



EXAMINATION OF THE EFFECT OF NATIONAL AND AMATEUR DISABLED ATHLETES' DISABILITY TYPES ON SPORTS PARTICIPATION MOTIVATION

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Abstract:

In this study, the effect of motivation of participation in sports on various variables according to disability types of national athletes with disabilities and disabled amateur athletes has been examined. The sample of the study consisted of 159 male (127 amateurs, 32 national) who played sports in the sports clubs of the Physically Disabled Federation, the Hearing Impaired Federation, the Federation of the Visually Impaired Federation in the 2018-2019 season and played sports nationally (N = 47) in the relevant federations and 60 female (45 amateurs, 15 nationals) disabled athletes. In the research, "Sports Participation Motivation Scale in Disabled Persons" (SPMSDP) developed by Tekkurşun, Demir, İlhan, Esentürk and Kan (2018) was used as a data collection tool. In the analysis of the data obtained in the research; frequency, arithmetic average, standard deviation; Pearson Moment Correlation Test, Mann-Whitney U and Kruskal-Wallis tests were used. According to the research result; internal motivation scores of nationally visually impaired athletes from the scores of visually impaired athletes engaged in amateur sports; internal motivation scores of national athletes with disabilities are the scores of athletes with visual impairments who do amateur sports; from the scores of the physically disabled athletes' intrinsic motivation scores, participation of visually impaired and hearing impaired athletes; Among the scores of the male motivated and visually impaired athletes, the average of the intrinsic motivation points of the male athletes with physical disabilities; the mean score of the athletes with low economic

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status, hearing, and physical disability athletes with a low average economic status; It was found that the score average of a motivational of the athletes with disabilities in primary school graduates was significantly higher than the average scores of athletes with high school and secondary school graduates.

Keywords: visually impaired, hearing impaired, disabled, sports, motivation

1. Introduction

Sportive activity has a vital place in the life of the disabled people. Sport is an important tool that increases the motivation of individuals and contributes to their social development. It is very important for all individuals in the society to devote time to sports to develop healthy lifestyle behavior (Tekkurşun et al., 2016). Some of the individuals who make up the society continue their lives with different deficiencies due to their developmental characteristics or later (Demir & İlhan, 2019). There are a number of problems that citizens affected by disability face in meeting the requirements of normal life. These people form the most marginal segment of the communities in which they live, and their quality of life is lower compared to other individuals (Mittler, 2008). In order for disabled people to benefit more from sports activities and sports services, public institutions and local administrations should improve service efficiency and use resources effectively (Kızar et al., 2018). The importance of leisure activities for disabled people is undeniable.

For some, this only means passive relaxation, while for others it is elite physical activities (Janna, Monika, (2008). In order for a healthy society to be formed, people from all walks should be encouraged to do sports (Güven et al., 2000). Sport is one of the important supporters for the disabled (Demir, İlhan, Cicioğlu & Kabak, 2017) in terms of being in a strong relationship with the society, not feeling isolated from the society, and being physically and psychologically good. This causes them to have a feeling of being left, which decreases their desire to learn or stop learning in athletes with disabilities (Deimann and Bastians, 2010, 1; Huett, Moller, Young, Bray, and Huett, 2008, 113; Jokelova, 2013, 189; Smith, 2008). Thus, if the athlete motivated positively then his/her performance and happiness level is expected to increase (Bozkurt, Demir & Dursun, 2019). The Turkish term for motivation is defined as motivation or activating (Soyer, 2010). Motivation is a guiding force that moves the individual towards the goal he wants to achieve and activates to demonstrate purposeful behavior. This power, which enables the person to act to meet their needs, also positively affects emotional well-being after reaching the target (Tekkurşun Demir & Cicioğlu, 2018). According to another definition, motivation is that people act according to their own wishes in order to reach the specified goal (Genç, 2004). The motive behind motivation, the concept of motivation, which is defined as the actuator, is a power that has three main features that activate, maintain the movement, and direct it in a positive direction (Eren, 2004). Individuals participate in different sports activities due to their internal and external motivation. It is found in

individuals who participate in sports activities with their own free will without being externally impressive. It is stated that the individual is motivated internally if such people exercise for reasons such as self-development, personal satisfaction or pleasure. A person can participate in sports events due to external reasons such as reward, status, external environmental pressure. When this situation directs external factors rather than taking pleasure in the individual then the individual is motivated externally (Kazak, 2004). Motivation is one of the most important issues raised by psychology. Motivation lies in the basic structure of human behavior. While some motives are not easy to understand, others may be implicit and difficult to understand. No matter where they are and how they are done, a chain of motives or motives underlies each behavior (Cücelođlu, 2006: 230). The process of motivation begins with the stage of recognizing a feature that the individual realizes he needs. It creates a tension when there is an inconsistency between the current situation and the expected situation. It was found that the greater the tension, the stronger the percentage of occurrence of behavior. Ultimately, the individual tends to behave to reduce tension. As a result of the behavior, the tension situation of the person who has saturated disappears (Funk, 2008: 17).

Teodosiuo (2005) says that the sum of sportsman and coach motivations determines motivation. Besides, exercise atmosphere is an important factor in the continuation of sports participation. Three characteristics need to be examined to analyze the participation of individuals in sports in any society. These are the beliefs, goals and motivation environment of the individual, and the behavior of the individual and the group. Among these three factors, we can say that motivation is a vital factor - prerequisite for sports activities, and participation in sports is important in increasing the performance of disabled people. In this context, it was aimed to investigate the motivation levels of amateur and national athletes with disabilities in sports.

2. Method

2.1 Research Model

In this study, the screening pattern, one of the quantitative research models, was used. The pattern, which is generally used in studies and attempts to reveal the characteristics of a particular group, what the idea and cognitive, affective, and behavioral attitudes of a situation are, is called a survey pattern (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2012).

2.2 Study Group

In the 2018-2019 season, 159 male (127 amateurs, 32 nationalities), 60 female (45 amateurs, 15 national) handicapped athletes from the national athletes of the amateur athletes who do sports at clubs within the body of the Physically Disabled Federation, the Hearing Impaired Federation and the Visually Impaired Federation in the 2018-2019 season. In this context, 51 of the participants (39 men, 12 women) consist of visually-impaired, 88 (54 men, 34 women) hearing and 80 (66 male, 14 female) are hearing-impaired athletes.

2.3 Data Collecting Tool

2.3.1 Personal Information Form

A demographic information form was created by the researchers to collect information about the participants' status of being amateur or national athletes, type of disability, gender, age.

2.3.2 Sports Participation Motivation Scale in Disabled People

It was developed by Tekkurşun, Demir, İlhan, Esentürk and Kan (2018). The scale consists of three sub-dimensions: Internal Motivation, External Motivation and Amotivational and 22 items in total. The items included in the Internal Motivation sub-dimension represent internal resources such as peace and happiness that athletes with disabilities feel when participating in sports. The intrinsic motivation sub-dimension consists of the first 12 items, does not contain reverse items and the calculated Cronbach Alpha coefficient is .93. The items in the External Motivation sub-dimension include the level of nutritional status of athletes with disabilities from external sources such as awards and popularity in participation in sports. This sub-dimension consists of 13th, 14th, 15th, 16th, 17th items, does not contain reverse materials and the calculated Cronbach Alpha coefficient is .78. The amotivational sub-dimension consists of items representing the athlete joining the sport without establishing a cause and effect relation without getting fed from internal or external sources. The calculated Cronbach Alpha coefficient of the non-motivation sub-dimension consisting of inverse items and the last 5 items in the scale is .88.

2.4 Analysis of Data

It was determined whether the data cover the prerequisites of the parametric tests before any analysis. In this context, normality test and homogeneity of variances were tested for variables. Accordingly, non-parametric tests were applied to the variables whose distribution was not in the range of -1 to +1 and the distribution was not normal (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2017). Arithmetic average (\bar{x}), standard deviation (sd), minimum (min) and maximum (max) values were calculated to determine the sports participation motivation points of the athletes with disabilities who participated in the research. In addition, "Mann-Whitney U Test" and "Kruskal-Wallis Test" were used in the research. Accordingly, the "Z" distribution statistics for the Mann-Whitney U Test and the "Chi-Square" distribution statistics for the Kruskal-Wallis Test were taken into consideration.

3. Findings

In this section, the findings obtained as a result of the analysis obtained from the participants are subjected to various statistical processes.

Table 1. Distribution of Participants According to Gender,
 Disability Type and Being National – Amateur Athlete

Gender	Being national-amateur athlete status	Disability Type			General Total
		Visually Impaired	Hearing Impaired	Physically Disabled	
Male	Amateur Athlete	31	41	55	127
	National Athlete	8	13	11	32
	Total	39	54	66	159
Female	Amateur Athlete	10	21	14	45
	National Athlete	2	13	-	15
	Total	12	34	14	60

Table 1 shows the gender, disability type and the status of being an athlete for the disabled athletes. 159 male and 60 female athletes participated in the study. 39 of males are disabled, 54 of them are hearing, 66 of them are physically disabled. 12 of female are visually impaired, 34 of them are hearing, 14 are of them physically disabled. 127 of the male participants are amateur, 32 of them are national; 45 of female are amateur and 15 of them are national athletes. In this context, 172 of the participants are amateur and 47 of them are national athletes.

Table 2: Mann Whitney U Test Results According
 to Disability Type of National and Amateur Athlete

Disability Type			N	Range Average	Range Total	Mann Whitney U	Z	p
Visually Impaired	Internal Motivation	Amateur athlete	41	23.73	973.00	112.000	-2.216	.02*
		National athlete	10	35.30	353.00			
	External Motivation	Amateur athlete	41	27.40	1123.50	147.500	-1.370	.17
		National athlete	10	20.25	202.50			
	Amotivational	Amateur athlete	41	26.57	1089.50	181.500	-.579	.56
		National athlete	10	23.65	236.50			
Hearing Impaired	Internal Motivation	Amateur athlete	62	46.95	2911.00	654.000	-1.395	.16
		National athlete	26	38.65	1005.00			
	External Motivation	Amateur athlete	62	44.02	2729.50	776.500	-.271	.78
		National athlete	26	45.63	1186.50			
	Amotivational	Amateur athlete	62	44.92	2785.00	780.000	-.249	.80
		National athlete	26	43.50	1131.00			
Physically Disabled	Internal Motivation	Amateur athlete	69	36.28	2503.00	88.000	-4.158	.00*
		National athlete	11	67.00	737.00			
	External Motivation	Amateur athlete	69	39.84	2749.00	334.000	-.641	.52
		National athlete	11	44.64	491.00			
	Amotivational	Amateur athlete	69	38.57	2661.50	246.500	-1.931	.06
		National athlete	11	52.59	578.50			

p<.05

Table 2 shows the Man Whitney U test between SPMSDP according to the disability type of the athletes with disabilities and the status of being an amateur-national athlete. As a result of the analysis, a significant difference was found in the intrinsic motivation points of the athletes with visual and physical disabilities according to their amateur-national status. Accordingly, it was found that the intrinsic motivation scores of nationally impaired athletes ($SO_{\text{national visually impaired}} = 35.30$) were significantly higher than the scores of athletes with visual impairments ($SO_{\text{amateur visually impaired}} = 23.73$) ($Z = -2.216$; $p = .00 < .05$). In addition, the internal motivation points of nationally handicapped athletes ($SO_{\text{national physically disabled}} = 67.00$) were found to be significantly higher than the scores of athletes with visual impairments ($SO_{\text{amateur physically disabled}} = 36.28$) ($Z = -4.158$; $p = .00 < .05$).

Table 3: SPMSDP Kruskal Wallis Test Result According to the Disability Type

	Disability Type	N	Range Average	χ^2	p	Meaningful difference
Internal Motivation	Visually Disabled (a)	51	103.08	8.309	.01*	c*a-b
	Hearing Impaired (b)	88	99.39			
	Physically Disabled (c)	80	126.09			
External Motivation	Visually Disabled (a)	51	109.91	.636	.72	-
	Hearing Impaired (b)	88	106.32			
	Physically Disabled (c)	80	114.10			
Amotivational	Visually Disabled (a)	51	101.00	1.481	.47	-
	Hearing Impaired (b)	88	113.43			
	Physically Disabled (c)	80	111.97			

$p < .05$

As can be seen in Table 3, the SPMSDP scores of the participant athletes according to the type of disability were examined with the Kruskal Wallis Test. Accordingly, there was a significant difference between participants' disability type and intrinsic motivation scores. The group in favor of score difference is marked with * symbol. As a result of the analysis, it was found that the intrinsic motivation scores of athletes with physical disabilities were significantly higher than those of the visually impaired and hearing impaired athletes (Chi-Square = 8.309; $p < .05$).

The Table 4 shows the Kruskal Wallis test, which is performed out among the sub-dimensions of the SPMSDP according to gender and disability types of athletes with disabilities. Accordingly, a significant difference was found in the internal motivation scores of male athletes according to disability types. The group in goodness of score difference is marked with * symbol. As a result of the analysis, it was determined that the average of internal motivation scores of male athletes with physical disabilities was significantly higher than the scores of male athletes with hearing disabilities and visually impaired people (Chi-square = 7.024; $p < .05$).

Table 4: Kruskal Wallis Test Results According to Gender and Disability Type

		Disability Type	N	Range Average	χ^2	p	Meaningful Difference
Male	Internal Motivation	Visually Impaired (a)	39	67.58	7.024	.03*	c*b-a
		Hearing Impaired(b)	54	75.75			
		Physically Disabled (c)	66	90.82			
	External Motivation	Visually Impaired (a)	39	79.62	.649	.72	-
		Hearing Impaired(b)	54	76.41			
		Physically Disabled (c)	66	83.17			
	Amotivational	Visually Impaired (a)	39	69.90	5.071	.08	-
		Hearing Impaired(b)	54	90.05			
		Physically Disabled (c)	66	77.75			
Female	Internal Motivation	Visually Impaired (a)	12	37.46	4.063	.13	-
		Hearing Impaired(b)	34	26.68			
		Physically Disabled (c)	14	33.82			
	External Motivation	Visually Impaired (a)	12	32.00	.752	.68	-
		Hearing Impaired(b)	34	28.84			
		Physically Disabled (c)	14	33.25			
	Amotivational	Visually Impaired (a)	12	31.92	2.039	.36	-
		Hearing Impaired(b)	34	27.96			
		Physically Disabled (c)	14	35.46			

p<.05

Table 5: Economical Status' Kruskal Wallis Test Results
 According to Disability Type and Minimum Wage

Disability Type		Economical Status	N	Range Average	χ^2	p	Meaningful difference
Visually Impaired	Internal Motivation	Low	21	33.88	17,184	.00*	Low*Medium-High
		Medium	19	25.95			
		High	11	11.05			
	External Motivation	Low	21	24.76	.743	.69	-
		Medium	19	25.42			
		High	11	29.36			
	Amotivational	Low	21	28.12	1,883	.39	-
		Medium	19	26.61			
		High	11	20.91			
Hearing Impaired	Internal Motivation	Low	45	52.74	9,998	.00*	Low*Medium-High
		Medium	31	39.45			
		High	12	34.54			
	External Motivation	Low	45	44.63	1,944	.37	-
		Medium	31	47.73			
		High	12	35.67			
	Amotivational	Low	45	47.94	2,842	.24	-
		Medium	31	43.21			
		High	12	34.92			
Physically Disabled	Internal Motivation	Low	49	47.89	14,388	.00*	Low*Medium-High
		Medium	21	31.74			
		High	10	22.70			

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External Motivation	Low	49	42.05	4,148	.12	-
	Medium	21	43.45			
	High	10	26.70			
Amotivational	Low	49	43.13	2,759	.25	-
	Medium	21	39.12			
	High	10	30.50			

p<.05

Table 5 shows the Kruskal Wallis test, which is performed between the athletes with disabilities and their economic status according to their disability types and minimum wages, and the sub-dimensions of SPMSDP. Accordingly, a significant difference was found in the intrinsic motivation points according to the economic status of the athletes with visual, hearing and physical disabilities. The group in favor of score difference is marked with * symbol. As a result of the analysis, it was determined that the average of internal motivation score of the athletes with low vision, hearing, and physically disabled athletes was significantly higher than the average score of athletes with medium and high economic status compared to the minimum wage (p <.05).

Table 6: Kruskal Wallis Test Results According to Education Level of Disabled Athletes

	Education Level	N	Range Average	x ²	p	Meaningful Difference
Internal Motivation	Primary (a)	50	118,53	2,729	.25	-
	Secondary (b)	102	112,36			
	High School (c)	67	100,04			
External Motivation	Primary (a)	50	115,91	1,527	.46	-
	Secondary (b)	102	104,40			
	High School (c)	67	114,12			
Amotivational	Primary (a)	50	130,77	8,734	.01*	a*c-b
	Secondary (b)	102	99,75			
	High School (c)	67	110,10			

p<.05

According to the level of education of the disabled athletes participating in the research, the results, in which the average score of the SPMSDP were examined by the Kruskal Wallis test are given in Table 6. As a result of the analysis, a significant difference was found in the amotivational sub-dimension. The group in favor of score difference is marked with * symbol. Accordingly, the average of non-motivation of the athletes with disabilities in primary school graduates is significantly higher than the average scores of athletes with high school and secondary school graduates (Chi-Square = 8.734; p <.05).

4. Discussion

159 male and 60 female athletes participated in the study, which aims to determine motivation levels of amateur and national athletes with disabilities.

In the first finding of the research, there was a significant difference found in the internal motivation scores of the visually impaired athletes according to their status as amateur athletes or national athletes. Accordingly, it was found that the internal motivation scores of the nationally impaired athletes were significantly higher than the scores of the visually impaired athletes who do sports as amateurs ($Z = -2.216$; $p = .00 < .05$). Besides, the internal motivation scores of athletes with national disabilities were found to be significantly higher than those of the visually impaired athletes doing sports as amateurs ($Z = -4.158$; $p = .00 < .05$). In the research of Bozkurt et al. (2019) It was found that the internal motivation of participating in the sport was significantly higher compared to non-national athletes. In the study of Demir and İlhan (2019), it was found that the external motivations of the athletes who were national were significantly higher in participation to sports than non-national athletes. In the study of Coşkuntürk (1988), he found that the level of motivation of the athletes who were national in their branch was higher than that of non-national athletes. In the study of Tekkurşun Demir and İlhan (2019), it was determined that the external motivation scores of those who are national athletes are significantly higher than non-national athletes. Frederic et al. (1996) found that elite athletes have high motivation for success in their studies. In the study of Aslan and Kuru (2002) say that, professional 1st, 2nd, 3rd league there is an increase in success patterns in parallel with the increase in the level of league, where league and amateur football players play motivations for success. In this study, it can be thought that self-confidence is the most important among the national athletes with disabilities in terms of the difference in sports motivation level compared to amateur athletes with disabilities. In the study of Bozkurt et al. (2019), they found that the intrinsic motivation sub-dimension differs significantly according to the status of being a national athlete. In his study by Yıldırım (2017), he suggested that the competition motivation of the athletes who struggle in different branches in the university teams also changed. In the study of Temel (2018), he found significant differences in motivation levels in athletes struggling in different branches such as wushu and table tennis. It is stated in the study conducted by Ayar (2017) that the form of the exercise revealed a differentiation in the motivation to participate in sports. It was resulted that the athletes engaged in individual sports in the sports category variable had a higher level of competition compared to athletes doing team sports (Yalçın et al. 2017). Team play is the key word in motivation. The motivation of the national athletes with disabilities can be opened with high motivation and high self-confidence. However, high motivation levels of national athletes with disabilities are thought to result from external reward differences.

In the second finding of the study, it was found that the internal motivation scores of athletes with physical disabilities were higher than those of the visually impaired and hearing impaired athletes (Chi-Square = 8.309; $p < .05$). When Bozkurt et al. (2019) analyzed according to the disability status of the participation in sports motivation scale, they found a significant difference between the internal and external motivation sub-dimensions, while they found a significant difference in the amotivational sub-dimension. When we compare the physically handicapped athletes with the hearing and

visually impaired athletes, we can say that the sports have an important place in their lives. When Yalçın et al. (2017) examine the results between the sports category variable of athletes and the motivation to participate in sports; found that there was a statistically significant difference between individual athletes and team athletes in favor of individual athletes in the sub-dimension of the competition. Kurková et al. (2011) concluded that sports play a very important role in their lives for the hearing impaired. According to this result, they say that the frequency of participation in sports is an important impressive variable, both internally and externally.

A significant difference was determined between SPMSDP sub dimensions of gender and disability types of athletes with disabilities according to the types of disability in the internal motivation scores of male athletes. According to this, it was determined that the average of internal motivation scores of male athletes with physical disabilities were significantly higher than the scores of athletes with disabilities and hearing-impaired athletes (Chi-Square = 7.024; $p < .05$). In the study of Demir and İlhan (2019), the motivation levels of hearing-impaired female athletes were found to be significantly higher than that of men. In the study of Tekkurşun Demir and İlhan (2019), it was determined that the amotivational scores of female athletes with visual impairment differ significantly from males. Unlike the research findings, Bozkurt et al. (2019) did not find any significant difference between the gender of the disabled individuals and the mean scores obtained from the sub-dimensions of the sports participation motivation scale. In addition, Eroğlu (2007), Yılmaz (2007) and Gülbahçe et al. (2018) reveal that there is a significant difference between gender and motivation in their studies. In different studies on the subject, it was found that gender was an important variable in motivation in participation in sports in a significant part (Demirezen et al., 2016; Aycan & Yıldız, 2016; Kaman et al., 2017). In the study of Tekkurşun Demir and İlhan (2019), there was no significant difference in terms of gender variable in the motivation of sports participation motivation of visually impaired female and male athletes. We can say that it is the most important reason that women and men with disabilities do not share equal roles in sports branches at different disability levels and that they have different levels of motivation to participate in sports.

In the other finding of the research, it was determined that the average of internal motivation score of the athletes with low, low vision, hearing and physical impairment compared to the minimum wage was significantly higher than the average score of the athletes with medium and high economic status compared to the minimum wage. In the study of Turan (2010), concluded that the economic difficulties of the students' families affected both boys and girls' loneliness feelings and depression levels.

In the last finding of the study, there was a significant difference in the non-motivation sub-dimension according to the education level of disabled athletes (Chi-Square = 8.734; $p < .05$). It was found that the average of non-motivation of the athletes with disabilities in primary school graduates was significantly higher than the average scores of athletes with high school and secondary school graduates. Accordingly, as the level of education increases, the reasons for participation in sports become clear, and

awareness of internal and external causes in participation in sports increases. In the study of Bozkurt et al. (2019), they found a positive correlation between sports year and amotivational at a level of 17.6%, and a significant relationship between sports year, intrinsic motivation and extrinsic motivation. According to (Aygün, 2004) to move, exercise, participate in sports activities, regardless of the type of disability give pleasure to the individual. It is said that pleasure that has been experienced by this sportive activity increase the life motivation of the individual. In the study of Polat et al. (2018), as the frequency of participation in sports increased, there was a significant decrease in the level of amotivational. In the level of motivation, it is thought that as the education level progresses, the level of participation in sports will increase. For this reason, we can say that the ratio of people with disabilities in educational life should be increased in order to be able to communicate more with their peers in social life and thus to do sports. In this way, it is thought that the level of participation of individuals with disabilities in sports will increase more consciously. Karakaş et al. (2015) reached out the result that while the frequency of participation in sports increase, there are differences and increases in motivation level. In a different study, when we consider the level of education and the level of interest in sports in Malatya province, it is concluded that the interest in sports increases as the level of education increases (Karataş et al. 2011). Sports experts say that individuals with disabilities will be more extroverted, more social, more active, prioritizing more sense of belonging and successful in self-realization.

As a result, it was observed that the intrinsic motivation scores of the nationally impaired athletes were higher than the scores of the visually impaired athletes doing sports as amateurs. It was concluded that the intrinsic motivation scores of athletes with national disabilities were higher than those of the visually impaired athletes who were engaged in amateur sports. It was found that the intrinsic motivation scores of athletes with physical disabilities were higher than those of the visually impaired and hearing-impaired athletes. It was determined that the average of intrinsic motivation score of physically handicapped male athletes was higher than that of the hearing impaired and visually impaired male athletes. It was found that the average of intrinsic motivation scores of the low-visual, hearing and physically disabled athletes with low economic status was higher than the average of the athletes with medium and high economic status. It was concluded that the average of amotivational of athletes with disabilities in primary school graduates is significantly higher than the average scores of athletes with high school and secondary school graduates. In terms of internal motivation tendency factors, the motivation to make own-self happy is an important factor, while in the external motivation, it is thought that achieving status and being successful is an important factor. It is thought that the level of motivation significantly increases the desire to play sports and participate in sports activities in individuals with disabilities. Therefore, it is recommended to pay attention to motivational factors for the participation of disabled children and individuals in sports activities. In addition, it is recommended to evaluate the performance by applying SPMSDP scale to athletes with disabilities, and then apply the athletes to a motivational-enhancing program in a certain period, and to apply

performance and SPMSDP again. Hence, revealing the relationship between motivation and performance can have significant and striking results.

Conflict of Interest Statement

The authors declare no conflicts of interests.

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