



CENTRO DE INVESTIGACIONES
DE TRABAJO SOCIAL

ISSN 2244-808X
DL pp 201002Z43506

PERSPECTIVA ACCIÓN Y

Revista de Trabajo Social

Vol. 15 No. 2

Abril - Junio

2025

Universidad del Zulia

Facultad de Ciencias Jurídicas y Políticas
Centro de Investigaciones en Trabajo Social

INTERACCIÓN Y PERSPECTIVA

Revista de Trabajo Social

ISSN 2244-808X ~ Dep. Legal pp 201002Z43506

DOI: <https://doi.org/10.5281/zenodo.15107062>

Vol. 15 (2): 583 - 595 pp, 2025

ARTÍCULO DE INVESTIGACIÓN

Actitudes de los atletas con discapacidad auditiva hacia los derechos humanos en el deporte

İbrahim Dalbudak

Assistant Professor, Uşak University, Faculty of Sport Sciences, Uşak, Türkiye.

E-mail: dalbudakibo@hotmail.com; ORCID: <https://orcid.org/0000-0003-2380-803X>

Resumen. El objetivo de este estudio es examinar las actitudes de los atletas con discapacidad auditiva hacia los derechos humanos en el deporte. En el estudio participaron voluntariamente 119 atletas con discapacidad auditiva seleccionados mediante un método de muestreo aleatorio simple en diferentes provincias de Turquía. Para la recopilación de datos, se utilizó la “Escala de Actitudes hacia los Derechos Humanos en el Deporte” (HRASS) desarrollada por Sadık (2014), que consta de 3 subdimensiones y 29 ítems. Las diferencias entre los grupos se analizaron con las pruebas “Mann-Whitney U” y “Análisis de Varianza Unidireccional de Kruskal-Wallis (K-W ANOVA)”, y se determinó de qué grupos provenían las diferencias mediante la prueba “Dunn Bonferroni”. Los puntajes totales de HRASS y sus subdimensiones no muestran diferencias estadísticamente significativas según el género y el grado de discapacidad auditiva. Según la variable de edad, se encontraron diferencias en las subdimensiones de “derechos personales”, “derechos sociales” y en los puntajes totales de HRASS; según el nivel de ingresos, se encontraron diferencias en las subdimensiones de “derechos personales”, “derechos de solidaridad” y en los puntajes totales de HRASS; según el nivel educativo, se encontraron diferencias en las subdimensiones de “derechos personales”, “derechos sociales” y “derechos de solidaridad” en función del estado de discapacidad. En la revisión de la literatura, no se encontró ningún estudio sobre las actitudes de los atletas con discapacidad auditiva y otras discapacidades hacia los derechos humanos en el deporte. Por lo tanto, el objetivo del estudio es examinar dichas actitudes. Dentro de este marco, el principal propósito de la investigación es determinar las actitudes de los atletas con discapacidad auditiva hacia los derechos humanos en el deporte. Se considera que los resultados de la investigación servirán de base para futuras actividades e investigaciones destinadas a llenar esta laguna. En consecuencia, se puede realizar una evaluación de la relación entre el deporte y los derechos humanos de los atletas con discapacidad auditiva. Nuestro estudio puede orientar los trabajos que se realicen en el futuro.

Palabras clave: discapacidad auditiva, atleta, derechos humanos en el deporte, actitud.

Attitudes of hearing-impaired athletes towards human rights in sports

Abstract. The aim of this study is to examine the attitudes of hearing-impaired athletes towards human rights in sports. 119 hearing-impaired athletes selected by simple random method in different provinces in Turkey participated in the study voluntarily. In order to collect the data, the ‘Human Rights Attitude Scale in Sports’ developed by Sadık (2014), which consists of 3 sub-dimensions and 29 items, was used. The differences between the groups were tested with the “Mann-Whitney U test” and “Kruskal-Wallis one-way analysis of variance (K-W ANOVA)” tests, and which groups the differences occurred from were tested with the “Dunn Bonferroni” test. The total scores of HRASS and its sub-dimensions do not show a statistically significant difference according to their gender and degree of hearing. According to the age variable, differences were found in the sub-dimensions of “personal rights”, “social rights” and HRASS total scores; according to the income level variable, differences were found in the sub-dimensions of “personal rights”, “solidarity rights” and HRASS total scores; according to the education level variable, differences were found in the sub-dimensions of “personal rights”, “social rights” and “solidarity rights” according to disability status. In the literature review, no study was found on the attitudes of hearing-impaired and other disabled athletes towards human rights in sports. Therefore, the aim of the study is to examine the attitudes of hearing-impaired athletes towards human rights in sports. Within the framework of these explanations, the main objective of the study was to determine the attitudes of hearing-impaired athletes towards human rights in sports. It is thought that the results of the research will shed light on the activities and researches to be carried out to fill this gap. Therefore, an evaluation of the relationship between sports and human rights of hearing-impaired athletes can be made. Our study can guide the work to be done later.

Keywords: hearing impaired, athlete, human rights in sports, attitude.

INTRODUCTION

It is accepted that the concept of human rights is part of natural law (Turan et al.). Human rights are rights that a person cannot give up or transfer without seeking any other quality as he is only human (Aslan, 2023). One consequence of distinguishing human rights from other rights and attributing their source to human nature is their universality (Bouchet-Saulnier, 2002). The concept of human rights is only in the form of rights arising from being Human (Crowd, 2017). All people have all fundamental rights, regardless of religion, language, race and gender. Human rights are the fundamental rights and freedoms that people have just because they are human (Çavuşoğlu et al., 2020). The freedom of man in society should be neither under the sovereignty of any will nor under the restriction of any law under any legislative power other than that established by consent in the state (Locke, 1823). Authenticity is considered as having an in-depth awareness of the thoughts and behaviors of the individual (Avolio and Gardner, 2005). According to Kernis and Goldman (2006), authenticity is the ability of the individual to continue his/her daily life according to his/her reality or self without any hindrance.

Today, the recognition of human rights and fundamental freedoms has not only been a focus of universal attention, but many international organizations have been established and various conventions

have been made through these organizations in order to protect them from contradictory trends and to realize them at a more advanced level. One of these organizations is the United Nations organization, which covers almost all countries of the world (Turan et al. 2018; Sadık, 2014). The United Nations Declaration includes fundamental rights and freedoms such as social security, work, health, education. These rights should be fulfilled within the framework of the understanding of the social state. Thus, in the social state, everyone has the right to live in a healthy and balanced environment, everyone has the right to live their lives in mental and physical health, the right to live in houses suitable for health conditions, and the right to get rid of fears of future and poverty (Turan et al. 2018; Sadık, 2014; Göze, 2005). Although it is not directly included in the Universal Declaration of Human Rights, another right is the right to sports. Due to the place it has acquired in society, its effects on the mental, physical and spiritual competence of individuals, and its contributions to world peace and brotherhood, sport can also be considered as basic human rights (Sadık, 2014). Sport is defined as an effective tool that determines the lifestyles of individuals and enables societies to interact with each other (Yiğit and Dalbudak, 2022).

It is stated that sports is becoming more widespread in today's world every passing day and has become the focus and focus of individuals working across many disciplines, that it has come to the forefront economically, that it is important on the international platform, that the media attaches importance to it in many ways and that it is a social phenomenon that is an indispensable part of individuals' daily lives. (Pepe and Arısoy, 2023; Koçyiğit, 2022; Abis, 2022; Aytaç et al. 2022; Koçyiğit et al. 2022; Dalbudak and Balyan, 2021; Akıncı et al. 2020; Dalbudak and Yiğit, 2019). Sport is extremely important for individuals with disabilities. Disability describes a person who has difficulties in adapting to social life and meeting daily needs due to the loss of physical, mental, spiritual, sensory and social abilities to varying degrees, either from birth or for any reason later in life, and who needs protection, care, rehabilitation, counseling and support services. Disabled people are examined in 4 groups: visually impaired, hearing impaired, physically impaired and mentally impaired (Dalbudak, 2022; Dalbudak, 2019). Hearing impairment is the situation in which the educational performance and social adaptation of the individual are adversely affected due to the difficulty in acquiring speech, using language and communication due to the partial or complete inadequacy of hearing sensitivity. In order for hearing to occur, it is necessary to have a sound, to have this sound within the limits of frequency and intensity to be perceived by the human ear, to have a receptive organ that can perceive the sound, that is, the ear, to reach the hearing center in the brain by passing through the structures in the ear without obstruction, and to be perceived and interpreted correctly in this center (Belgin, 1995).

However, in the literature review, no study was found on the attitudes of hearing-impaired and other disabled athletes towards human rights in sports. Therefore, the aim of the study is to examine the attitudes of hearing-impaired athletes towards human rights in sports. Within the framework of these explanations, the main objective of the study was to determine the attitudes of hearing-impaired athletes towards human rights in sports. It is thought that the results of the research will shed light on the activities and researches to be carried out to fill this gap. Thus, an evaluation of the relationship between sports and human rights of hearing-impaired athletes can be made. Our study can guide the studies on what will be done later.

METHODOLOGY

Study Group

119 hearing-impaired athletes selected by simple random method in different provinces in Turkey participated in the study voluntarily. An online questionnaire was applied through the Google form.

Data collection

Data collection tools used in the research; personal information form and human rights attitude scale in sports (HRASS) were applied.

Personal information form

The personal information form consisted of 6 questions including the age, gender, income level, education level, disability status and hearing degree of the participants.

TABLE 1. Distribution of Demographic Characteristics of Participants.

Variable	Frequency (n)	Percentage (%)
Age		
15 - 20	56	47.1
21 - 25	36	30.2
26 and over	27	22.7
Total	119	100.0
Gender		
Female	41	34.5
Male	78	65.5
Total	119	100.0
Income Level		
Average level	107	89.9
High Level	12	10.1
Total	119	100.0
Education level		
Primary Education	9	7.6
High school	58	48.7
Associate degree	48	40.3
Bachelor's degree	4	3.4
Total	119	100.0
Disability Situation		
Congenital	83	69.7
Postnatal	36	30.3
Total	119	100.0
Degree of hearing		
Mildly hearing impaired	24	20.2
Moderately hearing impaired	74	62.2
Severely hearing impaired	21	17.6
Total	119	100.0

Out of 119 people in the sample group

- 56 (47.1%) were in the 15-20 age group, 36 (30.2%) were in the 21-25 age group, and 27 (22.7%) were in the 26 years and over group.
- 41 (34.5%) were women and 78 (65.5%) were men.
- 107 (89.9%) have middle income and 12 (10.1%) have high income.
- 9 (7.6%) have primary degree, 58 (48.7%) have high school degree, 48 (40.3%) have associate degree and 4 (3.4%) have bachelor's degree.
- 83 (69.7%) have congenital disability and 36 (30.3%) have postnatal disability.
- 24 (20.2%) are mildly hearing impaired, 74 (62.2%) are moderately hearing impaired, and 21 (17.6%) are severely hearing impaired.

Human Rights Attitude Scale in Sports (HRASS)

The 'Human Rights Attitude Scale in Sports' developed by Sadık (2014) was used. There are 29 questions that can be scored between 1 and 5 from each question in the scale. 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree and 5: Strongly Agree were scored. A total score of 29 to 145 can be obtained from the scale. The scale does not include any reverse-scored item.

HRASS consists of 3 sub-dimensions:

- 1) Sub-dimension of personal rights (Item 1-2-3-4-5-6-7-8-9-10-11-12). A score between 12 and 60 can be obtained from the sub-dimension.
- 2) Sub-dimension of social rights (Item 13-14-15-16-17-18-19-20-21). A score between 9 and 45 can be obtained from the sub-dimension.
- 3) Sub-dimension of solidarity rights (Item 22-23-24-25-26-27-28-29). A score between 8 and 40 can be obtained from the sub-dimension (Sadık, 2014).

RELIABILITY OF HRASS AND ITS SUB-DIMENSIONS

The answers given to the scale by the sample group of 119 people who applied the "HRASS" have a direct effect on the scale reliability. Superficial or inconsistent answers reduce the reliability of the questionnaire. Cronbach's Alpha (α) internal consistency coefficient value is used to measure scale reliability. As the Cronbach's Alpha (α) value increases, the reliability of the questionnaire increases. The fact that the reliability coefficient in a scale is close to 1 may indicate that the scale is a very reliable measurement tool (Tavşancıl, 2002). The reliability of the measurement tools prepared for use in intergroup comparisons can be between 0.60 and 0.80. The reliability of the measurement tools in making decisions about individuals is expected to be above 0.80 and 0.90 if the decision can lead to very serious consequences (Özçelik, 1989).

According to the table, Cronbach's Alpha value for HRASS applied to sample group is $\alpha=0.952$, Cronbach's Alpha value for the sub-dimension of personality rights is $\alpha= 0.914$, Cronbach's Alpha value for the sub-dimension of social rights is $\alpha= 0.924$, and Cronbach's Alpha value for the sub-dimension of solidarity rights is $\alpha=0.829$. HRASS and all sub-dimensions are in the category of very reliable.

TABLE 2. Cronbach's Alpha Values of "HRASS" and "Its Sub-Dimensions".

Scale and Subscales	Cronbach's Alpha
HRASS	0.952
Personal rights	0.914
Social rights	0.924
Solidarity rights	0.829

DATA ANALYSIS**TABLE 3.** Summary Statistics on HRASS and Sub-Dimension Total Scores

HRASS and its sub-dimensions	Minimum	Maximum	Mean	Standard Deviation
HRASS	37	145	69.06	27.34
Personal rights	12	60	26.82	12.65
Social rights	9	45	22.81	10.20
Solidarity rights	10	40	19.42	7.66

- The total mean score of the HRASS is 69.06 and its standard deviation is 27.34. The lowest total score is 37 and the highest total score is 145.
- The total mean score of the personality rights sub-dimension is 26.82 and the standard deviation is 12.65. The lowest score that can be obtained from the scale is 12, and the highest score is 60.
- The total mean score of the social rights sub-dimension is 22.81 and the standard deviation is 10.20. The lowest total score is 9 and the highest total score is 45.
- The total mean score of the solidarity rights sub-dimension is 19.42 and the standard deviation is 7.66. The lowest total score is 10 and the highest total score is 40.

Interpretation of the relationship between "HRASS" and sub-dimension total scores with pearson correlation coefficient

the relationship between the mean scores of the scale and the sub-dimensions was measured with the help of Spearman's ranking correlation coefficient, since the "HRASS" and sub-dimension total scores did not meet the normal distribution assumption. The correlation coefficient takes values ranging from -1 to +1. A positive value indicates a same-directional relationship between two variables, and a negative value indicates an inverse relationship between two variables. As the correlation value approaches -1 and +1, the severity of the relationship between them increases. A correlation coefficient of 0 indicates that there is no relationship between the two variables. As it gets closer to 0, the severity of the relationship decreases. Spearman's ranking correlation coefficient values between all sub-dimensions and the overall scale are given in the table below. The value in the cell indicates Spearman's correlation coefficient, and the value in parentheses indicates the p-value of whether the relationship is significant. If the p-value is less

than 0.05, there is a statistically significant relationship at the 95% confidence level and if it is less than 0.01, there is a statistically significant relationship at the 99% confidence level. The fact that the correlation coefficient between the two variables is not statistically significant indicates that the two variables are independent of each other.

TABLE 4. Interpretation of the relationship between “HRASS” and sub-dimension total scores with pearson correlation coefficient

	HRASS	Personal rights	Social rights	Solidarity rights
HRASS	1.000	0.922** (0.000)	0.681** (0.000)	0.768** (0.000)
Personal rights		1.000	0.473** (0.000)	0.569** (0.000)
Social rights			1.000	0.470** (0.000)
Solidarity rights				1.000

** Correlation is significant at the level of 0.01.

- When the table is examined, there is a statistically significant positive and strong relationship at the 99% confidence level between the “HRASS” total scores and all sub-dimension total scores.
- In addition, there is a statistically significant positive and strong relationship between the HRASS sub-dimension total scores at the 99% confidence level.

RESULTS

In the tables below, summary statistics of the scale score means depending on demographic characteristics are given. In addition, since the scale and subscale mean scores did not meet the normal distribution assumption, the differences between the groups were tested with the “Mann-Whitney U test” and “Kruskal-Wallis one-way analysis of variance (K-W ANOVA)” tests, and which groups the differences occurred from were tested with the “Dunn Bonferroni” test. Analyses were conducted at 95% confidence level.

- Individuals’ “personality rights”, “social rights” sub-dimensions and “HRASS” total scores increase as the age group increases ($p < 0.05$). In addition, the “solidarity rights” sub-dimension total scores of individuals do not show a statistically significant difference according to age groups ($p > 0.05$).
- The total scores of the individuals regarding the “HRASS” and its sub-dimensions do not show a statistically significant difference according to their gender ($p > 0.05$).
- The “personality rights”, “solidarity rights” sub-dimensions and “HRASS” total scores of high-income individuals are higher than the total scores of middle-income individuals ($p < 0.05$). In addition, the “social rights” sub-dimension total scores of the individuals do not show a statistically significant difference according to their income level ($p > 0.05$).

TABLE 5. Analysis of “HRASS” and sub-dimension total scores according to demographic characteristics of individuals.

		Personal rights	Social rights	Solidarity rights	HRASS
Age					
15 - 20	Mean	22.71	19.85	17.37	59.94
	St. Deviation	9.07	8.67	5.06	18.06
21 - 25	Mean	28.55	22.94	20.52	72.02
	St. Deviation	11.09	8.52	6.88	24.68
26 and Over	Mean	33.03	28.77	22.22	84.03
	St. Deviation	17.48	12.63	11.38	38.20
	p-value	0.008*	0.006*	0.099	0.006*
Gender					
Female	Mean	28.80	24.46	20.09	73.36
	St. Deviation	15.74	12.30	9.89	35.04
Male	Mean	25.78	21.94	19.07	66.80
	St. Deviation	10.64	8.86	6.22	22.20
	p-value	0.740	0.592	0.432	0.861
Income Level					
Moderate level	Mean	26.01	23.13	19.14	68.28
	St. Deviation	13.10	10.71	8.03	28.74
High Level	Mean	34.00	20.00	22.00	76.00
	St. Deviation	0.00	0.00	0.00	0.00
	p-value	0.000*	0.220	0.000*	0.000*
Education level					
Primary Education	Mean	18.11	16.22	15.44	49.77
	St. Deviation	7.70	9.64	2.87	14.71
High school	Mean	26.74	23.75	19.87	70.37
	St. Deviation	12.05	9.48	7.29	25.69
Associate degree	Mean	28.77	22.66	19.77	71.20
	St. Deviation	13.93	11.06	8.74	30.99
Bachelor's degree	Mean	24.25	25.75	17.75	67.75
	St. Deviation	6.39	7.67	4.64	3.59
	p-value	0.081	0.062	0.156	0.046*
Disability Stuation					
Congenital	Mean	26.45	24.46	20.91	71.84
	St. Deviation	15.07	11.46	8.15	31.63
Postnatal	Mean	27.66	19.00	16.00	62.66
	St. Deviation	2.52	4.61	4.96	10.80

TABLE 5. CONTINUATION

		Personal rights	Social rights	Solidarity rights	HRASS
p-value		0.028*	0.016*	0.004*	0.916
Degree of hearing					
Mildly hearing impaired	Mean	32.04	25.54	23.45	81.04
	St. Deviation	17.66	13.01	10.38	39.73
Moderately hearing impaired	Mean	25.32	21.62	18.28	65.22
	St. Deviation	10.15	8.89	6.06	20.87
Severely hearing impaired	Mean	26.14	23.90	18.85	68.90
	St. Deviation	12.95	10.72	7.97	27.93
p-value		0.633	0.448	0.100	0.490

- The total scores of the “personality rights”, “social rights” and “solidarity rights” sub-dimensions of the individuals do not show a statistically significant difference according to their education levels ($p > 0.05$). In addition, the overall scale total scores of primary school graduates are lower than the total scores of high school, associate degree and bachelor’s degree graduates ($p < 0.05$).
- The “personality rights” sub-dimension total scores of individuals with postnatal disabilities are higher than the total scores of individuals with congenital disabilities ($p < 0.05$). The total scores of the “social rights” and “solidarity rights” sub-dimensions of individuals with congenital disabilities are higher than the total scores of individuals with postnatal disabilities ($p < 0.05$). In addition, the overall scale total scores of the individuals did not show a statistically significant difference according to their disability situations ($p > 0.05$).
- The total scores of the individuals regarding the “HRASS” and its sub-dimensions do not show a statistically significant difference according to their hearing degrees ($p > 0.05$).

DISCUSSION

In this section, the findings obtained as a result of the analysis of the data in the research are discussed and interpreted.

Individuals’ “personality rights”, “social rights” sub-dimensions and “HRASS” total scores increase as the age group increases ($p < 0.05$). This can be explained by the experience gained in life as the age group of hearing-impaired athletes increases. As individuals get older, they look at the society they live in from a different perspective thanks to the experiences they have gained in their lives. Individuals approach events from a different perspective as a result of their age. We can mention that as individuals get older, the mind comes to the fore, not emotions. In addition, the “solidarity rights” sub-dimension total scores of individuals do not show a statistically significant difference according to age groups ($p > 0.05$). In the study conducted by Turan *et al.* (2018), when the human rights attitudes of football players were examined according to the age variable, they reported that there were significant differences in terms of social rights depending on the

increase in age, while no significant difference was found in the personality and solidarity rights sub-dimensions. We can say that every person in society, regardless of age, is in solidarity. Without solidarity, individuals cannot act and produce alone. We can say that societies are societies as a result of unity and solidarity. When the literature is reviewed, there is no study on the subject. In this case, no findings were found to support our study.

The total scores of the individuals regarding the “HRASS” and its sub-dimensions do not show a statistically significant difference according to their gender ($p>0.05$). As a result of our study, it is seen that there is no difference in the human rights attitudes of individuals whether disabled athletes are female or male. It is noticed that human rights attitudes are important for female and male athletes. The fact that there is no difference between the genders is the result of the gains in the human rights attitudes of individuals. In other words, it is seen that human rights are important for all people. When the literature is reviewed, there is no study on the subject. In this case, no findings were found to support our study.

The “personality rights”, “solidarity rights” sub-dimensions and “HRASS” total scores of high-income individuals are higher than the total scores of moderate-income individuals ($p<0.05$). It is seen that economic income has an impact on human rights. As the economic income level of individuals increases, they can devote time to other areas. Outside of this time, individuals can research laws related to human rights. They have information on this subject. As the income level increases, the angle of view towards the human world changes. They know their rights and laws with the individual. Individuals with low economic levels turn to this area to improve their economies. They do not turn to other jobs. Societies with backward economic levels do not know their rights and laws. As the income level of individuals increases, it is normal for their economic levels to be good and for individuals’ human rights attitudes to increase. In addition, the “social rights” sub-dimension total scores of the individuals do not show a statistically significant difference according to their income level ($p>0.05$). Regardless of the income level of individuals, they know their social rights in society. If individuals know their social rights, they benefit so much from the environment they live in. When the literature is reviewed, there is no study on the subject. In this case, no findings were found to support our study.

The total scores of the “personality rights”, “social rights” and “solidarity rights” sub-dimensions of the individuals do not show a statistically significant difference according to their education levels ($p>0.05$). Although their education levels are different, we can mention that the reason why there is no significant difference between them is that individuals are in constant communication with each other because they are disabled individuals and they inform each other about every issue. In addition, the overall scale total scores of primary school graduates are lower than the total scores of high school, associate degree and bachelor’s degree graduates ($p<0.05$). As the education level of individuals increases, there is an increase in the human rights attitudes of individuals with disabilities as a result of awareness or gains. As the level of education increases, people change a different perspective on life. They know how to get the information they want. As a result of the research on human rights, they are informed. Turan *et al.* (2018) found that the human rights attitude and originality levels of football players in sports differ according to their educational status. This study supports our study.

The “personality rights” sub-dimension total scores of individuals with postnatal disabilities are higher than the total scores of individuals with congenital disabilities ($p<0.05$). We can mention that the postnatal hearing-impaired individual has more knowledge about personal rights

than the congenital hearing impaired individuals as not being attached to any person before being disabled and having a high level of education. Individuals with disabilities may not have knowledge about every subject, such as individuals without disabilities. Being disabled is isolating oneself from society. They cannot know their rights. However, thanks to sports, they can learn all kinds of rights because there is team unity. All disabled individuals, whether in Turkey or abroad, inform each other. The total scores of the “social rights” and “solidarity rights” sub-dimensions of individuals with congenital disabilities are higher than the total scores of individuals with postnatal disabilities ($p < 0.05$). The reason why individuals with congenital disabilities are higher than individuals with postnatal disabilities is that they are aware of each other. They inform each other. Sports is a place of unity and solidarity for individuals with disabilities. They provide all kinds of communication here. They defend the rights of one and the other. Sports clubs are a family environment for the disabled. They hold on to life in sports clubs. All kinds of information exchange are here. In addition, the overall scale total scores of the individuals did not show a statistically significant difference according to their disability situations ($p > 0.05$). It is normal to observe an increase in the human rights attitudes of individuals with disabilities due to the training and achievements received in sports clubs. Therefore, there is no difference according to disability. When the literature is reviewed, there is no study on the subject. In this case, no findings were found to support our study.

The total scores of the individuals regarding the “HRASS” and its sub-dimensions do not show a statistically significant difference according to their hearing degrees ($p > 0.05$). As a result of our study, we can say that human rights in sports are the same regardless of the degree of hearing. We can say that human rights are effective on all individuals with disabilities regardless of their hearing degree. We can mention that human rights are very important for the disabled individual. If people know about human rights, we can say that they will defend their own rights. When the literature is reviewed, there is no study on the subject. In this case, no findings were found to support our study.

CONCLUSION

As a result of the study, the total scores of HRASS and its sub-dimensions do not show a statistically significant difference according to their gender and degree of hearing. According to the age variable, differences were found in the sub-dimensions of “personal rights”, “social rights” and HRASS total scores; according to the income level variable, differences were found in the sub-dimensions of “personal rights”, “solidarity rights” and HRASS total scores; according to the education level variable, differences were found in the sub-dimensions of “personal rights”, “social rights” and “solidarity rights” according to disability status. In the literature review, no study was found on the attitudes of hearing-impaired and other disabled athletes towards human rights in sports. Therefore, the aim of the study is to examine the attitudes of hearing-impaired athletes towards human rights in sports. Within the framework of these explanations, the main objective of the study was to determine the attitudes of hearing-impaired athletes towards human rights in sports. It is thought that the results of the research will shed light on the activities and researches to be carried out to fill this gap. Therefore, an evaluation of the relationship between sports and human rights of hearing-impaired athletes can be made. Our study can guide the work to be done later.

BIBLIOGRAPHIC REFERENCES

- Abiş, S. (2022). The Relationship with Positive Thinking Skills and Sportsmanship Orientations in Football Players. *Synesis*, 14(1), 437-447.
- Avolio, B. J. ve Gardner, W. (2005). Authentic Leadership Development: Getting To The Root Of Positive Forms Of Leadership. *The Leadership Quarterly*, 16, 315-338.
- Aslan, Ö. (2023). Anayasal Boyutuyla İnsan Hakları: Türkiye Örneği, Siyaset Bilimi ve Kamu Yönetimi, Lisansüstü Eğitim Enstitüsü, Doktora Tezi, İstanbul Medeniyet Üniversitesi, İstanbul.
- Aytaç, K.Y., Yetiş, Ü., & Öz, K.A. (2022). Spor Lisesi Öğrencilerinin Bazı Değişkenlere Göre Öz Yeterlilik Düzeylerinin İncelenmesi. *Akdeniz Spor Bilimleri Dergisi*, 5(Özel Sayı 2), 953-965.
- Belgin, Erol. (1995) İşitme Engelli Öğrencilerin İlkokul Öğretmenlerine Yaklaşım Prensipleri, Unicef Türk Temsilciliği, S.12, Ankara.
- Bouchet S. F. (2002). The practical guide to humanitarian law. New York.
- Çavuşoğlu, G., Kabadayı, M., Yılmaz, A. K. ve Taşmektepligil, M. Y. (2020). Spor bilimleri fakültesi öğrencilerinin insan haklarına yönelik tutumları. *Manas Sosyal Araştırmalar Dergisi*, 9(1), 462-469.
- Dalbudak, İ. (2019). Abuse of The Individuals With Disabilities, *Sport Sciences Research Papers*, (Edr: Oktay KIZAR), 1. Basım, Gece Kitaplığı, Ankara.
- Dalbudak, İ. (2022). The Relationship Between The Motivations and The Moods of Physically Disabled Professional Amputee Football Players. *Lex Humana (ISSN 2175-0947)*, 14(1), 66-81.
- Dalbudak, İ., & Balyan, M. (2021). The relation Between Psychological Wellness and Perception of Success of High School Students Doing Sports. *Revista on line de Política e Gestão Educacional*, 25(2), 1432-1450.
- Dalbudak, İ., & Yigit, S. (2019). Hearing Impaired Students' Attitudes Towards Physical Education and Sports. *Journal of Education and Training Studies*, 7(9), 55-60.
- Göze, A. (2005). Liberal Marxiste Fasist Nasyonal Sosyalist ve Sosyal Devlet. İstanbul: Beta Yayınları.
- Kalabalık, H. (2017). İnsan Hakları Hukuku, Seçkin Yayınları, 5. Baskı, s. 27, Ankara.
- Kernis, M. H. and Goldman, B. M. (2006). A Multicomponent Conceptualization Of Authenticity: Theory And Research. *Advances In Experimental Social Psychology*, 38, 283- 357.
- Koçyiğit, B. (2022). Zihinsel Dayanıklılık ile Öz Yeterlilik Arasındaki İlişki. *Akdeniz Spor Bilimleri Dergisi*, 5(4), 871-881.
- Koçyiğit, B., Çimen, E., & Pepe, O. (2022). Taekwondo Sporcuların Başa Çıkma Yeterliliklerinin İncelenmesi. *Sivas Cumhuriyet Üniversitesi Spor Bilimleri Dergisi*, 3(2), 45- 51.
- Locke, J. (1823) Two Treaties of Government, from The Works of John Locke. A New Edition, Corrected. In Ten Volumes. Vol. V: s. 114, McMaster University Archive of the History of Economic Thought: London.
- Özçelik, D. A. (1989). Bilimsel Araştırma Gücü. *Kurgu*, 6 (2), 192-201.
- Pepe, O., Arısoy, A. (2023). Examination of Football Players' Awareness About Their Social Security in Terms of Some Variables, *Yalvaç Akademi Dergisi*, 8(1), 117-124.
- Sadık, R. (2014). Sporcuların sporda insan haklarına ilişkin tutumlarının incelenmesi, Sosyal Bilimler Enstitüsü, Doktora Tezi, Abant İzzet Baysal Üniversitesi, Bolu.

- Tavşancıl, E. (2002). Tutumların ölçülmesi ve SPSS ile Veri Analizi, Nobel Yayın Dağıtım Ltd. Şti, Ankara.
- Turan, M.B., Usufu, O., Koç, K., Karaoğlu, B. ve Ulucan, H. (2018). Profesyonel Futbolcularda Sporda İnsan Hakları Tutumu ve Özgünlük Düzeylerinin İncelenmesi. Gaziantep Üniversitesi Spor Bilimleri Dergisi, 3(4), 1-18.
- Yiğit, ŞM., & Dalbudak, İ. (2022). Sporda Şiddet ve Önlenebilirliği, Toplumsal Araştırmalar 2, (1.Baskı), 350-353, Atatürk Üniversitesi Yayınevi, Erzurum.