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DETERMINATION OF REQUIREMENTS OF FAMILIES OF ATHLETES WITH DISABILITIES AT NATIONAL TEAM LEVEL IN SWIMMING BRANCH

ZİHİNSEL ENGELLİ YÜZME MİLLİ TAKIMINDAKİ SPORCU AİLELERİNİN GEREKSİNİMLERİNİN BELİRLENMESİ

Doç.Dr. M. Fatih KARAHÜSEYİNOĞLU

Fırat Üniversitesi, Spor Bilimleri Fakültesi, Beden Eğitimi ve Spor Öğretmenliği Bölümü, Elazığ/TÜRKİYE
ORCID: 0000-0001-9554-9263

Prof.Dr. Bilal ÇOBAN

Fırat Üniversitesi, Spor Bilimleri Fakültesi, Beden Eğitimi ve Spor Öğretmenliği Bölümü, Elazığ/TÜRKİYE

Öğr.Gör. Baykal KARATAŞ

Ağrı İbrahim Çeçen Üniversitesi, Beden Eğitimi ve Spor Yüksek Okulu. Ağrı/TÜRKİYE



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ÖZET

Çalışmamız özel eğitime gereksinimli olan engelli yüzücü ailelerinin ihtiyaçlarının belirlenmesi amacını taşımaktadır. Araştırmanın evrenini Özel Sporcular Spor Federasyonuna bağlı lisanslı yüzücüler oluştururken, örneklemimizi, 2016 tarihinde Türkiye Yüzme şampiyonasına katılan 110 sporcu arasından rastgele seçilen 76 zihinsel (özel) engelli sporcu ailesi oluşturmuştur. Veriler 7 sorudan oluşan kişisel bilgi formu ve 6 alt faktörden oluşan 24 maddeli 3'lü likert "Aile Gereksinimlerini Belirleme Aracı" ile toplandı. Ölçekten alınan puanların artması aile gereksiniminin oluşmasına neden olmaktadır. Verilerin analizinde; yüzde, frekans, aritmetik ortalama, standart sapma, t-testi, One Way Anavo Testi ve Tukey Testi kullanıldı. Sonuçlar % 95'lik güven aralığında, anlamlılık $p < 0,05$ düzeyinde değerlendirildi.

Ailelerin "Aile Gereksinimleri" puan ortalamaları incelendiğinde; "toplumsal servisler gereksinimi" puan ortalamasının en yüksek, "maddi gereksinimler" puan ortalamasının ise en düşük olduğu anlaşılmıştır. Ailelerin öğrenim durumu ile aile gereksinimleri puan ortalamalarının karşılaştırılmasında "ailenin işleyişi", "çocuğun durumunu diğerlerine açıklama", "destek gereksinimi" ve "bilgi gereksinimi", ortalamaları arasında istatistiksel olarak anlamlı bir fark bulunmamıştır ($p > 0,05$). Fakat toplumsal servisler ile destek gereksinimi ($p < 0,05$) puan ortalamaları istatistiki olarak anlamlı bulunmuştur ($p < 0,05$). Ailenin mesleği ile aile gereksinimleri alt faktörlerinden olan ailenin işleyişi, çocuğun durumunu diğerlerine açıklama ve destek gereksinimi bilgi gereksinimi, toplumsal servisler, destek gereksinimi puan ortalamalarının karşılaştırılmasında istatistiksel olarak anlamlı fark bulunmadı ($p > 0,05$). (bu kısım anlaşılıyor burayı sadeleştirilim bilmeyen birinin anlayacağı sadelikte olsun)

Ailelerin beş temel gereksinimi sorulduğunda 53 aile; zaman, maddi destek, sosyal çevre, eğitim ve psikolojik yardım gibi önemli sorunlara dikkat çekmiştir.

Anahtar Kelimeler: Engelli Birey, Aile Gereksinimi, Engelli Yüzücü

ABSTRACT

Our study aims to determine the requirements of families of disabled swimmers with special education requirement. While the population of the research is constituted by licensed swimmers based on Sports Federation of Special Athletes, our sampling is consisted of 76 mentally disabled (special) disabled athlete families randomly selected among 110 athletes who participated into Turkish Swimming championship in 2016. Data were collected by "Family Requirements Determining Tool" which consists of personal information form being consisted of 7 questions and 3 Likert scales being consisted of 6 factors and 24 items. Increasing of the scores obtained from the scale leads to formation of family requirement. In the analysis of data, percentage, frequency, arithmetical average, standard deviation, t-test, One Way Anavo Test and Tukey Test were used. Results were evaluated at confidence interval of 95% and significance was evaluated at a level of $p < 0,05$.

When score means of Family Requirements Determining Tool are examined; it is understood that the score average of the requirement of Public bus services is the highest, the score average of financial requirements is the lowest. In the comparison of educational background of the families and score means of family requirements determining tool, no significant difference was statistically found in the course of family, explanation of the special condition of the child to other people, support requirement and information requirements ($p > 0,05$). However, statistically significant difference was found in comparison of public bus services and support requirement ($p < 0,01$) score means ($p < 0,05$). Advanced analysis was conducted for the purpose of finding between which groups difference is available. No statistically significant difference was found in comparison of the occupation of the family and the course of the family, explanation of the special condition of the child to other people, support requirement, information requirement, public bus services, support requirement score means that are among the sub-factors of family requirement determining tool ($p > 0,05$). Ultimately, 53 families replied to the question asking that write the 5 basic requirements in the study related with the family requirements and a common requirement basically emerged in regards to time, financial support, social environment, education, psychological assistance.

Key words: Disabled Individual, Family Requirement, Disabled Swimmer.

1. INTRODUCTION

About 8,5 million of disabled individuals are living in Turkey. While the care of disabled individuals is performed in the rehabilitation centers, the disabled children are looked after by their families and their all special cares are covered by their families due to fatalist approach of the families having disabled individual in Turkey. This situation ascribes many responsibilities on the families, particularly on Mothers. Responsibilities of families having individuals who are able to play sports, establish social relations, maintain their education life, make their self-care are lower than the families having special individuals.

For this purpose, type, content, quality of the services to be provided to the family and selection of the method are important in the determination of the requirements of Families having special individuals. The requirement is to be definitely determined in terms of achieving the aim of the services and facilitating the acceptance of the program implemented. (Öztürk 2011)

The concept of the family burden is the feeling of the burden which is ascribed by the life with a child having special requirements on the family members. Burden is defined as the feelings, social life, economic condition and physical health perceived by the caregiver individual as a result of the care (Chou 2000).

The view of the special education in the World and Turkey is becoming more positive every passing day. Undoubtedly, what is effective on such a situation is the improvement condition made with law, code and regulations and of course, the important increase in the number of individuals who need special education (Sanır 2009).

Special Education: It is an education given for the individuals who exhibit abnormal development due to characteristics in their physical, mental and social growth, cannot utilize from normal education and training or can partially utilize, get training with the supportive education and training programs given by the specially trained personnel (Baykoç Dönmez et al., 2001)

Individuals who need special education are those who undergo different growth compared with their peers as a result of incapability, retardation, regression or having superior intelligence

depending on various environmental and hereditary reasons occurred in the development process prior to delivery, during delivery and after delivery, cannot utilize from normal training programs, partially utilize or are able to maintain their education with supportive programs although they utilize from such programs (Baykoç et al.,2001).

2. MATERIALS METHODS

This research was descriptively carried out for the purpose of determining the requirements of families having mentally disabled athletes.

2.1. Research Group

The data of the research were collected by the scale of Family Requirements Determining Tool and Introductory Information Form completed by the families of athletes who participated into Turkish Swimming Championship organized by Turkish Special Athletes Sports Federation in Ordu province on 18-20 April.

2.2. Data Collection Tool

The scale was developed by Bailey and Simeonsson (1988) for the families of the children with hearing impairment. It was translated into Turkish Ölçek Sucuoğlu (1995) by for the purpose of determining the requirements of families of mentally disabled and autistic children and its validity and reliability studies were carried out. Mothers having a disabled child mark one of the numbers from 1 to 3 near each item in the scale and state their participation into the opinion given in related item. Marked numbers constitute the scores belonging to that item. Scoring of the items is as follows; 1 score, definitely not; 2 scores, I am not sure; 3 scores, Certainly yes. After the 24 items are marked, the numbers marked are summed up and the maternal requirements are identified. It was found that Cronbach alpha internal consistency coefficient of the tool is 0,90. The scale was determined as 6 factors and 24 items. It is a Likert type triple degree scale. (Kargın et al., 2001)

2.3. Data Analysis

Increasing of the scores obtained from the scale leads to formation of family requirement. In the analysis of data, percentage, frequency, arithmetical average, standard deviation, t-test, One Way Anavo Test and Tukey Test were used. Results were evaluated at confidence interval of 95% and significance was evaluated at a level of $p < 0,05$.

2.4. Finding

Table 1. Descriptive Characteristics of Family

	N	%
Occupation		
Housewife	53	69,7
Paid Employment	6	7,9
Civil Servant	13	17,1
Other Occupations	4	5,3
Education		
Elementary	31	40,8
Secondary	26	34,2
Higher Education	19	25,0
Total	76	100,0

In Table 1, once the occupational groups of the families are examined, 69.7% is in housewife, 7.9% is in paid employment, 17.1% is in civil servant and 5.3% is in the other occupational group. Once the educational background of the family is examined, 40.8% completed their education in elementary education, 34.2% in secondary education and 25.0% in higher education.

Table 2. Descriptive Characteristics of Disabled Athletes.

	N	%
Gender		
Female	28	36,8
Male	48	63,2
Sports Year		
1-3 Years	13	17,1
3-5 Years	19	25,0
5-8 Years	44	57,9
Disability Status		
Mentally disabled	39	51,3
Autism	17	22,4
Down's Syndrome	20	26,3
Age of Child		
0-10 Years Old	2	2,6
11-20 Years Old	44	57,9
21+ Years Old	30	39,5
Total	76	100,0
Disability of Child		
In the maternal womb	51	67,1
During delivery	10	13,2
Disease or Accident	15	19,7
Total	76	100,0

In Table 2, once the descriptive characteristics of mentally (special) disabled Athletes are examined, 42.4% is Female, 57.6% is male; for the athlete history, 17.1% had engaged in swimming sports for 1-3 years, 25,0% had engaged in swimming sports for 3-5 years, 57,9% had engaged for 5-8 years and above. When disability condition of disabled athletes is examined, 51,3% of whom is mentally disabled, 22,4% is autistic and 26,3% has Down's Syndrome. When ages of the athletes are examined, it is seen that 2,6% is in the age range of 0-10, 57,9% is in the age range of 11-20 and finally, 39,5% is 21 years old and above. Once disability state was asked to the athlete families participated into the questionnaire, it was seen that 67,1% of whom became disabled in the maternal womb, 13,2% during delivery and 19,7% due to any accident or disease.

Table 3. Maternal Score Means of Family Requirement Determining Tool. (n:76)

Sub-factors of tool	Mean Statistic	Std. Deviation Statistic
Course of the Family	2,2474	,70795
Financial Requirements	1,8263	,76059
Information Requirement	2,3388	,77750
Explaining the Condition of the Child to Others	1,8465	,85797
Public Bus Services	2,3526	,65309
Support Requirement	2,3355	,68502

Once the family requirements score means are examined; it was found out that the score means of the public bus service requirement are the highest, score means of Financial requirements are the lowest.

Table 4. Comparison of family requirement means with occupational state of the family.

Sub-factors	Occupation	n	Mean	Std. Dev.	F	p
Course of the Family	Housewife	53	2,3547	,68572	1,568	,205
	Paid Employment	6	1,8333	,75277		
	Civil Servant	13	2,0923	,76862		
	Other	4	1,9500	,55076		
	Total	76	2,2474	,70795		
Financial Requirements	Housewife	53	1,8792	,78382	1,025	,387
	Paid Employment	6	1,8667	,78655		
	Civil Servant	13	1,5077	,60891		
	Other	4	2,1000	,84063		
	Total	76	1,8263	,76059		

Information Requirement	Housewife	53	2,3726	,78389	,555	,647
	Paid Employment	6	2,0000	,75829		
	Civil Servant	13	2,4231	,72446		
	Other	4	2,1250	1,03078		
	Total	76	2,3388	,77750		
Explaining the Special Condition of the Child to Others	Housewife	53	1,9057	,84068	,869	,461
	Paid Employment	6	1,3333	,81650		
	Civil Servant	13	1,8974	,93675		
	Other	4	1,6667	,94281		
	Total	76	1,8465	,85797		
Public Bus Services	Housewife	53	2,4453	,57331	1,682	,178
	Paid Employment	6	2,0000	,81976		
	Civil Servant	13	2,2769	,78544		
	Other	4	1,9000	,82462		
	Total	76	2,3526	,65309		
Support Requirements	Housewife	53	2,4340	,62047	1,696	,176
	Paid Employment	6	1,8333	,81650		
	Civil Servant	13	2,1923	,75107		
	Other	4	2,2500	,95743		
	Total	76	2,3355	,68502		

*p<0,05 **p<0,01

One Way Anova Test

In Table 4, no statistically significant difference was found in comparison of the occupation of the family and the course of the family, explanation of the special condition of the child to other people, support requirement, information requirement, public bus services, support requirement score means that are among the sub-factors of family requirement determining tool ($p>0,05$).

Table 5. Comparison of Family Requirement Means with Educational Background of Parents

Sub-factors	Educational Background	n	Mean	Std. Deviation	F	p
Course of the Family	Elementary Education	31	2,3742	,65471	,837	,437
	Secondary Education	26	2,1615	,75688		
	Higher Education	19	2,1579	,72901		
	Total	76	2,2474	,70795		
Financial Requirements	Elementary Education	31	2,0129	,79151	2,031	,139
	Secondary Education	26	1,7846	,80184		
	Higher Education	19	1,5789	,58839		
	Total	76	1,8263	,76059		
Information Requirement	Elementary Education	31	2,4274	,77512	,919	,403
	Secondary Education	26	2,3846	,80072		
	Higher Education	19	2,1316	,75170		
	Total	76	2,3388	,77750		
Explaining the Special Condition of the Child to Others	Elementary Education	31	2,0323	,84044	1,490	,232
	Secondary Education	26	1,7949	,88983		
	Higher Education	19	1,6140	,81848		
	Total	76	1,8465	,85797		
Public Bus Services	Elementary Education	31	2,5484	,54886	3,643	,031**
	Secondary Education	26	2,3385	,67592		
	Higher Education	19	2,0526	,69231		
	Total	76	2,3526	,65309		
Support Requirement	Elementary Education	31	2,5323	,67002	3,082	,052**
	Secondary Education	26	2,3077	,64926		
	Higher Education	19	2,0526	,68505		
	Total	76	2,3355	,68502		

*p<0,05 **p<0,01

One Way Anova Test

In Table 5, no statistically significant difference was found in the course of the family, explaining the condition of child to others and support requirement, information requirement in the comparison of family requirement determining tool's score means with the education background of families ($p>0,05$). However, statistically significant difference was found ($p<0,05$) in comparison of score

means of public bus services, support requirement ($p < 0,01$). Advanced analysis was conducted for the purpose of determining that between which groups difference is found (Table 6).

Table 6. Advanced Analysis of Family Requirement Means and Family Education

Sub-factors of Tool	(I) Occupation	(J) Occupation	Mean Difference (I-J)	S.d	p
Public Bus Services	Elementary Education	Secondary education	,20993	,16786	,428**
		Higher education	,49576*	,18391	,023**
	Secondary Education	Elementary education	-,20993	,16786	,428**
		Higher education	,28583	,19051	,297**
	Higher Education	Elementary education	-,49576*	,18391	,023*
		Secondary education	-,28583	,19051	,297**
Support Requirement	Elementary Education	Secondary education	,22457	,17731	,419**
		Higher education	,47963*	,19427	,042*
	Secondary Education	Elementary education	-,22457	,17731	,419**
		Higher education	,25506	,20124	,418**
	Higher Education	Elementary education	-,47963*	,19427	,042*
		Secondary education	-,25506	,20124	,418**

* $p < 0,05$ ** $p < 0,01$

Tukey Test

In the public bus service sub-factor that is the sub-factor of the family requirement determining tool, elementary education and secondary education need less public bus services than the higher education ($p < 0,01$). In another sub-factor support requirement that is the sub-factor of the family requirement determining tool, it is seen that families who received education in Higher education need less support requirement than the families who received education in secondary and elementary education ($p < 0,05$).

Table 7. Comparison of Family Requirement Means with Gender of Athlete

Sub-factors of tool	Gender of disabled athlete	n	Mean	Std. Deviation	t	p
Course of the family	Female	28	2,2500	,77292	,025	,187
	Male	48	2,2458	,67571		
Financial Requirements	Female	28	1,8000	,79069	-,229	,517
	Male	48	1,8417	,75056		
Information Requirement	Female	28	2,1250	,87533	1,861	,014
	Male	48	2,4635	,69380		
Explaining the disability to others	Female	28	1,7738	,90292	-,561	,298
	Male	48	1,8889	,83746		
Public Bus Services	Female	28	2,4857	,62166	1,365	,409
	Male	48	2,2750	,66477		
Support Requirement	Female	28	2,4286	,69007	,378	,903
	Male	48	2,2813	,68344		

In Table 7, no statistically significant difference was found in comparison of gender of disabled individual and family requirements determining tool's score means ($p > 0,05$).

Table 8. Comparison of Family Requirement Means with Sports Year

Sub-factors of tool	Athlete History	n	Mean	Std. Deviation	F	p
Course of the Family	1-3 years	13	9,8462	4,05886	2,137	,125
	3-5 years	19	10,6316	3,89031		
	5-8 years	44	11,9091	3,11648		
	Total	76	11,2368	3,53975		
Financial Requirements	1-3 years	13	8,8462	3,23641	1,048	,356
	3-5 years	19	8,1579	3,89106		
	5-8 years	44	9,6364	3,90641		
	Total	76	9,1316	3,80295		
Information Requirement	1-3 years	13	9,3077	3,30113	,109	,897
	3-5 years	19	9,8421	2,81392		
	5-8 years	44	9,5227	3,51402		
	Total	76	9,5658	3,27958		

Explaining Special Condition of the Child to Others	1-3 years	13	5,2308	2,52170	,144	,866
	3-5 years	19	5,4737	2,56836		
	5-8 years	44	5,6591	2,64085		
	Total	76	5,5395	2,57392		
Public Bus Services	1-3 years	13	12,6923	3,22451	,998	,373
	3-5 years	19	12,1053	3,38123		
	5-8 years	44	11,3409	3,22738		
	Total	76	11,7632	3,26545		
Support Requirement	1-3 years	13	4,9231	1,32045	,930	,399
	3-5 years	19	4,3158	1,41628		
	5-8 years	44	4,7500	1,36612		
	Total	76	4,6711	1,37004		

In Table 8, no statistically significant difference was found in comparison of swimming history of the disabled individual and family requirements determining tool's score means ($p>0,05$).

Table 9. Comparison of Family Requirement Means with disability status of athlete

Sub-factors of tool	Disability status of athlete	n	Mean	Std. Deviation	F	p
Course of the Family	Mentally disabled	39	2,2513	,72507	1,538	,222
	Autism	17	2,0235	,72761		
	Down's Syndrome	20	2,4300	,63337		
	Total	76	2,2474	,70795		
Financial Requirements	Mentally disabled	39	1,9128	,76886	,558	,575
	Autism	17	1,7765	,80896		
	Down's Syndrome	20	1,7000	,71818		
	Total	76	1,8263	,76059		
Information Requirement	Mentally disabled	39	2,3333	,82584	,510	,602
	Autism	17	2,4853	,60899		
	Down's Syndrome	20	2,2250	,82278		
	Total	76	2,3388	,77750		
Explaining the Special Condition of Child to Others	Mentally disabled	39	1,8547	,89114	,369	,692
	Autism	17	1,7059	,79828		
	Down's Syndrome	20	1,9500	,86704		
	Total	76	1,8465	,85797		
Public Bus Services	Mentally disabled	39	2,4000	,66964	,346	,708
	Autism	17	2,3647	,68277		
	Down's Syndrome	20	2,2500	,61516		
	Total	76	2,3526	,65309		
Support Requirement	Mentally disabled	39	2,4231	,71210	,736	,483
	Autism	17	2,2941	,75122		
	Down's Syndrome	20	2,2000	,57124		
	Total	76	2,3355	,68502		

In Table 9, no statistically significant difference was found in comparison of disability state of the athlete and family requirements determining tool's score means ($p>0,05$).

Table 10. Comparison of Family Requirement Means with the Age of Athlete

Sub-factors of tool	Age of disabled athlete	n	Mean	Std. Deviation	F	p
Course of the Family	0-10 years old	2	1,9000	,70711	1,012	,368
	11-20 years old	44	2,1727	,72380		
	21+years old	30	2,3800	,68350		
	Total	76	2,2474	,70795		
Financial Requirements	0-10 years old	2	1,9000	1,27279	,254	,776
	11-20 years old	44	1,7727	,78898		
	21+years old	30	1,9000	,71197		
	Total	76	1,8263	,76059		
Information Requirement	0-10 years old	2	2,8750	,17678	4,900	,010
	11-20 years old	44	2,5341	,74043		

	21+years old	30	2,0167	,75124		
	Total	76	2,3388	,77750		
Explaining the Special Condition of Child to Others	0-10 years old	2	2,0000	,00000	,433	,650
	11-20 years old	44	1,9167	,89537		
	21+years old	30	1,7333	,83230		
	Total	76	1,8465	,85797		
Public Bus Services	0-10 years old	2	2,9000	,14142	1,298	,279
	11-20 years old	44	2,4045	,71201		
	21+years old	30	2,2400	,55931		
	Total	76	2,3526	,65309		
Support Requirement	0-10 years old	2	2,5000	,00000	,202	,818
	11-20 years old	44	2,2955	,70148		
	21+years old	30	2,3833	,69087		
	Total	76	2,3355	,68502		

In Table 10, no statistically significant difference was found in comparison of the age of the disabled individual and family requirements determining tool's score means ($p>0,05$).

Table 11. Comparison of Family Requirement Means with Disability Status

Sub-factors of tool	When did your child become disabled?	n	Mean	Std. Deviation	F	p
Course of the Family	In maternal womb	51	2,2510	,71200	,421	,658
	During delivery	10	2,0800	,73151		
	In any accident or disease	15	2,3467	,70697		
	Total	76	2,2474	,70795		
Financial Requirements	In maternal womb	51	1,7961	,75524	,647	,526
	During delivery	10	2,0800	,82300		
	In any accident or disease	15	1,7600	,75668		
	Total	76	1,8263	,76059		
Information Requirement	In maternal womb	51	2,3824	,73204	1,108	,336
	During delivery	10	2,5000	,81650		
	In any accident or disease	15	2,0833	,89476		
	Total	76	2,3388	,77750		
Explaining the Special Condition of Child to Others	In maternal womb	51	1,9150	,84549	,529	,592
	During delivery	10	1,7667	,88958		
	In any accident or disease	15	1,6667	,90851		
	Total	76	1,8465	,85797		
Public Bus Services	In maternal womb	51	2,3412	,63029	,158	,854
	During delivery	10	2,4600	,79470		
	In any accident or disease	15	2,3200	,67103		
	Total	76	2,3526	,65309		
Support Requirement	In maternal womb	51	2,2647	,63524	,458	,617
	During delivery	10	2,2500	,82496		
	In any accident or disease	15	2,6333	,71880		
	Total	76	2,3355	,68502		

In Table 11, no statistically significant difference was found in comparison of the time when the disability of the individual occurred and family requirements determining tool's score means ($p>0,05$).

Table 12. Distribution of Five Basic Requirements of Families

Five Basic Requirements of Family	N	%
Time	36	67,9
Education	39	73,6
Financial Support	40	75,5
Social Environment	39	73,6
Psychological Assistance	37	69,8
Total	53	100,0

In Table 12, the five basic requirements were asked and each requirement was evaluated among each other. The number of family writing the five basic requirement is 53 families of 76 families and once the basic requirements of families were examined, it was found out that large part of the families need financial requirement. Besides, the other requirements have close percentages.

3. DISCUSSION

Data of this research held for the purpose of determining the needs of families of athletes with special requirements at national team level was collected with the participation of swimmer families who came to Turkish Swimming Championship organized by Turkish Special Athletes Sports Federation (TOSSFED) in Ordu Province where 110 athletes and 53 clubs participated.

Distribution of mothers by their descriptive characteristics and comparison of family requirement determining tool were discussed in line with the findings part in our research.

When we examined the descriptive characteristics of families of swimmers who participated into our research, it was seen that the majority was housewife and their education background was elementary education and mothers mainly participated into championship as companion. When the descriptive characteristics of athletes were examined, the age range of 11-20 was high among the athletes participated into championship, athlete history was 5-8 years and male athletes were majority and majority of the athletes was mentally disabled athletes.

Once the score means of family requirement determining tool were examined; it was seen in the statistical analysis conducted that score means of public bus services requirement are the highest, then, support requirement and information requirement means gradually decreased and the score means of the financial requirements are the lowest.

It was found out that score means of information requirement were the highest, score means of the explaining the condition of child to others were the lowest by the score means of family requirement determining tool in the study which was carried out by Öztürk (2011) for the purpose of determining the requirements of families having disabled child and family burden. The key factor for our study not to comply may be families having disabled child who has no athlete history of 4 types of disability (mental, physical, visually and hearing impaired) in the study conducted by Öztürk.

Akçamete and Kargın (1996) found out in the study carried out for the purpose of determining the requirements of mothers having a hearing-impaired child that mothers mostly need information requirement, financial requirements are in the second order, then, public bus services and support requirements followed. The information requirement and public bus services requirement are consistent with this study, however, the reason for why the financial requirements differed may be regulations related with employee works which the governments performed for the disabled individuals from that period to the current period, improvements performed during the process from 1996 to 2016 and putting every disabled individual on salary.

No statistically significant difference was found in comparison of the occupation of the family and the course of the family, explanation of the special condition of the child to other people, support requirement, information requirement, public bus services, support requirement score means that are among the sub-factors of family requirement determining tool ($p>0,05$). In the study carried out

by Öztürk (2011) for the purpose of determining the requirements of families having disabled child and family burden that no statistically significant difference ($p>0,05$) was found in comparison of occupational variable of families taken into the scope of research with score means of the course of family, explaining the condition of child to others and support requirement that are the sub-factors of family requirement determining tool. While the course of family, explaining the condition of child to others and support requirement that are the sub-factors of family requirement determining tool are consisted with our study, a statistically significant difference ($p<0,05$) was found in comparison of information requirement, public bus services ($p<0,01$) and financial requirement's score means in the study carried out by Öztürk (2011). The reason may be the ability of families with disabled child to reach the information in a faster manner thanks to the developed technology in the period passed from 2011 to the present day, financial contribution the state provided to disabled individuals and finally, pointing out the public bus services primarily to disabled individuals.

In comparison of the educational background of families and family requirement determining tool's score means in our study, no statistically significant difference was found in the course of family, explaining the condition of child to others and support requirement, information requirement ($p>0,05$). However, statistically significant difference was found ($p<0,05$) in comparison of score means of public bus services, support requirement ($p<0,01$). Advanced analysis was conducted for the purpose of determining that between which groups difference is found. In the public bus services sub-factor that is the sub-factor of family requirement determining tool, elementary and secondary educational background need less public bus services compared with high education ($p<0,01$). The reason of this difference may be that families graduated from university are more investigative and need less public bus services for generating solution. In the support requirement that is another sub-factor of family requirement determining tool, it is seen that individuals who received high education need less support requirements than families which received education in elementary and secondary education ($p<0,05$). The reason for why may be families completed higher education do not want to speak with religious officials and they are aware that this is a biological incident.

In our study, no statistically significant difference was found in comparison of gender of disabled individual and family requirements determining tool's score means ($p>0,05$). In the study carried out by Öztürk (2011) for the purpose of determining the requirements of families having disabled child and family burden that no statistically significant difference ($p>0,05$) was found in comparison of gender of disabled individual and score means of family requirement determining tool of the families participated into the research. This finding supports our study conducted in that period.

In the study conducted by Akçamete and Kargın (1996), however, it was observed that gender of children differs only in the financial requirement dimension and mothers having boy need more financial requirements. The findings obtained from this study are not consistent with the results of the other research. The reason why may be not providing the financial contribution to the disabled individuals in that period and not putting the disabled individuals on salary as much as in this period. (Akçamete and Kargın, 1996)

No statistically significant difference was found in comparison of swimming athlete history of mentally disabled individual, age of athlete, time when individual became disabled and family requirement determining tool in our study ($p>0,05$). This is because disabled athletes assist their families in regard to family requirements, however, it is seen from the questionnaires that families do not see particularly Autism as a disability in regard to some disability conditions and they expressed that they do not reach a final information in regard to where this disorder originates from and they wrote such information on the questionnaires about autism.

Ultimately, 53 families replied to the question asking that write the 5 basic requirements in the study related with the family requirements and a common requirement basically emerged in regards to time, financial support, social environment, education, psychological assistance.

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