

National Lottery—You Can Win As Well: A Metaphor Study on Disabled Athletes

Atike Yilmaz¹ & Gozde Yetim¹

¹ School of Physical Education and Sport, Mus Alparslan University, Mus, Turkey

Correspondence: Atike Yilmaz, School of Physical Education and Sport, Mus Alparslan University, Mus, 49250, Turkey. Tel: 90-436-249-2125. E-mail: a.yilmaz@alparslan.edu.tr

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Abstract

The aim of this study is to determine the metaphoric perceptions of physically disabled and hearing impaired athletes concerning their branches and concepts about these branches. In this context, the sample of the study was comprised of 20 physically disabled and hearing impaired athletes playing in the basketball and football teams in Muş province. In the form that was prepared for data collection, the participants were asked to answer certain statements such as “Basketball/football is like ... Because, ...”, “Field/court is like ... Because, ...”, “Basketball/football (the ball) is like ... Because, ...”, “Playing basketball/football is like ... Because, ...”, etc. The obtained data were transferred to the SPSS program, and frequency and percentage analyses were conducted. As the conclusion, it was determined that the sports branches of physically disabled and hearing impaired athletes were the focal points of their lives, and they perceived them as the requirements for their lives. In this respect, it is considered that the results of this study are significant since it suggests encouraging disabled individuals to sports, helping them participate in sports, providing support, and promoting the disabled sports.

Keywords: sport, metaphor, physically disabled athletes, hearing impaired athletes

1. Introduction

Although involves a dynamic structure, disability is a concept that includes special differences within itself. Disability was defined by the World Health Organization as a dynamic interaction between the health conditions and environmental factors. This classification is supported as a bio-psycho-social model, and it represents a consensus among the medical and social models. In this regard, disability is defined as an umbrella term for impairments, activity limitations, and participation restrictions (WHO, 2017). In this context, it is understood that the term disability was not defined on a single fact, it was rather based on the whole life of an individual with a sense of integrity. Providing the integration of the disabled individuals in the society, full participation, independent life, and economic self-sufficiency are among the responsibilities of all societies. It was stated in the Convention on the Rights of Persons with Disabilities as follows: “The objective of the convention in the 1st article was stated as ‘to encourage, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.’”

In this respect, one of the rights and freedoms of individuals with disabilities is to equally enjoy the right to play sports. Especially it is a necessity to start sports trainings from early childhood. A sport is primarily a physical activity and then a game, a means of interaction, and socialization among individuals (Kaya, 2018; Siedentop, 1998; Kemper et al., 2000). The ability of sports to bring societies and individuals together has a significant impact on the socialization of individuals. This effect has also been noted in studies, especially the ones conducted on individuals with disabilities (Sherrill, 1998; Jaarsma et al., 2015; Kissow, 2015; Nemček, 2016; Winnick & Porretta, 2016; Lastuka & Cottingham, 2016; Lorenzo, 2019). Considering that 15% of the world’s population is consisted of disabled individuals, the importance of sports is once again understood in the integration of these individuals into the society as well as in their physical, mental, and psychological developments. In line with their interests, abilities, and needs, it is a social responsibility to encourage people with disabilities for sports at an early age, to ensure their participation in sports, and to promote disabled sports.

Today, disabled individuals deal with various sports branches in parallel to the types and degrees of their disability. One of these types of disabilities is the hearing impairment. Having differences in hearing varying from very mild to very advanced degree is called as a hearing insufficiency. In other words, hearing is a state of inability to

perform one's duties in development, harmony, and especially in communication. It affects not only the language and speech development, but also mental, social, and emotional development of an individual (Bilir, 1986; S. Aslan, U. Aslan, & Uyan, 2017). Certain differences may occur in the individuals with hearing impairment based on the type and degree of the hearing loss, the age of the loss, the level of intelligence, the socio-economic status, attitudes, and possibilities of the family and the society in which the individual lives, the level of coping with hearing impairment, etc. In this regard, sports is an effective means in coping with these differences. Stewart & Ellis (2005) defined the most important feature of sports for the hearing impaired individuals as meeting the need of the hearing impaired athletes to be included in a group regardless of their age, gender, educational status, interest and levels in sports. It was reported that sports facilitates group processes and the formation of social identity through interaction and communication among groups (Stewart & Ellis, 2005; Stewart, 1991). The effects of sports on hearing impaired individuals were also mentioned in other studies (Shahan et al., 2016; Aslan, 2019). Another type of disability is the physical disability. Physical disability is defined as having difficulties in adapting to social life and meeting the requirements of daily life as a result of disorders in the skeletal, muscular, and nervous system with any cause before, during, and after birth (Butler & Darrah, 2001; Özyürek, 2012; Mayston, 2005). In studies conducted on physically disabled individuals, it was stated that sports contributes to the development and integration of individuals with physical disabilities (Brittain, 2004; Goodwin et al., 2004; Taub & Greer, 2000; Devas, 2003).

In addition to these benefits of sports, it is important to understand how sports are perceived and understood by individuals with disabilities. Metaphors are often used to examine people's expectations, beliefs, attitudes, and perceptions. Morgan (1980) described metaphors as "a way of seeing and understanding the world, rather than being a word art." Lakoff & Johnson (2015) emphasize the importance of metaphor because it deeply affects an individual's attitudes, perceptions, and worldview, and state that metaphors are not only a form of speech and perception, but also a way of thinking. In this respect, our study was carried out to examine how hearing impaired and physically disabled athletes perceive and understand their branches. In line with this purpose, it is thought that the results of the study are important since they will provide an insight and raise awareness for the existing and future researchers of this field and policymakers.

2. Method

2.1 Research Model

In this study, the phenomenology design was used, which is one of the qualitative research designs. Phenomenology is defined as focusing on phenomena that we are aware of but we do not have a detailed and in-depth insight (Yıldırım & Şimşek, 2011).

2.2 Data Collection

In the collection of the research data, physically disabled and hearing impaired athletes were asked to create metaphors concerning their branches and concepts in their branches, with justification. In this respect, the participants were asked to answer certain statements such as "Basketball/football is like Because, ...", "Field/court is like ... Because, ...", "Basketball/football (the ball) is like ... Because, ...", "Playing basketball/football is like ... Because,", etc. In the last part of the form, there is information concerning their demographical properties.

During the data collection phase, the athletes with physical disabilities were informed about the study, subsequently, they filled out the forms themselves. As per the hearing impaired athletes, the forms were filled out through a sign language specialist. Subsequently, the created metaphors were read and approved by the hearing impaired athletes. Athletes were not guided in any way during the data collection phase in both groups.

2.3 Data Analysis

In the analysis of data obtained from athletes with physical disabilities; 9 metaphors emerged for basketball, 6 for basketball court, 6 for basketball (ball), 9 for playing basketball, 4 for basketball teammates, 6 for basketball coach, 7 for basketball supporters, 8 for having physical disability, 8 for having hearing impairment, and 10 for being disabled.

In the analysis of data obtained from hearing impaired athletes; 8 metaphors emerged concerning football, 9 for football field, 8 for football (ball), 7 for playing football, 10 for football teammates, 9 for football coach, 9 for football supporters, 10 for having physical disability, 6 for having hearing impairment and 9 metaphors for being disabled. The resulting metaphors were transferred into the SPSS 23 program, and frequency and percentage analyses were performed.

2.4 Participants of the Study

The research group is comprised of 10 physically disabled and 10 hearing impaired athletes who are playing in the male basketball and football teams in Mus province. The age, basketball/football playing experience and educational status of the physically disabled and hearing impaired athletes are presented in Table 1 and Table 2.

Table 1. Demographic characteristics of physically disabled participants

Age	f	%	How long playing basketball?	f	%
14	1	10.0	2 months	1	10.0
15	1	10.0	3 year	2	20.0
19	1	10.0	4 year	2	20.0
20	1	10.0	13 year	1	10.0
25	2	20.0	15 year	1	10.0
32	1	10.0	17 year	2	20.0
40	1	10.0	20 year	1	10.0
50	1	10.0	Education	f	%
56	1	10.0	Primary school	3	30.0
			Middle school	4	40.0
			High school	3	30.0

Table 2. Demographic characteristics of hearing impaired participants

Age	f	%	How long playing football?	f	%
17	1	10.0	1 year	1	10.0
20	1	10.0	3 year	1	10.0
23	2	20.0	5 year	1	10.0
25	1	10.0	10 year	2	20.0
30	2	20.0	13 year	1	10.0
34	1	10.0	15 year	2	20.0
39	1	10.0	19 year	1	10.0
45	1	10.0	21 year	1	10.0
			Education	f	%
			Primary school	1	10.0
			Middle school	1	10.0
			High school	8	80.0

3. Results

In this part, metaphors created by physically disabled and hearing impaired athletes concerning basketball/football and relevant branches are presented in tables.

Table 3. Metaphors about basketball/football branches

Basketball Metaphor	f	%	Football Metaphor	f	%
family	1	10.0	tree	1	10.0
friend	1	10.0	chocolate	1	10.0
improve	1	10.0	life	1	10.0
life	2	20.0	peace	1	10.0
cling to life	1	10.0	hug	1	10.0
health	1	10.0	water	3	30.0
affection	1	10.0	sweet	1	10.0
sweet	1	10.0	family	1	10.0
indispensable	1	10.0			

Examining the Table 3, it is observed that, for the basketball branch, two physically disabled participants mentioned the *life* metaphor, while other metaphors were mentioned once. In addition, for the football branch,

three hearing impaired participants mentioned the *water* metaphor, while other metaphors were stated once.

Table 4. Metaphors about basketball/football courts/fields

Basketball Court Metaphor	f	%	Football Field Metaphor	f	%
family	1	10.0	duel	1	10.0
entertainment	2	20.0	home	2	20.0
energy	2	20.0	rainbow	1	10.0
home	3	30.0	showground	1	10.0
peace	1	10.0	peace	1	10.0
sadness	1	10.0	beach	1	10.0
			darling	1	10.0
			oasis	1	10.0
			nest	1	10.0

The metaphors created for the basketball/football courts/fields by the physically disabled and hearing-impaired athletes are presented in Table 4. Examining the table, concerning the basketball court, it is observed that three physically disabled participants mentioned the *home* metaphor, two of them used the *entertainment*, two participants mentioned *energy*, while other metaphors were used once. As per the football field, two hearing impaired athletes used the *home* metaphor, while other metaphors were used once.

Table 5. Metaphors about basketball/football ball

Basketball Ball Metaphor	f	%	Football Ball Metaphor	f	%
world	4	40.0	hoop	1	10.0
diamond	1	10.0	energy	1	10.0
excitement	2	20.0	firework	1	10.0
happiness	1	10.0	hula hoop	1	10.0
dream	1	10.0	coffee	1	10.0
stress	1	10.0	organ	3	30.0
			wheel	1	10.0
			rosary	1	10.0

The metaphors created for the basketball/football (ball) by the physically disabled and hearing impaired athletes are presented in Table 5. Examining the table, concerning the basketball (ball), it was observed that four physically disabled participants mentioned the *world* metaphor, two stated the *excitement* metaphor, and other metaphors were mentioned once. As per the football (ball), three of the hearing impaired athletes used the *organ* metaphor, and other metaphors once.

Table 6. Metaphors about basketball/football match

Basketball Match Metaphor	f	%	Football Match Metaphor	f	%
family	2	20.0	ferriswheel	1	10.0
enthusiasm	1	10.0	coffee	1	10.0
pride	1	10.0	gambling	1	10.0
excitement	1	10.0	struggle	2	20.0
shake off the nerves	1	10.0	freedom	1	10.0
peace	1	10.0	war	2	20.0
happiness	1	10.0	championship	2	20.0
health	1	10.0			
affection	1	10.0			

The metaphors created for playing basketball/football by the physically disabled and hearing impaired athletes are presented in Table 6. Examining the table, for playing basketball, it was observed that two physically disabled participants mentioned the *family* metaphor, and other metaphors were mentioned once. As per playing football,

each of *struggle*, *war*, and *championship* metaphors was mentioned by two hearing impaired athletes, and other metaphors were mentioned once.

Table 7. Metaphors about basketball/football teammate

Basketball Teammate Metaphor	f	%	Football Teammate Metaphor	f	%
elder brother	1	10.0	lion	1	10.0
family	4	40.0	tea time	1	10.0
friend	2	20.0	support	1	10.0
brother	3	30.0	world	1	10.0
			mouse	1	10.0
			tiger	1	10.0
			cat	1	10.0
			rowing	1	10.0
			warrior	1	10.0
			rabbit	1	10.0

The metaphors created for basketball/football teammates by the physically disabled and hearing impaired athletes are presented in Table 7. Examining the table, for basketball teammates, it was observed that four physically disabled participants mentioned the *family* metaphor, three of them mentioned the *brother* metaphor, two of them used the *friend* metaphor, and one participant used the *elder brother* metaphor. As per football teammates, hearing impaired athletes used each metaphor once.

Table 8. Metaphors about basketball/football coach

Basketball Coach Metaphor	f	%	Football Coach Metaphor	f	%
family elder	2	20.0	chief	1	10.0
success	4	40.0	soldier	1	10.0
head of body	1	10.0	president	1	10.0
chocolate	1	10.0	Fatih Terim	1	10.0
captain	1	10.0	general	1	10.0
teacher	1	10.0	commander	2	20.0
			leader	1	10.0
			director	1	10.0
			manager	1	10.0

The metaphors created for basketball/football coaches by the physically disabled and hearing impaired athletes are presented in Table 8. Examining the table, for basketball coaches, it was observed that four physically disabled participants mentioned the *success* metaphor, two of them mentioned *family elder* metaphor, and other metaphors were mentioned once. As per football coaches, two hearing impaired athletes used *commander* metaphor, and other metaphors once.

Table 9. Metaphors about basketball/football spectator

Basketball Spectator Metaphor	f	%	Football Spectator Metaphor	f	%
6th person	1	10.0	cheerleader	1	10.0
family meeting	1	10.0	parents	1	10.0
enthusiasm	2	20.0	enthusiasm	1	10.0
support	2	20.0	fizzy drink	1	10.0
power	1	10.0	power	2	20.0
excitement	1	10.0	driving force	1	10.0
happiness	2	20.0	ant	1	10.0
			military	1	10.0
			spider web	1	10.0

The metaphors created for basketball/football spectators by the physically disabled and hearing impaired athletes are presented in Table 9. Examining the table, for basketball spectators, it was observed that each of the *enthusiasm*, *support*, and *happiness* metaphors were mentioned by two physically disabled participants, and other metaphors were mentioned once. As per football spectators, two hearing impaired athletes used *strength* metaphor, and other metaphors were mentioned once.

Table 10. Metaphors about being physically disabled by the hearing impaired and physically disabled athletes

(Physically Disabled Athletes) Physical Disability Metaphor	f	%	(Hearing Impaired Athletes) Physical Disability Metaphor	f	%
advantage	1	10.0	colorful candy	1	10.0
privilege	3	30.0	child	1	10.0
world	1	10.0	diversity	1	10.0
fate	1	10.0	klaxon	1	10.0
brotherhood	1	10.0	neediness	1	10.0
tax	1	10.0	wheelless car	1	10.0
walk	1	10.0	half of an apple	1	10.0
difficulty	1	10.0	incomplete person	1	10.0
			kitten	1	10.0
			weakness	1	10.0

The metaphors created for being physically disabled by the hearing impaired and physically disabled athletes are presented in Table 10. Examining the table, for being physically disabled, it was observed that three physically disabled participants mentioned the *privilege* metaphors, and other metaphors were mentioned once. As per hearing impaired athletes, they used each metaphor once.

Table 11. Metaphors about being hearing impaired by the hearing impaired and physically disabled athletes

(Physically Disabled Athletes) Hearing Impairment Metaphor	f	%	(Hearing Impaired Athletes) Hearing Impairment Metaphor	f	%
different world	2	20.0	baby	1	10.0
flower	1	10.0	wall	1	10.0
friend	1	10.0	difficulty	1	10.0
pigeon	1	10.0	light	1	10.0
blankness	1	10.0	silence	5	50.0
silent world	1	10.0	reticence	1	10.0
difficult	2	20.0			
square the circle	1	10.0			

The metaphors created for having hearing impairment by the physically disabled and hearing impaired athletes are presented in Table 11. Examining the table, for having hearing impairment, it was observed that each of a *different world* and *difficult* metaphors were mentioned by two physically disabled participants, and other metaphors were mentioned once. As per having hearing impairment, five of hearing impaired athletes used the *silence* metaphor, and other metaphors were mentioned once.

Table 12. Metaphors about being disabled by the hearing impaired and physically disabled athletes

(Physically Disabled Athletes) Disability Metaphor	f	%	(Hearing Impaired Athletes) Disability Metaphor	f	%
support	1	10.0	aquarium	1	10.0
exclusion	1	10.0	smokeless house	1	10.0
disability	1	10.0	candy apple	1	10.0
awareness	1	10.0	disease	2	20.0
siblings	1	10.0	neediness	1	10.0
national lottery	1	10.0	rehabilitation center	1	10.0

struggle	1	10.0	saltless meal	1	10.0
health	1	10.0	Turkish coffee	1	10.0
society	1	10.0	incomplete person	1	10.0
difficulty	1	10.0			

The metaphors created for being disabled by the physically disabled and hearing impaired athletes are presented in Table 12. Examining the table, for being disabled, it was observed that physically disabled participants mentioned each metaphor once. As per for being disabled, two of the hearing impaired athletes used the *disease* metaphor, and other metaphors were used once.

4. Discussion and Conclusion

Sports enables people with disabilities to express themselves and integrate into society. Ensuring that sports plays a part at every step of life of disabled individuals is one of the social responsibilities. Therefore, it is important to determine how the disabled individuals perceive sports and achievements to date for recognizing this responsibility. The results of this study are considered to be important in understanding how the perceptions of disabled individuals concerning their sports branches are formed and in determining the importance of sports on disabled individuals.

One of the results of the study is comprised of the metaphors of physically disabled and hearing impaired athletes concerning the basketball and football branches. In these metaphors, two physically disabled athletes used the *life* metaphor for the basketball branch, and the other metaphors were used once. Additionally, three hearing impaired athletes used the *water* metaphor for the football branch, the other metaphors were used once, and it was observed that the athletes used positive metaphors for their branches. In this context, it was determined that the sports branches of physically disabled and hearing impaired athletes were the focal points of their lives, and the athletes mentioned about them as the requirements for their lives. We can state that the reason is the fact that the athletes experience the positive effects of sports in their developmental areas. In previous studies, it was also stated that the metaphors of disabled individuals concerning sports were positive, and sports had positive effects on their lives (Güler et al., 2019; Farrell et al., 2004; Kristen et al., 2002; Fitzgerald et al., 2003).

Another result of the study is comprised of metaphors of disabled athletes about the basketball court and football field. In these metaphors, three participants used the *home* metaphor for the basketball court, two used *entertainment* and *energy* metaphors, while other metaphors were used once. For the football field, two participants used the *home* metaphor, while other metaphors were used once. Physically disabled and hearing impaired athletes used positive metaphors for the basketball court and football field. In this respect, we can say that physically disabled and hearing impaired athletes perceive the basketball courts and football fields as places where they feel comfortable and safe. In addition, the description of the basketball court by physically disabled athletes with *entertainment* and *energy* metaphors can be interpreted in a way that these individuals are happy to be on the court/field and they feel dynamic. In previous studies, it was determined that the presence of disabled individuals in sports environments positively affects and stimulates them (Watson & Parker, 2012; Anderson, 2009).

Another result of the study is comprised of the metaphors created for basketball and football (ball) by the disabled athletes. In these metaphors, four participants used the *world* for the basketball (ball), two people used the *excitement* metaphor, while other metaphors were used once. For the football (ball), three participants used the *organ* metaphor, while each other metaphor was used once. It was observed that physically disabled and hearing-impaired athletes used a positive metaphor for the ball. Accordingly, we can say that the ball is important in the lives of the physically disabled and hearing impaired athletes, and they see it as a part of their body. Similarly, in a previous study conducted by Yetim et al. (2018), it was determined that badminton athletes perceived the racquet as an organ of their body.

Another result of the study is comprised of the metaphors created for playing basketball and football by the disabled athletes. In these metaphors, for playing basketball, two participants used *family* metaphor, while other metaphors were used once. Concerning playing football, each metaphor of *struggle*, *war*, and *championship* were used for two times, while other metaphors were used once. In this respect, we can say that athletes with physical disabilities perceive the game environment as a warmer and a more sincere atmosphere. However, we can say that hearing impaired athletes perceive the football environment as a more competitive atmosphere with a focus on winning. Similarly, it was reported in previous studies conducted on disabled individuals that the concept of sports is associated with metaphors of military language such as *war* and *struggle* (Smith & Sparkes, 2004). Kleiber and Hutchinson (1999) argue that sports and military metaphors evoke masculine ideals and a sense of heroic struggle that can be restrictive for individuals with physical disabilities (Kleiber & Hutchinson, 1999).

Another result of the study is comprised of the metaphors created for teammates by the disabled athletes. In these metaphors, for a basketball teammate, four participants used the *family* metaphor, three participants used the *brother* metaphor, two of them used *friend* and one participant used the *elder brother* metaphor. For the football teammates, the metaphors of *lion*, *tea time*, *support*, *world*, *mouse*, *tiger*, *cat*, *rowing*, *warrior*, and *rabbit* metaphors were used each once. In this respect, we can say that disabled athletes playing basketball perceive their teammates as their closest friends. We can say that hearing impaired individuals playing football define their teammates rather with power, strength, and association. Similarly, O’Keefe (2005) stated that disabled athletes defined their teammates with power, strength, and support by using often animal metaphors.

Another result of the study is comprised of metaphors created for basketball and football coaches by the disabled athletes. In these metaphors, for the basketball coach, four participants used the *success* metaphor, two participants used the *family elder*, while the other metaphors were used once. Concerning the football coach, two participants used the *commander* metaphor, while other metaphors were used once. In this respect, we can say that disabled athletes playing football perceive the coach rather like a leader. Similarly, previous studies emphasized that the coach is important for disabled individuals and it is effective for individuals to participate in sports (Jason et al., 2015).

Another result of the research is comprised of the metaphors created for the spectator of basketball and football by the disabled athletes. In these metaphors, each of the *enthusiasm*, *support*, and *happiness* metaphors were used by two participants for the basketball supporters, while other metaphors were used once. Two participants used *strength* metaphor for the football supporters, while other metaphors were used once. In this respect, we can say that physically disabled and hearing impaired athletes perceive the supporters as *strength* and *support*, and see this as a source of motivation. In another study conducted by Cottingham et al. (2012) it was similarly emphasized that spectators or fans are one of the most important features of the sports environment in the disabled sports.

Another result of the study is comprised of the metaphors created by the disabled athletes for being physically disabled and having hearing impairments. In these metaphors, for being physically disabled, three of the physically disabled athletes used the *privilege* metaphors, while other metaphors were used once. As per the hearing impaired athletes, they used the metaphors of *colorful candy*, *child*, *diversity*, *klaxon*, *neediness*, *wheelless car*, *half an apple*, *incomplete person*, *kitten*, and *weakness* for physical disability. In this respect, we can say that the metaphors that physically disabled and hearing impaired individuals use about their disabilities are more negative. In metaphors for hearing impairment, two physically disabled athletes used *a different world* and *difficult* metaphors, while other metaphors were used once. For having hearing impairment, five hearing impaired athletes used the *silence* metaphor, while other metaphors were used once. We can say that athletes in both groups of disabilities have negative perceptions of both having hearing impairment and physical disability. In previous studies, it was reported that disabled individuals create negative metaphors for themselves and they explain the negative effects of disability for themselves in negative metaphors (Pennebaker, Hughes, & O’Heeron, 1987; Whaley & Parker, 2000).

Another result of the study is comprised of the metaphors created by physically disabled and hearing impaired athletes for being disabled. In these metaphors, physically disabled athletes used metaphors of *support*, *exclusion*, *disability*, *awareness*, *siblings*, *national lottery*, *struggle*, *health*, *society*, and *difficulty*. As per the hearing impaired athletes, two of them used the *disease* metaphor, while other metaphors were used once. In this respect, it was determined that the perceptions of disabled athletes regarding the concept of disability were generally negative. The disability metaphors used in the previous studies support our research (Peter, 2011; Thomas, 2012; Smith & Sparkes, 2008; Lindemann, 2008).

Consequently, it can be mentioned that physically disabled and hearing impaired athletes place sports in an important place in their lives and realize themselves, socialize, and feel free through sports. However, although the perceptions of disability are generally negative, we can say that sports have changed these perceptions in a positive way and they perceive sports as a source of life. In addition to the social, physical, and psychological benefits of sports to healthy individuals, it also has the same effects on individuals with disabilities; in this regard, the importance of physical education and sport in disabled people is once again emerging. Therefore, it is considered that the results of this study are significant since it suggests encouraging disabled individuals for doing sports, helping them participate in sports, providing support, and promoting the disabled sports.

5. Limitations and Suggestions

This study was conducted solely on disabled athletes playing at physically disabled basketball and hearing impaired football teams in Muş province. For future studies, it is suggested to include different provinces in order to increase the sample size and allow the results to diversify. In addition, this study was conducted with 20 disabled

athletes playing in physically disabled basketball and hearing impaired football teams. For further studies, it is suggested to include higher number of teams in order to allow for the opportunity to make comparisons with different branches.

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