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## Motivation Profiles of Football Players: B2-B3 A Study on Individuals with Visual Challenges

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### ABSTRACT

Visual impairment is a significant inhibiting factor that affects individuals' daily lives. However, in recent years, it has been recognized that sports have a positive impact on the lives of visually impaired individuals and enhance their quality of life. Sports have become an important tool in meeting the physical, psychological, and social needs of visually impaired individuals. Therefore, understanding and evaluating the participation motivation of visually impaired individuals in sports is crucial to enrich their sports experiences and maximize their potential. In this regard, this study assesses the participation motivation of B2-B3 visually impaired football players who participate in indoor football within the conceptual framework of Goal-Setting Theory proposed by Locke & Latham. The data from B2-B3 visually impaired football players were collected using the Sports Participation Motivation Scale for Disabled Individuals developed by Demir et al., and the collected data were analyzed by applying inferential statistical tests using the SPSS program. According to the findings, there were no significant differences in terms of age and years of sports participation for the variables of intrinsic motivation, extrinsic motivation, and amotivation. However, regarding the time of onset of disability, it was observed that there was a significant difference in the amotivation subscale, with congenitally visually impaired individuals having higher average scores. In conclusion, this study sheds light on the multifaceted nature of participation motivation among B2-B3 visually impaired football players, emphasizing the need for tailored approaches that consider individual characteristics to enhance their sports experiences and maximize their potential.

**Keywords:** B2-B3, Football Players, Motivation, Participation in Sports, Visually Impaired



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## INTRODUCTION

Motivation is a process that directs and sustains individuals' behavior. Despite having various definitions, it can generally be described as the desire or energy to respond to individuals' needs arising from internal or external factors. In other words, motivation is related to an individual's desire to achieve their goals, the effort they put in to succeed, and their passion. In this context, according to Locke and Latham's (2002) "goal-setting theory," individuals become motivated to achieve the goals they set for themselves. Goals play a guiding role in enhancing individual performance and obtaining better outcomes. Motivation can enhance individuals' performance, promote creativity, and strengthen the desire for achieving success (Deci & Ryan, 2008). The motivation for sports participation among visually impaired football players has been examined in this study with respect to variables such as age, years of sports participation, and the time of visual impairment onset. This topic is unique in terms of the location and timing of the research. Therefore, the results obtained in this study are considered important for inspiring similar research.

### **Motivation in Sports**

Motivation in sports is a factor that influences athletes' performance and encourages them to achieve their goals. Motivation can be defined as the desire and energy to respond to athletes' needs arising from internal and external factors. Research conducted in sport psychology has demonstrated the enhancing effect of motivation on athletes' performance. For instance, a study conducted by Vallerand et al. (2003) found that athletes' levels of intrinsic motivation were positively associated with higher performance, greater commitment, and increased enjoyment. Additionally, according to Locke and Latham's (1990) "goal-setting theory," challenging and attainable goals set by athletes can enhance their performance and elevate their motivation. In sports, motivation can strengthen athletes' desire for achievement, foster disciplined work habits, and assist them in performing more effectively in competitive environments.

Numerous factors influence motivation in sports. Research has examined the effects of intrinsic and extrinsic motivation, which are crucial for athletes to achieve successful performance. Intrinsic motivation refers to the desire to engage in sports for internal reasons such as enjoyment of the sport, desire for competition, personal achievement, and growth. This type of motivation provides a pleasurable experience for athletes and can enhance long-term commitment. On the other hand, extrinsic motivation is driven by external factors. For instance, rewards, recognition, prestige, and financial gains can increase athletes' motivation. However, other factors that influence motivation in sports include the coach's leadership style, team dynamics, the presence of a supportive environment, goal clarity, and attainability. Research suggests that considering this diversity of factors that enhance athletes' motivation, the use of appropriate motivational strategies can enhance performance (Ryan & Deci, 2000; Mageau & Vallerand, 2003).

### **Motivation in visually impaired people**

It expresses individuals' desire and energy to achieve their goals despite their disability. Research has examined numerous factors that influence motivation in individuals with disabilities. Firstly, according to Deci and Ryan's (2000) "self-determination theory," the intrinsic motivation of individuals with disabilities is associated with personal satisfaction, independence, achievement, and personal growth, which are linked to their desire to engage in sports or other activities. Additionally, a study conducted by Shields and Brawley (2013) found that external motivational factors such as a supportive environment, social support, and assistance provided to individuals with disabilities are crucial in enhancing their motivation. Individuals who possess the ability to cope with their disability demonstrate great strength in

overcoming barriers and achieving their goals when these factors are present, thus maintaining their motivation. When appropriate support, guidance, and opportunities are provided, the condition of disability can help increase the motivation of individuals with disabilities, enabling them to fulfill their potential (Shields & Brawley, 2013; Deci & Ryan, 2000; Mageau & Vallerand, 2003).

Visually impaired athletes may have a unique perspective due to their visual impairments, which can lead them to a stronger internal motivation. For them, sports become not only a physical activity but also a way to achieve personal accomplishments and push their boundaries. They compete not only to surpass others' expectations but also to inspire their communities. These athletes can demonstrate that overcoming obstacles and conquering challenges is possible not only within the confines of a sports facility or field but also in life (Tekkurşun Demir & İlhan, 2019).

It has been determined that the sport motivation of visually impaired athletes has profound effects on a range of factors, such as overcoming obstacles in sports, achieving individual success, and improving physical abilities (Smith, 2018). For instance, individuals' personal goals are associated with the desire to achieve success and explore their potential (Brown & Jones, 2017). Understanding the sport motivation of visually impaired athletes can assist coaches and sports managers in making sports programs and support systems more effective (Jackson & Csikszentmihalyi, 2001). Therefore, further research and understanding of the factors influencing the motivation of visually impaired athletes is an important step.

Individual experiences influence the past experiences and personal motivations of visually impaired athletes in relation to sports. For instance, a sportsperson who has had previous sports experiences may have their motivation enhanced by past achievements and positive experiences (Mann et al., 2020). Additionally, support systems play a significant role. The support provided by athletes' families, coaches, and friends can positively influence their motivation and willingness to participate (Pilz et al., 2018).

The sports motivation of visually impaired athletes can be influenced by a range of factors at both individual and societal levels. Research indicates that sports enhance the quality of life and support the psychological well-being of visually impaired individuals (Sharma et al., 2019). Sports provide them with opportunities for engaging in physical activity and self-expression, while also helping them develop their abilities to overcome barriers. The skills for overcoming obstacles are also significant factors that influence the motivation of visually impaired athletes. Developing strategies for coping with challenges and strengthening their ability to overcome barriers can enhance their motivation (Vierimaa et al., 2020). This can boost their self-confidence and self-esteem, enabling athletes to explore their potential.

Another factor that influences the sports motivation of visually impaired athletes is success and recognition in sports. Feeling successful, achieving their goals, and gaining the admiration of others can enhance their motivation (Müller et al., 2019). Therefore, it is important to set goals for success and support athletes in the process of achieving these goals. Future research aimed at better understanding and supporting the sports motivation of visually impaired athletes should consider the interaction of these factors and the individual characteristics of the athlete. Additionally, coaches and sports managers can assist in enhancing athletes' motivation by developing sports programs and coaching strategies based on best practices (Morris, 2020).

Research indicates that personal motivation is effective in individuals' continuation of sports, enhancing their performance, and developing coping skills for challenges (Briscoe et al., 2021). Additionally, social motivation is also important. Visually impaired athletes can establish connections with other athletes, experience team spirit through sports, and access social support networks (Ferguson et al., 2018). Understanding the motivation of visually

impaired athletes is a critical factor in the development of training programs and coaching approaches. Coaches can support and guide athletes by considering their individual goals, interests, and motivations (Darcy et al., 2017). Furthermore, creating a supportive environment to enhance athletes' motivation can contribute to improving their competitiveness and performance (Cottingham et al., 2021).

This study aimed to examine the motivation of visually impaired football players in sports participation by seeking answers to the following questions:

What is the level of sports participation among visually impaired athletes?

What is the relationship between "age," "years of sports participation," and "time of visual impairment" with the sports participation of visually impaired athletes?

## **CONCEPTUAL FRAMEWORK**

### **Goal-Setting Theory (Locke & Latham, 1990)**

The goal-setting theory is an important theoretical framework recognized in the field of motivation, developed by Locke and Latham (Locke & Latham, 1990). This theory posits that individuals are motivated to achieve self-set goals and directs their efforts towards enhancing performance. The goal-setting theory offers effective strategies to increase individuals' motivation and improve their performance. Research has shown that setting goals and determining the level of difficulty can enhance motivation and improve performance (Locke & Latham, 1990; Latham & Locke, 2007). Goals help individuals focus their attention and guide them towards achieving the desired outcomes. Furthermore, the provision of feedback is emphasized as a crucial component. Feedback assists individuals in evaluating their performance and making necessary adjustments when needed (Locke & Latham, 1990; Latham & Locke, 2007). The goal-setting theory is effectively utilized in various domains such as performance management in the business world, student motivation in education, and performance enhancement in sports (Locke & Latham, 1990; Latham & Locke, 2007).

The theory examines effective strategies for increasing motivation to achieve self-set goals and improving performance. The goal-setting theory provides a framework for managing motivation by addressing elements such as goal setting, determining the level of difficulty, and providing feedback. Drawing on numerous applications and research in fields such as business, education, sports, and other performance domains, this theory explains the theoretical foundations behind it.

## **METHOD**

### **Research Design**

The research was designed using a quantitative research model, specifically the with the relational screening model. The study was supported by the İnönü University Scientific Research and Publication Ethics Committee under ethical committee decision dated 15.06.2023 and numbered 2023/5-21

### **Participants**

The population of the study consists of visually impaired football players with congenital and acquired minimum B2-B3 visual impairment playing indoor football in various cities of Turkey. The sample comprises 36 visually impaired athletes who were selected through a simple random sampling method and voluntarily participated in the research. The study is limited to athletes playing indoor football with congenital and acquired B2-B3 level of visual impairment. The participants were visually impaired athletes actively involved in futsal competitions in the B2-B3 football league in Turkey during the 2021-2022 season. Participants

responded to the questions through online forms. As the participants did not have total vision loss, they were able to answer the questions without assistance.

**Table 1.** Percentage and Frequency Distribution of the Participants

Variable	Age	N	%
Age	18-23 Years	12	33,3
	24-29 Years	13	36,1
	30 Years and Above	11	30,6
Years of Sports Participation	3-4 Years	8	22,2
	5-6 Years	15	41,7
	7 Years and Above	13	36,1
Time of visual impairment	Congenital	27	75,0
	Acquired	9	25,0
	Total	36	100,0

Table 1 presents the percentage and frequency distributions of the participants. Upon examination of the table, it can be observed that among the participants, 12 individuals (33,3%) fall within the age range of 18-23, 13 individuals (36,1%) fall within the age range of 24-29, and 11 individuals (30,6%) are aged 30 and above. Furthermore, the average age of the sample group is 26,72. In terms of the variable of years of sports participation, the sample group consists of 8 individuals (22,2%) who have been engaged in sports for 2-4 years, 15 individuals (41,7%) who have been engaged in sports for 5-6 years, and 13 individuals (36,1%) who have been engaged in sports for 7 years and above. Regarding the time of visual impairment, 27 individuals (75,0%) have congenital visual impairment, and 9 individuals (25,0%) have acquired visual impairment.

### Data Collection Tool

The research data was collected using a personal information form developed by the research team to gather descriptive information such as age, education level, years of sports participation, and time of visual impairment. Additionally, the "Sports Participation Motivation Scale for Disabled Individuals" developed by Demir et al. (2017) was utilized. This scale consists of 22 items and encompasses sub-dimensions of "intrinsic motivation" (1,2,3,4,5,6,7,8,9,10,11,12), "extrinsic motivation" (13,14,15,16,17) and "amotivation" (18,19,20,21,22). The values of the items representing the amotivation subscale were reversed during the scoring stage (1=5, 2=4, 3=3, 4=2, 5=1). As a result of the analysis, the KMO value was 0.92; Bartlett test value was found to be 4655.655 ( $p < 0.001$ ). The internal motivation subscale had a Cronbach's Alpha of 0,94, the external motivation subscale had 0,84, and the amotivation subscale had 0,88. The scale was designed using a five-point Likert scale, with scoring ranging from "Strongly Disagree (1,00-1,79)" to "Strongly Agree (4,20-5,00)." As the scale's scores range from 1 to 5, it is assumed that as the propositions approach 5, the participants' level of sports participation motivation is high, while as they approach 1, it is low.

### Data Analysis

Descriptive statistical methods such as frequencies (n), percentages (%), mean (X), and standard deviation (SD) were used for the analysis of descriptive personal information. Prior to the analysis of the research questions, the kurtosis skewness values were checked and it was observed that the data were normally distributed (Büyüköztürk, 2014). One-Way ANOVA and Independent Samples t-test were applied to normally distributed data. Based on the scores obtained from the participants on the scale, KMO (0,73) and Cronbach's Alpha values were calculated. The internal motivation subscale had a Cronbach's Alpha of 0,92, the external motivation subscale had 0,74, and the amotivation subscale had 0,91.

## FINDINGS

This section includes findings regarding the research results. The findings were interpreted with frequency, percentage, kurtosis, skewness, mean, standard deviation, potency and significance values.

**Table 2.** Score Distribution of the Scale of Participation in Sports

Variable	N	Mean	Sd	Skewness	Kurtosis
<b>Intrinsic motivation</b>	36	4,18	,83	-1,112	1,545
<b>Extrinsic motivation</b>	36	3,73	1,01	-,736	,232
<b>Amotivation</b>	36	4,03	1,16	-1,499	1,240

The table provides a summary of the participants' scores on the Sports Participation Motivation Scale. On average, the visually impaired football players in the study demonstrated a high level of intrinsic motivation, with a mean score of 4,18 and a relatively low standard deviation of 0,83. In contrast, their average score for extrinsic motivation was slightly lower, with a mean of 3,73 and a higher standard deviation of 1,01, indicating more variability in responses. The participants also displayed a high level of amotivation, with an average score of 4,03 and a standard deviation of 1,16. Overall, the total mean score for sports participation motivation was 4,05, suggesting a generally high motivation level among the participants with a relatively low standard deviation of 0,76.

**Table 3.** One-Way Analysis of Variance Results Regarding the Scores of the Participants in terms of Age Variable

Variable	Age	N	Mean	Sd	f	p/ES
<b>Intrinsic motivation</b>	18-23 Years	12	4,09	,52	,949	,39/0,05
	24-29 Years	13	4,03	1,24		
	30 Years and Above	11	4,47	,40		
<b>Extrinsic motivation</b>	18-23 Years	12	3,60	,81	,405	,67/0,02
	24-29 Years	13	3,93	1,10		
	30 Years and Above	11	3,63	1,14		
<b>Amotivation</b>	18-23 Years	12	4,35	,63	,676	,51/0,03
	24-29 Years	13	3,81	1,51		
	30 Years and Above	11	3,96	1,16		
<b>Total</b>	18-23 Years	12	4,03	,39	,205	,81/0,01
	24-29 Years	13	3,96	1,14		
	30 Years and Above	11	4,16	,54		

The table presents the results of a one-way analysis of variance (ANOVA) conducted to examine the scores of participants in relation to their age groups across three motivational factors: intrinsic motivation, extrinsic motivation, and amotivation, as well as the total scores. The mean scores for participants aged 18-23 years, 24-29 years, and 30 years and above were compared. For intrinsic motivation, there was no significant difference among the age groups ( $F = 0.949$ ,  $p = 0.39$ ). Similarly, in terms of extrinsic motivation, no significant difference was found among the age groups ( $F = 0.405$ ,  $p = 0.67$ ). Regarding amotivation, the age groups also did not differ significantly ( $F = 0.676$ ,  $p = 0.51$ ). The analysis of the total scores showed no significant difference based on age groups ( $F = 0.205$ ,  $p = 0.81$ ). Effect sizes (ES) were generally small, indicating minimal practical significance in the differences observed.

When the effect sizes are arranged according to the rows, respectively; The effect size (ES) is calculated as 0.39, indicating a moderate effect size for the analysis. The effect size (ES)

is calculated as 0.67, indicating a large effect size for the analysis. The effect size (ES) is calculated as 0.51, indicating a moderate effect size for the analysis. The effect size (ES) is calculated as 0.81, indicating a large effect size for the analysis.

**Table 4.** One-Way Analysis of Variance Results of the Scores of the Participants in terms of the Years of Sport Variable

Variable	Years of Sport	N	Mean	Sd	f	p/ES
<b>Intrinsic motivation</b>	3-4 Years	8	4,32	,42	,452	,64/0,02
	5-6 Years	15	4,27	,78		
	7 Years and Above	13	4,01	1,07		
<b>Extrinsic motivation</b>	3-4 Years	8	4,17	,81	1,239	,30/0,06
	5-6 Years	15	3,73	1,12		
	7 Years and Above	13	3,46	,97		
<b>Amotivation</b>	3-4 Years	8	4,32	,61	,334	,71/0,01
	5-6 Years	15	4,01	1,27		
	7 Years and Above	13	3,89	1,33		
<b>Total</b>	3-4 Years	8	4,28	,47	,802	,45/0,04
	5-6 Years	15	4,09	,76		
	7 Years and Above	13	3,86	,90		

The table presents the results of a one-way analysis of variance (ANOVA) examining the scores of participants based on their years of sport participation in the context of three motivational factors: intrinsic motivation, extrinsic motivation, amotivation, and the total scores. The analysis compared mean scores across three groups: participants with 3-4 years, 5-6 years, and 7 years and above of sport participation. For intrinsic motivation, there was no statistically significant difference in mean scores between the groups ( $F = 0.452$ ,  $p = 0.64$ ), indicating that years of sport participation did not significantly influence intrinsic motivation. Regarding extrinsic motivation, the analysis showed no significant difference in mean scores between the groups ( $F = 1.239$ ,  $p = 0.30$ ), suggesting that years of sport participation did not have a significant impact on extrinsic motivation. Similarly, for amotivation, the results revealed no significant difference in mean scores among the groups ( $F = 0.334$ ,  $p = 0.71$ ), implying that years of sport participation did not substantially affect amotivation levels. When considering the total scores, the analysis indicated no significant differences in mean scores across the three groups ( $F = 0.802$ ,  $p = 0.45$ ), suggesting that the total sports participation motivation scores were not significantly influenced by varying years of sport participation. When the effect sizes are arranged according to the rows, respectively; The effect size (ES) is calculated as 0.64, suggesting a large effect size. The effect size (ES) is calculated as 0.30, indicating a moderate effect size. The effect size (ES) is calculated as 0.71, suggesting a large effect size. The effect size (ES) is calculated as 0.45, indicating a moderate effect size.

**Table 5.** One-Way Analysis of Variance Results of the Scores of the Participants in terms of the Cause of Vision Loss Variable

	Time of visual Time	N	Mean	Sd	t	p/ES
<b>Intrinsic motivation</b>	Congenital	27	4,14	,78	-,552	,58/0,02
	Acquired	9	4,32	,99		
<b>Extrinsic motivation</b>	Congenital	27	3,85	,78	1,222	,23/0,39
	Acquired	9	3,37	1,53		
<b>Amotivation</b>	Congenital	27	4,28	,88	2,289	,02*/0,74
	Acquired	9	3,31	1,61		
<b>Total</b>	Congenital	27	4,10	,68	,777	,44/0,27
	Acquired	9	3,87	,99		



Table 5 presents the results of the dependent t-test analysis on the scores obtained from the scale according to the variable of the time of visual time of the participants. Upon examination of the table, no significant differences are observed in the total score of "sport participation motivation" and the subscales of "intrinsic motivation" and "extrinsic motivation" based on the variable of the time of visual impairment ( $p > 0,05$ ). However, a significant difference in favor of the group with congenital visual impairment is observed in the subscale of "amotivation" compared to the group with acquired visual impairment ( $p < 0,05$ ).

When the effect sizes are arranged according to the rows, respectively; The effect size (ES) is calculated as 0.58, suggesting a moderate effect size. The effect size (ES) is calculated as 0.23, indicating a small effect size. The effect size (ES) is calculated as 0.74, suggesting a large effect size. The effect size (ES) is calculated as 0.44, indicating a moderate effect size.

## DISCUSSION & CONCLUSION

Upon examining the results regarding the scores obtained from the scale administered to visually impaired athletes, no significant differences were found in the scores obtained from the scale based on the variables of "age" and "years of sports participation". When examining the results in terms of the variable "time of visual impairment", a significant difference was observed only in the subscale of "amotivation" in favor of the group with congenital visual impairment. Additionally, when looking at the total scores obtained from the scale, it can be seen that their sports participation is high.

When examining the results of similar studies in the literature, there are studies indicating significant differences in the intrinsic and extrinsic motivation scores of visually impaired athletes based on age variable in different sports disciplines. Yılmaz et al. (2019) expressed that motivation towards success increases in younger age groups of visually impaired individuals. Although this situation bears similarity to our study from the perspective of the visually impaired group, it differs in terms of the age variable. Tekkurşun, Demir & İlhan (2019) found in their study that visually impaired athletes in judo discipline had higher levels of intrinsic and extrinsic motivation compared to other disciplines based on age variable, and this difference was statistically significant. These findings differ from our study results. However, similar to those studies, it has been observed that there were no significant differences in terms of extrinsic motivation and amotivation dimensions based on age variable (Tekkurşun, Demir & İlhan, 2019). This supports our study results. According to research findings indicating that sports participation motivation changes with age, in non-disabled individuals, it is stated that motivation decreases with age (Weiss, Chaumeton, 1992; Çeker et al., 2013). This result does not align with our study findings when looking at the mean scores. On the other hand, it is also argued that sports positively influence motivation in individuals with disabilities, despite increasing age (Tekkurşun Demir & İlhan, 2019).

When considering the sports age, it can be observed that visually impaired football players within the scope of our study did not show significant differences for the three variables. However, some studies have shown that as sports age increases, intrinsic motivation increases and amotivation decreases positively (Tekkurşun, Demir & İlhan, 2019). Moreover, it is also noted in the literature that there are studies with similar findings to our research, indicating that as sports age increases, intrinsic motivation increases and amotivation decreases (Yılmaz, 2019; Ural et al., 2008; Can et al., 2009). Different results in similar studies might have arisen due to the unique characteristics of the study group, which consisted of visually impaired futsal players. It is possible that the findings regarding age as a variable do not align with those in other sports disciplines since there is limited research available specifically for B2-B3 visually impaired futsal players. Therefore, the lack of comparable studies in this particular field could account for these dissimilar outcomes.

Visually impaired football players with congenital and acquired visual impairment did not show significant differences in terms of intrinsic and extrinsic motivation variables, but there was a significant difference in favor of congenital visually impaired players in terms of amotivation. Some studies have also indicated that the time of impairment does not lead to significant differences in the intrinsic and extrinsic motivation of visually impaired athletes (Yılmaz, 2019). The condition of being congenitally visually impaired may negatively affect individuals' motivation, which may be an expected outcome. When examining the literature, it is noted that the impact of congenital and acquired visual impairment on the amotivation variable in visually impaired individuals, using a similar scale, cannot be precisely compared. In studies on this topic, the duration of the impairment is not taken into account, and therefore, we believe that the result in our study is a valuable finding. Additionally, the significant differences in amotivation scores among congenitally visually impaired futsal players suggest the necessity for a different approach and planning for individuals with congenital impairments.

There was also no significant difference observed in any of the subscales based on years of sports participation. This suggests that visually impaired football players do not differ significantly in terms of internal and external motivation based on the number of years they have been involved in sports. However, an interesting point to note is that the group with the lowest number of years in sports participation had higher levels of both internal and external motivation, as well as amotivation. This could suggest that as participants' years in sports increase, their motivation to participate in sports may be negatively affected. Therefore, the reasons behind these results can be further examined through in-depth research.

The sport participation motivation of visually impaired athletes can be influenced by various factors. Locke & Latham's goal theory explains how goals can impact individuals' motivation. According to this theory, goal setting can enhance individuals' motivation and direct their performance (Poczwadowski et al., 2002). The sport motivation of visually impaired athletes can be influenced by factors such as personal goals, social connections, competitiveness, and support systems. Understanding these factors better is important to enrich the sport experiences of visually impaired athletes and maximize their potential. Various factors like health, social involvement, personal growth, and competitive drive influence the motivation for sports participation among individuals with visual impairments. This discussion will help us understand the motivation of individuals with visual impairments to engage in sports and evaluate the impact of sports on their well-being (Shin, & Kim, 2016).

Many studies have focused on the health motivation of individuals with visual impairments. For example, a study conducted by Lieberman et al. (2006) demonstrated that the motivation of visually impaired participants to engage in sports stems from the health benefits. It has been observed that their health-related fitness in physical activity is higher.

Social inclusion plays a significant role in the motivation of individuals with visual impairments to engage in sports. A study conducted by Şenel and Güler (2015) demonstrated that sports provide visually impaired individuals with opportunities to establish social connections and integrate into society. Joining sports teams, participating in sports events, and regularly attending training sessions encourage interactions with others and facilitate the formation of new friendships for individuals with visual impairments.

Individual development is also an important factor that influences the motivation of individuals with visual impairments to engage in sports. Various studies have shown that sports enhance self-confidence, strengthen the sense of independence, and provide opportunities to push personal boundaries. For instance, a study conducted by Lojacono et al. (2017) revealed that the motivation of individuals with visual impairments to participate in sports is associated with personal development and self-efficacy perception.

Competitive spirit is also a factor that shapes the motivation of individuals with visual impairments to engage in sports. Several sports for visually impaired individuals provide opportunities for competition at national and international levels. By aiming for success in a competitive environment, individuals with visual impairments can improve their sports skills

and challenge themselves. Numerous studies and sports events cater to nurturing the competitive spirit of visually impaired individuals and enhancing their motivation to participate in sports (Kurková et al., 2020).

Eventually, the motivation of individuals with visual impairments to engage in sports is influenced by various factors such as health, social participation, personal development, and competitive spirit, and it can vary based on different demographic characteristics. In the context of this research, it can be observed that football players with visual impairments at the B2-B3 level did not show significant differences in terms of variables, while their overall motivation for sports participation was found to be high with an average total score of 4.05. The significant differences found in terms of the variable of demotivation need to be tested with similar studies. The literature indicates that there are some limitations in this regard.

### Recommendation

Understanding their motivation for sports participation is important in order to provide suitable sports programs and supportive environments for visually impaired individuals. However, the limited sample size of the study makes it challenging to generalize the findings in this field. Therefore, similar studies need to be conducted with homogeneous groups, and the results should be compared and tested. This way, support can be provided for the gains that visually impaired athletes can achieve through participation in sports.

### Limitations

The study is limited to individuals with visual impairments at levels B2 and B3. While this limitation adds to the uniqueness of the study, it also brings along challenges in reaching this disadvantaged group.

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**Ethics statement:** We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

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