

Investigation of Coaches' Attitudes Towards Teaching Students with Disabilities

Antrenörlerin Engelli Öğrencilere Öğretmenlik Yapmaya Yönelik Tutumlarının İncelenmesi

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Abstract: This study aims to determine the attitudes of the trainers while teaching disabled students. Two hundred eighty-two people randomly selected among the trainers working under the Ministry of Youth and Sports in the Black Sea region participated in the research. The participants are 79 female and 203 male trainers working in the youth sports provincial and district directorates of the youth sports ministry. The descriptive method was used in the research. The descriptive method is a situation determination that indicates the current situation. Only one scale was used as a measurement tool. The scale of teachers' attitudes towards teaching disabled students consists of personal information and 22 items. In addition, the scale consists of four sub-dimensions. Attitudes are evaluated in terms of dimensions and overall attitude totals. Scale dimensions are behavioural purpose, subjective norms, perceived behavioural control, attitudes towards behaviour, and general attitude total. Since the data were normally distributed in the analysis of quantitative data, t-tests and ANOVA tests from parametric tests were used. As a result of the research, when the General Attitude Scale score is examined, it is seen that while the trainers' attitudes towards teaching disabled students are positive, some variables that predict these positive attitudes influence the attitudes, while others are not. Although it is seen that the special norm sub-dimension is effective in the effect of the trainers' attitudes, their general attitudes are positive.

Keywords: Coach, disability, teaching, student.

Özet: Bu çalışmanın amacı antrenörlerin engelli öğrencilere eğitim verirken sergilemiş oldukları tutumları belirlemektir. Araştırmaya Karadeniz bölgesinde çalışan antrenörler arasından rastgele seçilen 282 kişi katılmıştır. Katılımcılar kamuda görev yapan 79 kadın ve 203 erkek antrenörlerdir. Araştırmada betimsel yöntem kullanılmıştır. Betimsel yöntem var olan durumu belirten bir durum saptamasıdır. Ölçme aracı olarak yalnızca bir ölçek kullanılmıştır. Öğretmenlerin engelli öğrencilere öğretmeye yönelik tutum ölçeği, kişisel bilgiler ve 22 maddeden oluşmaktadır. Ayrıca ölçek dört alt boyuttan oluşmaktadır. Tutumlar, boyutlar ve genel tutum toplamlarına göre değerlendirilir. Ölçek boyutları davranışsal amaç, öznel normlar, algılanan davranışsal kontrol, davranışa yönelik tutumlar ve genel tutum toplamıdır. Nicel verilerin analizinde veriler normal dağıldığı için, parametrik testlerden t testi ve ANOVA testleri kullanılmıştır. Araştırma sonucunda genel tutum ölçeği puanına bakıldığında antrenörlerin engelli öğrencileri öğretmeye yönelik tutumları olumlu iken bu olumlu tutumları yordayan bazı değişkenler tutumlarında etkili iken bazılarını etkili olduğunu göstermemiştir. Antrenörlerin tutumlarının etkisinde özel norm alt boyutunun etkili olduğu görülmekle birlikte genel tutumları olumludur.

Anahtar Kelimeler: Antrenör, engellilik, öğretim, öğrenci.

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INTRODUCTION

A coach, in line with the definition of training, is a person who has received specialized education and operates at an amateur or professional level to achieve a specified goal (1). In recent years, the rapid evolution and consumption of knowledge have necessitated that students and athletes acquire the skills to structure knowledge, use it effectively, think creatively, and generate new information in their development processes (2)

Physical education teachers and coaches should be qualified individuals who continuously improve themselves professionally and stay updated on developments in their field. In Turkey, a coach can be defined as a person who, in their specific sports discipline, completes specific qualifications in practical and theoretical training programs at their respective levels and is responsible for training and guiding individual athletes or sports teams following national or international rules and techniques (3).

Coaches play an effective role in preparing athletes physically, tactically, and psychologically, and it is also their responsibility to ensure teams' success on both national and international levels. Therefore, they must closely follow current sports laws, regulations, and techniques and guide athletes. What sets these coaches apart are their training, beliefs, values, and attitudes towards athletes and sports. In the existing system, the level of pre-service education, their values, and their perspective on diversity distinguish quality coaches from others at every level. This can be evaluated as the quality of the pre-service education that guides their attitudes and decisions.

In Turkey, most coaching education programs in undergraduate studies only include a single 3-credit course on physical education and sports for people with disabilities, and 66% of this course is practical. Physical education teachers teach students the fundamentals of sports in schools, encourage their interest in sports, and support them in adopting healthy lifestyle habits. Determining individual athletes' abilities and directing them to the right sports, fostering team spirit in group activities, and emphasizing the value of sports are also important aspects of their responsibilities.

Practical training, known as internship practice, in coaching education programs, is significant in facilitating positive attitudes towards including students with disabilities in physical education classes in inclusive educational environments (4). Studies have shown that basic-level adapted physical education courses supported by practical training during undergraduate education can improve instructor attitudes (5,6).

For coaches to effectively provide instruction to disabled and non-disabled students in inclusive education programs, pre-service education programs need to be redesigned to meet the requirements of inclusive education classrooms. However, there is a lack of existing literature on the factors influencing coaches' ability to provide education in inclusive environments and their attitudes towards teaching disabled students during the pre-service period. Therefore, this study aims to determine the attitudes of coaches towards teaching disabled students during the pre-service period and to

examine, elucidate, and report the factors that influence these attitudes.

Upon reviewing the literature, I noticed that some studies have examined physical education teachers' attitudes towards disabled students. One of these studies showed that young physical education teachers exhibited a more positive attitude towards including disabled students in their classes (7). According to the research, younger physical education teachers may be more willing and open-minded regarding including disabled students in their classes. In another study, it was stated that gender differences did not influence physical education teachers' attitudes towards including disabled students in classes. In other words, the gender of the teachers did not emerge as a significant factor in determining their approaches to including disabled students in their classes. Such studies are essential for educators and educational programs to understand and improve their attitudes and approaches towards disabled students.

This enables disabled students to actively participate in physical education classes, allowing them to fully benefit from physical activity and sports opportunities. Additionally, young physical education teachers' positive and inclusive attitudes can contribute to increasing awareness of individuals with disabilities in society, thereby fostering a more equitable and inclusive educational environment. However, for disabled students to be better included in classes, it is essential for all physical education teachers to learn about their particular needs and appropriate methods and to be equipped with up-to-date knowledge during their training.

The presence of teachers with continuously evolving knowledge and skills in this field is crucial for disabled students to fully realize their potential and enjoy all the advantages of sports (8,9). The attitudes of physical educators towards disabled students have been associated with various factors. For example, in a study by Rizzo and Vispoel (1991), it was found that physical educators were more likely to exhibit positive attitudes when teaching disabled students if they perceived themselves as highly competent in teaching. This indicates that teachers display positive attitudes when they feel more confident and can approach disabled students more effectively (10).

Similarly, Rizzo's study (1985) indicated that physical educators with a higher academic preparation were more likely to exhibit positive attitudes when teaching disabled students. This suggests that physical educators being better educated may contribute to them having greater awareness and self-confidence when working with disabled students. Therefore, they are more likely to display a positive attitude (11).

Furthermore, a study conducted by Marchesi and colleagues (2005) noted that the likelihood of physical educators exhibiting positive attitudes was higher among teachers with more academic preparation and a higher perceived teaching competence when working with disabled students (12). This suggests that physical educators' educational level and teaching competence can play a significant role in shaping their attitudes towards disabled students. The attitudes of physical educators towards disabled students may vary

depending on factors such as teachers' perceived teaching competence, academic preparation levels, and educational backgrounds.

Teachers feeling more competent and prepared can help them approach working with disabled students with a more positive outlook and provide better guidance. Therefore, it is believed that physical educators can enhance their attitudes towards disabled students in a positive direction by emphasizing their education and professional development. The collective examination of all these studies has helped us better understand the specific factors that influence physical education teachers' attitudes towards disabled students. However, we must also learn about coaches' attitudes towards teaching disabled students. This is because different disability groups can present significant challenges for coaches.

Particularly in exercise settings, it is crucial to assess whether coaches are adequately prepared to include disabled students successfully. Investigating whether coaches believe they possess the necessary competencies for working with disabled students is also essential. Coaches' competence levels and attitudes are of great significance to ensure the effective participation of disabled students in sports and exercise programs.

Research in this area will provide a crucial foundation for understanding how ready and informed coaches are when teaching disabled students. It will also offer guidance on how to enhance the education and preparation of coaches to improve the achievements of disabled students in sports and exercise and support them. In this way, it will contribute to the creation of an inclusive and supportive environment in the field of sports and exercise.

METHODS

Research Model: In this study, the aim was to determine the attitudes of coaches working in the Black Sea region towards disabled athletes. A descriptive method was used in the research. The descriptive method is a statement of the existing situation (13).

Purpose of the research: The aim of this study is to examine the attitudes of coaches towards teaching students with disabilities in terms of various variables.

Research Group: In this study, a single-stage sampling procedure was used among coaches in the Turkish Black Sea region. The population of the research encompasses all coaches in the region. To reduce the possible error with a tolerance of 0.05, it was determined that the minimum sample size to be taken from the population is 260 people, as specified by Ural and Kılıç (2006). To enhance reliability, the data collection instrument was administered to 282 individuals (14). The demographic characteristics of the coaches are presented in detail in Table 1.

This study may have been conducted to understand the demographic characteristics of coaches in the Turkish Black Sea region and to gain general knowledge about the research population. The single-stage sampling method can simplify and streamline the research process, aiding in representing the population. However, if generalizations are to be made based on the study's results, it is essential to ensure that the

sample size is sufficient, and statistical analyses should be conducted carefully.

The demographic characteristics presented in Table 1 include essential information such as the age, gender, education level, and years of experience of the coaches. These details can be utilized in the analysis and interpretation of the obtained data, adding meaning to the research results. Variables like education level and years of experience, in particular, can provide significant insights into the coaches' skills and knowledge levels.

An online survey prepared using Google Forms was sent to the participants as an invitation letter for the research. In this invitation letter, the purpose and significance of the study were explained, and participants were requested to complete a brief five-minute questionnaire. Additionally, it was

mentioned that the participants' information would be kept confidential, and their participation was entirely voluntary. The web link in the invitation letter was provided to facilitate participants' survey completion. By clicking this link, participants indicated their willingness to participate in the research. The crucial point is that participants voluntarily chose to engage in the research. The invitation letter is important to inform participants about how and why they should participate in the research and to provide assurance that their data will be shared securely. Explaining the purpose and significance of the research can enhance participants' motivation and lead them to approach the research with a more positive attitude. Respecting participants' privacy rights and emphasizing the principle of voluntariness are also ethically essential.

Table 1. Demographic characteristics of the participants

Demographic Characteristics		f	%
Gender	Female	79	28
	Male	203	72
Years of Professional Experience	1-5 years	183	64,9
	6-11 years	58	20,6
	12-17 years	23	8,2
	18 + years	18	6,4
Age	<=30	147	52,1
	31-40	102	36,2
	41+	33	11,7
Have you received training or taken courses in physical education and sports for disabled individuals during your coaching career?	Yes	98	34,8
	No	184	65,2
Do you have a disabled family member?	Yes	24	8,5
	No	258	91,5
Do you have disabled individuals among your close friends?	Yes	89	31,6
	No	193	68,4
What do you consider the level of competence of your teaching experience for disabled students to be?	Insufficient	52	18,4
	Somewhat sufficient	75	26,6
	Moderately sufficient	133	47,2
	Highly sufficient	13	4,6
	Completely sufficient	9	3,2

In Table 1, female participants comprise 28%, while male participants account for 72% of the sample. Concerning participants' years of professional experience, 1-5 years constitute 64.9%, 6-11 years represent 20.6%, 12-17 years make up 8.2%, and 18 years and above account for 6.4%. Regarding participants' age, those aged 30 and below constitute 52.1%, those aged 31-40 make up 36.2%, and those aged 41 and above account for 11.7% of the participants. Among the participants, 34.68% have taken courses or received training in physical education and sports for disabled individuals, while 65.2% have not received any special instruction. Based on the variable of having a disabled family member, 8.5% responded "Yes," and 91.5% responded "No." As for the variable of having disabled individuals in their close circle and among their friends, 31.6% responded "Yes," and 68.4% responded "No." Regarding their perception of their teaching experience for disabled students, 18.4% found it insufficient, 26.6% found it somewhat sufficient, 47.2% found it moderately enough,

4.6% found it highly good, and 3.2% found it entirely acceptable.

Data Collection: Only one scale was used as the measurement instrument. Permission was obtained from the owners of this scale. The measurement instrument was applied to voluntary participants. Attitude Scale Towards Teaching Disabled Students for Coaches (ASTTDSC) (15). Consists of personal information and 22 items. In addition, the scale consists of four sub-dimensions. Scores are evaluated according to dimensions and general attitude totals. The scale dimensions are BI (Behavioral Intention), SN (Subjective Norms), PBC (Perceived Behavioral Control), ATT (Attitudes Toward Behavior), and the overall attitude total. The scale is structured in a 5-point Likert type. Scale rating intervals were calculated using the formula $(n-1/n) = (5-1/5) = 0.80$. The reliability coefficient of the general total scores of the scale is .92; Cronbach's Alpha values for BA (Behavioral Intention), SN (Subjective

Norms), PBC (Perceived Behavioral Control), and ATT (Attitudes Toward Behavior) range from .757 to .928. The

options and score ranges of the scale items are shown in Table 2.

Table 2. Five-point Likert scale options and degree ranges

Opinion Participation Level Options	Score range
HK	1.00 - 1.79
AK	1.80 - 2.59
ODK	2.60 - 3.39
ÇK	3.40 - 4.19
TK	4.20 - 5.00

HK: I strongly disagree, AK: I disagree, ODK: I moderately agree, ÇK: I strongly agree, TK: I completely agree

The scale includes no reverse coding in the 5-point Likert-type scale items. The minimum and maximum scores that can be obtained from the sub-dimensions of the scale are as follows: " BI (Behavioral Intention)" 3-15, " SN (Subjective Norms)" 5-25, " ATB (Attitude Toward Behavior)" 4-20, " PBC (Perceived Behavioral Control)" 10-50, and the overall scores of the scale range from 22 to 110. An increase in scores is interpreted as the participants' attitudes towards teaching disabled students being positive. The scale is structured as a 5-point Likert scale. In this context, an average score of 2.60 and above is interpreted as the participants' attitudes being at a positive level, and an average score of 2.59 and below indicates that the participants' attitudes are at a negative level.

Analysis of Data: The ethical appropriateness of the study was approved by the Bayburt University Ethics Committee on December 16, 2022, with decision number 309. Ethical approval was obtained to ensure that the research would respect the rights of the participants and maintain the confidentiality of information. Before collecting data, written permission was obtained from the scale owners, thus ensuring that participants voluntarily participated in the research.

The scale, prepared using Google Forms, was sent to participants through a short web link via digital platforms. The invitation link explained the purpose and significance of the study to the participants, emphasized the request for participation, and guaranteed the confidentiality of the

information. Participants voluntarily joined the study by clicking on the link to the website.

It was determined that the obtained data were normally distributed; therefore, parametric tests, including t-tests and one-way analysis of variance (ANOVA), were used. Scheffe's test was applied to test the differences between groups. These analysis methods indicate that the obtained data were suitable for obtaining statistically significant results. The ethical appropriateness of the methods used in the research demonstrates a commitment to protecting the rights of participants and ensuring the confidentiality of information. Furthermore, it is emphasized that the statistical analyses were conducted using appropriate methods to obtain accurate and reliable results. In this way, the scientific and ethical validity of the research has been ensured.

Significance of the Study: Examining the role of service quality in customer satisfaction in fitness centres is essential in this research. In this context, our study is crucial as it can serve as a basis for future research.

Limitations of the Study

- The study is limited to coaches working in the Black Sea Region.
- The study is confined to the planned behavior theory sub-dimensions.

RESULTS

In this section, the results are presented based on the quantitative data obtained from the scale

Table 3. "T-Test analysis of "ASTTDSC" scale scores by gender

Scale and Sub dimensions.	Gender	N	X	S	t	Sd	p
ASTTDSC	Female	79	76,189	12,538	-1,658	280	.098
	Male	203	78,896	12,221			
SN	Female	79	17,189	3,591	-2,643	280	.008
	Male	203	18,443	3,539			
PBC	Female	79	32,557	7,269	-885	280	.377
	Male	203	33,389	7,021			
ATB	Female	79	14,24	2,167	-1,707	280	.089
	Male	203	14,684	1,877			
BI	Female	79	12,202	2,583	-513	280	.608
	Male	203	12,379	2,604			

ASTTDSC: Scale Total, BI (Behavioral Intention), SN (Subjective Norms), PBC (Perceived Behavioral Control), ATB (Attitude Toward Behavior)

According to the t-test analysis results for the opinions related to "ASTTDSC" in Table 3, the total scale score ($t(282) = -1.658$; $p > .05$) and opinions regarding the " PBC" ($t(282) = -0.885$; $p > .05$), " ATB " ($t(282) = -1.707$; $p > .05$), and

" BI " ($t(282) = -0.513$; $p > .05$) sub-dimensions were not found to be statistically significant. However, the " SN" ($t(282) = -2.263$; $p < .05$) score was found to be statistically significant.

Table 4. "ANOVA analysis of "ASTTDSC" scale scores by professional seniority (PS)

Scale and Sub dimensions	Groups	N	X	F	p	Significant (Scheffe)
BI	1-5 years	183	12,251	1,681	,171	-
	6-11 years	58	12,293			
	12-17 years	23	13,434			
	18 + years	18	11,833			
	Total	282	12,329			
ATB	1-5 years	183	14,573	2,103	,100	-
	6-11 years	58	14,500			
	12-17 years	23	15,260			
	18 + years	18	13,722			
	Total	282	14,560			
PBC	1-5 years	183	33,327	,332	,802	-
	6-11 years	58	32,741			
	12-17 years	23	32,173			
	18 + years	18	34,000			
	Total	282	33,156			
SN	1-5 years	183	18,000	,853	,466	-
	6-11 years	58	17,810			
	12-17 years	23	18,913			
	18 + years	18	18,888			
	Total	282	18,092			
ASTTDSC	1-5 years	183	78,153	,218	,884	-
	6-11 years	58	77,344			
	12-17 years	23	79,782			
	18 + years	18	78,444			
	Total	282	78,138			

ASTTDSC: Scale Total, BI (Behavioral Intention), SN (Subjective Norms), PBC (Perceived Behavioral Control), ATB (Attitude Toward Behavior)

In Table 4, it was observed that there were no statistically significant differences in the "ASTTDSC" scale scores based on the "BI" [F(282)=1.681, p>.05], "ATB" [F(282)=2.103, p>.05], "PBC" [F(282)=0.332, p>.05], "

SN" [F(282)=0.853, p>.05] sub-dimensions, as well as ASTTDSC [F(282)=0.218, p>.05], concerning the "PS" variable.

Table 5. One-way analysis of variance (ANOVA) for 'AEÖÖYT' scale scores according to age (AV) variable

Scale and Sub dimensions	Groups	N	X	F	p	Significant (Scheffe)
BI	<=30	147	12,183	,495	,610	-
	31-40	102	12,470			
	41+	33	12,545			
	Total	282	12,329			
ATB	<=30	147	14,530	,256	,774	-
	31-40	102	14,656			
	41+	33	14,393			
	Total	282	14,560			
PBC	<=30	147	33,129	,013	,988	-
	31-40	102	33,235			
	41+	33	33,030			
	Total	282	33,156			
SN	<=30	147	17,938	,808	,447	-
	31-40	102	18,078			
	41+	33	18,818			
	Total	282	18,092			
ASTTDSC	<=30	147	77,782	,137	,872	-
	31-40	102	78,441			
	41+	33	78,787			
	Total	282	78,138			

ASTTDSC: Scale Total, BI (Behavioral Intention), SN (Subjective Norms), PBC (Perceived Behavioral Control), ATB (Attitude Toward Behavior)

In Table 5, it can be observed that there were no statistically significant differences in the means of "AEÖÖYT" scale scores for the "BI" [F(282)=,495 p>.05], "PBC"

[F(282)=,013 p>.05], "ASTTDSC" [F(282)=,137 p>.05], "ATB" [F(282)=,256, p>.05], and "SN" [F(282)=,808, p>.05] sub-dimensions according to the "AV" variable.

Table 6. "ASTTDSC" independent samples t-test analysis on scale scores according to the variable of receiving training/courses, etc., in adapted physical education and sports for individuals with disabilities by the participants

Scale and Sub Dimensions	Groups	N	X	S	t	Sd	p
BI	Yes	98	12,898	2,447	2,713	280	,007
	No	184	12,027	2,626			
ATB	Yes	98	15,010	2,198	2,835	280	,005
	No	184	14,320	1,795			
PBC	Yes	98	34,500	7,058	2,342	280	,020
	No	184	32,440	7,019			
SN	Yes	98	18,663	3,496	1,958	280	,051
	No	184	17,788	3,614			
ASTTDSC	Yes	98	81,071	12,476	2,951	280	,003
	No	184	76,576	12,024			

ASTTDSC: Scale Total, BI (Behavioral Intention), SN (Subjective Norms), PBC (Perceived Behavioral Control), ATB (Attitude Toward Behavior)

Table 6 indicates that in the opinions related to "ASTTDSC", significant differences in the mean scores were found based on the variable of receiving training/courses, etc., in adapted physical education and sports for individuals with disabilities during the coaching career. According to the

results of the t-test analysis, significant differences were observed in the "BI" ($t(282)=2.713$; $p<.05$), "ATB" ($t(282)=2.835$; $p<.05$), "PBC" ($t(282)=2.342$; $p<.05$), "SN" ($t(282)=1.958$; $p<.05$) sub-dimensions, as well as the "PBC" ($t(282)=2.951$; $p<.05$) opinions.

Table 7. T-test analysis of "ASTTDSC" scale scores based on the variable of having a disabled family member

Scale and Sub dimensions	Groups	N	X	S	t	Sd	p
BI	Yes	24	11,458	3,296	-1,379	280	,009
	No	258	12,410	2,512			
ATB	Yes	24	14,791	2,264	,601	280	,548
	No	258	14,538	1,942			
PBC	Yes	24	31,625	7,654	-1,107	280	,269
	No	258	33,298	7,033			
SN	Yes	24	17,291	4,338	-1,142	280	,254
	No	258	18,166	3,515			
ASTTDSC	Yes	24	75,166	14,895	-1,234	280	,218
	No	258	78,414	12,081			

ASTTDSC: Scale Total, BI (Behavioral Intention), SN (Subjective Norms), PBC (Perceived Behavioral Control), ATB (Attitude Toward Behavior)

In Table 7, the t-test analysis of "ASTTDSC" scale scores based on the variable of having a disabled family member revealed that the opinions on the "ASTTDSC" ($t(282)=-1.234$; $p>.05$), "SN" ($t(282)=-1.142$; $p>.05$), "PBC" ($t(282)=-1.107$; $p>.05$), "ATB" ($t(282)=0.601$; $p>.05$) sub-

dimensions did not show statistically significant differences in mean scores. However, a statistically significant difference was found in the "BI" ($t(282)=-1.379$; $p<.05$) sub-dimension.

Table 8. "Analysis of variance (ANOVA) based on participants' level of competence in teaching experiences for "ASTTDSC" scale scores

Scale and Sub dimensions	Groups	N	X	F	p	Significant (Scheffe)
BI	IE ¹	52	11,480	5,251	,001	1 < 5, 2 < 5
	SSE ²	75	11,946			
	MSE ³	133	12,594			
	VSE ⁴	13	13,461			
	FSE ⁵	9	14,888			
	Total	282	12,329			
ATB	IE ¹	52	13,461	10,327	,001	1 < 3, 5 < 2
	SSE ²	75	14,266			
	MSE ³	133	14,902			
	VSE ⁴	13	15,692			
	FSE ⁵	9	16,666			
	Total	282	14,560			
PBC	IE ¹	52	29,307	9,133	,001	1 < 3, 4, 2 < 4
	SSE ²	75	32,440			
	MSE ³	133	34,323			
	VSE ⁴	13	40,230			
	FSE ⁵	9	33,888			
	Total	282	33,156			
SN	IE ¹	52	16,384	7,769	,001	1 < 4, 3, 5
	SSE ²	75	17,800			
	MSE ³	133	18,451			
	VSE ⁴	13	20,384			
	FSE ⁵	9	21,777			
	Total	282	18,092			
ASTTDSC	IE ¹	52	70,634	11,819	,001	1 < 3, 4, 5
	SSE ²	75	76,453			
	MSE ³	133	80,270			
	VSE ⁴	13	89,769			
	FSE ⁵	9	87,222			
	Total	282	78,138			

(IE): Insufficient Experience, SSE:Slightly Sufficient Experience; (MSE):Moderately Sufficient Experience; (VSE):Very Sufficient Experience; (FSE): Fully Sufficient Experience. ASTTDSC: Scale Total, BI (Behavioral Intention), SN (Subjective Norms), PBC (Perceived Behavioral Control), ATB (Attitude Toward Behavior)

In Table 8, there was a statistically significant difference in the scores of the "ASTTDSC" scale based on the teaching experience levels for "BI" [F(282)=5.251, $p<.05$], "ATB" [F(282)=10.327, $p<.05$], "PBC" [F(282)=9.133, $p<.05$], "SN" [F(282)=7.769, $p<.05$], and "ASTTDSC" [F(282)=11.819, $p<.05$]. For the "BI," "ATB," "PBC," and "SN" sub-dimensions and the total scale score, the Scheffe

DISCUSSION AND CONCLUSIONS

In this section, the findings will be discussed in the light of the literature. The attitudes of these coaches, as revealed by the results, indicate some deficiencies among coaches regarding demographic characteristics in providing education to disabled students. It is observed that variables such as the professional seniority or age of coaches are statistically insignificant in providing education to disabled students. While there are international studies measuring the attitudes of coaches towards disabled students, domestic studies are limited.

In this study, coach attitudes were evaluated, and the relationship between variables and coach attitudes was examined and elucidated in light of the literature. Although the mentioned study found that demographic characteristics and coach attitudes are associated with teaching behaviour, the lack of association between some demographic variables and coaching teaching behaviours is noteworthy. Variables related to coach attitudes were found to be gender, coach views on their attitudes towards teaching disabled students and whether they received education related to physical education and sports for disabled individuals, coach views on teaching disabled students, the presence of disabled individuals in the coaches' families, and the level of competence of coaches in terms of teaching experience.

The four dimensions found in the scale used in the study are crucial in explaining coach behaviours. The coach attitudes concerning variables are discussed in detail through these four scale dimensions. When examining the gender variable, it is observed that there is no difference in the overall attitude of coaches towards teaching disabled students in the study (16). However, in the sub-dimension of subjective norms, male coaches exhibit more positive attitudes than female coaches.

Subjective norm is a precursor to attitude related to social perception and motivation to conform to the situation. In this case, it is observed that male coaches tend to form a more positive attitude towards teaching disabled students, influenced more by society or superiors than women. Some studies have also addressed gender differences in attitude development towards disabled students (17). Hutzler, in a study conducted in 2003, found that female educators exhibited a more positive attitude towards teaching disabled students than male educators (18). The general responses to this variable across the scale supported expressions that reflect positive attitudes towards disabled athletes (19).

When examining the variable of coaching experience years regarding coaches' attitudes towards teaching disabled students, it was determined that no significant differences were found in the overall scale total and among the sub-dimensions. The absence of a relationship between attitude and experience is among the studies reported by Downs and

Test revealed a statistically significant difference between the scores of "IE" ($\bar{x}=3.98$) and "MSE" ($\bar{x}=4.08$), "VSE" ($\bar{x}=4.74$), and "FSE" ($\bar{x}=4.75$). In all dimensions, the participant teachers who found their experience insufficient had lower scores compared to the participant teachers who had "SSE," "MSE," "VSE," and "FSE" experiences.

Williams (1994). The results of this study indicate that coaches' behaviour in teaching disabled students is not dependent on the number of years they have been in the profession (20). Although the literature suggests that instructors with more years of experience are expected to have more positive attitudes towards teaching disabled students(12), this study did not yield such a conclusion.

While studying the age variable, which is considered to be an influential factor in coaches' attitudes towards teaching disabled students, no significant differences were found between groups in our study. However, in the studies of Rizzo and Vispoel (1991), they found that adapted physical education classes showed better alignment with older instructors (5). In our study, physical education teachers stated that in their opinions regarding their attitudes toward teaching disabled students, teachers who received in-service training exhibited positive attitudes in all dimensions of the attitude scale based on the variable of receiving education during their teaching careers in physical education and sports for people with disabilities.

In the literature, it has been observed that coaches' and physical education teachers' attitudes towards individuals with disabilities can vary based on variables such as gender, age, type of disability, years of experience working with individuals with disabilities, age group of the individuals with disabilities, and whether they work in the public or private sector. Research on university students' awareness of individuals with special needs concluded that students' awareness levels were low (21). While another study found that their perception levels towards individuals with special needs were moderate (22).

Students in health-related fields have been found to have low levels of perception and attitude towards individuals with special needs (23).

Integrating individuals with disabilities into society through regular physical activities will enhance their life satisfaction and mental states. However, individuals with disabilities face numerous barriers, such as accessibility, transportation, awareness, financial reasons, and cognitive impairment (24). It can be said that in-service training for coaches is crucial to increasing their attitudes towards individuals with disabilities. Generally, it would be beneficial for physical education students, particularly coaches, to be in contact with individuals with disabilities during their internship periods to change their attitudes towards these individuals and to enhance their competencies in working with disabled students (25,26). Interaction with individuals with disabilities significantly changes coaches' attitudes towards these individuals (27–29). Providing coaches with special seminar training and support before entering inclusive educational environments will positively affect their attitudes towards individuals with disabilities (30).

The importance of coaching experience with disabled individuals and feelings of inadequate training may indicate the need for further investigation of previous experiences as a variable (19) Rizzo (1997) supports the need to improve education for coaches (31). The number of courses taken at the undergraduate and graduate levels can affect instructors' readiness, as well as being a significant factor in coaches' attitudes towards teaching individuals with disabilities (32).

When looking at the variable of instructors perceiving themselves as adequate, our study revealed a significant difference in all dimensions. However, this difference suggests that individuals who perceive themselves as adequate exhibit positive attitudes. As self-perceived competence increases, instructors show an increase in positive attitudes and behaviour towards teaching disabled students (17).

Regarding the variable of having a disabled family member in coaches' families, our study found a significant difference only in the behavioural intention dimension. The behavioural intention dimension is considered a significant predictor of attitudes. It can be said that coaches develop positive attitudes towards teaching disabled students when there is a disabled family member in the behavioural intention dimension.

In conclusion, coaches must demonstrate sensitivity to individual needs in providing sports education for individuals with disabilities. They should adhere to the principles of inclusivity and equality, provide athletes with confidence and support, establish effective communication, offer physical and emotional support, exhibit adaptability and flexibility, and strive for expertise in their respective fields. In this way, coaches will contribute to disabled athletes engaging more actively in sports, enhancing their self-confidence, and achieving success in the sports arena. Given that various variables influence attitudes, coaches need better preparation for working with children. Increasing in-service training can potentially enhance the development of positive attitudes within institutions.

Considering the data from our research, the following recommendations can be made to relevant individuals, institutions, and organizations: Coaches' approaches to sports education for individuals with disabilities should be based on freedom, respect, understanding, and a personalized perspective. Sports education for individuals with disabilities encompasses individuals with special needs, both physically and emotionally, and it is essential for coaches to act following the following principles:

Disabled individuals have different needs and abilities. Each disabled athlete is a unique individual with their strengths and challenges. Coaches should adopt an individualized approach for each athlete and personalize their training based on their characteristics, goals, and physical condition (Individual Approach).

Sports education for individuals with disabilities should be based on principles of equality and inclusion in all aspects of sports. Disabled athletes should access the same standards and opportunities as other athletes. Coaches should support and encourage the participation of disabled athletes without treating them differently (Inclusion and Equality).

Creating a safe and supportive environment where disabled athletes feel secure has a positive impact on their performance and experiences. Coaches should establish a trustworthy atmosphere among athletes and boost their self-confidence through positive feedback and encouragement (Trust and Support).

Coaches should communicate effectively with disabled athletes and show empathy to understand their needs, concerns, and goals. Good communication enhances efficiency during training and motivates athletes further (Communication and Understanding).

Sports education for disabled individuals requires not only physical skills but also emotional and psychological support. Coaches should prioritize the emotional needs of athletes. Athletes who feel supported and motivated perform better (Physical and Emotional Support). Disabled individuals may face specific needs and obstacles when participating in sports. Coaches should adapt and be flexible in tailoring training and educational programs to suit disabled athletes. This, in turn, increases athletes' participation and success (Adaptation and Flexibility).

Being knowledgeable in disability sports education is essential. Coaches must understand the unique needs of disabled athletes and appropriate training methods for different sports disciplines. This enables them to provide effective and efficient training (Education and Expertise).

Prior education for coaches working with disabled children is believed to contribute to the children's physical development and also foster an inclusive attitude among coaches. In this regard, it is recommended to promote in-service training.

This changing paradigm necessitates us to view the role of coaches not merely as confined to technical knowledge transfer but as educators and guides. Coaches should support and develop not only athletes' physical skills but also their mental and emotional aspects. Educational techniques, teaching strategies, and communication methods should be continually updated to maximize athletes' learning processes and help them realize their potential.

In future studies, adding variables related to specific sports to measure coaches' sport-specific attitudes would allow for sport-specific interpretations. Educational institutions should gain more knowledge about the needs of coaches regarding information, competence, and inclusion. Collaboration is vital in educating individuals with disabilities, so organizing educational settings like panel discussions to bring together families and coaches to achieve cooperation is necessary.

The Ethics text.

The Ethics Committee of Bayburt University approved the study with the decision numbered 309 dated 16.12.2022 for ethical compliance.

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GENİŞLETİLMİŞ ÖZET

Bu çalışmanın amacı antrenörlerin engelli öğrencilere eğitim verirken sergilemiş oldukları tutumları belirlemektir. Araştırmaya Karadeniz bölgesinde çalışan antrenörler arasından rastgele seçilen 282 kişi katılmıştır. Katılımcılar kamuda görev yapan 79 kadın ve 203 erkek antrenörlerdir.

Araştırmada betimsel yöntem kullanılmıştır. Betimsel yöntem var olan durumu belirten bir durum saptamasıdır. Ölçme aracı olarak yalnızca bir ölçek kullanılmıştır. Öğretmenlerin engelli öğrencilere öğretmeye yönelik tutum ölçeği, kişisel bilgiler ve 22 maddeden oluşmaktadır. Ayrıca ölçek dört alt boyuttan oluşmaktadır. Tutumlar, boyutlar ve genel tutum toplamalarına göre değerlendirilir. Ölçek

boyutları davranışsal amaç, öznel normlar, algılanan davranışsal kontrol, davranışa yönelik tutumlar ve genel tutum toplamıdır. Nicel verilerin analizinde veriler normal dağıldığı için, parametrik testlerden t testi ve ANOVA testleri kullanılmıştır. Araştırma sonucunda genel tutum ölçeği puanına bakıldığında antrenörlerin engelli öğrencileri öğretmeye yönelik tutumları olumlu iken bu olumlu tutumları yordayan bazı değişkenler tutumlarda etkili iken bazılarını etkili olduğu görülmemiştir. Antrenörlerin tutumlarının etkisinde özel norm alt boyutunun etkili olduğu görülmekle birlikte genel tutumları olumludur. Türkiye’de çoğu antrenörlük eğitimi lisans programları yalnızca bir adet 3 kredilik engellilerde beden eğitimi ve spor dersini içerir ve bu dersin %66’sı uygulamadır (Yüksek Öğretim kurumu, 2021). Antrenörlük eğitim programlarında staj uygulaması olarak geçen uygulamalı eğitim kapsayıcı eğitim ortamlarında engelli öğrencilerin beden eğitimi derslerine dahil edilmesine yönelik olumlu tutumları kolaylaştırmak adına önemlidir (4). Lisans eğitimi sırasında uygulamalı eğitimle desteklenen temel seviyede uyarlanmış beden eğitimi kurslarının eğitmen tutumlarını geliştirebileceğini gösteren çalışmalar mevcuttur (4,6). Antrenörlerin engelli olan ve olmayan öğrencilere yönelik kapsayıcı eğitim programlarında her iki nüfusa etkili bir öğretim sağlayabilmesi için hizmet öncesi eğitim programlarının kapsayıcı eğitim sınıflarının gerekliliklerine göre yeniden tasarlanması gerekmektedir (15)

Çalışmanın Amacı

Bu çalışmanın amacı antrenörlerin engelli öğrencilere öğretmeye yönelik tutumlarını çeşitli değişkenler açısından incelemektir.

Araştırma Problemleri

1. Antrenörlerin engelli öğrencileri öğretmeye yönelik tutumları nasıldır.
2. Hangi demografik değişkenler antrenörlerin engelli öğrencileri öğretmeye yönelik tutumları ile ilgilidir?
3. Antrenörlerin engelli öğrencileri öğretmeye yönelik tutumlarının alt boyutları arasındaki ilişki nasıldır?

Literatür Araştırması

Beden eğitimi öğretmenlerinin engelli öğrencilere yönelik tutumlarını ölçmek amacıyla genellikle ölçekler tasarlanmıştır (15). Bu ölçekler, beden eğitimi öğretmenlerinin engelli öğrencilerle ilgili düşüncelerini, hissettiklerini ve davranışlarını değerlendirmek için kullanılmaktadır. Ayrıca, ulusal ve uluslararası alanda yapılan araştırmalarda, beden eğitimi öğretmenlerinin engelli öğrencilere yönelik tutumları, farklı engel gruplarına özgü olarak da incelenmiştir. Bu çalışmada ise, antrenörlerin engelli öğrencilerin öğretimine yönelik genel tutumlarının incelenmesi amaçlanmıştır. Bu tür araştırmalar, antrenörlerin engelli öğrencilerle çalışma konusundaki tutumlarını anlamak ve değerlendirmek için önemlidir. Engelli öğrencilere yönelik pozitif tutumlar, onların spor ve fiziksel aktivitelere katılımını artırabilir ve onlara daha iyi bir spor deneyimi yaşatabilir. Beden eğitimi öğretmenleri ve antrenörlerin engelli öğrencilere yönelik tutumlarının olumlu olması, engelli bireylerin sporla daha aktif bir şekilde ilgilenmelerine ve sosyal katılımını artırmalarına

katkı sağlayabilir. Bu nedenle, öğretmen ve antrenörlerin engelli öğrencilere yönelik tutumlarını anlamak ve geliştirmek, engelli sporcuların potansiyellerini tam anlamıyla ortaya çıkarabilmeleri için önemli bir adımdır. Son yıllarda dünya genelinde olduğu gibi Türkiye’de de engelli bireylerin spor ile rehabilitasyonu, önleyici, destekleyici, geliştirici ve problem çözmeye odaklı bir uygulama alanı olarak giderek yaygınlaşmaktadır. Bu alanda hizmet verecek olan beden eğitimi öğretmenlerinin, engelliler için beden eğitimi ve spor uygulamaları konusunda bilgi ve deneyim sahibi olması gerekmektedir. Ancak mevcut durumda Türkiye’de engelliler için beden eğitimi ve spor eğitmen eğitimi uygulamalarının yeterli olmadığı belirtilmelidir. Bu nedenle, ülkemizde engelliler için beden eğitimi ve spor uygulamalarının geliştirilmesi için özellikle gelişmiş ülkelerdeki deneyimlerin gözlenmesi ve değerlendirilmesi önemlidir. Bu deneyimlerin, uygun yanlarının uyarlanması ve Türkiye’deki eğitim sistemi ve sosyal yapısıyla bütünleştirilmesi gerekmektedir. Gelişmiş ülkelerdeki alan yazınları incelenerek, kişilerin bakış açılarının genişletilmesi ve kültürlerarası yeterliliklerin önemini anlamaları sağlanabilir. Bu şekilde, beden eğitimi öğretmenleri faaliyet alanlarında daha yaratıcı ve etkili bir yaklaşım benimseyerek, engellilerin spor ve rehabilitasyon süreçlerine daha iyi katkı sağlayabilirler.

Yöntem

Bu çalışmada, Karadeniz bölgesinde çalışan antrenörlerin engelli sporculara karşı tutumlarının belirlenmesi amaçlanmıştır. Araştırmada betimsel yöntem kullanılmıştır. Betimsel yöntem var olan durumu belirten bir durum saptamasıdır (13).

Sonuç ve Değerlendirme

Çalışma kullanılan ölçekte bulunan dört boyut antrenör davranışlarını açıklamada önem arz etmektedir. Ölçeğin bu dört boyutu ile değişkenlere göre antrenör tutumları ayrıntılı şekilde tartışılmaktadır. Cinsiyet değişkenine baktığımızda çalışmada antrenörlerin engelli öğrencileri öğretme konusunda genel tutum yönünden bir fark bulunamazken (16), alt boyutlardan özel norm boyutunda erkek antrenörlerin kadın antrenörlere göre daha olumlu tutum sergiledikleri görülmektedir. Öznel norm tutum öncüsü sosyal algı ve içinde bulunduğu duruma uyma motivasyonu ile ilgili bileşendir. Bu durumda erkek antrenörlerin içinde bulunduğu toplum veya üstlerinden kadınlara göre daha fazla etkilenecek engellilere eğitim verme konusunda olumlu tutum oluşturdukları görülmektedir. Yine yapılan bazı çalışmalarda engelli öğrencilere karşı tutum geliştirmede cinsiyet farklılıklarına değinilmiştir (17). Hutzler, 2003’te yapmış olduğu çalışmada kadın eğitmenlerin engelli öğrencilere öğretmede erkek eğitmenlere göre daha olumlu tutum sergilediğini bulmuştur (18). Ölçek genelinde bu değişkene verilen genel yanıtlar, engelli sporculara yönelik olumlu tutumları yansıtan ifadeleri desteklemiştir (19).

Sonuç olarak, Antrenörlerin engellilere yönelik spor eğitiminde bireysel gereksinimlere duyarlılık göstermeleri, içerme ve eşitlik ilkesine uygun davranışları, sporculara güven ve destek sağlamaları, etkili iletişim kurmaları, fiziksel ve duygusal destek sunmaları, adaptasyon ve esneklik göstermeleri ve alanlarında uzman olmaları

gerekmektedir. Bu şekilde antrenörler, engelli sporcuların sporla daha aktif bir şekilde ilgilenmelerine, kendilerine olan güvenlerini artırmalarına ve spor alanında başarılı olmalarına yardımcı olacaklardır. Antrenörlerin engelli öğrencileri öğretebilmeli için birçok değişkenin tutumlarını etkilediği görüldüğünden çocuklarla çalışmaya daha iyi hazırlanmaları gerekmektedir. Hizmet içi eğitimin artırılması kurumlarda olumlu tutum geliştirmeyi arttırabileceği düşüncesini doğurmaktadır. Araştırma sonuçlarımıza ilişkin veriler göz önünde bulundurulduğunda ilgili kişi, kurum ve kuruluşlara yönelik şu önerilerde bulunulabilir; Antrenörlerin engellilere yönelik spor eğitimi ile ilgili yaklaşımları, özgürlük, saygı, anlayış ve kişiselleştirilmiş bir perspektife dayanmalıdır. Engellilere yönelik spor eğitimi, fiziksel ve duygusal açıdan özel ihtiyaçları olan bireyleri kapsar ve antrenörlerin aşağıdaki prensiplere uygun şekilde hareket etmeleri önemlidir: Engelli bireylerin farklı ihtiyaçları ve yetenekleri vardır. Her engelli sporcu, kendi güçlü yönleri ve zorlukları olan bir bireydir. Antrenörler, her sporcu için bireysel bir yaklaşım benimsemeli ve eğitimi, sporcuların özelliklerine, hedeflerine ve fiziksel durumlarına uygun şekilde kişiselleştirmelidir (Bireysel Yaklaşım). Engellilere yönelik spor eğitimi, sporun her alanında eşitlik ve içerme prensiplerine dayanmalıdır. Engelli sporcular, diğer sporcularla aynı standartlara ve fırsatlara sahip olmalıdır. Antrenörler, engelli sporcuları diğerlerinden farklı muamele etmeden desteklemeli ve katılımı teşvik etmelidir (İçerme ve Eşitlik).

Engelli sporcuların kendilerini güvende ve desteklenmiş hissetmeleri, performanslarını ve deneyimlerini olumlu yönde etkiler. Antrenörler, sporcular arasında güvenilir bir ortam yaratmalı, olumlu geri bildirimler ve teşviklerle sporcuların kendilerine olan güvenlerini artırmalıdır (Güven ve Destek). Antrenörler, engelli sporcularla etkili bir iletişim kurmalı ve onların ihtiyaçlarını, endişelerini ve hedeflerini anlamak için empati göstermelidir. İyi iletişim, antrenman sürecinde verimliliği artırır ve sporcuların daha fazla motive olmasını sağlar (İletişim ve Anlayış). Engellilere yönelik

spor eğitimi, sadece fiziksel becerileri değil, aynı zamanda duygusal ve psikolojik destek gerektirir. Antrenörler, sporcuların duygusal ihtiyaçlarına önem vermelidir. Kendilerini desteklenmiş ve motive hisseden sporcular, daha iyi performans gösterirler (Fiziksel ve Duygusal Destek). Engellilerin spor yaparken karşılaşılabileceği özel ihtiyaçlar ve engeller olabilir. Antrenörler, antrenman ve eğitim programlarını engellilere uygun olarak adapte etmeli ve esneklik göstermelidir. Böylece, sporcuların katılımı ve başarısı artar (Adaptasyon ve Esneklik) Engellilere yönelik spor eğitimi konusunda uzmanlık sahibi olmak önemlidir. Antrenörler, engelli sporcuların özel gereksinimlerini ve farklı spor branşları için uygun eğitim yöntemlerini anlamalıdır. Bu sayede etkili ve verimli bir eğitim sunabilirler (Eğitim ve Uzmanlık)

Antrenörlerin engelli çocuklarla çalışma öncesi eğitim alması çocukların fiziksel gelişimlerine katkı sağlayacağı gibi antrenörlerinde engelli çocuklarla bütünleştirici bir tutum içinde olmasına katkı sağlayacağı düşünülmektedir. Bu doğrultuda hizmet içi eğitimlerin artırılması önerilmektedir. Bu değişen paradigma, antrenörlerin rolünü sadece teknik bilgi aktarımıyla sınırlamaktan çıkararak, onları eğitimci ve rehber olarak görmemizi gerektirir. Antrenörler, sporcuların sadece fiziksel becerilerini değil, aynı zamanda zihinsel ve duygusal yönlerini de desteklemeli ve geliştirmelidir. Eğitim teknikleri, öğretim stratejileri ve iletişim yöntemleri, sporcuların öğrenme süreçlerini en üst düzeye çıkarmak ve potansiyellerini gerçekleştirmelerine yardımcı olmak için sürekli olarak güncellenmelidir Bundan sonra yapılacak çalışmalarda antrenörlerin branşlarına özgü tutumlarının ölçülmesi branş bazında yorum yapılabileceği sonucu doğurduğundan değişkenlere branşlar eklenmelidir. Eğitimle ilgili kurumların, antrenörlerin bilgi, yeterlilik ve dahil edilmeye ilişkin ihtiyaçları hakkında daha fazla bilgi edinmesi gerekir. Engellilerin eğitiminde işbirliği önemli olduğundan aile antrenöre iş birliğinin sağlanması amacı ile panel toplantı gibi eğitim ortamlarında aile ve antrenörlerin buluşturulması gerekmektedir.