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DETERMINATION OF THE FACTORS AFFECTING HEARING- IMPAIRED INDIVIDUALS' PARTICIPATING IN SPORTS

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ABSTRACT

It is important to increase awareness of society's responsibility to provide better educational opportunities for individuals with hearing-impaired. In our study, we aimed to examination of the factors affecting hearing-impaired individuals' participating in sports.

The research sample consists of 108 (16 females, 92 males) voluntary hearing-impaired individual's participating from seven different cities (Elazığ, Kahramanmaraş, Bingöl, Sivas, Batman, Bitlis, and Muş) in Turkey. Survey Method was used to obtain information on the demographic knowledge, educational attainment and occupation, communication and sports skills and trainer preference of the participants. 44-item "factors impacting participation of deaf athletes in sport," developed by Kurkova Válková and Scheetz in 2011 was used in the study. It has been observed that the participants consist of individuals who engage in athletics, football, basketball, volleyball and the one who do not do sports. The data has been collected with the sign language experts through one on one interview.

It has been identified that the trainer preference does not have importance and hearing-impaired individuals experience difficulty in communicating with other individuals. In addition, it has been seen that doing sports affect lives of the hearing-impaired significantly in positively.

Consequently, it has been found that insufficient physical conditions of the sports facilities, the trainer status and not being able to participate in sports organizations are some of the factors which affect hearing-impaired individuals' participating in sports. Activities and games can be adapted and developed for disabled people so that these people can participate to the activities. This can be done collaboratively and all people can improve their personal performance and capacity.

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STRUCTURED ABSTRACT

Disabled people need physical, psycho-social and cultural requirements throughout life as individuals with non-disabled. They are often prohibited from participating equally in society by a number of barriers. These barriers include human's attitudes, the built environment, and behaviors that affect how society is organized.

There are many classifications within disabled people. Hearing and comprehension are the way of communicating with other people. Naturally, this occurs via language. Being hearing-impaired affects not only the language and speaking development but also the psychological, social and emotional development of individuals. Physical activity and sport can develop disability awareness and equality. They have a critically significant function for the "integration" which is aimed to be achieved in education and it enables disabled individuals to come together with non-disabled and disabled individuals. While doing sports, disabled individual develops a positive attitude towards himself/herself, becomes more sociable, and his/her creativity is stimulated. Furthermore, breakoff phenomenon decreases as they observe the problems of other disabled individuals.

Motivation of achievement in sports may involve competition. An athlete may think about overcoming probable problems s/he may encounter while trying to achieve his/her goals with his/her self-determined standards and forward-looking hope and expectation levels. In that case, the achievement motivation of the athlete may be associated with his/her ambition. Sports and physical education enables hearing-impaired children to gain skills of belonging to a group, sharing and cooperation by allowing them to meet hearing-impaired and children who show a normal development. Furthermore, doing sports teaches the children how to cope with and relieve their impairment and reinforces their muscle and nervous system, cognitive reactions and motor development. Sports also contributes to the process of providing solutions to the social adaptation, loneliness problems of the hearing-impaired children and individuals. When the long-term goals determined for the activities which will be done with the special needs children are considered, they are aimed to develop the self-conception, social competence, development of motor skills, physical and motor fitness, leisure time skills, eliminating tension, skills of game and creative expressions. Thus, hearing-impaired children and teenagers should be encouraged to do sports continuously through motivating verbal, visual and tactile stimuli. In our study, we aimed to examination of the factors affecting hearing-impaired individuals' participating in sports.

The target population of the study comprises of hearing-impaired individuals. The research sample consists of 108 (16 female, 92 male) voluntary hearing-impaired individuals participating from 7 different cities (Elazığ, Kahramanmaraş, Bingöl, Sivas, Batman, Bitlis, Muş cities) of Turkey. Quantitative research method is used and the acquired data is analyzed through the phenomenological process. In the survey, the hearing-impaired individuals are asked questions about their demographic information, educational attainment, occupation, hearing status, communication preference, sports skills and preference

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of trainers. 44-item survey form, "Factors impacting participation of European elite deaf athletes in sport, Journal of Sports Sciences", developed by P. Kurková, H. Válková and N. Scheetz (2011) is used. It has been observed that the participants consist of individuals who engage in athletics, football, basketball, volleyball and the ones who do not do physical exercises. The data has been collected with the sign language experts through one on one interview.

In our study, it has been ascertained that hearing-impaired individuals have great problems mostly in communicating with individuals who do not have hearing impairment. It is thought this results from students are not taught to use sign language to communicate with hearing-impaired individuals. It is indicated that the primary obstacle which impedes hearing-impaired individuals' doing sports in sports facilities is the insufficient physical conditions of these facilities. It is critical that hearing-impaired individuals' gaining the habit of collaborating, sharing and accordingly having opportunities to do sports in order that they can adapt to the society. It required sports centers in which disabled individuals fulfill their special needs (restroom and self-care), use the entrance-exit and changing rooms of the sports centers conveniently to be founded and these centers to have personnel educated on that field as hearing-impaired individuals' need to do sports is counted as to be met. However, provided that these conditions are fulfilled, hearing-impaired individuals can do sports on their own or without being dependent on their families in these sports centers.

It has been concluded that the leading factors which affect the hearing-impaired individuals' engaging in sports are the insufficient physical conditions of the sports facilities, the trainer problem and their preference to not to participate in sportive organizations sufficiently. Physical activity and sport can develop disability awareness and equality by ensuring that Physical activity and sporting activities involve all people. Activities can be adapted and games can be developed so that disabled people can participate. This can be done collaboratively and all people can improve their personal performance and capacity.

Keywords: hearing-impaired, sport, communication

İŞİTME ENGELLİ BİREYLERİN SPORA KATILIMINI ETKİLEYEN FAKTÖRLERİN BELİRLENMESİ

ÖZET

İşitme engelli bireyler için daha iyi eğitim olanakları sağlanmasında ve spora teşvik edilmelerinde toplum farkındalığının artırılması önem arz etmektedir. Bu çalışmamızda, işitme engelli bireylerin spora katılımını etkileyen faktörlerin incelenmesini amaçladık.

Araştırmanın örneklemini Türkiye'nin yedi farklı şehrinden (Elazığ, Kahramanmaraş, Bingöl, Sivas, Batman, Bitlis ve Muş) 108 gönüllü işitme engelli katılımcı (16 kadın, 92 erkek) oluşturmuştur.

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Katılımcıların demografik özellikleri, eğitim ve mesleki durumları, iletişim ve spor becerileri ve antrenör tercihlerini içeren bilgileri elde etmek için survey metot kullanılmıştır. Çalışmada, Kurkova Válková ve Scheetz tarafından 2011 yılında geliştirilmiş 44 maddeden oluşan “işitme engelli bireylerin spora katılımını etkileyen faktörler” anketi kullanılmıştır. Atletizm, futbol, basketbol, voleybol ve bunların dışında bireyler araştırmanın katılımcılarını oluşturmuştur. İşaret dili bilen uzman tarafından bire bir görüşmeler sonunda veriler elde edilmiştir.

Antrenör tercihinin önemli olmadığı ve işitme engelli bireylerin diğer bireylerle iletişim kurmakta zorlandıkları belirlenmiştir. Bununla birlikte, spor yapmanın işitme engelli bireylerin yaşamlarını olumlu yönde etkilediği görülmüştür.

Sonuç olarak, işitme engelli bireylerin spora katılımını etkileyen faktörlerden bazılarının spor aktivitelerini yapmada yetersiz fiziksel şartlar, antrenör durumu ve spor organizasyonlarına yeterince katılamama durumları olduğu görülmüştür. Aktiviteler ve oyunlar bu bireylerin yapısına uygun adapte edilebilir ve geliştirilebilir böylece bu insanların da katılımı sağlanabilir. Bu da ancak tüm toplumun işbirliği yapmasıyla ve çabasıyla yapılabilir.

Anahtar Kelimeler: işitme engelli, spor, iletişim

Introduction

Disabled people need physical, psycho-social and cultural requirements throughout life as individuals with non-disabled. Especially it is much more important that society's responsibility to provide better opportunities for individuals with disabled. They are often prohibited from participating equally in society by a number of barriers. These barriers include human's attitudes, the built environment, and behaviors that affect how society is organized. It has been stated that the factor inconveniencing to meet these needs is referred to disablement or handicap (Gülsu, 2003). Within this context, restriction or non-fulfillment of the roles expected from individuals depending on gender, age, social and cultural factors is defined as disability (Bilir, 1989).

There are many classifications within disabled people. Hearing and comprehension are the way of communicating with other people. Naturally, this occurs via language. A study claims that it is required sound to be, sound to reach to ear, sound to be within the frequency and intensity that can be perceived by the ear, sound to go beyond the external, middle and inner parts in ear, sound to reach to the center and to be perceived by the central part (Atay, 2007). Being hearing-impaired affects not only the language and speaking development but also the psychological, social and emotional development of individuals (Bilir, 1986).

Physical activity and sport can develop disability awareness and equality. They have a critically significant function for the “integration” which is aimed to be achieved in education and it enables disabled individuals to come together with non-disabled and disabled individuals. While doing sports, disabled individual develops a positive attitude towards himself/herself, becomes more sociable, and his/her creativity is stimulated. Furthermore, breakoff phenomenon decreases as they observe the problems of other disabled individuals. In addition, they have an opportunity to have a more meaningful life (Rieser, 2006b; Özer, 2001). To motivate people and maintain that motivation is not as easy as it is thought (Turhan, 2009; Kenan, 1996). Motivation of achievement is defined as doing a work skillfully, accomplishing it distinguishably, overcoming obstacles and doing in the best way (Cox, 1998).

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Motivation of achievement in sports may involve competition. An athlete may think about overcoming probable problems s/he may encounter while trying to achieve his/her goals with his/her self-determined standards and forward-looking hope and expectation levels. In that case, the achievement motivation of the athlete may be associated with his/her ambition. Besides, the determined standards may be depended on the achievements of other individuals to a certain extent. These may be transferred to the athlete by the socio-cultural environment (Mungan, 1995). One of the requirements for athletes to perform successfully at competitions is to know the factors that motivate the athletes. Motivation forms the basis of sports and sports psychology. Thus, it is required that every individual who engages in sports has to emphasize the term motivation and know that term well (Akabay, 2010).

An individual reacts by perceiving hearing and interacts with the environment by interpreting incidents. An impairment or insufficiency in that sense may cause problems in interaction with the environment. Hearing-impaired individuals' problems in accommodating to the environment lead them to be insensible to their environment and not to react towards incidents. As this condition continues, socializing problems appear. A hearing-impaired child prefers to communicate with hearing-impaired peers to interact with non-impaired ones. Thus, child communicates with a limited number of individuals and draws a frame for self-development (Tiryaki, 2000). Hearing impairment is defined as a case which arises when individual's hearing sensibility cannot fulfill its duties in development, socialization and particularly in communication. In other words, hearing impairment may be defined as hearing insufficiency that varies from light to severe degrees (Atay, 2007; Hallahan, 2000). Hearing impairment is classified with regard to its degree, time of origin and location.

Sports and physical education enables hearing-impaired children to gain skills of belonging to a group, sharing and cooperation by allowing them to meet hearing-impaired and children who show a normal development. Furthermore, doing sports teaches the children how to cope with and relieve their impairment and reinforces their muscle and nervous system, cognitive reactions and motor development (Bayram, 2003). While trainers have disabled individuals do sports, they have to consider "evaluation criteria of sports in disabled individuals" and base particularly on the principals of "compliance to the impairment" and "expediency". When a disabled athlete participates into physical education and sports activities with the individuals or groups who do not have same impairment type or degree or s/he performs a movement which is beyond his/her abilities and having difficulty in performing sports lead to failure, individual may be affected negatively (Tatar, 1995; Karakoç, 2010). Considering the qualifications gained through sports, it is known that sports is of critical importance as it enables individuals to continue their life as a self-contained individual and adapt to the society (Gallahue, 1978). Cooperation with family has vital importance in the sports training of the disabled children. Through cooperation, a close connection is ensured between the trainer and the family and also the family is trained during that process. Sherril has asserted that "to develop physical and motor competence", self-development, social competence, perceptual motor development are to be the principal aims to be achieved (Sherrill and Ruda, 1998). Sports contributes to the process of providing solutions to the social adaptation, loneliness problems of the hearing-impaired children and individuals. When the long-term goals determined for the activities which will be done with the special needs children are considered, they are aimed to develop the self-conception, social competence, development of motor skills, physical and motor fitness, leisure time skills, eliminating tension, skills of game and creative expressions (Özsoy, 1998). Thus, hearing-impaired children and teenagers should be encouraged to do sports continuously through motivating verbal, visual and tactile stimuli. In our study, we aimed to examination of the factors affecting hearing-impaired individuals' participating in sports.

Method

Participant (Subject) Characteristics

The target population of the study comprises of hearing-impaired individuals. The research sample consists of 108 (16 female, 92 male) voluntary hearing-impaired individuals participating from 7 different cities (Elazığ, Kahramanmaraş, Bingöl, Sivas, Batman, Bitlis, Muş cities) of Turkey.

Research Design

Quantitative research method is used and the acquired data is analyzed through the phenomenological process. In the survey, the hearing-impaired individuals are asked questions about their demographic information, educational attainment, occupation, hearing status, communication preference, sports skills and preference of trainers. 44-item survey form, "Factors impacting participation of European elite deaf athletes in sport, *Journal of Sports Sciences*", developed by P. Kurková, H. Válková and N. Scheetz (p. 607-618) in 2011 is used. It has been observed that the participants consist of individuals who engage in athletics, football, basketball, volleyball and the ones who do not do physical exercises. The data has been collected with the sign language experts through one on one interview.

Results

Table 1. Distribution of the Hearing-Impaired in Terms of Gender

Gender	Frequency	%
Female	16	14.8
Male	92	85.2
Total	108	100.0

As illustrated in Table 1, 14.8 percent of the participants in the study are female and 85.2 percent of them are male.

Table 2. Distribution of the Hearing-Impaired in Terms of Sports Branches

Sports Branches	Frequency	%
Athletics	12	11.1
Football	44	48.1
Basketball	28	22.2
Volleyball	16	14.8
No Any Branch	8	3.7
Total	108	100.0

As illustrated in Table 2, 11.1 percent (12 individuals) of the participants engage in athletics, 48.1 percent (44 individuals) of them play football, 22.2 percent (28 individuals) of them play basketball, 14.8 percent (16 individuals) of them play volleyball and 3.7 percent (8 individuals) of them do not engage in any kind of sports.

Table 3. Distribution of the Hearing-Impaired With Regard to the Age of Hearing Loss

Age of Hearing Loss	Frequency %	
0-5 years	90	92.6
10 years and older	18	7.4
Total	108	100.0

As illustrated in Table 3, 92.6 percent (90 individuals) of the participants lost hearing at the ages of 0-5 and 7.4 percent (18 individuals) of them lost their sense at the ages of 18 and older.

Table 4. Distribution of the Hearing-Impaired With Regard to the Type of Hearing Loss

Type of Hearing Loss	Frequency	%
Pre-lingual Period	92	85.2
Post-lingual Period	16	14.8
Total	108	100.0

As illustrated in Table 4, 85.2 percent (92 individuals) of the participants lost hearing at pre-lingual period and 14.8 percent (16 individuals) of them lost their sense at post-lingual period.

Table 5. Distribution of the Hearing-Impaired With Regard to the Status of Having a Disabled Family Member

Do You Have a Disabled Family Member?	Frequency	%
Yes	12	11.1
No	96	88.9
Total	108	100.0

As illustrated in Table 5, 11.1 percent (12 individuals) of the participants have disabled individuals in their families and 88.9 percent (96 individuals) of them do not have disabled individuals in their families.

Table 6. Distribution of the Hearing-Impaired With Regard to the Status of Receiving Support to Communicate

Support to Communicate	Frequency	%
Yes, the Sign Language	64	59.3
No	44	40.7
Total	108	100.0

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As illustrated in Table 6, 59.3 percent (64 individuals) of the participants receive support to communicate while 59.3 percent (44 individuals) of them do not receive any support.

Table 7. Distribution of the Hearing-Impaired With Regard to Their Professional Sports Branches

Their Professional Sports Branches	Frequency	%
No Professional Sports Branches	92	85.2
Football	4	3.7
Athletics	4	3.7
Other	8	7.4
Total	108	100.0

As illustrated in Table 7, 85.2 percent (92 individuals) of the participants do not engage in any professional sports branch, 3.7 percent (4 individuals) of them play football, 3.7 percent (4 individuals) of them engage in athletics and 7.4 percent (8 individuals) of them do other sports.

Table 8. Distribution of the Hearing-Impaired With Regard to the Status of the Families' Encouraging Them to Do Sports

Does Your Family Encourage You To Do Sports?	Frequency	%
Yes	20	18.5
No	88	81.5
Total	108	100.0

As illustrated in Table 7, 18.5 percent (20 individuals) of the participants are encouraged to do sports by their families while 81.5 percent (88 individuals) of them are not encouraged by their families.

Table 9. Distribution of the Hearing-Impaired With Regard to the Biggest Problem with the Hearing Individuals

Problems of Hearing-Impaired	Frequency	%
Lack Of Knowledge on Hearing-Impairment	16	14.8
Lack Of Communication	84	77.8
I do not have any problem	8	7.4
Total	108	100.0

As illustrated in Table 9, 14.8 percent (16 individuals) of the participants have problems with the individuals who can hear due to lack of knowledge, 77.8 percent (84 individuals) of them have problems due to lack of communication; and 7.4 percent (8 individuals) of them have stated they do not have any problems with hearing individuals.

Table 10. Distribution of the Hearing-Impaired With Regard to the Training Conditions of Their Schools

Training Conditions of Your School	Frequency	%
Excellent	8	7.4
Good	24	22.2
Bad	76	70.4
Total	108	100.0

As illustrated in Table 10, 7.4 percent (8 individuals) of the participants have stated that the training conditions of the school are excellent, 22.2 percent (24 individuals) of them have told the conditions are good while 70.4 percent (76 individuals) of them have told the conditions are bad.

Table 11. Distribution of the Hearing-Impaired With Regard to their Participation in Sportive Organizations Aimed at Disabled

Have You Ever Participated In A Hearing-Impaired Organization?	Frequency	%
Yes	60	55.6
No	48	44.4
Total	108	100.0

As illustrated in Table 11, 55.6 percent (60 individuals) of the participants participated in a disabled sports organization while 44.4 percent (48 individuals) of them did not participate in a sports organizations held for the disabled.

Table 12. Distribution of the Hearing-Impaired With Regard to Their Trainer Status

Do You Have a Trainer?	Frequency	%
Yes, a Trainer Who Can Hear	64	59.3
No	44	40.7
Total	108	100.0

As illustrated in Table 12, 59.3 percent (64 individuals) of the participants have a trainer who can hear while 40.7 percent (44 individuals) of them do not have a trainer.

Table 13. Distribution of the Hearing-Impaired With Regard to the Preference to Compete Against Only Hearing-Impaired Athletes

Sports With Hearing-Impaired	Frequency	%
Yes	48	44.4
No	16	14.8
It does not matter	44	40.7
Total	108	100.0

As illustrated in Table 13, 44.4 percent (48 individuals) of the participants prefer to compete against hearing-impaired individuals in sports competitions while 40.7 percent (16 individuals) of them do not prefer to compete against hearing-impaired individuals in sports competitions.

Table 14. Distribution of the Hearing-Impaired With Regard to the Effects of Doing Sport

Does doing sports affect you positively?	Frequency	%
Yes	80	74.1
No	28	25.9
Total	108	100.0

As illustrated in Table 14, 74.1 percent (80 individuals) of the participants have indicated sports affect them positively while 25.9 percent (28 individuals) of them have asserted the contrary.

Discussion

In this study, the hearing-impaired individuals are asked questions on their demographic information, educational attainment, occupation, the way of communication, hearing status of the families, usage of hearing assistive devices, sports skills, opponent preference in sports and trainer preference. It has been found that 92.6 percent of the participants have parents who do not have hearing impairment. Similar findings have been obtained in the report of Gallaudet Research Institute (2006) in which it has been identified 83.4 percent of the hearing-impaired children have parents who can hear (Kurkova et al., 2011).

We have been found out that the participants lost their sense of hearing at the ages of 0-4 before the language development is completed. Thus, they have had to use assistive communication devices. It has been indicated that the hearing-impaired individuals who use the sign language and a hearing instrument to communicate have better communicative skillful in communicating, speaking through a hearing instrument, reading and finger spelling than the ones who only use the sign language (Scheetz, 2004; Strnadova, 2001; Kurkova et al., 2011). It is said that the communication type preference depends on the rehabilitation quality, time of diagnosis and degree of hearing loss along with the social environment and school model children have grown up.

It has been ascertained that hearing-impaired individuals have great problems mostly in communicating with individuals who do not have hearing impairment. It is thought this results from students are not taught to use sign language to communicate with hearing-impaired individuals. It is indicated that the primary obstacle which impedes hearing-impaired individuals' doing sports in sports facilities is the insufficient physical conditions of these facilities. It is critical that hearing-impaired individuals' gaining the habit of collaborating, sharing and accordingly having opportunities to do sports in order that they can adapt to the society. It required sports centers in which disabled individuals fulfill their special needs (restroom and self-care), use the entrance-exit and changing rooms of the sports centers conveniently to be founded and these centers to have personnel educated on that field as hearing-impaired individuals' need to do sports is counted as to be met. However, provided that these conditions are fulfilled, hearing-impaired individuals can do sports on their own or without being dependent on their families in these sports centers (Magda, 2003).

Unless the services which can bring disabled individuals from their house to the sports centers are met, bringing sports halls into disabled individuals' use will not be useful. Disabled athletes have been accepted more than ever and have taken part in sports competitions. Federal laws in the USA have contributed to these alterations and have part in changing the view of the society. Furthermore, these laws encourage disabled individuals to do sports (Epstein, 2002). Although the sports literature regarding disabled athletes is considerably extensive, studies

conducted on the obstacles these athletes encounter are limited. In a similar way, though several studies have been done on the factors which hinder general population from participating in recreational activities, sufficient number of studies have not been conducted on the same topic for the disabled athletes (Kurkova et al., 2011). It is thought that sports facilities at the schools for the hearing-impaired and the other sports facilities are to be rehabilitated physically and habilitated in order that the opportunities are increased and hearing-impaired individuals can do sports. In our study, it has been observed that teachers and their own preferences are more effective in hearing-impaired individuals' being led to engage in sports than their parents. In literature, it found out that family has a crucial role in leading their children to do sports. This discrepancy may be explained by the insufficient educational levels, occupations and relation to sports of the families (Havlıcek and Zapletalova; 1999); Medekova, 2001).

It is believed that to increase consciousness raising actions by organizing trainings and seminars in collaboration with the Ministry of Youth and Sports and Ministry of Family and Social Policies will make significant contributions to encourage the hearing-impaired individuals and children to do sports.

In our study, considering the hearing-impaired individuals' preference of trainers, it has been observed they do not differentiate in terms of their trainer preference. Kurkova et al. (2011), it has been identified that the help of a trainer who can hear is considered as a vital factor in hearing-impaired individuals' doing sports regularly. In our study, it has been observed that hearing-impaired individuals prefer to participate in sports competitions in the same category with the hearing athletes. Some authors obtained similar findings to our results in their study (Kurková et al., 2011). In another study conducted in Canada, it has been asserted highly hearing-impaired athletes prefer to play against a team of which players and they have asserted hearing-impaired athletes want to race against teams of which players do not have any physical and mental disability (Stewart and Ammons, 2001). In our study, it has been found sports has a crucial role in the lives of hearing-impaired individuals. Some authors obtained similar findings in their studies (Kurková et al., 2011). Sports is a significant route and guide for the hearing-impaired and it contributes to athletes' rising and being introduced. At the present time, sports is accepted as an efficient factor in impaired individuals' appearing with the individuals who do not have any impairment. It is known that disabled individuals' being trained sports accordant with their physical and mental levels affects their physical and psychological conditions positively and increases their functional independencies and self-confidences. Due to these positive contributions, favorable conditions and opportunities should be created for our disabled citizens (İnal, 1997).

In this study, it has been observed hearing-impaired individuals mostly do not have a disabled family member and it is thought the impairment results from the development disorders arisen in the mother's womb or diseases undergone during childhood rather than genetic factors. It has not been come to a certain conclusion in hearing-impaired individuals using sign language and a hearing instrument to communicate have better communicative skillful in communicating, speaking through a hearing instrument, reading and finger spelling than the ones who only use the sign language. It is thought that the hearing-impaired individuals' communication type preferences depend on the rehabilitation quality, time of diagnosis and degree of hearing loss along with the social environment they have grown up and school model.

It has been ascertained that hearing-impaired individuals have great problems in communicating mostly with individuals who do not have hearing impairment. It is thought this primarily results from the fact that students are not taught to use sign language to communicate with hearing-impaired individuals. It is vital that hearing-impaired individuals have opportunities to do sports in order that they can adapt to the society. It is thought that the culture of doing sports

will get hearing-impaired individuals to adopt the habit of cooperating and sharing with their peers and individuals who do not have any disability.

It has been concluded that hearing-impaired individuals want to race against a team of which player hear. It is thought that that results from hearing-impaired individuals are more self-confident and have higher ability to act independently than the other disability groups. In our study, it has been concluded sports has a crucial role in the lives of hearing-impaired individuals. Sports is a significant route and guide for the hearing-impaired and it contributes to athletes' rising and being introduced. It is believed that hearing-impaired individuals' engaging in sports with their peers enables them to interact and share with other people and it also gives them a positive point of view. It has been stated hearing-impaired do not participate in sportive organization sufficiently. It is thought that results from their schools, life styles, educational attainments and positions.

It has been concluded that the leading factors which affect the hearing-impaired individuals' engaging in sports are the insufficient physical conditions of the sports facilities, the trainer problem and their preference to not to participate in sportive organizations sufficiently. Physical activity and sport can develop disability awareness and equality by ensuring that Physical activity and sporting activities involve all people. Of course, these people will be happier if they do the sport they want. Not only athletics, football, basketball etc. but also martial arts like karate, kick box etc. is effective at the same time. Some studies show that blood lactate and heart rate changes are significant for athletes (Karadağ, 2017). So various activities and sports can be adapted and developed for disabled people so that these people can participate to the activities. This can be done collaboratively and all people can improve their personal performance and capacity.

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