

Investigation of the Level of Susceptibility to Ethical Values of Sports High School Students

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ABSTRACT

Aim: This study aims to determine the predisposition of students studying at Malatya Sports High School to ethical values.

Methods: This is an applied study in the form of a descriptive survey model. The population consists of 371 students who continue their education at Malatya Sports High School in the 2021-2022 academic year, and the sample group consists of randomly selected 188 students at Malatya Sports High School. "Predisposition to Ethical Values Scale" developed by Kaya was used in the study. The Cronbach's Alpha value of the scale was found as 0.89, and the Cronbach's alpha values of the sub-dimensions were determined as 0.80 for 'Love, Respect', 0.86 for 'Justice, honesty' and 0.74 for 'Cooperation'.

Results: Following the study, there is no significant difference found in the predisposition of students at Malatya Sports High School to ethical values according to the variables of gender, age, class, educational background of father and mother. A significant difference was found according to the variable of family income. It was determined that this difference emerged between the sub-dimensions of love-respect and justice-honesty.

Conclusion: We can say that sports high school students who receive sports training will stay away from unethical behaviors as a result of the positive behaviors they learn from educational activities at school, trainings and their teammates.

Keywords: Sports, Student, Ethical, Value

INTRODUCTION

Although it has different meanings, the concept of ethics indicates the behaviors that individuals must comply with or stay away from¹, the definition of behaviors as good-bad or right-wrong², what the behaviors are among individuals, the elements creating a behavior and what the determinants are³. Ethics is also used in the meaning of morals⁴. Ethics includes many values due to its actual feature⁵. The word ethics is an important concept in daily life as well as in sports. Individuals have to pay attention to some behaviors while having a good time in sports life. For this reason, the more people pay attention to their behaviors in the sports environment, the more the sports culture will be positively affected and developed⁶.

Ethics and values include behaviors that are open to development and vary from society to society, accepted by society and must be followed⁷. In order for people to lead a peaceful life, it is important for them to comply with the values accepted by the society and with the rules in the concept of ethics and value in their relations with people⁸. People gain character when they comply with ethical rules and values such as respect and love and display positive behaviors in the societies they live in. Positive behaviors in the sports environment also have effects on the audience⁹. The rapidly changing social rules in recent years can also create a negative impact on the ethical values of individuals. Students who have received sports training and participated in sports activities will stay away from unethical behaviors as a result of the positive behaviors they learn from their teammates, trainings and competitions. Athletes learn ethical values thanks to the sports; they learn to be respectful by not objecting to the wrong decisions made by the referee in a competition, to hug each other and show love when their team scores, to cooperate by fighting as a team to win the competition, to try to be fair to correct the

wrong decision even if it is against the team, to be patient by fighting until the last minute of the match, to meet the opposing team players and establish new friendships, to be able to make self-criticism due to their wrong behavior from time to time, to be responsible by going to the training in time, to help the opponent player who fell down in the match.

Moreover, it is sometimes possible to see unethical behaviors in sports; Shields and Bredemeier have confessed in a study performed on athletes that almost one in 10 admitted to manipulate, 13 percent tried to injure their opponent, 31 percent argued with an official, 13 percent made fun of a less talented teammate, 27 percent admitted to have behaved like a bad sports¹⁰. Furthermore, injustice is among the unethical behaviors in sports¹¹. Behaving as if a foul has been committed when a foul has not been committed, pretending to be injured, exhibiting behaviors to deceive the referee, using doping or performance-enhancing drugs, provoking opponents or supporters and throwing a race can be considered among unethical behaviors.

Sports ethics examines the moral rules in sports. The tools and equipment used and worn in sports branches and protecting the health of athletes are related to sports ethics. Sports ethics provides to be beneficial to the society by working on these issues¹². According to Hanson and Savage, ethics in sport requires four fundamental virtues namely justice, honesty, responsibility and respect¹³. In the declaration published by the Board of Education TTKB in 2017, "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence" were presented as values regarding values education¹⁴.

The main purpose of sports ethics is to ensure that individuals adopt universal ethical principles accepted in the field of sports and these principles are exhibited in the

behavioral dimension in sports environments¹⁵. Looking at literature, no study was found on sports high school students related to their predisposition to ethical values. There is a need for a study on this subject for sports high school students. For this reason, this study aims to examine the predisposition of sports high school students to ethical values.

MATERIAL AND METHODS

The population consists of 371 students at Malatya Sports High School in the 2021-2022 academic year, and the sample group consists of randomly selected 188 students at Malatya Sports High School. "Personal Information Form" and "Predisposition to Ethical Values Scale" developed by Kaya (2015) were used in the study¹⁶. The personal information form consists of six questions including the age, gender, class, educational background of the father and mother and family income status of the students participating in the research. The scale of predisposition to ethical values consists of 'Love, Respect', 'Justice, honesty' and 'Cooperation' sub-dimensions. The Cronbach's Alpha value of the scale was found as 0.89, and the Cronbach's alpha values of the sub-dimensions were determined as 0.80 for 'Love, Respect', 0.86 for 'Justice, honesty' and 0.74 for 'Cooperation'. the Skewness and Kurtosis values of data were found to be between +1.5 and -1.5. These values indicate that the data show a normal distribution¹⁷. In the study, T-test was used for independent groups in paired comparisons, one-way ANOVA test for multiple comparisons, and Tukey test was performed as post-hoc test in case of significant results in multiple comparisons. The level of significance was adopted as $\alpha=0.05$ in tests.

RESULTS

Table 1: T Test Results of Sports High School Students' Predisposition to Ethical Values by Gender Variable

Sub-dimensions	Variables	N	\bar{X}	SS	t	p
Love, Respect	Male	111	4.4043	.29094	.619	.456
	Female	77	4.3782	.27203		
Justice, Honesty	Male	111	4.3640	.33488	-1.357	.802
	Female	77	4.4312	.33256		
Cooperation	Male	111	4.4595	.37887	1.350	.549
	Female	77	4.3810	.41080		
The Whole Scale	Male	111	4.4020	.22639	.202	.647
	Female	77	4.3953	.22339		

(p>0.05)

Table 2: Anova Test Results of Sports High School Students' Predisposition to Ethical Values by Age Variable

Sub-dimensions	Age	N	\bar{X}	SS	F	p
Love, Respect	15	69	4.3822	.28187	.281	.755
	16	63	4.3849	.31535		
	17	56	4.4174	.24689		
	Total	188	4.3936	.28290		
Justice, Honesty	15	69	4.3913	.38107	.774	.462
	16	63	4.3556	.29059		
	17	56	4.4321	.32086		
	Total	188	4.3915	.33468		
Cooperation	15	69	4.3961	.42115	.437	.647
	16	63	4.4603	.42514		
	17	56	4.4286	.31600		
	Total	188	4.4273	.39309		
The Whole Scale	15	69	4.3877	.25310	.487	.615
	16	63	4.3899	.23025		
	17	56	4.4241	.17786		
	Total	188	4.3993	.22459		

(p>0.05)

In Table 1, the difference between t test results of sports high school students' predisposition to ethical values by gender variable was found to be insignificant.

In Table 2, the difference between Anova test results of

sports high school students' predisposition to ethical values by age variable was found to be insignificant (p>0.05).

Table 3: Anova Test Results of Sports High School Students' Predisposition to Ethical Values by Class Variable

Sub-dimensions	Class	N	\bar{X}	SS	F	p
Love, Respect	9	43	4.4506	.29648	1.833	.143
	10	57	4.3860	.30370		
	11	53	4.3278	.24664		
	12	35	4.4357	.27179		
	Total	188	4.3936	.28290		
Justice, Honesty	9	43	4.3488	.35749	.640	.590
	10	57	4.4211	.34576		
	11	53	4.4189	.28356		
	12	35	4.3543	.36327		
	Total	188	4.3915	.33468		
Cooperation	9	43	4.3643	.40378	.489	.690
	10	57	4.4386	.45056		
	11	53	4.4465	.36947		
	12	35	4.4571	.31401		
	Total	188	4.4273	.39309		
The Whole Scale	9	43	4.4026	.26245	.224	.879
	10	57	4.4068	.24353		
	11	53	4.3785	.17525		
	12	35	4.4143	.21602		
	Total	188	4.3993	.22459		

(p>0.05)

In Table 3, the difference between Anova test results of sports high school students' predisposition to ethical values by class variable was found to be insignificant (p>0.05).

Table 4: Anova Test Results of Sports High School Students' Predisposition to Ethical Values by Educational Background of the Father Variable

Sub-dimensions	Variables	N	\bar{X}	SS	F	p
Love, Respect	Primary school	30	4.3125	.31784	1.046	.373
	Secondary school	47	4.3936	.25931		
	High school	72	4.4167	.26785		
	Undergraduate	39	4.4135	.30773		
	Total	188	4.3936	.28290		
Justice, Honesty	Primary school	30	4.4400	.24858	2.360	.073
	Secondary school	47	4.4213	.35931		
	High school	72	4.4194	.34258		
	Undergraduate	39	4.2667	.32874		
	Total	188	4.3915	.33468		
Cooperation	Primary school	30	4.5000	.39875	.983	.402
	Secondary school	47	4.4326	.35383		
	High school	72	4.4398	.38283		
	Undergraduate	39	4.3419	.44909		
	Total	188	4.4273	.39309		
The Whole Scale	Primary school	30	4.3875	.19927	.826	.481
	Secondary school	47	4.4096	.21916		
	High school	72	4.4219	.23000		
	Undergraduate	39	4.3542	.24007		
	Total	188	4.3993	.22459		

(p>0.05)

In Table 4, the difference between Anova test results of sports high school students' predisposition to ethical values by educational background of the father variable

was found to be insignificant ($p>0.05$).

Table 5: Anova Test Results of Sports High School Students' Predisposition to Ethical Values by Educational Background of the Mother Variable

Sub-dimensions	Variables	N	\bar{X}	SS	F	p
Love, Respect	Primary school	20	4.3188	.26740	.687	.561
	Secondary school	56	4.3929	.25609		
	High school	77	4.4188	.28154		
	Undergraduate	35	4.3821	.33478		
	Total	188	4.3936	.28290		
Justice, Honesty	Primary school	20	4.3800	.34274	1.473	.223
	Secondary school	56	4.3214	.36716		
	High school	77	4.4442	.30543		
	Undergraduate	35	4.3943	.33072		
	Total	188	4.3915	.33468		

Cooperation	Primary school	20	4.3833	.22361	1.924	.127
	Secondary school	56	4.3333	.37064		
	High school	77	4.4762	.42725		
	Undergraduate	35	4.4952	.40722		
	Total	188	4.4273	.39309		
The Whole Scale	Primary school	20	4.3500	.16771	1.686	.172
	Secondary school	56	4.3594	.20617		
	High school	77	4.4375	.24249		
	Undergraduate	35	4.4071	.23256		
	Total	188	4.3993	.22459		

($p>0.05$)

In Table 5, the difference between Anova test results of sports high school students' predisposition to ethical values by educational background of the mother variable was found to be insignificant ($p>0.05$).

Table 6: Anova Test Results of Sports High School Students' Predisposition to Ethical Values by Family Income Status Variable

Sub-dimensions	Variables	N	\bar{X}	SS	F	p	Tukey Groups
Love, Respect	1500-2500 (1)	29	4.4784	.29328	3.326	.012	1-2;2-5
	2501-3500 (2)	50	4.2875	.28150			
	3501-4500 (3)	51	4.4191	.25718			
	4501-5500 (4)	34	4.3750	.28371			
	5501and Above (5)	24	4.4844	.27165			
	Total	188	4.3936	.28290			
Justice, Honesty	1500-2500 (1)	29	4.5103	.28579	4.421	.002	1-2;2-4
	2501-3500 (2)	50	4.2560	.33574			
	3501-4500 (3)	51	4.3922	.29654			
	4501-5500 (4)	34	4.5118	.34882			
	5501and Above (5)	24	4.3583	.35376			
	Total	188	4.3915	.33468			
Cooperation	1500-2500 (1)	29	4.4598	.33822	1.185	.319	
	2501-3500 (2)	50	4.4267	.39291			
	3501-4500 (3)	51	4.4967	.42881			
	4501-5500 (4)	34	4.3137	.40152			
	5501and Above (5)	24	4.4028	.35412			
	Total	188	4.4273	.39309			
The Whole Scale	1500-2500 (1)	29	4.4849	.19598	3.822	.005	1-2;2-3
	2501-3500 (2)	50	4.3038	.20978			
	3501-4500 (3)	51	4.4252	.20842			
	4501-5500 (4)	34	4.4063	.24486			
	5501and Above (5)	24	4.4297	.23981			
	Total	188	4.3993	.22459			

($p<0.05$)

In Table 6, the difference between Anova test results of sports high school students' predisposition to ethical values by family income variable was found to be significant ($p<0.05$). The significant differences were found in the Love, respect sub-dimension between the ranges of 1500-2500 TL. and 2501-3500 TL. and 5501 TL and above; in the Justice, Honesty sub-dimension between the ranges of 1500-2500 TL. and 2501-3500 TL. together with 2501-3500 TL. and 4501-5500 TL; in the Whole Scale between the ranges of 1500-2500 TL. and 2501-3500 TL together with 2501-3500 TL. and 3501-4500 TL.

DISCUSSION

In Table 1, the difference between t test results of sports high school students' predisposition to ethical values by gender variable was found to be insignificant. Taş (2018)¹⁸, Sarıgül and Kana (2018)¹⁹, Özdemir and Karakaya (2021)²⁰, Yeşilyurt and Kılıç (2014)²¹, Karavardar and Tekel Karabulut (2019)²², Dubinsky and Levy (1985), Servined (1992) have concluded in their studies that gender has no

effect on ethical values (quoted by Ay, 2005)²³. It can be considered as an expected result that the predisposition to ethical values does not differ by the gender variable. Since we can say that this result occurs due to the fact that similar values are transferred from families in Turkish society.

In Table 2, the difference between Anova test results of sports high school students' predisposition to ethical values by age variable was found to be insignificant. Taş (2018)¹⁸, Özyer and Azizoğlu (2010)²⁴, Uğurlu and Sert (2020)²⁵, Çavuşoğlu (2020)²⁶, Gülmez et al. (2016)²⁷ could not find a significant difference between predisposition to ethical values and age variable. These results support the findings of our study. Since the age groups in our study are close to each other, we can say that the age variable does not affect the ethical values.

In Table 3, the difference between Anova test results of sports high school students' predisposition to ethical values by class variable was found to be insignificant. The results of the studies of Kirca et al. (2020)²⁸, Alkan (2015)²⁹, Sakarya and Kara (2010)³⁰ and the results of the

findings obtained show similarities. We can say that since the research group is an athlete, they have values education thanks to the moral values and sports ethics that exist in sports, they have sports education-oriented courses and education about sports is given in every class, this becomes effective in this result.

In Table 4 and 5, the difference between Anova test results of sports high school students' predisposition to ethical values by educational background of the mother and father variable was found to be insignificant. The study results of Üzüm and Özkurt Sivrikaya (2018)³¹, Özyer and Azizoğlu (2010)²⁴, Alkan (2015)²⁹, Uğurlu and Sert (2020)²⁵ are in parallel with our study findings. We can say that transferring values is effective not only through education, but also family, environment and media. Thus, we can state that the variable of educational background alone is not effective on the predisposition of our research group to ethical values.

In Table 6, the difference between Anova test results of sports high school students' predisposition to ethical values by family income variable was found to be significant. The significant differences were found in the Love, respect sub-dimension between the ranges of 1500-2500 TL. and 2501-3500 together with 2501-3500 TL. and 5501 TL and above; in the Justice, Honesty sub-dimension between the ranges of 1500-2500 TL. and 2501-3500 TL. together with 2501-3500 TL. and 4501-5500 TL; in the Whole Scale between the ranges of 1500-2500 TL. and 2501-3500 TL together with 2501-3500 TL. and 3501-4500 TL. The study results of Alkan (2015)²⁹, Gömleksiz and Cüro (2011)³², Çavuşoğlu (2020)²⁶ and Obuz (2009)³³ comply with our findings.

CONCLUSION

All in all, the difference between Anova test results of sports high school students' predisposition to ethical values by gender, age, class and educational background of the father and mother variable was found to be insignificant. The difference between Anova test results by family income variable was found to be significant. This difference was ascertained in the sub-dimensions of Love, respect and Justice, Honesty. We can say that sports high school students who receive sports training will be the individuals who adhere to ethical values as they learn to cooperate with their friends, to be respectful, to cooperate, to take responsibility and to be honest both in competitions and in training.

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