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ENGELLİLERDE EGZERSİZ VE SPOR EĞİTİMİ BÖLÜMÜ ÖĞRENCİLERİNİN ENGELLİLERE YÖNELİK TUTUMLARININ İNCELENMESİ

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ÖZET

Bu araştırmanın amacı, Türkiye’de İnönü Üniversitesi Beden Eğitimi ve Spor Yüksekokulu’nda Engellilerde Egzersiz ve Spor Eğitimi Bölümü öğrencilerinin engellilere yönelik tutumlarını incelemektir. Araştırmanın örneklem grubunu bu bölümde spor eğitimi alan 120 öğrenci oluşturmaktadır. Araştırmaya veri toplamak amacıyla Yüker ve arkadaşları (1970) tarafından geliştirilen ve Özyürek (1977) tarafından Türkçe’ye uyarlanan “Yetersizlikten Etkilenmiş Kişilere Yönelik Tutum Ölçeği (Attitude Toward Disabled Person)” kullanılmıştır. Araştırmada elde edilen bulgularda, sınıf değişkenine göre yetersizlik boyutunda istatistiksel olarak anlamlı bir farklılık tespit edilmiştir ($F(2,117)=9,149$; $p<0.05$). Farkın kaynağını bulmak için yapılan LSD testinde, 1. sınıf öğrencileri 2. ve 3. sınıf öğrencilerine göre daha olumlu yönde görüş bildirdikleri görülmüştür. Örneklem grupta, sınıf seviyesi arttıkça engelli bireylere yönelik genel tutumlarının olumsuz yönde etkilendiği belirlenmiştir. Sonuç olarak, bu bölümlerde spor eğitimi alan öğrencilerin olumsuz tutumlarının nedenleri konusunda farklı çalışmalar yapılmalıdır. Ayrıca ders müfredat çalışmaları, öğrenci alımı, akademik personellerin deneyimleri, öğrencilerin gittiği engelli okullarının fiziki şartları gibi konularda da araştırmalar yapılabilir.

Anahtar Kelimeler: Engelli öğrenciler, tutum, engellilere yönelik tutumlar, spor eğitimi alan öğrenciler

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INVESTIGATION OF THE ATTITUDES OF STUDENTS FROM EXERCISE AND SPORTS EDUCATION FOR INDIVIDUALS WITH DISABILITIES DEPARTMENT TOWARD INDIVIDUALS WITH DISABILITIES

ABSTRACT

The aim of this study is to investigate the attitudes of students from Exercise and Sports Education for Individuals with Disabilities Department in Physical Education and Sports School of İnönü University in Turkey toward individuals with disabilities. The sample group of the study comprises of 120 students from this department. In order to gather the data in the study, "Attitude Toward Disabled Persons (ATDP)" scale which was developed by Yuker et al. (1970) and adapted to Turkish by Özyürek (1977) was employed. In the findings acquired in the study, it was detected that a statistically meaningful difference existed in the inability dimension according to grade variable ($F(2,117)=9,149; p<0.05$). In the LSD tests carried out in order to find the cause of the difference, it was observed that students from 1st grade expressed a more positive opinion compared to students from 2nd and 3rd grades. In the sample group, it was determined that with increasing levels of grades, the general attitude toward individuals with disabilities were affected negatively. As a result, various studies should be carried out in order to determine the causes of the negative attitudes of students who receive sports education in these departments. Additionally, studies can be carried out on the subjects of curriculum preparation, student admission, experiences of academic staff and physical conditions of schools for individuals with disabilities which the students attended.

STRUCTURED ABSTRACT

Being in interaction with individuals with disabilities is an important factor in changing the attitudes toward individuals with disabilities (Forlin et al., 1999; Gregory, 1997; Hasting et al., 1996). However, it was determined that employing both of the approaches in physical education and sports lessons for individuals with disabilities affected the attitudes toward individuals with disabilities more positively. Rowe & Stutts (1987) in their study, carried out the physical education and sports for individuals with disabilities lesson for students in physical education and sports teaching department with 12 weeks of theoretical and practical lessons. They determined that the 63% of students had negative attitudes and 26% of students' attitudes were shifted to positive. Stewart (1990) reported that a 20-hours of practical study together with the physical education and sports for individuals with disabilities lesson affected the attitudes of physical education and sports department students toward individuals with disabilities positively.

Within this scope, for the first time in Turkey, aimed at the education of individuals with disabilities, the department of Exercise and Sports Education for Individuals with Disabilities of Physical Education

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and Sports School in İnönü University was commenced for education in 2011. The aim of the study carried out within this framework is to investigate the general attitudes of students of Exercise and Sports Education for individuals with disabilities toward individuals with disabilities. It is believed that the determination of the attitudes of students who receive sports education aimed at individuals with disabilities in this department will constitute a reference for future studies.

The study was carried out in the spring term of 2014-2015 education period. The sample group of the study comprises of 120 students who receive sports education aimed at individuals with disabilities in the Physical Education and Sports School of İnönü University. 1st and 2nd-grade students (80 students) from the sample group attended to inclusion schools for 14 weeks as a part of their school experience lesson. 3rd-grade students (40 students) attended to these inclusion schools for 14 weeks as a part of their practical internship lesson. Within the framework of the study, the "Attitude Toward Disabled Persons" scale was put to use at the end of the education period. The used attitude scale was developed by Yuker et al. (1970) and adapted to Turkish by Özyürek (1977). The scale is a 6-point Likert scale (+3= Agree, -3= Disagree) and consists of 20 matters. For the gathered data in the study, independent sample test was carried out in the paired comparison of independent variables depending on the factors which have a dependent variable state and one-way variance analysis (ANOVA) was carried out in the group comparisons. LSD test was employed in order to find the cause of the difference between groups. The statistical meaningfulness degree was regarded as $p < 0.05$.

No statistically meaningful difference was determined between the average points of the study group in the inability dimension according to gender variable. A meaningful difference was determined between the average points of the study group in the inability dimension according to the grade of education.

It was determined that with the increasing grade levels, the attitude points of students, who are receiving education in Exercise and Sports Education Department, toward individuals with disabilities decreased. This finding creates a contradiction when compared to the related literature on the topic. In the previous studies, it was reported that lessons aimed at informing students about individuals with disabilities and interactions with them changed students' attitudes (Craig, 1991; Stewart, 1990; Rowe & Stutts, 1987). Also, Gürsel (2006) reported in the study which was carried out on the students of Physical Education and Sports School that informing with 14-weeks of Physical Education and Sports for Individuals with Disabilities lesson and providing interaction were effective in changing the attitudes of students towards individuals with disabilities.

As a result, the fact that this study is one of the first studies which was carried out on Exercise and Sports Education for Individuals with Disabilities will form a basis for future studies. Within this scope, studies on the causes of negative attitudes of students in these departments can be carried out. Also, various studies focusing on the subjects of

curriculum preparation, experiences of academic staff toward individuals with disabilities and physical conditions of schools for individuals with disabilities which the students attended can be carried out.

Keywords: students with disabilities, attitude, attitudes toward individuals with disabilities, students who receive sports education

Introduction

Attitudes are the entirety of preformed feelings, thoughts, and beliefs which demonstrate a continuum toward people, clusters, objects or ideas. According to social learning theory, attitudes effect behaviors and behaviors affect attitudes. Attitudes are learned as a result of experiences and they are formed in the childhood by getting affected from parents' judgment standards (Özyürek, 2006). Negative attitudes and accompanying behaviors can limit people's choices greatly in both human and social services (Horner-Johnson et al., 2002).

The most significant factor which can provide the improvement of attitudes toward people with disabilities is the increase of social interaction between people without disabilities and people with disabilities (Wong, 2008). However, Sarı et al. (2006) reported that the social interactions of people with disabilities and their families are limited. Public attitudes toward individuals with disabilities may vary due to reasons as insufficient understanding, fear of the unknown or learning pre-formed thoughts from other people with social learning (Thompson et al., 2003).

Chan et al. (2002), reported that rehabilitation students demonstrated more positive attitudes compared to business management students and the most important cause of this difference is education. The increase in education level, receiving education oriented to people with disabilities and experiencing positive relations with people with disabilities develop positive attitudes toward people with disabilities (Mangili et al., 2004; Terno et al., 2002; Lindgren et al., 1993).

Horner-Johnson et al. (2002) reported that individuals who have people with disabilities among their relatives and friends have an appropriate approach to the rights of individuals with disabilities. Kargın (2001) focuses on the attitudes of teachers toward students with hearing disabilities.

Shifting the negative and different attitudes of teacher candidates toward individuals with disabilities in a positive way is required in order to succeed in the programs employed in the inclusion process of individuals with disabilities (Bacon & Schultz, 1991). Murphy (1996), Tait & Purdie (2000) emphasize the importance of educating teachers on the topic of developing positive attitudes toward individuals with disabilities before they start working as a teacher. Also, a number of studies were carried out which investigates the attitudes of university students toward individuals with disabilities (Tait & Purdie, 2000; Hodge, 1998; Mathews et al., 1998; Wishart & Manning, 1996; Özyürek, 1995; Craig, 1991). Positive attitudes of teachers and their support of students in inclusion classes enable them to adapt classroom materials appropriately according to the teaching and needs (Buell et al., 1996). Therefore, educating and preparing teacher candidates, who will work with students with disabilities, together with students with disabilities can lead them to develop more positive attitudes (Tait & Purdie, 2000; Hasting et al., 1996; Özyürek, 1995).

The attitudes of physical education teacher toward individuals with disabilities were investigated by researchers while they were taking physical education and sports for individuals with disabilities lessons. In these studies, the attitude based on information increased the knowledge about individuals with disabilities of physical education teacher candidates, who works with individuals with disabilities while creating a very little difference in their attitudes (Hodge & Jansma, 1997/1998)

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and created no difference between physical education and sports teaching department and other departments (Folsom-Meek et al., 1996).

Being in interaction with individuals with disabilities is an important factor in changing the attitudes toward individuals with disabilities (Forlin et al., 1999; Gregory, 1997; Hasting et al., 1996). However, it was determined that employing both of the approaches in physical education and sports lessons for individuals with disabilities affected the attitudes toward individuals with disabilities more positively. Rowe & Stutts (1987) in their study, carried out the physical education and sports for individuals with disabilities lesson for students in physical education and sports teaching department with 12 weeks of theoretical and practical lessons. They determined that the 63% of students had negative attitudes and 26% of students' attitudes were shifted to positive. Stewart (1990) reported that a 20-hours of practical study together with the physical education and sports for individuals with disabilities lesson affected the attitudes of physical education and sports department students toward individuals with disabilities positively.

Within this scope, for the first time in Turkey, aimed at the education of individuals with disabilities, the department of Exercise and Sports Education for Individuals with Disabilities of Physical Education and Sports School in İnönü University was commenced for education in 2011. The aim of the study carried out within this framework is to investigate the general attitudes of students of Exercise and Sports Education for individuals with disabilities toward individuals with disabilities. It is believed that the determination of the attitudes of students who receive sports education aimed at individuals with disabilities in this department will constitute a reference for future studies.

Methodology

The study was carried out in the spring term of 2014-2015 education period. The sample group of the study comprises of 120 students who receive sports education aimed at individuals with disabilities in the Physical Education and Sports School of Inonu University. 1st and 2nd-grade students (80 students) from the sample group attended to inclusion schools for 14 weeks as a part of their school experience lesson. 3rd-grade students (40 students) attended to these inclusion schools for 14 weeks as a part of their practical internship lesson.

Within the framework of the study, the "Attitude Toward Disabled Persons" scale was put to use at the end of the education period. The used attitude scale was developed by Yuker et al. (1970) and adapted to Turkish by Özyürek (1977). The scale is a 6-point Likert scale (+3= Agree, -3= Disagree) and consists of 20 matters.

For the gathered data in the study, independent sample test was carried out in the paired comparison of independent variables depending on the factors which have a dependent variable state and one-way variance analysis (ANOVA) was carried out in the group comparisons. LSD test was employed in order to find the cause of the difference between groups. The statistical meaningfulness degree was regarded as $p < 0.05$.

Findings and Results

Table 1. Analysis of the attitudes of the study group toward individuals with disabilities, according to gender variable

Scale	Gender	n	Mean	Ss	t	p
Inability	Male	61	67,60	8,05	0,110	0,913
	Female	59	67,45	6,70		

No statistically meaningful difference was determined between the average points of the study group in the inability dimension according to gender variable (Table 1) ($t=110$; $p > 0.05$).

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Table 2. Analysis of the attitudes of the study group toward individuals with disabilities, according to the grade of education variable

Scale	Grade	n	Mean	Ss	F	p	LSD Test
Inability	1st Grade	40	70,77	6,88	9,149	0,000*	1>2,3 2>3
	2nd Grade	40	67,67	6,97			
	3rd Grade	40	64,15	6,93			

*p<0.05

A meaningful difference was determined between the average points of the study group in the inability dimension according to the grade of education (Table 2) ($F(2,117)=9,149;p<0.05$). In the LSD test carried out to determine the difference, it was determined that a difference existed in 1st-grade students (individuals with disabilities are regarded similarly with individuals without disabilities) compared to 2nd and 3rd-grade students. Also, it was determined that a statistically meaningful difference existed between 2nd-grade students and 3rd-grade students.

Discussion

It was determined that with the increasing grade levels, the attitude points of students, who are receiving education in Exercise and Sports Education Department, toward individuals with disabilities decreased. This finding creates a contradiction when compared to the related literature on the topic. In the previous studies, it was reported that lessons aimed at informing students about individuals with disabilities and interactions with them changed students' attitudes (Craig, 1991; Stewart, 1990; Rowe & Stutts, 1987). Also, Gürsel (2006) reported in the study which was carried out on the students of Physical Education and Sports School that informing with 14-weeks of Physical Education and Sports for Individuals with Disabilities lesson and providing interaction were effective in changing the attitudes of students towards individuals with disabilities.

As a result, the fact that this study is one of the first studies which was carried out on Exercise and Sports Education for Individuals with Disabilities will form a basis for future studies. Within this scope, studies on the causes of negative attitudes of students in these departments can be carried out. Also, various studies focusing on the subjects of curriculum preparation, experiences of academic staff toward individuals with disabilities and physical conditions of schools for individuals with disabilities which the students attended can be carried out.

Note: This study was presented as a verbal statement in the "International Conference on Business Economics, Social Science & Humanities (BESSH-2016)" conference, which was held between October 15-16, 2016 in Greece (Athens).

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