

**SPORTING MOTIVATIONS OF STUDENTS WHO LIVE WITH DISABILITIES,
IN THE LIGHT OF A REGIONAL RESEARCH**

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Abstract

Among the sports motivations of children, victory occupies a very special place, success, achievement, the need to recognize performance, which predominantly expresses extrinsic orientation (Duda et al., 1992). Studies examining sports motivational factors for people with disabilities do not provide such a comprehensive system as research on intact sports. Thus, the survey of exercise habits and sports motivation factors that determine the quality of life of people with disabilities can be said to be a deficit area both domestically and internationally.

The research examines the sports motivation factors of the 8-18 age group (n = 1158) and reports the results of primary research. I present the adaptation of the questionnaire conducted among the Hungarian disabled population to a child sample and its results. No such survey has yet been conducted in Hungary among children with disabilities. In the questionnaire research, the sports habits of young people with disabilities and the emergence of the role of health awareness in sports motivation. I process the data with the help of SPSS software, in addition to the basic statistics, I use the Chi2 test to examine the correlations.

Keywords: students with disabilities, sports motivation, sports

Disciplines: economics, sociology, special education

Absztrakt

FOGYATÉKOS TANULÓK SPORTMOTIVÁCIÓI EGY REGIONÁLIS KUTATÁS TÜKRÉBEN

A gyerekek sportolási motivációi között igen kitüntetett helyet foglal el a győzelem a siker, elérése, a teljesítmény elismerésének igénye, amelyek dominánsan külső (extrinsic) orientációt fejeznek ki (Duda et al., 1992). A fogyatékossággal élő személyek sportmotivációs tényezők vizsgáló tanulmányok nem

képeznek olyan teljességre törő rendszert, mint az épek sportolásával foglalkozó kutatások. Így a fogyatékossgal élők életminőségét meghatározó testedzési szokások, sportmotivációs tényezők felmérése hazai és nemzetközi viszonylatban is egy hiányterületnek mondható. A felmérés a 8-18 éves korosztály (n=1158) sportmotivációs tényezőit vizsgálja és egy primer kutatás eredményeiről számol be. A hazai fogyatékossgal élő lakosság körében végzett kérdőív gyerek mintára történő adaptálását és annak eredményeit mutatom be. A fogyatékossgal élő gyerekek körében még nem végeztek hazánkban ilyen felmérést. A kérdőíves kutatásban a fogyatékossgal élő fiatalok sportolási szokásait és a sportmotivációban az egészségtudatosság szerepének megjelenését. Az adatokat SPSS szoftver segítségével dolgozom fel, az alapstatisztikán túl az összefüggések vizsgálatára Chi2 próbát alkalmazok.

Kulcsszavak: fogyatékos tanulók, sportmotiváció, sportolás

Diszciplina: gazdaságtudomány, szociológia, gyógypedagógia

Literature Review

The Eurobarometer survey of 2014 revealed the most important sports motivations of European citizens, and highlighted the diverse characteristics of various countries. The most important aspect for the citizens of the EU is health, which is particularly considered as important by Swedish, Slovenian, Danish, and Spanish people, however, for Bulgarians or Hungarians it is of lesser importance. The improvement of fitness conditions is typical to Scandinavian countries while resting and recreation is a dominant characteristic of Slovenian people. Besides entertainment and pleasure, some other important factors are more attractive outwards and physical appearance, weight control, and also friendly encounters. The same aspects dominate in Hungary too, however, an interesting fact is that entertainment and fun (9%), as well as weight control (8%), is less accentuated amongst motivations (Sports and Physical Activity Report 2014). The Hungarian Youth Survey (2016) investigated the motivations of physical activity (Székely–Szabó 2017). They identified factors such as creating and maintaining fitness and health, joy,

achieving wellness and good physical appearance. Besides, losing weight, social events and parental suggestions also provide an incentive for youth. The outcomes of the previous Youth Survey in 2012 established that there are many differences between young men, and women concerning physical activities. Young men mentioned fitness, and related performance as well as the social elements of sport; while young women referred to health, wellness, physical appearance and weight control in a significantly larger frequency (Székely, 2013).

The role of spare time activities in health is indisputable (Müller-Bácsné, 2018, Balogh-Bácsné, 2020). Several branches of Hungarian psychology deal with the expedient use of spare time and its impacts upon mental health (Molnár, 2015, 2014). The majority of research in the subject mostly concentrates on the recreational activities of healthy people, with a special focus on their sporting habits (Herpainé et. al. 2017), and although some recent domestic and foreign research investigate the recreation of disabled people, (Laoues et. al. 2019), and others deal with the operational elements that support recreation

within certain operational forms (Molnár, 2012a, b), by no means can they constitute such a near-complete system as recreational or sports consumption literature that focuses on healthy people.

Among recreational programs, regular sports activities, whose significance is confirmed by several research, have an outstanding role (Osváth-Ramocsa 2006, Sáringerné 2014, Gombás 2017, Laoues et. al. 2019, Borkovics 2019, Müller-Bácsné 2019), as they help disabled people to improve their individual conditions or life qualities (Sörös et al., 2012, Devita -Müller 2020), as well as to achieve social experiences and to integrate into society.

Thus, by any means, sport greatly contributes to the improvement of life qualities. That is because we can only reach personal fulfillment and live a full life if we are healthy. However, as the research of (Sörös-Pető, 2015) already confirmed, there is a strong correlation between sporting habits, health, and satisfying life. In Hungary, the sporting habits of the handicapped adult population became the focus of the research (Sáringerné 2014, Gombás 2017), however, there is still a great gap concerning the research that investigates the habits and needs of children.

Method

I have conducted my research in the region of the Northern Great Plains and Northern Hungary, among students who participate in integrated and special education (N=1158) in primary or secondary educational institutions. The completion of the questionnaire in the school years of 2018/2019 and 2019/2020 was implemented with the help of FODISZ (Student-, Competitive- and Recreational Sports Association of Handicapped People). The questionnaires were completed anonymously, the participation in the data collection was voluntary. Following the

achievement of the data, I analysed the received outcomes with the SPSS statistic program, and to investigate the correlations beyond basic statistics, I used the chi-squared test.

In the course of the research, I aimed to investigate the sporting habits of 8-18-year-old students who live with disabilities and the emergence of the role of health awareness in sports motivations.

In the course of my research I looked for answers to the following questions:

- How does health appear among the sport motivations of students living with disabilities?
- Are there any differences in terms of gender concerning sporting activities?
- What are the most popular sports in the recreational activities of disabled children?

Sample

We have conducted our research among disabled students who participated in public education in the regions of Northern Hungary (Borsod-Abaúj-Zemplén, Heves, Nógrád counties) (23.9%) and in the Northern part of the Great Plains (Hajdú-Bihar, Jász-Nagykun-Szolnok, Szabolcs-Szatmár-Bereg counties) (76.1%).

The gender ratio of the participants is 54.5% (631 people) male, 45.5% (527 people) female. The majority (46.1%, 534 people) of the students live in cities, 28.3% (328 people) resides in county seats, and 25.6% (296 people) abides in villages. 14% (163 people) of the respondent children study in lower grades. The rate of the respondents studying in the upper grades of primary school is 39% (450 people), while 47% (545 people) of the participants is in secondary school education. The outcomes are presented in table 1.

Upon summarizing the above numbers, we can establish that in terms of age, the majority of the respondents are in the age group of 14 to 18 years. In the course of the survey of demographic data,

we found that the largest ratio (68.3%) of the participants had learning disabilities. An almost equal ratio of students with hearing disabilities (6.3%) and mental disabilities (6.4%) participated in the survey. The ratio of students in other fields of disabilities was 8.4% speaking disabilities, 7.9% physical disabilities, and 2.7% visually impaired (Figure 1).

Tools

The data collection was conducted in the school years of 2018/2019 and 2019/2020. The questionnaires were completed anonymously, the participation in the data collection was voluntary. Following the achievement of the data we analyzed the received outcomes with the SPSS statistic program, and to investigate the correlations beyond basic statistics, I used the chi-squared test. The

respondents studied in primary- and secondary educational institutions.

Outcomes

Characterization of the respondents' health status

For the investigation of this subject – how disabled students characterize their health conditions we used Likert-scale (1 means “it’s bad, I have several problems”, 2 means “I have problems but they are not serious”, 3 is “average”, 4 is “very good”, and 5 is “excellent”). The survey revealed that the majority of the respondents, namely 37.9% of them considers their health status as very good. Thus, the largest ratio of the respondents choose value 4 on the Likert-scale; there was no significant divergence in terms of genders (Figure 2).

Figure 1. : Demographic composition of the sample (Source: Author)

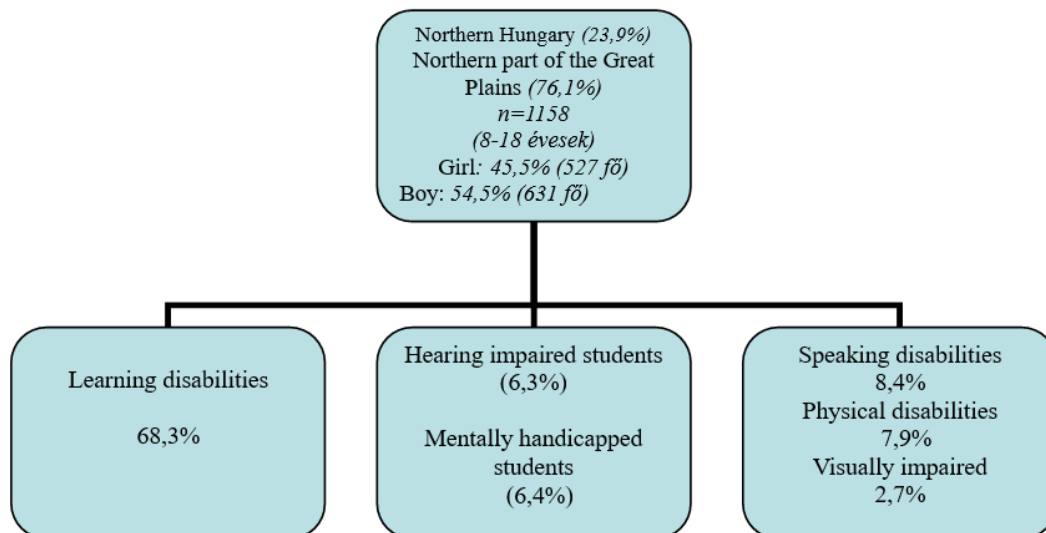
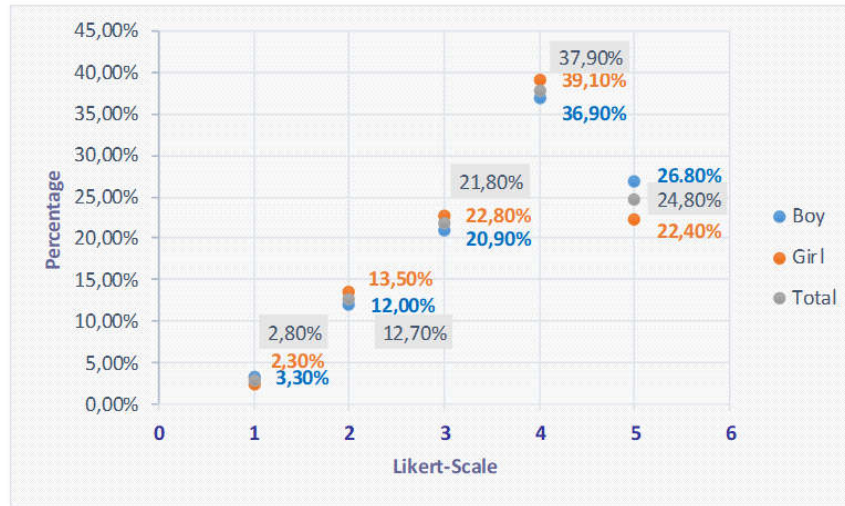


Figure 2. : Characterization of respondents' health status by gender (Source: Author)



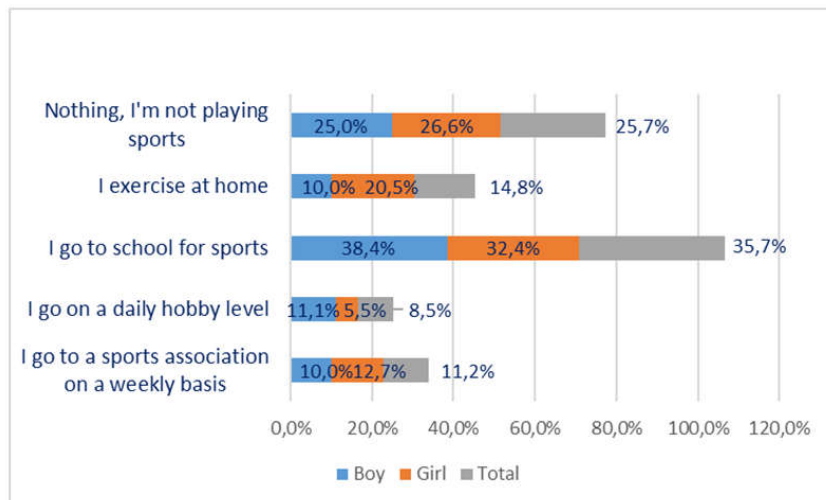
Sporting Characteristics

According to the responses of the participants, we could observe that the majority (35.7%) of them is involved in sports at school; the outcomes are similar in terms of gender: the majority of boys (38.4%) does sporting activities at school, and this rate is only a little bit lower in case of girls, where it is 32.4%. Another part of the respondents is involved in sporting activities at home; boys have a lower rate of home sports activities, while 20.5% of

girls practice sports at home. However, 8.5% of them do sports as a hobby on a daily basis (Figure 3.).

I did not investigate the reasons for being absent from sporting activities, in this research I aimed to find out whether there are any differences concerning sporting activities in terms of gender; and also examined, what kind of sports would disabled children be involved in as a recreational activity.

Figure 3. : Respondents' sporting habits by gender (Source: Author)



The students' opinions about sports

I was curious to find out, how the students conceive the difficulties concerning the sports possibilities of disabled people. My question was: "Does being a disabled person make it harder to be involved in sports?" 74.4% (862 people) of the responding students think that it is hard for disabled people to be involved in sports activities, while 25.6% (296 people) said that it is not.

The outcomes are presented in Figure 4. The respondents' opinion about the difficulties concerning the sports possibilities of disabled people was similar, regardless of gender. The rate of positive replies by boys was 73.2% (462 people), and the rate of negative replies was 26.8% (169 people); by girls, the rate of "yes" was 75.9% (400 people) and the rate of "no" replies was 24.1% (127 people).

Characteristics of the students' sporting motivations

We can establish that sporting motivations were similar, regardless of gender. The most typical motivational factors according to the replies of both boys and girls are health (73.4%), recreation, fun (51.2%), fitness (45.2%), but according to the outcomes, there is also an emphasis on the incentive of friends and acquaintances (44.7%) and outward characteristics like losing weight (31.4%). International research report similar outcomes, establishing that besides recreation and having fun, a more attractive appearance and weight control are also important factors in sports (Sports and Physical Activity Report 2014). The least influential incentive factors are victory/competition (24%), skills, learning/development (22.7%), challenge (20.8%) as well as spending time with the family (19.3% – Figure 5).

Figure 4. : Proportion of respondents' opinions about the sports difficulties of people with disabilities (Source: Author)

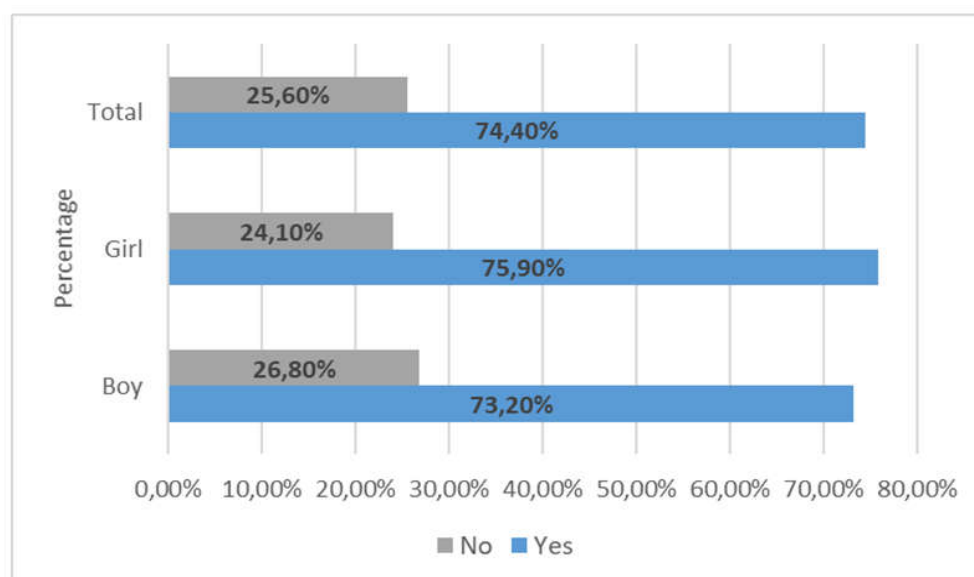
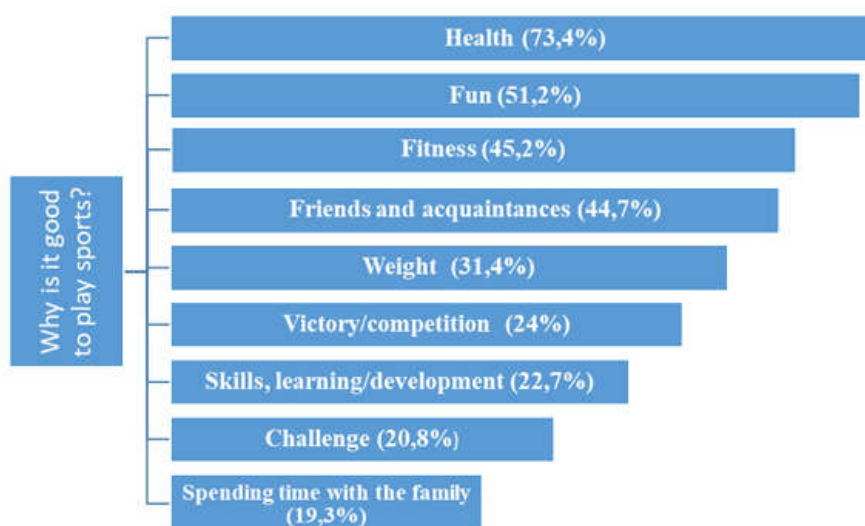


Figure 5.: Respondents' sports motivations (source: author)



Most popular sports

Among our participants, the most popular sporting activities were ball games (40.3%), since these can effectively implement entertaining functions and community experiences (Vácz 2015). The second most popular sport was swimming (36.6%), which can support the health status of the participants (Czeglédi et. al. 2020).

The third ones were gymnastics and aerobics (22.9%), which follow the new types of fitness trends, just as in the case of healthy people (Müller et. al. 2019, Gödény et. al. 2018), followed by martial arts (17.8%), athletics (16.7%), table tennis (15.3%), the least popular sports among our students were boccia (1.7%) and goal-ball (2.9%) (Table 1).

Table 1. : Most popular sports among students (Source: Author)

Most popular sports among students	%
Ball games	40,3%
Swimming	36,6%
Gymnastics and aerobics	22,9%
Followed by martial arts	17,8%
Athletics	16,7%
Table tennis	15,3%
Goal-ball	2,9%
Boccia	1,7%
Other	10,1%

Discussion

In the life of disabled children, sporting activities are of special importance, since these support skill development, improve health status, and facilitate the process of socialisation as well as integration. These factors also appear amongst their sporting motivations, thus supporting the positive role and significance of sports. The acquired knowledge and the skills developed in the course of active recreational activities not only contribute to physical and mental health protection and improved life qualities, but they can also provide help in the course of learning (Orosz & Mező, 2015; Mező & Mező 2018), which later can strengthen the labour market positions of disabled people (Dajnoki 2014). In my survey, I observed that most disabled children are involved in some kind of sports, thus they have a positive attitude towards sports, and they understand the positive effects of sporting activities. Health, fitness, communal experiences are dominantly present amongst their sporting motivations, thus these are the keywords that could be effectively used in the marketing communications of the recreational sporting events especially designed for them.

Limitations

Children with mental disabilities also participated in our survey, but in their case, the completion of the questionnaire was aided by pedagogues, which had an impact on the understanding of the questions as well as on the given responses. We evaluated the acquired outcomes with respect to that.

Conclusions

The students who live with disabilities expressed their need for being involved in sporting activities, just as their healthy peers. The vast majority of students living with disabilities are active in some

kind of sports, which are mostly practiced at school or at home. Our research confirmed that disabled children choose to do sports in order to improve their health conditions (73.4%), but also because of their recreational functions (51.2%), their role in improving fitness conditions (45.2%), their communal functions, and their positive role in socialization (44.7%). The most popular recreational sports activities were ball games, swimming, and gymnastics, which are inherent with the popular trends (Müller et. al. 2017). The platform of recreational sports provides opportunities to meet peer groups, acquaintances, and friends in a casual manner, and at the same time to the beneficial expenditure of spare time. A quite high rate of children living with disabilities reported their needs for being involved in sports, however, the lack of information and the need for transport causes certain problems, whose solution could be a provision of sporting opportunities in schools. The observations of our research concerning motivations could help us to find the appropriate keywords that should be incorporated in the promotion of in-school sporting opportunities.

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