

EXAMINATION OF ATTITUDES TOWARDS SPORT, GENERAL SELF-EFFICACY, AND LIFE SATISFACTION OF DEAF HIGH SCHOOL STUDENTS

EXAME DE ATITUDES EM RELAÇÃO AO ESPORTE, AUTOEFICÁCIA GERAL E SATISFAÇÃO DE VIDA DE ALUNOS SURDOS DO ENSINO MÉDIO

EXAMEN DE ACTITUDES HACIA EL DEPORTE, LA AUTOEFICACIA GENERAL Y LA SATISFACCIÓN CON LA VIDA DE ESTUDIANTES SORDOS DE ESCUELA SECUNDARIA

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ABSTRACT: The aim of this study is to examine the relationship between hearing impaired individuals' attitudes towards sport, general self-efficacy, and life satisfaction according to various variables. A total of 108 high school students, 28 female and 80 male, with hearing impairment, living in Kayseri and studying between 2018-2019, voluntarily participated in the study. Research data were collected through a questionnaire. Questionnaires were delivered to the participants by face-to-face interview method. A questionnaire form consisting of four scales was applied, "Personal Information Form", "Attitudes toward Sport", "General Self-Efficacy", and "Life Satisfaction", showing that the general self-efficacy levels of the hearing-impaired individuals were positively related to the level of life satisfaction. To increase the level of life satisfaction, especially male students with a lower level of satisfaction should be encouraged to participate in sports that positively affect their physical and psychological health, and appropriate environments should be provided.

KEYWORDS: Sport-oriented attitude. General self-efficacy. Life satisfaction.

RESUMO: O objetivo deste estudo é examinar a relação entre as atitudes de indivíduos com deficiência auditiva em relação ao esporte, a autoeficácia geral e a satisfação com a vida de acordo com várias variáveis. Participaram voluntariamente do estudo 108 estudantes do ensino médio, 28 do sexo feminino e 80 do masculino, com deficiência auditiva, residentes em Kayseri e estudando entre 2018-2019. Os dados da pesquisa foram coletados por meio de um questionário. Os questionários foram entregues aos participantes pelo método de entrevista face a face. Um formulário de questionário composto de quatro escalas foi aplicado, "Formulário de Informações Pessoais", "Atitudes em relação ao esporte", "Auto-eficácia Geral", e "Satisfação da Vida", mostrando que os níveis gerais de autoeficácia dos deficientes auditivos relacionaram-se positivamente com o nível de satisfação com a vida.

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Para aumentar o nível de satisfação com a vida, especialmente os estudantes do sexo masculino com menor nível de satisfação deve ser incentivados a praticar esportes que afetem positivamente sua saúde física e psicológica, e ambientes adequados devem ser fornecidos.

PALAVRAS-CHAVE: *Atitude orientada ao esporte. Autoeficácia geral. Satisfação com a vida.*

RESUMEN: *El objetivo de este estudio es examinar la relación entre las actitudes de los discapacitados auditivos hacia el deporte, la autoeficacia general y la satisfacción vital en función de diversas variables. Un total de 108 estudiantes de secundaria, 28 mujeres y 80 hombres, con discapacidad auditiva, que residen en Kayseri y estudian entre 2018-2019, participaron voluntariamente en el estudio. Los datos de la investigación se recogieron mediante un cuestionario. Los cuestionarios se entregaron a los participantes mediante el método de entrevista cara a cara. Se aplicó un formulario de cuestionario que constaba de cuatro escalas, "Formulario de información personal", "Actitudes hacia el deporte", "Autoeficacia general" y "Satisfacción vital", mostrando que los niveles generales de autoeficacia de los discapacitados auditivos estaban relacionados positivamente con el nivel de satisfacción vital. Para aumentar el nivel de satisfacción con la vida, hay que animar, especialmente a los estudiantes varones con menor nivel de satisfacción, a practicar deportes que afecten positivamente a su salud física y psicológica, y hay que proporcionarles entornos adecuados.*

PALABRAS CLAVE: *Actitud orientada al deporte. Autoeficacia general. Satisfacción con la vida.*

Introduction

In today's world, the word obstacle emerges as a phenomenon that started with the history of humanity and its types and varieties differed over time (SÖNMEZ, 2018). Individuals who have lost a certain level of physical and psychological abilities, caused by an accident or disease from birth or later, are defined as disabled individuals (MUTLU, 2015). Disability is a disadvantage that adversely affects a person's adaptation to daily life and quality of life (DEMIR *et al.*, 2018). The concept of disability has different types within itself. These are defined as physical, mental, visual and hearing disabilities. physical disability; Experiencing deficiency or loss of function in the musculoskeletal system, having full or partial vision problems in one or both eyes, presence of conditions that cause mental disability such as visual disability, Down syndrome and mental retardation, mental disability, inability to use verbal language functionally in daily life, The inability to hear and perceive speech sounds is defined as hearing disability (GIRGIN, 2003; GÖNEN, 2004; ÖZTÜRK, 2011).

Individuals who have certain problems in hearing and understanding sounds are defined as hearing impaired individuals (SARP, 2013).

Humans interpret what they can perceive through their five senses in their brains and make sense of them. The sense of hearing is also a tool that enables people to communicate with the living things around them. Hearing impairment is a hearing impairment that can vary from mild to severe (ŞİPAL, 2002). According to statistical data, 0.6% of the school-age population in our country is hearing-impaired individuals (ATAY, 2007).

Studies on hearing-impaired individuals date back to the 15th century. For the first time, BC. It is included in Jewish law in 566 BC. From the earliest times to M.S. Until the 1400s, disabled individuals were not accepted into the society and were excluded by the society (ÖZSOY; ÖZYÜREK; ERIPEK, 1996, p. 64). However, in the second half of the 20th century, a significant change occurred in the perspective of disabled people. As a result of this change, it was concluded that disabled individuals should be directed to sports in order to facilitate their adaptation to society (DUNN; FAIT, 1997; SEVINDI, 2002). Because sports play an active role in providing emotional satisfaction, quality of life, creating a social environment, freedom, decision-making skills, self-confidence development, self-knowledge and reaching the targeted goal (AVCI; CAN, 2020; KARAKULLUKÇ; ÖÇALAN; AVCI, 2019). At the same time, sports cardio offers a high perceived quality of life, self-confidence, and high self-efficacy for individuals with disabilities, in addition to its main benefits for metabolic fitness (CHERI BLAUWET; STUART; WILLICK, 2012). Individuals with high self-efficacy beliefs set higher goals for themselves, accordingly their motivation level increases, and they perform better in their daily lives (BANDURA, 1997; BRAY, 2004; GIBSON, 1999; GIBSON; RANDEL; EARLY, 2000; GUZZO *et al.*, 1993; MYERS; FELTZ; SHORT, 2004; SHEA; GUZZO, 1987).

By teaching disabled individuals to cope with their disability, sports support the muscle and nervous system, mental activities, physiological and metabolic development of the body (KARAGÖZ, 2002). It strengthens all muscles and makes life easier in daily work (SONUÇ, 2012). It reduces the feeling of depression caused by severe or permanent physical disability (JACKSON; FREDRICKSON, 1979). Sport covers the same principles for both the healthy person and the disabled person (BIERING; SORENSEN; HJELTNES, 2003). Cornelius and Hornett stated in their studies that sportive activities are extremely important for the social and emotional development of hearing-impaired children. Tatar, on the other hand, stated that by observing the plays of hearing-impaired children, it creates positive and effective results on their cognitive, social, emotional, physical needs and development, as well

as their problem solving, coping skills in various situations, productive thinking, and language development (TATAR, 1997). In another study, it was determined that disabled individuals achieved significant success in sports activities with the support of appropriate training programs and experts (STEWART; DAVID; KATHLEEN, 1999).

In a study conducted by Singh and Devi (2013) with 180 university students in Manipur, India, it was found that students exhibit positive attitudes towards sports and games (SING; DEVI, 2013). According to these results, it would not be wrong to think that sports can be useful in solving the problems of disabled individuals. When we examine the literature; In most of the studies conducted, we can state that factors that can be summarized as race, status such as (socio-economic, marital), education level, social relations, self-confidence and depression, and cultural and social norms determine the level of life satisfaction (GHUBACH *et al.*, 2010). Life satisfaction is defined as an individual likes his/her life (ÇEÇEN, 2008). Life satisfaction can be used synonymously with the concepts of subjective well-being and happiness. It is also defined as a function of situational factors that determine the relationship between people's achievements and wishes (GLASS; JOLL, 1997).

Many individuals which are hearing-impaired, cannot participate in sports activities. In this context, the thoughts of hearing-impaired individuals about sports is the starting point of this research. The inadequacy of studies on the subject increases the importance of this research and its contribution to the field. The aim of this study is to examine the relationship between hearing impaired individuals' attitudes towards sport, general self-efficacy and life satisfaction according to various variables.

Materials and Methods

Research Group: The sample group was a total of 108 high school students consisted of 28 female and 80 male, with hearing impairment living and studying in Kayseri. Easily accessible case sampling technique, which is one of the non-random sampling methods, was used in the sample selection (YILDIRIM; ŞİMŞEK, 2018).

Data Collection Tool: A questionnaire form consisting of four parts, 'Personal Information Form' and Attitudes towards sport', 'General Self-Efficacy', 'Life Satisfaction' scales were applied.

Socio-Demographic Information Form

Personal information form was prepared by the researchers. It consists of variables such as age, gender, grade, disability, and level of income of the participants.

Attitudes Towards Sport Scale

The attitudes towards sport scale, developed by Koçak (2014), used to determine the attitudes of individuals towards sports, is a 22-item data collection tool. To test the reliability level of the scale, Cronbach's Alpha reliability coefficient and Spearman-Brown internal consistency coefficient were examined, and these values are respectively. It was calculated as .891 and .839.

General Self-Efficacy Scale

The original 23-item form of the scale was developed by Sherer and Adams (1982). The original scale revealed a two-factor structure: General Self-Efficacy (Cronbach's alpha = 0.86) and Social Self-Efficacy (Cronbach alpha = 0.71). Since the items loaded on the first factor did not indicate a specific behavioral area, it was stated that the title of "General Self-Efficacy" was deemed appropriate for this factor. The Social Self-Efficacy factor reflects the expectations of competence in social situations. The original 14-point scale was later converted to a five-point Likert-type scale (SHERER; ADAMS 1983).

Life Satisfaction Scale

Diener *et al.* (1985) and used to determine the life satisfaction levels of individuals, the "Satisfaction with Life Scale (SWLS)" Life Satisfaction Scale is one-dimensional, 5-item and 7-point Likert type. The first adaptation of the scale to Turkish was done by Köker (1991) and Yetim (1991) separately in the same year. Afterwards, Durak, Durak and Gençöz (2010) measured the scale on different groups and revealed that it is a valid and reliable scale for Turkish society. The internal consistency coefficient of the scale was calculated as $\alpha=0.79$.

Data Analysis

The data were analyzed by using spss package program. As a result of the analysis, descriptive statistics are given as f and % distribution. The normality distributions of the data were tested with the Kolmogorov Smirnov Test and skewness and kurtosis tests, and it was

determined that the data showed normal distribution. With these results, it was decided to use parametric statistical test methods in our study. When comparing the obtained data between two variables, t test was applied in independent groups; In the comparison of three or more variables, one-way analysis of variance was applied. Tukey HSD test was applied to determine the difference in the comparisons made in three or more groups. In addition, Pearson Moments Correlation test and regression analysis were applied.

Findings

Table 1 – Descriptive Statistics-Frequency and Percentage Values

		f	%
Age	15-16	56	51,9
	17-18	46	42,6
	19-20	6	5,6
Gender	Female	28	25,9
	Male	80	74,1
Grade	9	20	18,5
	10	43	39,8
	11	15	13,9
	12	30	27,8
Disability Status	Congenital	7	6,5
	Afterwards	101	93,5
Income Level	1001-2000	15	13,9
	2001 and 3000	17	15,7
	3001 and above	76	70,4
Total		108	100

Source: Prepared by the authors

When Table 1 is examined, 25.9% of the participants are female (n=28), 74.1% are male (n=80), 51.9% are between the ages of 15-16 and 42.6% are 17 5.6 % of them are in the age range of 18, and individuals are in the age range of 19-20. 6.5% of the participants are congenitally disabled, 93.5% are disabled afterwards on, 18.5% are 9th grade students, 39.8% are 10th grade students, 13.9% are 11th graders. students, 27.8% of which are 12th grade students, consists of a total of 108 students. It has been determined that of the participants have an income level, 13,9 % between 1001 and 2000, 15.7% between 2001 and 3000, 70.4% of them 3001 and above.

Table 2 – Comparison of Students' Attitudes towards sport, General Self-Efficacy and Life Satisfaction Scale Scores According to Gender Variable

Scale	ScaleSubDimension	Gender	N	\bar{x}	Sd	df	t	p	
Attitudes Towards Sport	Psycho-Social Development	Female	28	4,1042	,62469	106	1,904	0,060	
		Male	80	3,8021	,75326				
	Physical Development	Female	28	4,2083	,54739	106	1,707	0,092	
		Male	80	3,9625	,69151				
	Mental Development	Female	28	3,8482	,97025	106	1,084	0,281	
		Male	80	3,6156	,97998				
Attitudes Towards Sport	Initation	Female	28	4,0536	,57937	106	1,781	0,770	
		Male	80	3,7934	,69227				
General Self-Efficacy	Do not give up	Female	28	32,035	6,6361	106	0,769	0,443	
		Male	80	30,750	7,8296				
	Sustaining Effort-Insistence	Female	28	19,535	4,5336	106	0,671	0,504	
		Male	80	18,972	4,1221				
	General Self-Efficacy	Self-	Female	28	11,071	2,5375	106	0,236	0,814
			Male	80	11,187	2,1233			
Life Satisfaction	Life Satisfaction	Female	28	62,6429	12,0037	106	,671	0,710	
		Male	80	60,8500	12,2299				
Life Satisfaction	Life Satisfaction	Female	28	26,071	6,0487	106	2,263	0,020*	
		Male	80	22,762	6,8570				

*p<0.05, p<0.001

Source: Prepared by the authors

When Table 2 examined, there is a statistically significant difference between the life satisfaction scores of the students according to their gender, while the psycho-social development, physical development, mental development, initiation, not giving up, sustaining effort-insistence and general self-efficacy total score did not difference. Considering the arithmetic averages, it is seen that female students' life satisfaction scores were higher and at a mild satisfaction level.

Table 3 – Comparison of Students' Attitudes Towards Sport, General Self-Efficacy and Life Satisfaction Scale Scores According to Age Variable

Scale	Scale Sub-Dimension	Age	N	Sd	Df	F	p	Tukey HSD	
Attitudes Towards Sport	Psycho-Social Development	15-16 ^a	56	3,9405	62719	2	,206	,303	
		17-18 ^b	46	3,8623					,83799
		19-20 ^c	6	3,4583					
	Physical Development	15-16 ^a	56	4,0506	,55589	2	,100	,905	
		17-18 ^b	46	4,0072					,78956
		19-20 ^c	6	3,9444					
	Mental Development	15-16 ^a	56	3,7366	,89623	2	,336	,716	
		17-18 ^b	46	3,5870					1,1020
		19-20 ^c	6	3,7917					
	Attitudes Towards Sport	15-16 ^a	56	3,9092	,57305	2	342	,711	
		17-18 ^b	46	3,8188					,79859
		19-20 ^c	6	3,7315					
		15-16 ^a	56	30,4464	6,0959			-	

General Self-Efficacy	Initiation	17-18 ^b	46	31,5217	9,2490	2	,616	,542	
		19-20 ^c	6	33,6667	6,5012	105			
	Do not give up	15-16 ^a	56	19,2857	4,1940	2			
		17-18 ^b	46	18,8696	4,3949	105	,150	,861	
	Sustaining Effort-Insistence	19-20 ^c	6	18,6667	3,5590				
		15-16 ^a	56	11,1964	2,2272				
	General Self-Efficacy	17-18 ^b	46	11,0435	2,2106	2	,223	,801	
		19-20 ^c	6	11,6667	2,6583	105			
	Life Satisfaction	Life Satisfaction	15-16 ^a	56	60,9286	10,1656	2		
			17-18 ^b	46	61,4348	14,4801	105	175	,840
			19-20 ^c	6	64,0000	10,9726			
			15-16 ^a	56	23,6429	7,0153	2		-
		17-18 ^b	46	23,7826	6,6128	105	,149	,862	
		19-20 ^c	6	22,1667	6,9402				

*p<0.05, p<0.001

Source: Prepared by the authors

When Table 3 is examined, there is no statistically significant difference found between the psycho-social development, physical development, mental development, initiation, not giving up, sustaining effort-insistence sub-dimension scores of the students and their attitudes towards sport, general self-efficacy, and life satisfaction scores according to their age. Considering the arithmetic averages, it is seen that the life satisfaction scores of the 17-18 age group were higher and at the level of mild satisfaction.

Table 4 – Comparison of Students' Attitudes Towards Sport, General Self-Efficacy and Life Satisfaction Scale Scores According to Class Variable

Scale	ScaleSubDimension	Grade ↓	\bar{x}	Sd	df	F	p	Tukey
Attitudes Towards Sport	PsychoSocial Development	9 ^a	20	3,8208	,63825	3		
		10 ^b	43	4,0349	,62473	104	,072	,009
		11 ^c	15	4,1944	,68477			
		12 ^d	30	3,5417	,84155			
	Physical Development	9 ^a	20	4,0167	,57710	3		
		10 ^b	43	4,0930	,54833	104	,843	,144
		11 ^c	15	4,2667	,50709			
		12 ^d	30	3,8167	,87466			
	Mental Development	9 ^a	20	3,6000	1,0399	3		
		10 ^b	43	3,8430	,83456	104	,383	,074
		11 ^c	15	4,0000	,68139			
		12 ^d	30	3,3250	1,1673			
Attitudes Towards Sport	9 ^a	20	3,8125	,60058	3			
	10 ^b	43	3,9903	,58156	104	,778	,013	
	11 ^c	15	4,1537	,49131				
	12 ^d	30	3,5611	,81239				
General Self-Efficacy	Initiation	9 ^a	20	30,0000	1,27733	3		
		10 ^b	43	31,3256	6,74262	104	,391	,760
		11 ^c	15	30,0000	10,7038			
		12 ^d	30	32,0000	8,25039			
	Do not give up	9 ^a	20	19,0500	4,1100	3		
		10 ^b	43	19,4884	4,29491	104	,541	,655
		11 ^c	15	17,8667	4,62704			
		12 ^d	30	19,1000	4,07135			

Life Satisfaction	Sustaining Effort-Insistence	9 ^a	20	11,6000	2,18608	3	104	,496	,686
		10 ^b	43	11,2093	2,25260				
		11 ^c	15	10,7333	2,25093				
		12 ^d	30	11,0000	2,25908				
	General Self-Efficacy	9 ^a	20	60,6500	9,87967	3	104	354	786
		10 ^b	43	62,0233	11,0248				
		11 ^c	15	58,6000	16,5218				
		12 ^d	30	62,1000	12,9091				
	Life Satisfaction	9 ^a	20	25,4000	5,64195	3	104	,217	,307
		10 ^b	43	23,3488	7,51470				
		11 ^c	15	25,0667	5,68792				
		12 ^d	30	22,1000	6,77902				

*p<0.05, p<0.001

The groups in favor of the significant difference are shown with (*)

Source: Prepared by the authors

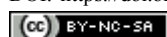
When Table 4. examined, there is a significant difference in the psycho-social development sub-dimension and the total score of attitudes towards sport according to the class of the students; There are no statistically significant difference between physical development, mental development, initiation, not giving up, persistence-persistence sub-dimension scores, general self-efficacy, and life satisfaction scores. Considering the arithmetic averages, it is seen that the life satisfaction scores of the 11th grade students were higher and at the level of mild satisfaction.

Table 5 – Comparison of Students' Attitudes Towards Sport, General Self-Efficacy and Life Satisfaction Scale Scores According to Disability Variable

Scale	Scale Dimension	Sub-Disability Status	N	\bar{x}	Sd	Df	t	p
Attitudes Towards Sport	Psycho-Social Development	Congenital	7	2,9167	,93169	106		0,001**
		Afterwards	101	3,9472	,67152		,828	
	Physical Development	Congenital	7	3,4762	1,2301	106		0,023*
		Afterwards	101	4,0644	,59813		,313	
	Mental Development	Congenital	7	2,5000	1,1365	106		0,001**
		Afterwards	101	3,7574	,91819		,452	
Attitudes Towards Sport	Congenital	7	2,9643	,93262	106		2,17	
	Afterwards	101	3,9230	,60902		3,8		
General Self-Efficacy	Initiation	Congenital	7	26,428	11,443	106	,691	0,09
		Afterwards	101	31,405	7,2307			
	Do not give up	Congenital	7	17,571	5,9401	106		,332
		Afterwards	101	19,178	4,0948		,974	
Sustaining Effort-Insistence	Congenital	7	11,000	2,8867	106	0,19	0,848	
	Afterwards	101	11,168	2,1912				
Life Satisfaction	General Self-Efficacy	Congenital	7	55,000	19,782	106		0,02*
		Afterwards	101	61,752	11,457		1,43	
Life Satisfaction	Life Satisfaction	Congenital	7	19,857	9,0448	106	1,52	0,130
		Afterwards	101	23,881	6,5822			

*p<0.05, p<0.001

Source: Prepared by the authors



According to Table 5, statistically significant difference was found between students' psycho-social development, physical development, and mental development sub-dimension scores according to their disability. While there is no difference between life satisfaction scores, a significant difference was determined between general self-efficacy scores. Considering the arithmetic averages, it is seen that the life satisfaction scores of the students who subsequently became disabled were higher and at the level of mild satisfaction.

Table 6 – Comparison of Students' Attitudes Towards Sports, General Self-Efficacy and Life Satisfaction Scale Scores According to Income Level Variable

Scale	Scale Dimension	Sub-Income Level	N	\bar{x}	Sd	df	F	p	Tukey	
Attitudes Towards Sport	Psycho-Social Development	1001 -2000 ^a	15	3,9389	,61194	105	0,104	0,90		
		2001 -3000 ^b	17	3,9216	,81834					
		3001 - above ^c	76	3,8596	,74102					
	Physical Development	1001 - 2000 ^a	15	3,9889	,80541	2	0,043			
		2001 - 3000 ^b	17	4,0588	,41223	105				
		3001 - above ^c	76	4,0263	,68586					
	Mental Development	1001 - 2000 ^a	15	4,2333	,52156	2	,998	0,05		a*-c
		2001 - 3000 ^b	17	3,6618	,96396	105				
		3001 -above ^c	76	3,5691	1,0211					
Attitudes Towards Sport	1001 -2000 ^a	15	4,0537	,55857	2	,774		464		
	2001 - 3000 ^b	17	3,8807	,60522	105					
	3001 -above ^c	76	3,8183	,70612						
General Self-Efficacy	Initiation	1001 - 2000 ^a	15	33,4667	,2591	2				
		2001 - 3000 ^b	17	31,7059	,2952	105			,041	,35
		3001 - above ^c	76	30,4737	7,7174					
	Do not give up	1001 - 2000 ^a	15	20,2000	2,6240	2				
		2001 - 3000 ^b	17	18,3529	4,5268	105			,787	,45
		3001 - above ^c	76	19,0132	4,401					
	Sustaining Effort-Insistence	1001 - 2000 ^a	15	11,8000	1,4735	2		0,05	b*-c	
		2001 - 3000 ^b	17	12,0588	1,853	105				,949
		3001 - above ^c	76	10,8289	2,3573					
General Self-Efficacy	1001 -2000 ^a	15	65,4667	8,6674	2	1,175	,313			
	2001 -3000 ^b	17	62,1176	12,399	105					
	3001 - above ^c	76	60,3158	12,604						
Life Satisfaction	Life Satisfaction	1001 - 2000 ^a	15	23,7333	7,9683	2	1,059	0,35		
		2001 ve 3000 ^b	17	25,7647	6,0055	105				
		3001 - above ^c	76	23,1184	6,6991					

*p<0.05

The groups in favor of the significant difference are shown with (*)

Source: Prepared by the authors

At table 6, there is a statistically significant difference between the students' mental development, effort to maintain and persistence sub-dimension scores according to their income level, while there is no difference between psycho-social development, physical development, initiation, persistence sub-dimension scores and life satisfaction scores. Considering the arithmetic averages, it is seen that the life satisfaction scores of the students

whose income level is between 2001 and 3000 TL were higher and at the level of mild satisfaction.

Table 7 – Pearson Correlation Analysis Between Students' Attitudes Towards Sport, General Self-Efficacy, and Life Satisfaction (n=108)

Scale and Dimension	Sub-	1	2	3	4	5	6	7	8	9
PsychoSocial Development¹	r									
	p									
Physical Development²	r	569**								
	p	000								
Mental Development³	r	676**	472**							
	p	000	000							
Attitudes Towards Sport⁴	r	878**	765**	086**						
	p	000	000	000						
Initiation⁵	r	206*	086	202*	201*					
	P	032	376	036	037					
Do not give up⁶	r	241*	040	304**	248**	654**				
	p	012	682	001	010	000				
Sustaining Effort-Insistence⁷	r	,030	,039	150	049	483**	461**			
	P	755	691	121	614	000	000			
General Self-Efficacy⁸	r	207*	061	259**	221*	942**	841**	646**		
	p	031	533	007	022	000	000	000		
Life Satisfaction⁹	r	245*	221*	246*	281**	527**	275**	306**	482**	
	P	011	022	010	003	000	004	001	000	

*p<0.005, **p<0.001

Source: Prepared by the authors

According to table 7, a moderately positive and significant relationship was found between the psycho-social development sub-dimension and the total score of attitudes towards sport, physical development and mental development sub-dimensions.

A low level of positive and significant relationship was observed with the sub-dimensions of life satisfaction total score, general self-efficacy total score, initiation, and sustaining effort-insistence. In addition, a low-level negative relationship was found in the sustaining effort-insistence sub-dimension.

A moderate positive and significant relationship was determined between the general self-efficacy total score and the sustaining effort-insistence, not giving up. In addition, a moderate positive and significant relationship was observed with the total score of life satisfaction.

Table 8 – The Power of Students' Attitudes Towards Sport Predicting Their General Self-Efficacy and Life Satisfaction Levels

Attitudes Towards Sport	Non-standardized Coefficients		Standardized Coefficients		
	β	Std. fault	β	t	p
General Self-Efficacy	006	,006	,112	1,051	0,29
Life Satisfaction	022	,011	,227	2,133	0,03
R=,297 R ² =,088 F=5,089 p=,008					

Source: Prepared by the authors

When Table 8 is examined, it has been determined that students' attitudes towards sport affect their general self-efficacy and life satisfaction levels, and that, in this model, attitude scores attitudes towards sport predict 8.8% of their general self-efficacy and life satisfaction scores.

Discussion and Conclusion

Sports contribute to the daily life activities of individuals with disabilities and have a positive effect on their life quality. It is possible with sports for the disabled to develop social relations and thus to adapt to social life more easily. In addition, many sports activities are used in the rehabilitation of people with disabilities today. Such a study has not been conducted to examine the perspectives of hearing-impaired individuals in our country towards sports. 108 hearing impaired high school students participated

It was concluded that the life satisfaction scores of female students with hearing impairment were higher than males when the participants were compared in terms of their attitudes towards sport, general self-efficacy, and life satisfaction scale. In this respect, it can be said that women have a more positive perspective than men and they find life meaningful, and they are happy with daily life.

One of the researchers, Tırpan (2016), stated that the general self-efficacy belief did not differ in terms of gender in his study in which he examined the innovativeness and self-efficacy of physical education and sports students. In another study, Aydın (2011) found a significant difference between gender and life satisfaction in his study examining general self-efficacy and life satisfaction. Hazar and Koç (2020) stated that no significant difference was observed in terms of gender in their study in which they investigated the attitudes of physically disabled individuals towards physical activity and their life satisfaction levels.

Polat, Yoka and Üzüm (2018) stated that there was no difference in terms of gender in their study in which they examined the level of identification and life satisfaction of football fans. Kabak (2019), on the other hand, did not find a significant difference in terms of gender in his study in which he examined the awareness and attitude levels towards the effects of sports in mentally retarded students.

When the differences in the participants' attitudes towards sport, general self-efficacy and life satisfaction scales of the age variable were examined, no statistically significant difference was observed, while the life satisfaction scores of the 17-18 age group were found to be at a mild level of satisfaction. We can say that the age of the students has no effect on the attitudes towards sports and their general self-efficacy levels.

When similar studies are examined, Kaya (2013) did not find a significant difference according to the age variable in his study in which he examined the life satisfaction, organizational commitment, and job satisfaction levels of physically disabled individuals. Kabak (2019) stated in their study that there was no significant difference according to the age variable. In another study, Turan *et al.* (2016), on the other hand, did not observe a significant difference in their study in which they examined the general self-efficacy scores of the participants according to their age. Tatar (2017) examined the relationship between the life satisfaction of physically disabled people who do sports and those who do not and stated that doing sports has no effect on the feeling of life satisfaction in individuals between the ages of 15-19. One of the researchers, Aydın (2019), stated in his study that individuals aged 20 and under have a low level of life satisfaction. One of the researchers, Polat, Yoka and Üzüm (2018) did not detect a significant difference between life satisfaction and age. Aydın (2011) stated that there was no significant difference between the age variable and life satisfaction and general self-efficacy in his study in which he investigated the self-efficacy and life satisfaction of university students.

When the findings of the grade variable of the students were examined, a significant difference was found in favor of the 11th grade students in the psycho-social development sub-dimension of the attitudes towards sport scale and the total score of the attitudes towards sport ($p < 0.05$). We can say that this is due to the fact that students are in the age of biological and psycho-social development, their views and attitudes change in a shorter time compared to adults, and the changing interests, mental skills and needs of students in classes at all levels of education.

Tırpan (2016), one of the researchers, found a significant difference in terms of the class variable in his study in which he examined the relationship between individual

innovativeness and general self-efficacy of physical education and sports high school students. Uysal and Kösemen (2013) observed that there was a difference in terms of class variable in their study in which they examined pre-service teachers' self-efficacy beliefs. Yenice (2012) found a significant difference in terms of class in his study examining pre-service teachers' self-efficacy levels and problem-solving skills. Cerit (2010) examined both the validity and reliability study of the teacher self-efficacy scale and the self-efficacy beliefs of the primary school teacher candidates in his study and found a significant difference in terms of class. In their study, Berkant and Ekici (2007) examined the relationship between teacher self-efficacy belief levels of prospective classroom teachers and intelligence types, and as a result, they found a significant difference in terms of class variable.

When the findings were examined according to the disability status of the students, a statistically significant difference was found between the psycho-social development, physical development, and mental development sub-dimension scores of the attitudes towards sport scale and the total scores of the general self-efficacy scale ($p < 0.05$). According to the results, psycho-social development, physical development, mental development sub-dimension scores, general self-efficacy scale and life satisfaction scale scores of the students who became disabled later on in the sports attitude scale were high. The birth of an individual is not his own choice or something he can change. Since the congenitally disabled individual has never experienced a body without a disability, he has accepted this difference. It is seen that individuals with congenital disabilities are generally withdrawn and shy in society, so they see themselves as mentally and physically inadequate. Individuals who become disabled later on are those who have completed their physical and personal development to a certain level, are content with themselves, do their best to achieve their goals, and have a certain level of happiness perceptions and expectations from life depending on their experiences and experiences. Because of this information, it can be interpreted that the mental, psycho-social, physical development and general self-efficacy levels of individuals with disabilities are higher. Kabak (2019), one of the researchers, in his study examining the attitudes of disabled individuals towards sports, did not detect a difference according to the type of disability.

According to the income level of the students, a statistically significant difference was found in the mental development sub-dimension of the attitudes towards sport scale and the effort to maintain-insistence sub-dimension of the general self-efficacy scale ($p < 0.05$). In addition, the life satisfaction scale of the students whose income level was 2001 – 3000 TL scores were found to be higher and at mild satisfaction level. As the reason for this, if we consider that income level is a variable that affects life satisfaction, we can say that students

with economic and social security have higher self-efficacy levels, so they can express themselves better and their perspectives on sports are in this direction. Hazar and Koç (2020) emphasized that individuals with higher monthly income levels have higher life satisfaction levels. Aydın (2019) emphasized that individuals with an income level of 2000 TL have a mild level of satisfaction. Tatar (2017) concluded in his study that the income level does not affect the life satisfaction of individuals with physical disabilities. In the study conducted by researchers Singh and Devi (2013), it was determined that most of the students were the children of middle-class families and had positive attitudes towards sports and games. In addition, it was determined that the economic status of the students did not influence the attitude towards sports.

When the relationship between students' attitudes towards sport, general self-efficacy levels and life satisfaction is evaluated; While a moderate positive and significant relationship was determined between life satisfaction level and general self-efficacy, a low-level significant relationship was found between attitude towards sports and life satisfaction level. In addition, a low-level relationship was determined between general self-efficacy and attitude towards sports. It leads to the conclusion that the attitudes of disabled individuals' attitudes towards sport increase the level of life satisfaction and general self-efficacy.

One of the researchers, Tırpan (2016), examined the innovativeness and self-efficacy of physical education and sports students, and it was determined that there was a moderately significant positive relationship between the individual innovativeness and general self-efficacy of the students. Hazar and Koç (2020) found in their study that there is a positive relationship between the physical activity attitude and life satisfaction values of the participants. Yıldırım and Bayrak (2019) investigated the relationship between university students' participation in physical activities and their quality of life. As a result, they determined that there is a positive and significant relationship between participation in physical activity and quality of life.

When the predictive power of students' attitudes towards sport was evaluated, it was determined that life satisfaction had a positive ($p=0.03$) predictive power on attitudes towards sport. This result we have obtained shows that students' attitudes towards sport are in interaction with the concept of life satisfaction, which concerns their whole lives.

As a result of the regression analysis in the study of researchers Kılıç *et al.* (2016), in which they examined the relationship between recreational satisfaction and life satisfaction, they found that participants' leisure satisfaction levels were a significant predictor of their life satisfaction levels. In another study, Polat *et al.* (2019) found that the level of fan

identification and leisure time satisfaction had a significant predictive effect on life satisfaction with football fans.

As a result, It has been seen that income level affects the attitudes and general self-efficacy levels of disabled individuals attitudes towards sport, and the gender variable affects life satisfaction in favor of female students. In addition, it was determined that the general self-efficacy levels of the hearing-impaired individuals were positively related to the level of life satisfaction. In order to increase the level of life satisfaction, especially male students with a lower level of life satisfaction should be encouraged to participate in sports that positively affect their physical and psychological health, and appropriate environments should be provided.

Suggestions

- This research was carried out on hearing impaired high school students. In future studies, the population and sample can be expanded by considering individuals with different disability types. Similar studies can be conducted to compare the results of the studies.
- In order for disabled people to integrate with the society, sports organizations and practices should be planned to adopt disabled people in social areas.
- Disabled individuals should be directed to sports and motivated to do sports.
- Local administrations should create parks or similar areas for the hearing impaired to do sports.
- The connection of the hearing-impaired with sports should begin in their education life. In other words, necessary studies and practices should be carried out in schools for hearing impaired students to participate in sports activities.

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