

## SPORTS-SPECIFIC SUCCESS MOTIVATION OF B2-B3 VISUALLY IMPAIRED ATHLETES

### *MOTIVAÇÃO PARA O SUCESSO ESPORTIVO ESPECÍFICO DOS ATLETAS COM DEFICIÊNCIA VISUAL B2-B3*

### *MOTIVACIÓN DE ÉXITO ESPECÍFICA DEPORTIVA DE ATLETAS CON DEFICIENCIAS VISUALES B2-B3*

Cemali ÇANKAYA<sup>1</sup>

**ABSTRACT:** The aim of this study is to examine the sport-specific success motivation in visually impaired athletes according to different variables. 39 male, 59 female, totally 98 athletes from visually impaired sports clubs from different provinces participated in the study, voluntarily. The sport-specific success motivation scale was developed by JD Willis (1982) and the study of its validity and reliability in Turkey was carried out by Gödelek and Tiryaki (1997). Results show that no statistically significant difference was found according to gender, disability status, sports branch, visual degree, year of doing sports, and the year of working with the trainer ( $p > 0.05$ ). As a result of the research, this study revealed that visually impaired athletes, due to their disability, avoid failure because of proving themselves or feeling their presence, and that the sense of failure motivates visually impaired athletes more. Therefore, no significant difference was found between variables.

**KEYWORDS:** B2-B3 visually impaired. Sports-specific success. Motivation.

**RESUMO:** O objetivo deste estudo é examinar a motivação para o sucesso específico do esporte em atletas com deficiência visual, de acordo com diferentes variáveis. Participaram do estudo, voluntariamente, 39 homens, 59 mulheres, totalizando 98 atletas de clubes esportivos com deficiência visual de diferentes províncias. A escala de motivação para o sucesso específico do esporte foi desenvolvida por JD Willis (1982) e o estudo de sua validade e confiabilidade na Turquia foi realizado por Gödelek e Tiryaki (1997). Os resultados mostram que nenhuma diferença estatisticamente significativa foi encontrada de acordo com o gênero, status de deficiência, ramo esportivo, grau visual, ano de prática de esportes e ano de trabalho com o treinador ( $p > 0,05$ ). Como resultado da pesquisa, este estudo revelou que os atletas com deficiência visual, devido à sua deficiência, evitam o fracasso por provarem a si mesmos ou sentirem sua presença, e que a sensação de fracasso motiva mais os atletas com deficiência visual. Portanto, não foi encontrada nenhuma diferença significativa entre as variáveis.

**PALAVRAS-CHAVE:** Deficiência visual B2-B3. Sucesso esportivo específico. Motivação.

<sup>1</sup> İstanbul Sabahattin Zaim University (IZU), İstanbul – Turkey. Professor of the Faculty of Sport Science. ORCID: <https://orcid.org/0000-0001-7973-5816>. E-mail: [cemali.cankaya@izu.edu.tr](mailto:cemali.cankaya@izu.edu.tr)

**RESUMEN:** El objetivo de este estudio es examinar la motivación para el éxito específica del deporte en deportistas con discapacidad visual según diferentes variables. 39 hombres, 59 mujeres, un total de 98 atletas de clubes deportivos con discapacidad visual de diferentes provincias participaron en el estudio, de forma voluntaria. La escala de motivación para el éxito específica del deporte fue desarrollada por JD Willis (1982) y el estudio de su validez y confiabilidad en Turquía fue realizado por Gödelek y Tiryaki (1997). Los resultados muestran que no se encontraron diferencias estadísticamente significativas según sexo, estado de discapacidad, rama deportiva, grado visual, año de práctica deportiva y año de trabajo con el entrenador ( $p > 0,05$ ). Como resultado de la investigación, este estudio reveló que los deportistas con discapacidad visual, debido a su discapacidad, evitan el fracaso por demostrar su valía o sentir su presencia, y que la sensación de fracaso motiva más a los deportistas con discapacidad visual. Por tanto, no se encontró diferencia significativa entre variables.

**PALABRAS CLAVE:** Discapacidad visual B2-B3. Éxito en deportes específicos. Motivación.

## Introduction

The concept of motivation comes from the words "movere" in Latin and "motive" in English. Both words correspond to the meanings of "to act", "to move" (AYDIN, 2007). It is also used in meanings such as motivation, motive power, maintaining power and driving force in a positive direction. Its Turkish equivalent, "güdüleme" has been derived from the basic concept of 'motive' (KAYACAN, 2016). Besides being a force that drives The concept of motivation comes from the words "movere" in Latin and "motive" in English. Both words correspond to the meanings of "to act", "to move" (AYDIN, 2007).

It is also used in meanings such as motivation, motive power, maintaining power and driving force in a positive direction. Its Turkish equivalent, "güdüleme" has been derived from the basic concept of 'motive' (KAYACAN, 2016). Besides being a force that drives the individuals, motivation is also a phenomenon directing individuals' anxieties, wishes and desires (YAPICI; YAPICI, 2010). Robbins (1993) defined motivation as "willingness to make an effort in a high level for organizational goals that are conditioned by the ability of fulfilling some of the needs of individual." The concept of motivation reflects the wishes and expectations of all segments taken place in sports activities. Explanation of the behaviors of people involved in sportive activities is treated within the concept of motivation. First, the person doing sports meets the need to "move" (KOÇ, 1994). Only the motivation of doing sports is not enough for an athlete to be successful, he/she should have also the "motivation for success" at a high level, which is a more advanced level of motivation (ARSLANOĞLU, 2005). Motivation helps people achieve success and personal satisfaction (COLEMAN;

BARRIES, 2000). Motivation has two main sources, internal and external. These two main sources appear in the literature as Intrinsic Motivation and Extrinsic Motivation. Internally motivated people are fond of play and their dignity. This inner dignity they feel motivates them to do their best. To have many people around them is not important to them. They keep doing the things they do alone, with pleasure. Extrinsic Motivation is a strengthening or reinforcing that can have negative and positive effects through other people, increase and decrease the possibility of repetition of behavior and can carry material and spiritual values. External rewards can also come from immaterial sources such as being admired, praised etc. (KONTER, 1995).

Disability is defined for a person, due to the loss of physical, mental, spiritual, sensory, and social abilities at various degrees for any reason, congenitally or subsequently, to have difficulties in adapting to social life and meeting daily needs, to need protection, care, rehabilitation, counseling and supporting services. Disabled people are mainly examined in 4 groups as visually disabled, hearing disabled, physically disabled and mentally disabled (DALBUDAK, 2019; ÇELENK, 2021). Visually impairment is defined as the loss of the ability to see, with one eye or both eyes, completely and partially. Visually impaired individuals are classified according to their visual level. Branches of sports are also classified (DALBUDAK; MUSA, 2019). IBSA has defined three classes in an international event for the athletes who are partially or completely blind (IBSA, 2006). Each class have the sports branches that visually impaired people can do. These are:

B1: The athletes in this classification are completely or almost completely blind, they perceive the light but cannot recognize the shape of a hand from any distance;

B2: Although they can recognize the shape of a hand, their visual acuity is less than 20/600 and their visual angle is below 50 degrees in the visual environment

B3. The athletes in this class have visual angles which are 5-200. Their visual acuity is 20/600, 60/600 (DALBUDAK, 2019). Sport is a necessary occupation for a healthy and happy life and is important for all people. However, sports have a different importance for people with disabilities (DALBUDAK, 2019). Sport is a phenomenon that is frequently used in education and therapy for disabled people to adapt them to society. This phenomenon enables the disabled person to reach the desired standards. The positive attitudes and behaviors of people with disabilities doing sports, have a great influence on their family and environment and the competitions they participate (DALBUDAK, 2020).

As a result of the research, this study revealed that the visually impaired athletes avoid failure because of proving themselves or feeling their presence due to their disability, and the

sense of failure motivates visually impaired athletes more. Motivation is one of many factors that affect success in sports. The aim of this study is to examine the sport-specific success motivation in b2-b3 visually impaired athletes according to different variables.

## Methodology

In this study, in order to obtain the data, the Sports Specific Success Motivation Scale and the "Personal Information Form" prepared by the researcher regarding demographic characteristics were used and it has been consisted of two sections. In the first sections, there is a personal information form about the visually impaired individuals doing sports including some demographic variables such as gender, age, sport branch, disability status, visual level, year of working with a trainer, year of doing sports. Expert opinions and literature review were used to create the personal information form and determine the scales.

And in the second section, Sport-Specific Success Motivation Scale was used which was developed by JD Willis (1982) and was completed the study of its validity and reliability in Turkey by Tiryaki and Gödelek (1997). The Sports-Specific Success Motivation Scale applied has been consisted of total 40 items. In the scale, (a) refers the motivation to show power  $r = 0.81$ , (b) refers the drive to approach success  $r = 0.82$ , (c) refers the failure avoidance motivation  $r = 0.80$ . The statements in the scale have been consisted of 3 sub-dimensions and 5-point Likert type scale was used. It was scored as (1) "Never" and (5) "Always". 39 male, 59 female, totally 98 athletes from visually impaired sport clubs in different provinces participated in the study, voluntarily. And in the second section, Sport-Specific Success Motivation Scale was used which was developed by JD Willis (1982) and was completed the study of its validity and reliability in Turkey by Tiryaki and Gödelek (1997). The Sports-Specific Success Motivation Scale applied was consisted of total 40 items and it was a 5-point Likert type scale. In this research, we used SPSS 22.00 Program, which is in quantitative research methods in which motivation analysis was performed. T test and One-Way Analysis of Variance (One Way ANOVA) were used in the study for mean, standard deviation, frequency, independent samples. The total Cronbach's alpha value of the Sport-Specific Success Motivation Scale was found to be 0.783.

## Findings

**Table 1** – Distribution of the Demographic Characteristics of B2-B3 Visually Impaired Athletes

		n	%
<b>Gender</b>	Male	39	39.8
	Female	59	60.2
<b>Age</b>	Below 18	20	20.4
	18-23	71	72.4
	24 and over	7	7.1
<b>Sports Branch</b>	Individual	25	25.5
	Team	73	74.5
<b>Disability Status</b>	Congenitally	48	49.0
	Subsequently	50	51.0
<b>Visual Degree</b>	b2	46	46.9
	b3	52	53.1
<b>Year of Working with Trainer</b>	1-5 Years	31	31.6
	6-10 Years	50	51.0
	10 Years and Over	17	17.3
<b>Year of Doing Sports</b>	1-5 Years	18	18.4
	6-10 Years	47	48.0
	10 Years and Over	33	33.7

Source: Prepared by the authors

The findings of the socio-demographic characteristics of the individuals participated in the study distribution are given.

**Table 2 – T Test Results of Motivation Scores of Athletes According to Gender**

	N	X	S	Sd	t	p
<b>Male</b>	39	3.56	.277	96	-1.182	.240
<b>Female</b>	59	3.65	.429			

Source: Prepared by the authors

No significant difference was detected as a result of the t test according to gender.  $t_{(96)} = -1.182, p > 0.05$ .

**Table 3 – Motivation Scores T Test Results of Athletes According to Disability Status**

	N	X	S	Sd	T	P
<b>Congenitally</b>	48	3.59	.379	96	-.651	.517
<b>Subsequently</b>	50	3.64	.377			

Source: Prepared by the authors

According to the results of the t test according to the disability status, there is no significant difference was detected ( $t_{(96)} = -.651, p > 0.05$ ).

**Table 4** – Motivation Scores T Test Results of Athletes According to Sports Branch

	N	X	S	Sd	T	P
<b>Individual</b>	25	3.55	.280			
				96	-1.031	.305
<b>Team</b>	73	3.64	.404			

Source: Prepared by the authors

No significant difference was detected as a result of T-test according to the sports branch.  $t_{(96)} = -1.035, p > 0.05$ ).

**Table 5** – T Test Results of Motivation Scores According to the Visual Level of the Athletes

	N	X	S	Sd	t	p
<b>b2</b>	46	3.60	.310			
				96	-.351	.726
<b>b3</b>	52	3.63	.430			

Source: Prepared by the authors

No significant difference was found according to the results of the t test in terms of visual acuity ( $t_{(96)} = -.351, p > 0.05$ ).

**Table 6** – One-Way Variance Analysis (ANOVA) of the Motivation Score of the Athletes According to the Year of Doing Sports

	Sum of Squares	df	Average of Squares	F	P
<b>Between Groups</b>	1.527	13	.117	.803	.655
<b>Intragroup</b>	12.287	84	.146		
<b>Total</b>	13.815	97			

Source: Prepared by the authors

When the results of one-way analysis of variance were examined according to the year of doing sports, there was no significant difference found ( $F_{(97)} = .803$ ,  $p > .05$ ).

**Table 7** – One-Way Variance Analysis (ANOVA) of the Motivation Scores of the Athletes According Year of Working with Trainer

	Sum of Squares	df	Average of Squares	F	P
Between Groups	1.063	11	.097	.652	.779
Intragroup	12.751	86	.148		
Total	13.815	97			

Source: Prepared by the authors

According to the results of the One-Way Analysis of Variance, a significant difference was not detected in the year working with the trainer ( $F_{(97)} = .652$ ,  $p > .05$ ).

## Discussion and Conclusion

The aim of this study is to examine the sport-specific success motivation of b2-b3 visually impaired athletes, doing sports regularly in different branches, having different visual levels and disability status, according to some demographic factors.

No significant difference was found according to the t test results according to gender ( $t_{(96)} = -1.182$ ,  $p > 0.05$ ). It was seen that there was no significant difference according to gender, and similar studies were examined in the literature review. When we look at the gender level, it was concluded that there is no significant difference in the individual self-efficacy, sports success, and motivation levels of sports sciences students, in terms of gender (YILMAZ *et al.*, 2020). And in a similar study conducted by Aydoğdu, Şahan and Erdem (2018), it was concluded that the scores of the athletes' success motivation and its sub-dimensions did not differ according to the gender variable. As a result of the study conducted by Akman (2017), it was determined that the motivation levels of orienteering athletes in sports did not show a significant difference according to their gender. This result supports the study we have done.

No significant difference was found in motivation scores according to t test results according to disability status ( $t_{(96)} = -.651$ ,  $p > 0.05$ ). It was concluded that there was no difference in motivation for visually impaired athletes whether their disability is congenitally or subsequently. Sports increase the motivation level of visually impaired individuals. We can say that motivation in sports is effective on visual impaired individuals. As motivation of the athletes increases, their success in sports increases as well. As motivation increases, the

individual will take action and his/her wishes and desires will guide him/her and maintain the continuity. Thus, the individual will be successful in every field. This is more important for disabled individuals than other non-disabled individuals. Since there were no similar studies to the one, we have conducted, we could not reach any evidence supporting our findings.

As the results of the t-test according to the sports branch, no significant difference was found  $t_{(96)} = -1.035, p > 0.05$ . When we look at the sports-specific success and motivation levels of the students by the variable sports branches, Yiğit (2019) has concluded that there is no significant difference in sports-specific success motivation levels according to the sport branches. Aktop and Erman (2002), in their study on the comparison of team and individual athletes' success motivation, self-esteem and trait anxiety levels, found no significant difference in the sub-dimensions of sport-specific success motivation of athletes engaged in team and individual sports. Results have been reached to support our study. The Results supporting our work have been reached.

No significant difference was found according to the results of the t test in terms of visual acuity ( $t_{(96)} = -.351, p > 0.05$ ). There is no significant difference in motivation between visually impaired people's b2 and b3 vision level. We can say that the motivation levels of visual impaired people are the same even if they have different visual degrees. We believe that motivation is very important for the people with disabilities. People with low motivation fail at all kinds of jobs. Since we couldn't reach the studies similar to the ones we have done, there are no findings supporting our work.

When the results of one-way analysis of variance were examined according to the year of doing sports, it was found that there was no significant difference ( $F_{(97)} = .803, p > .05$ ). When we look at the study conducted by Yiğit (2019) regarding the sports-specific success and motivation levels of the students, he has concluded that there is no difference in the sport-specific motivation level according to the time of doing sports. In a study conducted by Dirmen (2014), it was found that there was no significant difference in the success motivation of football players according to the variable age of doing sports. Also, we have reached the results supporting our study we have done.

No significant difference was found in the results of One-Way Analysis of Variance according to the year of working with the trainer ( $F_{(97)} = .652, p > .05$ ). When the findings of the participants' sport-specific success and motivation scores were examined by the year of working with the trainer, it was found that there was no significant difference in the motivation scores of visually impaired individuals. Working with the trainer for the first time or many years does not make a difference on motivation of visually impaired individuals.



Motivation is important for every athlete. It is a must to achieve success in a high level. Since there are no studies similar to the ones we have done, we couldn't reach the findings supporting our research.

As a result, when the sport-specific success and motivation levels of the visually impaired athletes who participated in the study were examined in terms of socio-demographic characteristics, it was observed that there were no significant differences. It is thought that developing the motivation of visually impaired athletes may be more beneficial to achieve success in sports. It can be said that determining the personality or psychological characteristics of visually impaired individuals is effective at the level of sportive success, so that the motivation for sports-specific success can be increased. In addition, similar studies may be suggested to be conducted with other disabled individuals using different variables.

## REFERENCES

AKMAN, A. **Oryantiring sporu yapan lise öğrencilerinin sporda güdülenme düzeylerinin farklı değişkenler açısından incelenmesi**. 2017. Tezi – Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü, Erzurum, 2017.

AKTOP, A.; ERMAN, K. A. **Takım ve bireysel sporcuların başarı motivasyonu benlik saygısı ve sürekli kaygı düzeylerinin karşılaştırılması**. Uluslararası Spor Bilimleri Kongre Kitapçığı, Antalya, 2002.

ARSLANOĞLU, K. **Futbolun psikiyatrisi**. İthaki Yayınları. İstanbul, 2005.

AYDIN, A. **Eğitim Psikolojisi**. 8. ed. Tek Ağaç Eylül Yayıncılık, Ankara, 2007.

AYDOĞDU, C.; ŞAHAN, A.; ERDEM, K. A. Genç tenisçilerde spora özgü başarı motivasyon düzeyinin müsabaka performansı üzerine etkisinin incelenmesi. **Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi**, v. 18, n. 2, p. 655-666, 2018.

ÇELENK, Ç. Motivation Affects Sports and Life Skills in Physical Disabled People. **Propósitos y Representaciones**, v. 9, n. esp. 3, e1161, 2021.

COLEMAN, R.; BARRIES, G. Yöneticinin kılavuzu. *In*: REMZİ KITABEVI, M. Çev: Harmancı. İstanbul, 2000.

DALBUDAK, İ. **18- 20 yaş arası spor yapan ve yapmayan b2 ve b3 görme engelli bireylerin duygusal zekâ ve saldırganlık düzeyleri**. 1. ed. Ankara: Gece Kitaplığı, 2020.

DALBUDAK, İ. **Abuse of the individuals with disabilities, sport sciences research papers**. 1. ed. Ankara: Gece Kitaplığı, 2019.

DALBUDAK, İ. Investigation of the attitudes of visual impairment individuals on playing the games containing physical activity. **Universal Journal of Educational Research**, v. 7, n. 5, p. 1166-1179, 2019.

DALBUDAK, İ. Reasons and expectations of 15-24 years old individuals with visual disability starting sports. **European Journal of Physical Education and Sport Science**, v. 5, n. 11, p. 113-129, 2019.

DALBUDAK, İ.; MUSA, M. Analysis of self efficacy-sufficiency levels of individuals with visual impairment according to some variables. **International Education Studies**, v. 12, n. 10, p. 75-88, 2019.

DIRMEN, A. **Farklı liglerde oynayan kadın futbol takımı oyuncularının başarı motivasyon düzeylerinin karşılaştırılması**. 2014. Tezi – Sağlık Bilimleri Enstitüsü, Marmara Üniversitesi, İstanbul, 2014.

IBSA. **Capable of everything**. Madrid, Spain: International Blind Sports Federation, 2006.

KAYACAN, E. **X ve Y kuşaklarının motivasyon kaynakları: bankacılık sektörü üzerine bir alan araştırması**. 2016. Tezi – Sosyal Bilimler Enstitüsü, İstanbul Üniversitesi, İstanbul, 2016.

KOÇ, Ş. **Spor psikolojisine giriş**, İzmir: Saray Medikal Yayıncılık, 1994.

KONTER, E. **Sporda motivasyon**. İzmir: Saray Medikal Yayıncılık, 1995.

ROBBINS, S. **Organizational behavior**. 6. ed. Englewood Cliffs: Prentice-Hall, 1993.

TIRYAKI, Ş.; GÖDELEK, E. Spora özgü başarı motivasyonu ölçeğinin Türk sporcuları için uyarlanması çalışması, I. *In: Uluslararası Spor Psikolojisi Sempozyumu Bildiri Kitapçığı*. Bağırhan Yayinevi, 1997. p. 128-141.

WILLIS, D. J. Three scales to measure sport related motives in sports. **Journal of Sport Psychology**, n. 4, p. 338-353, 1982.

YAPICI, Ş.; YAPICI, M. **Eğitim Psikolojisi**. 2. ed. Anı Yayıncılık, Ankara, 2010.

YIĞIT, Ş. M. öğrencilerin spora özgü başarı ve motivasyon düzeylerinin incelenmesi. *Researcher: Social Science Studies*, v. 7, n. 1, p. 249-258, 2019.

YILMAZ, T. *et al.* Investigation of university students' self-efficacy and sport specific success motivation levels. **Turkish Studies**, v. 15, n. 3, p. 2115-2126, 2020.

### **How to reference this article**

ÇANKAYA, C. Sports-specific success motivation of b2-b3 visually impaired athletes. **Revista online de Política e Gestão Educacional**, Araraquara, v. 25, n. 2, p. 1464-1474, maio/ago. 2021. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v25i2.15500>

**Submitted:** 14/04/2021

**Required revisions:** 22/04/2021

**Approved:** 11/06/2021

**Published:** 01/08/2021