

The Effects of Sport on Socializing the Teachable Mentally Disabled Children (Diyarbakır Sample)

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Abstract

The purpose of the study, was to state that the regularly performed sport activities change the levels of socialization on teachable mentally disabled children.

The samples of this study were that the teachable mentally disabled students who were educated at The Private Duygu Rehabilitation Center in Diyarbakır in TR. In total 45 pieces surveys were distributed and 43 parent of the students were considered.

The data acquired according to this survey were analyzed by using SPSS 16 program. By calculating the average (\bar{x}) and standart deviation (SS) of data, the differences were interpreted according to proportion and periodicity range. The alpha (α) misapprehension level was regarded as $p < 0.05$ while determining the statisted meaning.

It was obviously seen in our survey that sport and sport activities were helpful for socializing the mentally disabled individuals.

Keywords: Mental disabilities, Socialization, Sports

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Introduction

Sport refers to a concept that helps the individual to socialize with a sense of personal and social identity and group membership as well as a set of physical activities. Some typical problems in the social characteristics of children with mental retardation can be seen. These problems are related in part to the attitudes and behaviors of the individuals in the society towards these children and, in part, to the failures of the child in fulfilling the behaviors anticipated in the past (Ersoy and Avci, 2000; p.158).

Children with mental disabilities, like normal children, have biological, social and psychological needs such as eating, drinking, loving, loving, accepting and succeeding. These needs must be met in order to survive in the social environment (Ilhan, 2008, p.316).

Mentally handicapped children are the most common group of children with disabilities. However, these children are not well recognized by society. There are even some prejudices and beliefs about these children. The beginning of these is the belief that nothing can be done for mentally handicapped children.

Mentally handicapped children can not act independently, they are late and have strong friendship. Their friendships continue for a short time and they prefer to make friends with small children. Behavior such as sadness, stubbornness shakes social relations. They tend to obey and imitate others more than leaders in group activities (Ilhan, 2008, p.316).

Material Methods

The sample of this study is Mentally Handicapped Teachable Students at the Special Emotional Rehabilitation Center in Diyarbakır province. Teaching disabled mentally disabled children who did not participate in the study were selected as the control group. Before the sporting activity, both control group children and the presence of sporting activities on socialization were examined.

Data from the study; Was collected by interviewing face to face through a questionnaire (Appendix 1) developed by Demirdağ (2010, p.83) and composed of 30 questions. The questions in the questionnaire are; (10-15), Family Thoughts About Positive Effects of Sports (16-20), and Positive Effects of Sports (21-30). The questionnaire was applied to the parents of the students who were educated at the Special Emotional Rehabilitation Center in Diyarbakır province between 1-31 October 2013, who do not play sports and do sports.

Statistical analysis: The data obtained as a result of the questionnaire were analyzed using the SPSS 16 packet program. The arithmetic mean (X) and standard deviation (SS) of the data were calculated and the differences were interpreted on the percentage and frequency distributions. When statistical significance was determined, alpha (α) error level was taken as $p < 0.05$.

Results

Table 1.1. Frequency and percentages of general ideas about the sport of the family

| | | I Absolutely disagree | disagree | No Idea | I agree | Absolutely I agree |
|-------|-------------|-----------------------|-----------|-----------|-----------|--------------------|
| (S10) | Frequency % | 5 26.3 | 3 15.8 | 4 21.1 | | 7 36.8 |
| (S10) | Frequency % | | | 1 4.2 | 6 25 | 15 62.5 |
| (S11) | Frequency % | 3 15.8 | 2 10.5 | 1 5.3 | | 13 68.4 |
| (S11) | Frequency % | | 1 4.2 | | 3 12.5 | 19 79.2 |
| (S12) | Frequency % | 1 5.3 | 3 15.8 | 1 5.3 | | 14 73.7 |
| (S12) | Frequency % | | | | 2 8.3 | 21 87.5 |
| (S13) | Frequency % | | 3 15.8 | | | 16 84.2 |
| (S13) | Frequency % | | | | 3 12.5 | 19 79.2 |
| (S14) | Frequency % | 2 10.5 | 1 5.3 | | | 16 84.2 |
| (S14) | Frequency % | | | 1 4.2 | | 22 91.7 |
| (S15) | Frequency % | | 3 15.8 | 2 10.5 | | 13 68.4 |
| (S15) | Frequency % | | | | 1 4.2 | 22 91.7 |

1 = No Sports, 2 = Sports, S = Question

When Table 4 is examined, it can be said that the general thoughts about sport of parents of educated children with mentally retarded children who play sports are more positive than those who do not play sports.

Table 1.2. Frequency and percentages of family thoughts about positive effects of sports

| | | I Absolutely disagree | disagree | No Idea | I agree | Absolutely I agree |
|-------|------------------|-----------------------|-----------|-----------|-----------|--------------------|
| (S16) | 1 Frequency % | 1 5.3 | 3 15.8 | 6 31.6 | | 9 47.4 |
| (S16) | 2 Frequency % | 1 4.2 | | 2 8.3 | 3 12.5 | 17 70.8 |
| (S17) | 1 Frequency % | 1 5.3 | 2 10.5 | 1 5.3 | | 14 73.7 |
| (S17) | 2 Frequency % | | | | 1 4.2 | 22 91.7 |
| (S18) | 1 Frequency % | 2 10.5 | 2 10.5 | 5 26.3 | | 9 47.4 |
| (S18) | 2 Frequency % | | | 2 8.3 | 6 25 | 15 62.5 |
| (S19) | 1 Frequency % | 2 10.5 | 3 15.8 | 7 36.8 | | 7 36.8 |
| (S19) | 2 Frequency % | | 1 4.2 | 2 8.3 | 5 20.8 | 15 62.5 |
| (S20) | 1 Frequency % | 3 15.8 | 3 15.8 | 4 21.1 | | 9 47.4 |
| (S20) | 2 Frequency % | | | 2 8.3 | 2 8.3 | 19 79.2 |

1 = No Sports, 2 = Sports, S = Question

When Table 5 is examined, it can be said that the educated children with mentally retarded sports who play sports are more positive than those who do not play sports.

The frequency and percentage values of the student parents for measuring the positive effects of the sport are given in table 6.

Table 1.3. Frequencies and percentages for measuring positive effects of sports

| | | I Absolutely disagree | disagree | no Idea | I agree | Absolutely I agree |
|------------|----------------|-----------------------|-----------|---------|---------------|--------------------|
| 1 (S21) | Frequency % | 1 5.3 | 4 21.1 | 6.3 | | 7 36.8 |
| 2 (S21) | Frequency % | | 1 4.2 | .2 | 5 20. 8 | 16 66.7 |
| 1 (S22) | Frequency % | 1 5.3 | 2 10.5 | 5.8 | | 13 68.4 |
| 2 (S22) | Frequency % | | | .3 | 4 16. 7 | 17 70.8 |
| 1 (S23) | Frequency % | 2 10.5 | 2 10.5 | 6.8 | 1 5.3 | 6 31.6 |
| 2 (S23) | Frequency % | 1 4.2 | 2 8.3 | .2 | 7 29. 2 | 12 50 |
| 1 (S24) | Frequency % | 1 5.3 | 2 10.5 | 6.8 | | 7 36.8 |
| 2 (S24) | Frequency % | 1 4.2 | 1 4.2 | .3 | 9 37. 5 | 10 41.7 |
| 1 (S25) | Frequency % | 1 5.3 | 2 10.5 | 1.1 | 1 5.3 | 10 52.6 |
| 2 (S25) | Frequency % | | 1 4.2 | 2.5 | 2 8.3 | 17 70.8 |
| 1 (S26) | Frequency % | 10 52.6 | 3 15.8 | 6.3 | 1 5.3 | |
| 2 (S26) | Frequency % | 11 45.8 | 5 20.8 | 2.5 | 3 12. 5 | 1 4.2 |
| 1 (S27) | Frequency % | 2 10.5 | 2 10.5 | 5.8 | 1 5.3 | 11 57.9 |
| 2 (S27) | Frequency % | | 1 4.2 | .3 | 4 16.7 | 16 66.7 |
| 1 (S28) | Frequency % | 1 5.3 | 3 15.8 | 1.6 | | 8 42.1 |
| 2 (S28) | Frequency % | 2 8.3 | 2 8.3 | | 2 8.3 | 17 70.8 |
| 1 (S29) | Frequency % | 1 5.3 | 3 15.8 | 6.8 | | 8 42.1 |
| 2 (S29) | Frequency % | | 1 4.2 | 2.5 | 6 25 | 13 54.2 |

| | | | | | |
|------------|----------------|----------|-----------|-----|------------------------|
| 1 (S30) | Frequency % | 1 5.3 | 3 15.8 | 6.3 | 10 52.6 |
| 2 (S30) | Frequency % | | 1 4.2 | .3 | 1 4.2 19 79.2 |

1 = No Sports, 2 = Sports, S = Question

When Table 3 is examined, it can be said that the educated children with mentally retarded sports give concrete values compared to those who do not exercise in the context of measuring positive effects of sports.

Discussion

In his study Ilhan (2008), the similarity between the groups at the beginning turned out to be a meaningful difference in favor of the implementing group after the program. This is thought to be the result of the positive physical education program's positive impact on the level of socialization of the practice group. Gençöz (1997) found that children with mental retardation had positive changes in their family and classroom behavior in their study of the effects of basketball education on behavioral development. McMahon (1998) has shown that recreational activities in the research that he has done are important in terms of the integration of society with the environment, the establishment of friendships and social acceptance in disabled people. In his study, Chiang (2003) reported that as a result of physical activities in an amusing environment for autistic children, the social natural interaction increases, the sense of loneliness decreases and friendships with peers are reinforced (Ilhan, 2008, p.322). In particular, the study of Ilhan shows parallelism with this study.

Ilhan and Suveren (2007) point out that only 10% of special education and rehabilitation centers have physical education and sports activities in the program. Ozturk Akrek S. (2007) concluded that the theoretical part of his work on "The Impact of Sports on the Socialization of Orthopedic Disabilities" is that sports can be regarded as one of the means of socialization and that sport plays an active role in the socialization of orthopedically disabled individuals.

Conclusions and Suggestions

More workplace activities can be given place in the work to be done to develop social responsibility and social consciousness.

- The purpose of ensuring awareness about the sporting effects of Velilar can be done jointly with local authorities.

- The scope of sports activities for the rehabilitation of teachable mentally handicapped individuals can be expanded, including TUBITAK or European Union projects at national and international level.

- Regulations for the work of the graduates of Physical Education and Sports School should be rearranged in rehabilitation centers providing special education.

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