

## Evaluation of Moral Decision Making Attitudes of Football Infrastructure Athletes Between Ages of 11-18

Ramazan Topuz

Correspondence: Ramazan Topuz, Selcuk University, Faculty of Sport Sciences, Sports Management Department, Konya, Turkey.

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### Abstract

The aim of this study is to examine and interpret the moral decision-making attitudes of athletes participating in the football branch studies in Konya Province in the 2017-2018 season within the scope of the infrastructure activities of the Atiker Konyaspor Club. The research group consisted of 234 athletes participating in the study voluntarily from the 274 athletes who participated in the infrastructure studies mentioned in 2017-2018 season .

In this study which was conducted based on survey model, Moral Decision Making Attitudes Scale was used in the substructure sports developed by Lee et al (2007) and whose Turkish validity and reliability performed by Gürpınar (2014). SPSS 16.0 statistical package program was used to evaluate the data and to find the calculated values. Data were summarized with percentage, mean and standard deviations. The data were tested by Kolmogorov-Smirnov test if it showed normal distribution and it was determined that the data did not show normal distribution. Since the data is not normal distribution ,The independent group Mann Whitney U test for binary cluster comparisons, Kruskal Wallis-H test for more than two cluster comparisons was used. The Dunnett T3 test was used to determine the source of significant differences from the Kruskal Wallis-H test result. Within the scope of the study, Scale reliability coefficient was calculated as 0.76. The level of significance of the study was taken as 0.05.

As a result of the research; As a result of the averages of the Moral Decision Making Attitudes Scale of 234 athletes participating in the mentioned infrastructure activities, While statistically significant differences were determined according to education level, father education level and age variable, No difference was determined according to mother education level variable.

**Keywords;** sports, football, moral decision

### 1. Introduction

We see that sports, which is a very important educational tool in today's education systems which is constantly changing and developing, is being used by a large part of our society in the world and in our country. That is why it will be possible to benefit from sports as much as possible in educational terms by adhering to the rules of sports ethics. Sports is one of the most important activities that provide the versatile development of the individual (Uslu, 2005: 26). Sports is not only to train the body of the human, but also a necessary tool and action to train its integrity.

In other words, sports; It can be said that it was made with the aim of competence action, providing self-confidence, taking responsibility, being creative, performance, play, adventure, health and fitness and developing social characteristics (Grössing, 1991). Sports, which is an educational activity, reveals the power of expressing the common aims and the feeling of appreciation. In addition to these, it also develops understanding and carrying responsibility and the ability of providing order in cooperation (İlhan, 2008).

In order to develop morals and values and transfer them to the individual, education must be one of the most important institutions (Dikmen, 2014). In this respect, morality is the common expression of the high spiritual traits and abilities that human beings are expected to perform (Öztürk, 1991: 5). From the moment when the behaviors are considered as good and bad in practice, moral judgment and values are started to be mentioned. The reason for this is that moral behaviors are made by will and there is a consciousness of value in human. Because morality is the habit of doing good behavior willingly and wantingly and of avoiding bad behavior (Çağrı, 1981: 13).

All the studies and researches about sports morality and behavior, which are generally associated with sportsmanship

and fair play, are among the most important topics of sports philosophy. The importance of education cannot be denied in teaching sports ethics and reflecting these learning to all vital processes. Today, morality occupies an important place in all areas of life. Education is one of the basic processes of human life. Therefore, morality plays an important and effective role in education (Gülcan, 2015).

Sport competitions have a very important educational effect for students, athletes, in terms of their moral and social development. Sport plays a major role, especially in the development of universal moral values.

Under which conditions and in which task if we participate in sports or not, all athletes or participants must fulfill the requirements of rightness, whether written or not. In this context, adopting the concept of fair-play which is expressed in a formal and non-formal manner, and acting in accordance with it, as well as community education; will protect the athletes from the dangers that may be present and infuse the concept of honor to humanity.

## 2. Material and Method

### 2.1 Working Group

The research group consisted of 234 athletes participating in the study voluntarily from the 274 athletes who participated in the infrastructure studies mentioned in 2017-2018 season . Scale forms were distributed to the volunteer athletes to answer the form by obtaining the necessary permissions by the researchers.

### 2.2 Data Collection Tool

In this study which was conducted based on survey model, Moral Decision Making Attitudes Scale was used in the substructure sports developed by Lee et al(2007) and whose Turkish validity and reliability performed by Gürpınar (2014). The associated questionnaire consists of 9 items and includes 3 sub-dimensions. These sub-dimensions; Adopting Cheat, Adopting Competition Love, Protecting Fair Winning. Each subscale consists of a different number of substances. In addition, while collecting data with the Moral Decision Making Attitudes Scale, some personal information of the athletes participating in the research was also collected. These are age, education level and parental education level.

### 2.3 Analysis of Data

SPSS 16.0 statistical package program was used to evaluate the data and to find the calculated values. Data were summarized with percentage, mean and standard deviations. The data were tested by Kolmogorov-Smirnov test if it showed normal distribution and it was determined that the data did not show normal distribution. Since the data is not normal distribution ,The independent group Mann Whitney U test for binary cluster comparisons, Kruskal Wallis-H test for more than two cluster comparisons was used. The Dunnett T3 test was used to determine the source of significant differences from the Kruskal Wallis-H test result. Within the scope of the study, Scale reliability coefficient was calculated as 0.76. The level of significance of the study was taken as 0.05.

## 3. Findings

Table 1. Distribution of Personal Information for the Athletes Attending the Research

Variables		f	%
Age	Age of 11-14	79	33,8
	Age of 15-16	90	38,5
	Age of 17-18	65	27,8
	<b>Total</b>	<b>234</b>	<b>100,0</b>
Education Level	Primary or Secondary School Level	82	35,0
	High School 1-2 Grade Level	81	34,6
	High School 3-4 Grade Level	71	30,3
	<b>Total</b>	<b>234</b>	<b>100,0</b>
Mother Education Level	Primary School and Lower Level	157	67,1
	High School and Higher	77	32,9
	<b>Total</b>	<b>234</b>	<b>100,0</b>
Father Education Level	Primary School and Lower Level	118	59,4
	High School and Higher	116	49,6
	<b>Total</b>	<b>234</b>	<b>100,0</b>

$P < 0,05$

When the Table 1 is examined; As a result of examining of the athletes attending in the study according to the level of education, while 35% (n = 82) of them consists of the primary school and secondary school level athletes, 34.6% (n = 81) of the high school 1-2 education level, 30.3% (n = 71) consists of athletes with 3-4 educational level of high school. As a result of examining of the participants according to the age groups, 38.5% (n = 90) of the participants were

between the ages of 15 and 16 and 33.8% (n = 79) consisted of the athletes with 11-14 years of age. In addition, the education levels of athletes' parents were also examined. As stated in the table ,it was determined that 67.1% (n = 157) of the majority mothers; 59.4% (n = 118) of the fathers had a primary education and lower level of education.

Table 2. Moral Decision Making Attitudes Scale Mean Scores of the Athletes Participating In the Study According to Education Level Variable of Mother and Father Mann Whitney U Test Results

		Mother Education Level	N	Mean Rank.	Total Rank	Z	U	P
Adopting Cheat		Primary Education and Lower	157	118,06	18536,0	-0,184	5956,0	0,854
		High School and Higher	77	116,35	8959,0			
Adopting Competition Love		Primary Education and Lower	157	120,54	18924,0	-0,987	5567,5	0,324
		High School and Higher	77	111,31	8570,0			
Protecting Winning	Fair	Primary Education and Lower	157	114,24	17936,0	-1,072	5533,0	0,284
		High School and Higher	77	124,14	9559,0			

  

		Father Education Level	N	Mean Rank	Total Rank	Z	U	P
Adopting Cheat		Primary Education and Lower	118	112,4	13267,5	-1,168	6246,5	0,243
		High School and Higher	116	122,6	14227,5			
Adopting Competition Love		Primary Education and Lower	118	108,8	12838,5	-1,996	5817,5	<b>0,046*</b>
		High School and Higher	116	126,3	14656,5			
Protecting Winning	Fair	Primary Education and Lower	118	112,6	13289,5	-1,133	6268,5	0,257
		High School and Higher	116	122,4	14205,5			

P<0,05

When the Table 2 is examined; As a result of examining of the athletes participating in the study according to the variable of mother and father education level , While there is a statistically significant difference in favor of fathers with high school and higher education, only in the sub-dimension of Adopting Competition Love of Score Averages of Moral Decision Making Attitudes Scale, No statistical difference was observed in other sub-dimensions. [U = 5817,5; P <0.05]

Table 3. Point Averages of Moral Decision-Making Attitudes Scale of the Athletes Participating in the Survey According to the Age Variable Kruskal -Wallis H and Dunnett T3 Test Results

		Education Level	N	Mean Rank	Sd	$\chi^2$	P	Dunnett T3
Adopting Cheat	A	Age of 11-14	79	108,83	2	2,726	0,256	
	B	Age of 15-16	90	125,79				
	C	Age of 17-18	65	116,55				
Adopting Competition Love	A	Age of 11-14	79	141,16	2	15,455	<b>0,000*</b>	A>C
	B	Age of 15-16	90	101,65				A>B
	C	Age of 17-18	65	110,68				
Protecting Winning	Fair	A	Age of 11-14	79	109,03	2	2,923	0,232
		B	Age of 15-16	90	126,31			
		C	Age of 17-18	65	115,59			

P<0,05

When the Table 3 is examined; As a result of examining of the athletes participating in the study according to the variable of the education level, While there is a statistically significant difference in favor of the participants with 11-14 years of age, only in the sub-dimension of Adopting Competition Love of Score Averages of Moral Decision Making Attitudes Scale, No statistical difference was observed in other sub-dimensions.

Table 4. The Score Averages of Moral Decision Making Attitudes Scale of the Athletes Participating in the Survey According to the Education Level Variable Kruskal -Wallis H and Dunnett T3 Test Results

		Education Level	N	Mean Rank	Sd	$\chi^2$	P	Dunnett T3
Adopting Cheat	A	Primary School or Secondary School Level	82	109,07			0,104	
	B	High School 1-2 Grade Level	81	130,10	2	4,524		
	C	High School 3-4 Grade Level	71	112,86				
Adopting Competition Love	A	Primary School or Secondary School Level	82	138,58			<b>0,001*</b>	A>C
	B	High School 1-2 Grade Level	81	99,22	2	14,237		A>B
	C	High School 3-4 Grade Level	71	114,01				
Protecting Fair Winning	A	Primary School or Secondary School Level	82	109,41			0,345	
	B	High School 1-2 Grade Level	81	119,30	2	2,131		
	C	High School 3-4 Grade Level	71	124,79				

P<0,05

When the Table 4 is examined; As a result of examining of the athletes participating in the study according to the variable of the education level ,While there is a statistically significant difference in favor of the participants with primary school or secondary school education level, only in the sub-dimension of Adopting Competition Love of Score Averages of Moral Decision Making Attitudes Scale, No statistical difference was observed in other sub-dimensions.

#### 4. Discussion and Conclusion

In countries that have completed their social and cultural development, it is seen that participation in areas such as culture, art, literature and sports has increased. Thus, in developed societies, sport has become widespread as an individual and social culture. Isidori & Benetton (2015) point out that there is a strong link between the level of development of countries and societies and sport.

A positive development in Turkish society is that children must be directed to sports in accordance with their abilities without discriminating. (Hergüner, 2001). When Sports is over the poverty line by increasing the level of income by making a direct impact on the quality of life of these children, The basic condition for the necessary ground will be fulfilled for the conditions where the athletes can demonstrate their real success and performance. Sport and economy are complementary elements or even indispensable elements of each other. Today, athletes compete for the benefits of economic, social and prestige, unlike laurel wreath and virility virtues of their former counterparts. (Biçer, 1994). These advantages gained at an early age began to have an impact on the moral decision-making attitude of the athletes (Altın & Özşarı, 2017).

The increase in commercial and political expectations in sports has led to moral expectations being taken into the second place. At the same time, the strengthening of professionalism has made the amateur spirit a retreat and competitions a commercial sector that aims to achieve more material gains than friendship, fraternity and togetherness (Yıldırım, 2005). As the age group rises in athletes, the opinion that moral decision-making maturity increases comprises. In the study conducted by Altın & Özşarı (2017), it is stated that there is a decrease in the adoption of the trick over time due to the sportive training that the athletes take as they grow and that there is an increase in maintaining the fair winning. In our study As a result of the examination of the participants according to age groups, it was determined that 38.5% (n = 90) of the participants were between the ages of 15 and 16 and 33.8% (n = 79) were between 11-14 years of age. In addition, the education levels of athletes' parents were also examined, as it is stated in the table; it was determined that 67.1% (n = 157) of mothers in the majority; 59.4% (n = 118) of the fathers had a level of

education in Primary Education and lower Level. (Tablo 1). When the table 1. is examined again ,as result of the athletes participating in the survey according to education level variable, while athletes with primary and secondary school level consist of 35% (n = 82), 34.6% (n = 81) of them are high school 1-2 education level, 30.3% (n = 71) consists of high school 3-4 education level athletes.

It was determined that the economic situation has an impact on starting sport and the success of the athletes and the athletes are concentrated in the option to provide a large amount of income and provide financial gain. Altın & Ozsarı (2017) state that the athletes earn financial and regular income by verging sports. It is stated that the doing sports of athletes for many years, being professional and when they are unsuccessfull in sport, anxiety of losing good living conditions such as education, health, nutrition, housing when they are successful in sport may be the reasons why the athletes have the higher option of providing material gains (Cengiz et al., 2007).

The socio-economic level and social status of a family are determined by the educational level of parents (Cengiz et al., 2007). The education level of parents is an important factor as long as it contributes to the educational life and self-realization of the child (Altın & Ozsarı, 2017).

Parents of the individuals who participated in our study are seen to be mostly primary and secondary school graduates and have a low level of education (table 2). In the studies, it is seen that the education level of mother and father have a positive effect on the gains of sportive activities. Kaplan & Akkaya (2013), in their studies, reported that the economical income determines the financial possibility of the individual in general, while cultural development is related to the level of being educated, knowledgeable and where education is considered as cultural development; as the level of education increases, participation in sport increases. The fact that families are involved in sports is a positive factor in the participation of the child in sports, even for the sport to be done by the majority of the society (Sports science, 2017). It was determined that the parents encouraged the child to do sports as their education level increased (Amman et al., 2000). According to the results of another research; It was determined that the education level of the family and the sporting status in the family had an effect on the child's sports, especially the family's interest in sports positively influenced the child's attitude towards sports (Kotan et al., 2009). In a study conducted by Gürücü (2006), a significant relationship showed up between parents' education level and participation in sports. According to this, it can be seen that as the education level of parents increases, their children actively participate in the sport. It was found that the students whose parents had low education level had lower levels of self-esteem than the students whose families are with a high level of education (Küçükosmanoğlu, 2013). Similarly, in our study, whereas a statistically significant difference was observed in favor of fathers with high school or higher education, no statistical difference was observed in other sub-dimensions (Table 2).

There are many factors that influence the development of moral values and attitudes. The age factor from these elements can be considered as an important determinant factor on moral attitude. When the moral attitude scores of the participants in the study are analyzed according to age groups, Whereas a statistically significant difference was observed in favor of participants between the ages of 11-14 years in the Adoption Competence Love sub-dimension, no statistical difference was observed in other sub-dimensions. According to the findings, it was found that the moral attitude scores of the individuals participating in the study did not show a significant difference according to age groups ( $p > 0.05$ ).

Age is an important element in the development of moral characteristics. Morally, what is right and what is wrong should be learned primarily in childhood. As people mature over time, the perceptions of moral value and attitude also develop (Clouse, 2000). However, as the individual grows, he does not experience high emotional intensity in his moral issues as in his childhood (Hokelekli, 2011). Altın & Ozsarı (2017), in their studies, reported that there was a decrease in the scores of adopting cheat over time depending on the athletes' education as they get older and at the same time there was an increase in the points to maintain fair winning. Ozbek & Nalbant (2016), in their studies, reported no statistical difference in moral decision-making attitude sub-dimensions depending on the age variable on moral decision-making attitudes of young athletes. Lee et al (2007), in their study, reported that 14- 16 age group athletes in the dimensions of adopting cheat and competition love have higher average than 11-13 age group athletes. Similar to our study, Kavussanu et al. (2009) compared the 3 age group (17, 15 and 13 below) and specify that the oldest group's moral attitudes are more than the youngest group. Lee et al (2007) stated that adopting cheat and competition love was significantly higher in older athletes (14-16 years) than younger athletes (11-13 years). Similar results to this study are found in the literatures.

It is considered that there will be the increase in the moral attitudes of the students who are athletes as the year of participation in sportive activities and age increase. In addition The studies conradict with the results of our study (Table 3) and are in the same direction, the social structure and cultural differences, are thought to reflect in the moral decision-making attitude of the athletes.

When the table 4 is examined, as result of examining the athletes participating in the survey according to education level

variable, While a statistically significant difference was observed in favor of participants with primary or secondary school education level only in the sub-dimension of adopting competition love, no statistical difference was observed in other sub-dimensions.

The goal of the athlete who will compete in sports is certainly to win. But but the awards won by the athlete with the achievements and the championships should not be the goal, should be the vehicle (Gümüş et al., 2016). The difference in moral development between individuals in society can be reduced through education. The levels of moral development of individuals can be increased through education. De facto, education of people in terms of moral rules and principles will provide a basis for them to recognize higher levels of moral values (Kulaksızoglu, 2004). With moral development, one is expected to be able to control himself / herself within the framework of the rules and traditions of society (Topbası, 2006).

Family is the environment where the person is first educated. The most influential institution after the family in shaping the moral attitude is the school. In the formation of moral attitude differences, it is thought that the differences of moral attitude of the people are caused by family and school life (Yıldırım, 2016).

Arslan (2018) in his master's thesis reported that there is no statistically significant difference between the educational status of the athletes and Adopting Cheat, Adopting Competition Love, Protecting Fair Winning sub-dimensions and total scale score at  $P < 0.05$  level. Gürpınar (2014 ) reported that Adopting Competition Love sub-dimension scores differ significantly in favor of secondary school students and secondary school students adopt less competition love than high school students while the moral decision-making attitudes of the students who are athletes show a significant difference according to the education level and the scores they received from Adopting Cheat and Protecting Fair Winning sub-dimension did not show a significant difference. This study of Gürpınar (2014), as a result of examining the athletes in our study according to their level of education, is similar to the result that there was a statistically significant ( $p < 0.05$ ) difference in favor of the participants with the primary school and secondary school education level only in the adopting competition love moral of the point averages of decision-making attitudes scale.

As a result, athletes must have the right attitude, the right sports ethics and the moral standard to help develop their moral value judgments. Athletes will understand the meaning of sportsmanship and fair-play if they attach importance to the formation of sports ethics. It should be recognized that the positive development of young athletes is not systematic, but rather depends on many factors that need to be considered when creating sporting futures. Since some sports branches are more popular than others, there is more pressure to win in these sports, and the opinion that this has a negative effect on the moral attitudes of athletes is dominated. In line with these views, football sport may involve more moral attitude behaviour disorder than any other sports. The reason for this, the increase in the contact rate in the game will lead to an increase in the struggle and thus it will be more difficult to win and the unfair advantages and cheats for the win can be increased since the conditions get harder.

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