1): 33-45, 2006
15. İlhan, L. , Eğitilebilir Zihinsel Engelli Çocuklarda Beden Eğitimi ve Spor Aktivitelerinin Ruhsal Uyum Düzeylerine Etkisi ,Doktora Tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Beden Eğitimi Ve Spor Öğretmenliği Anabilim Dalı, Ankara, 2007 [In Turkish]
16. İlhan, L. , “The Importance of Physical Education And Sport for Children with Mental Disabilities From the Point of General Development Process “ Çağdaş Eğitim Dergisi, Tekişik Araştırma Geliştirme Vakfı Yayını, 33, 17-24, 2008
17. İlhan, L. , “ The effect of the participation of educable mentally retarded children in the special physical education classes upon the anxiety levels of the parents of the children “ Ovidius University Annals, Series Physical Education and Sport / Science, movement and health, 10(2):304-309 pp, 2010
18. İlhan, L., Esentürk, O., “ Zihinsel Engelli Bireylerde Sporun Etkilerine Yönelik Farkındalık Ölçeği (ZEBSEYFÖ) Geliştirme Çalışması “ CBÜ Beden Eğitimi ve Spor Bilimleri Dergisi. 9(1), 19-36, 2015 [In Turkish]
19. Karasar, N. , Bilimsel Araştırma Yöntemleri: Kavramlar, Teknikler ve İlkeler (27. Baskı), Nobel Yayınevi, Ankara, 2014
20. Kerbs, P. L. , Mental Retardation. Adapted Physical Education and Sports (Ed: J. P. Winnick Illinois: Human Kinetics Champaigne, 611-645, 1995
21. Krebs, P., “ Adapted Physical Education and Sport. Fourth Edition. (Editor:Winnick, J.)” Chapter 11. Intellectual Disabilities., Human Kinetics, ISBN: 0-7360-5216-X. State University, New York, p.:140, 2005

22. Masi, G., Psychiatric İllness in Mentally Retarded Adolescents. California: Clinical Features Adolescence, 1998
 23. Sadioğlu, Ö., Batu, S., Bilgin, A., “ Sınıf Öğretmenlerinin Özel Gereksinimli Öğrencilerin Kaynaştırılmasına İlişkin Görüşleri “ Eğitim Fakültesi Dergisi 25 (2), 2012, 399-432, 2012 [In Turkish]
 24. Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J. ve Dornheim, L. , “ Development and validation of a measure of emotional intelligence “ Personality and Individual Differences, 25 (2): 167-177, 1998
 25. Şahin, H. , Engellik kimin sorunu? Bireyin mi, toplumun mu? Öz-Veri, 1(1), 40-50, 2004 [In Turkish]
 26. Şişman, Y. , Türkiye’de Özürlülere Yönelik Yasal Düzenlemeler. Sosyal Siyaset Konferansları, Sayı: 60, 2011/1, s. 169–221. 2011
<http://www.iudergi.com/tr/index.php/sosyalsiyaset>, (acces date: 12-02-2015) [In Turkish]
 27. T.C. Millî Eğitim Bakanlığı Aile Ve Tüketici Hizmetleri. ,Engelli Bireylerde Toplumsal Uyum. Ankara, http://www.megep.meb.gov.tr/mte_program_modul/moduller_pdf/Engelli%20Bireylerde%20Toplumsal%20Uyum.pdf, 2011 [In Turkish]
 28. Van Rooy, D. L., Alonso, A. ve Viswesvaran, C., “ Group differences in emotional intelligence scores: theoretical and practical implications “ Personality and Individual Differences, 38 (3): 689–700, 2005
- Yetim, A. A., Sosyoloji ve Spor, Morpa Kültür Yayınları, Yaylacık Ma [In Turkish]

