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Examining the Levels of Social Skills and Sports Ethics of Sports Science Students in terms of Different Variables Perspective**Mehmet KUMARTAŞLI¹, Özgür GÜLEN², Enes MADAK³****ARTICLE INFORMATION**

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Volume: 4, No: 1**Pages:** 248-262**ABSTRACT**

This study was made in order to determine the social skills and sports ethics levels of university students studying in the faculty of sports sciences in terms of different variables. 250 participants voluntarily participated in the study. The data used in our research were collected electronically using Google Forms. A Personal information form has been created for the collection of personal data. In order to determine the sports ethics levels of the participants; The scale developed by Uslu et al. (2019) was used for the research titled "Examination of the Relationship Between Anger Controls of Football Coaches and Personality Traits and Moral Attitudes in Sports Environment". Social Skills Inventory-Short Form (SBE-KF) was used to determine social skill levels (Koydemir,2006). SPSS 23 program was used in the statistical analysis of the data. The data showed a normal distribution as a result of the normality test, and the "Independent Sample T-Test" was applied in the analysis of binary variables and the "One-Way Analysis of Variance" was applied in multiple variables. Correlation analysis was performed to determine the relationship between the groups. The number of participants was compared in terms of age, gender, branch variable, income level, education level variables. As a result of our study, a significant difference was found between male and female athletes in terms of sports ethics levels ($p<0.05$). No significant results were reached in other variables.

Keywords: Social Skills, Sport Moral Level, Sport Sciences

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INTRODUCTION

Sports is the collective term for physical movements, whether performed individually or as a team, aimed at developing individuals' physical and mental abilities. It involves a series of physical movements executed within predetermined rules, either in competition against another individual or with the objective of achieving a specific goal (Tanrıverdi, 2012).

Essentially, sports is the effort exerted by individuals to enhance their physical strength and strive towards reaching their highest potential from a personal perspective (Yamaner 2001). However, an individual engaged in sports is not merely someone who develops and utilizes their physical capabilities. This is because sports also encompass the presence of intelligence, emotions, willpower, self-regulation systems, and a special moral concern. Therefore, athletes are not solely individuals striving for sporting achievements. They are individuals who strive not only for sporting success but also for upholding moral values and demonstrating ethical behavior alongside their pursuit of athletic excellence (Erdemli, 2002).

Ethics, generally speaking, refers to the entirety of behavior that individuals are obligated to adhere to as determined by society. From an ethical standpoint, human actions are evaluated in terms of good or bad, right or wrong, and the adoption of good behavior entails a responsibility to avoid engaging in bad behavior (Tanrıverdi, 2012).

What is the criterion of good and bad morality in sports competitions? Is everything done to win the competition good, and the behavior that leads to defeat bad? Or is the main purpose in sports to adopt the understanding of "I must win the competition no matter what"? Are the achievements or achievements to be achieved worth the athletes' disregard for moral values? Can a sport struggle that ignores all moral values in order to achieve success in a sports competition be called a sport?

In sports, the concept of ethics is expressed through the term "fair play." Fair play, as defined by the International Fair Play Committee, refers to gestures made by a team or athlete that prioritize the spirit of the game over their own victory and performance. It involves athletes adhering to the rules even in challenging circumstances, not accepting unfair advantages that disrupt equal opportunities, viewing their opponents as fellow participants with the same rights rather than enemies, and showing respect and value towards them. These principles embody the concept of fair play in sports, aiming to maintain integrity and sportsmanship (Sezen & Yıldırım, 2003).

Since the second half of the 20th century, the rapid development of communication tools has led to an increased interest in sports, turning it into a lucrative and commercial sector. As a result, advertising and propaganda have become part of the objectives of sports (Doğan, O. 2015). With the influx of capital into the sports market, the ethical aspects of athletes, managers, spectators, and the media have been negatively affected. Advertising contracts and additional payments based on records push athletes and sports professionals towards unethical practices in pursuit of success (Yoncalık & Gündoğdu, 2007).

Indeed, sports has become one of the largest industries in the modern world. With the impact of globalization, it has taken on a commercialized nature. The sports industry encompasses a wide range of branches, including sports organizations, sponsorship, professional sports, leagues, championships, fitness, and health (Arıpınar & Donuk, 2011). Exactly, sports is a significant industry that includes various legally conducted commercial activities such as box office revenues, sales of sports-related products, advertising, and promotional activities. These activities contribute to the overall economic growth and sustainability of the sports industry (Doğal, 2007).

Sports, which is an indispensable phenomenon of education, plays an important role in the development of moral decision-making attitudes of individuals throughout life (Gülcan, 2015). Sports, which is an important educational tool, is a phenomenon that should be in every part of today's society (Pehlivan, 2004). There are many personality behaviors in which sports have an impact on individuals. The most important of these personality behaviors are definitely to take responsibility, to do business in cooperation, to have discipline, to ensure the emergence of feelings of understanding and respect (İlhan, 2008). It is a phenomenon that is expected to reflect the moral values in sports together with sports activities in the lives of individuals (Durak, 2011).

While it is expected that doing sports will contribute to the physical, mental and spiritual development of individuals from a pedagogical point of view, today it turns into a platform to learn and exhibit behaviors contrary to sports ethics. Due to these practices, all attitudes and behaviors within the scope of sportsmanship have lost their importance, and the understanding of "winning at all cost" seen in the professional field has started to come to the forefront in school sports (Yıldıran, 2005). The ambition to win causes individuals to go outside the rules of sport. These and similar situations lead to the display of aggressive, disturbing behaviors by stepping out of the educational aspect of respect, peace and socializing that should be in sports (Tanriverdi, 2012).

The important thing in sports is to follow the established rules and act according to the rules while respecting the opponent. If the rules are not followed, it is possible to talk about turmoil and fighting, not the respect that exists in the sport. Sports should not be referred to with such moral and non-universal behaviors (Konter, 2006).

The concept of morality can be defined as a set of rules set to regulate the relations between individuals (Güngör, 2000). The concept of sportsmanship, which we constantly come across, is more than a concept that is evaluated within sports organizations, in all areas of human life; respect for mutual rights, honesty, fairness are expressed as moral values that symbolize and require their implementation (Tel, 2014).

Social development is the entire time period in which individuals develop relationships with other people and attract attention from birth to adulthood (Aracı & Aracı, 2014).

Social skills are very effective for people to express themselves in society, to keep up with social rules and to be accepted in society (Yüksel, 2004).

The relationship between social skills and sports; It is seen that physical activities contribute to increase in performance, increase in self-esteem, gain a positive perspective, get away from stress with regular sleep, self-confidence, development in interpersonal relations and integration with society (Zorba, 2006).

Today, sports, which is an important factor in the physiological, psychological and social development of individuals, is one of the ways to be used to work harmoniously among individuals, to gain solidarity in groups and belonging to a group. Erkal (1998) argues that sports activities socialize the society by increasing communication, cooperation and job sharing among individuals.

It is seen that individuals who are engaged in any sport are more skillful in establishing social relations, more resistant and perseverant against obstacles and difficulties, and do not have problems with social adaptation. Sports, regardless of whether it is recreational or professional, is an important tool that develops and completes the deficiencies of people in different aspects, ensures their correct orientation and contributes to the development of their social skills (Tiryaki, 2000).

Based on this information, the aim of the study is to assess the sports ethics and social skills of students in sports sciences faculties who are studying in different regions of Turkey. The study focuses on the evolving technology and communication tools in sports, where competition and financial gains are prioritized, aiming to become champions and win at any cost, with the main objective being to obtain advertising revenues and financial gains. The goal is to determine the level of sports ethics and social skills among sports science faculty students in relation to certain variables. The study aims to ensure the sustainability of sports ethics and social skill development aligned with the true purposes of sports, which include bringing people together, providing entertainment, creating enjoyable experiences, and upholding sportsmanship among competitors. The ultimate goal is to transfer these values to future generations without deviating from the core principles of sports, while shedding light on future research and endeavors in this field.

METHOD

Research Model

This study was conducted using the survey model, which is one of the quantitative research methods, with the aim of determining the sports ethics and social skill levels of university students studying in the Faculty of Sports Sciences in terms of certain variables. Survey research is known as studies in which participants' opinions are determined and their characteristics are identified regarding the subject under investigation. The main objective is to provide a direct explanation about the current situation and to make a description (Aslan, 2018). Additionally, since the aim of the study is to examine the relationship between students' sports ethics and social skill levels, the correlational survey model, which is one of the quantitative research methods, was applied (Arslan, 2018).

Before starting our study, an application was made to the Health Sciences Ethics Committee of Süleyman Demirel University, and the Ethics Committee report was received with the Decision Number 64-11.

Population and Sample

Our study consists of 650 students studying in the Physical Education Teaching, Sports Sciences, and Coaching Education Departments of the Faculty of Sports Sciences. It was calculated that the number of individuals to be reached within a 90 percent confidence interval is 250, but after the study, we reached 300 individuals. However, upon preliminary data analysis, it was observed that 50 individuals had made material errors and were therefore excluded from the study.

Table 1. Frequency and Percentage Values of Students' Socio-Demographic Variables

Variable	f	%
Gender	Male	150
	Female	100
Age	18-20 years old	126
	21-23 years old	81
	24 years and older	43
Branch	Team	144
	Individual	106

	0-1449 ₺	119	47.6
	1500-2999 ₺	40	16.0
Income Level	3000-4499 ₺	32	12,8
	4500-5999 ₺	19	7.6
	6000 ₺ and above	40	16.0
Education	Lisans	235	94.0
	Master degree	15	6.0
Do you do sport?	Yes	212	84.8
	No	38	15.2
Do you have an athlete license?	Yes	154	61,6
	No	96	38,4
Total		250	100

According to Table 1, it can be observed that out of the participants, 60 were male (n=150), accounting for 40% of the total, while 100 were female, representing 60% of the total. In terms of age distribution, 50.4% of the participants were in the 18-20 age range (n=126), 32.4% were in the 21-23 age range (n=81), and 17.2% were 24 years old and above (n=43). Furthermore, 57.6% of the participants were involved in team sports (n=144), while 42.4% were engaged in individual sports. Regarding income levels, 47.6% of the participants had an income ranging from 0 to 1449 ₺ (n=119), 16% had an income between 1500 and 2999 ₺ (n=40), 12.8% had an income between 3000 and 4499 ₺ (n=32), 7.6% had an income between 4500 and 5999 ₺ (n=19), and 16% had an income of 6000 ₺ and above (n=40). In terms of education, 94% of the participants were at the undergraduate level (n=235), while 6% were at the postgraduate level (n=15). It was found that 84.8% of the participants were engaged in sports (n=212), while 15.2% did not participate in any sports activities (n=38). Additionally, 61.6% of the participants had a sports license (n=154), while 38.4% did not possess a sports license (n=96).

Data Collection Tools

The data collection tools used within the scope of the research were shared by the researcher with university students studying at the faculty of sports sciences between 12/09/2022- 09/05/2023 via Google forms. Data were collected from the athletes participating in the study with the Personal Information Form regarding gender, age branch, income level, education level, sports activity status and whether they are licensed. In the study, the scale developed by Uslu et al., (2019) for the study "Examination of the Relationships between Anger Controls of Football Coaches and Personality Traits and Moral Attitudes in Sports Environment" was used to determine the sports ethics levels of individuals.

Personal Information Form

A personal information form was created to gather information about the participants' demographic characteristics. This form includes questions about gender, age, educational status, income level, sports branch, participation in sports, and whether they have a athlete license.

Social Skills Inventory- Short Form (SBE-KF)

The scale, developed by Riggio in 1986 and later revised in 1989, took its current form and was adapted into Turkish through the study conducted by Yüksel (1997). This inventory consists of 90 items that are designed to assess the foundation of social skills and enable individuals to self-reflect (Yüksel, 1997).

Social Skills Inventory- Short Form (SBE-KF) was used to determine the social skill levels of individuals (Koydemir, 2006). SBE-KF is a 5-point Likert type scale; The highest possible score is 150 and the lowest score is 30. The Cronbach's alpha coefficient obtained for the total scale was determined as 0.85.

Sports Moral Level

In the study, the scale developed by Uslu et al., (2019) for the study "Examination of the Relationships between Anger Controls of Football Coaches and Personality Traits and Moral Attitudes in Sports Environment" was used to determine the sports ethics levels of individuals.

Table 2. Reliability (Alpha) Coefficients Related to the Scales

	n	\bar{X}	Items	Cronbach Alpha (α)
Sports Moral Level	250	43.83	17	.837
Social Skills	250	102.74	30	.660

In Table 2, the reliability tests of the Social Skills Inventory-Short Form (SBE-KF) and Sports Moral Level are presented. The internal consistency coefficient of the Social Skills Inventory-Short Form is determined to be $\alpha=0.837$, while the internal consistency coefficient of the Sports Moral Level scale is $\alpha=0.660$.

Analysis of Data

The study reached out to 300 students, and it was determined that 50 students had made erroneous markings. Excluding these 50 data , analyses were conducted with 250 data using the SPSS 23.0 software package. It was determined that the data showed normal distribution as a result of the Kolmogorov-Smirnov Test. Independent Samples T-Test was applied in the bilateral comparison between the groups and One-Way Anova test was applied in multiple comparisons and Bonferroni from Post Hoc tests was used to determine the difference between the groups. Correlation analysis was applied to determine whether there was a relationship between the social skill level of the participants and their sport morality levels. The results of the analysis were evaluated at a significance level of 0.05.

Table 3.Normality Table

	Kolmogorov-Smirnov ^a			Skewness	Kurtosis
	Statistic	df	Sig.		
Sports Moral Level	.054	250	.073	.490	1.135
Social Skills	.056	250	.055	-.201	-.236

When Table 3 is examined, the results of the skewness and kurtosis tests conducted to determine the distribution of the data, it has been determined that the data follows a normal distribution. Tabachnick and Fidell (2013) stated that skewness and kurtosis coefficients within the range of +1.5 and -1.5 are considered to be in accordance with the parameters of a normal distribution.

FINDINGS

This section includes analyses related to the variables of gender, sports branch, athlete license, income level, and age in line with our study (Table 4, Table 5, Table 6, Table 7, Table 8, Table 9, Table 10, Table 11).

Table 4. Independent Sample T-Test Tmaleable by Gender Variable of Participants

Scale	Sex	n	\bar{X}	SD	t	df	p
Sports Moral Level	Male	150	45.47	10.15	3.189	248	.002*
	Female	100	41.36	9.74			
Social Skills	Male	150	103.12	9.84	.772	248	.441
	Female	100	102.16	9.29			

*P<0.05

When Table 4 is examined, the results of the Independent Sample T-Test indicate that there is a statistically significant difference in sports morality levels between male and female participants. Male participants tend to have higher levels of sports morality compared to female participants in the sample $p < 0.05$.

Table 5. Independent Sample T-Test Table According to the Athlete License Variable of the Participants

Scale	Athlete Licence	n	\bar{X}	SD	t	df	p
Sports Moral Level	Yes	154	43.31	10.43	-1.004	248	.317
	No	96	44.65	9.75			
Social Skills	Yes	154	103.38	9.63	1.363	248	.174
	No	96	101.68	9.05			

When Table 5 is examined the results of the Independent Sample T-Tests suggest that there are no significant differences in sports moral level or social skills level between participants with and without an athlete license $p > 0.05$.

Table 6. Independent Sample T-Test Table According to the Branch Variable of the Participants

Scale	Sports Branch	n	\bar{X}	SD	t	df	p
Sports Moral Level	Team	144	44.18	10.09	1.638	248	.524
	Individual	106	43.34	10.32			
Social Skills	Team	144	103.50	9.54	1.467	248	.144
	Individual	106	101.69	9.67			

When Table 6 was examined, there was no statistically significant differences in sports moral level and social skills according to the branches of the participants $p > 0.05$.

Table 7. One-Way Anova Test Results Table by Income Level Variable of Participants

Sub-Dimensions	Income Level	n	\bar{X}	SD	f	p
Sports Moral Level	0 - 1499 ₺	119	43.87	9.71	.542	.705
	1500-2999 ₺	40	45.55	10.86		
	3000-4499 ₺	32	43.63	9.96		
	4500-5999 ₺	19	14.68	12.42		
	6000 ₺ and above	40	43.15	10.05		
Social Skills	0 - 1499 ₺	119	102.14	9.23	.349	.845
	1500-2999 ₺	40	103.75	9.11		
	3000-4499 ₺	32	102.44	9.45		
	4500-5999 ₺	19	104.21	8.94		
	6000 ₺ and above	40	103.03	11.79		

When Table 7 is examined, there is no statistically significant differences in sports moral level and social skills according to income level $p>0.05$.

Table 8. One-Way Anova Test Results Table by Age Variable of Participants

Sub-Dimensions	Age	n	\bar{X}	SD	f	p
Sports Moral Level	18-20 years old	126	43.38	8.37	.810	.446
	21-23 years old	81	44.98	12.54		
	24 years and older	43	42.93	10.06		
Social Skills	18-20 years old	126	102.21	9.68	.477	.621
	21-23 years old	81	103.55	10.20		
	24 years and older	43	102.72	8.30		

When Table 8 was examined, there was no statistically significant differences in sports moral level deterioration and social skills according to age status $p>0.05$.

Table 9. Relationship Table Between Social Skills and Moral Distance Levels of Participants According to Gender Status

Variable	Scale		Sports Moral Level	Social Skills
Sex	Sports Moral Level	r	1	1
		p		
	Social Skills	r	-.054	
		p	.392	

When Table 9 was examined, no relationship was seen between the morality and social skill level of the participants according to gender status ($r=-.054$ $p=.392$, $p>0,05$).

Table 10. Relationship Table Between Social Skills and Moral Distance Levels of Participants According to Their Branch Status

Variable	Scale		Sports Moral Level	Social Skills
Branch	Sports Moral Level	r	1	1
		p		
	Social Skills	r	-.048	
		p	.455	

When Table 10 was examined, no relationship was seen between the participants' distance from morality and social skill level according to their branch status ($r=-.048$ $p=.455$, $p>0,05$).

Table 11. Relationship Table Between Social Skills and Moral Distance Levels of Participants According to Their Licence Status

Variable	Scale		Sports Moral Level	Social Skills
Athlete Licence	Sports Moral Level	r	1	1
		p		
	Social Skills	r	-.038	
		p	.548	

When Table 11 was examined, no relationship was seen between the de-morality and social skill level of the participants according to the athlete license status ($r=-.038$ $p=.548$, $p>0.05$).

DISCUSSION

This study was conducted to examine the social skills and sports ethics of university students studying at the Faculty of Sports Sciences in terms of some variables. According to the results of the analysis of the study, it was determined that there was a significant difference in the gender variable, while when the other variables were examined, no significant difference was detected. Whether the participants were doing individual or team sports did not show a significant difference in determining their moral and social skill levels. In the absence of a significant difference according to the income level of the participants, it is thought that sports are due to the ability to gather individuals in the same social environment without separating them according to income level.

According to the gender variable, statistical significance was found at the level of alienation from morality ($p < 0.05$), while no statistical significance was found at the level of social skills ($p > 0.05$). In the study conducted by Sagın and Akbuğa (2019), when the average of the students according to the gender variable was examined, it was seen that the values of the social-emotional and moral levels of both male and female students were close to each other, but there was no significant difference between the groups in the gender variable. In the studies conducted by Stephens (2009) and Kayışoğlu et al. (2015), no significant difference was found.

According to the athlete license of the participants, there was no statistically significant difference in the level of moral distance and social skills ($p > 0.05$). In another study that supports our study, no difference was found between the groups in the levels of social skills, aggression attitudes and distancing from morality according to the variables of sports licensed and recreational sports ($p > 0.05$) (Seker and Tuna, 2020). In a similar study, when the social-emotional and moral developments of the students in the school teams were examined in terms of the grade level variable, no significant difference was found between the grade levels in all sub-dimensions of the scale (Sagın & Akbuğa, 2019). When we look at other studies in the literature, it has been seen that there is a positive increase in moral decision-making attitudes as the age progresses in athletes (Altın and Özseri, 2017).

According to the branches of the participants, there was no statistical significance in the level of moral distance and social skills ($p > 0.05$). In another study, contrary to our study, when the social integration and moral maturity levels of the athlete students were examined according to the variable of individual sports branches, it was concluded that there was a positive difference in the taekwondo branch compared to other individual branches ($p < 0.05$) (Evli, 2018). In a similar study, the social-emotional and moral development of the students who took part in the school sports teams was found to be at a higher level in the sub-dimensions of honesty, self development, positive social behavior, and respect at home compared to the students who did not take part ($p < 0.05$) (Sagın and Akbuğa, 2019). Akandere (2009) stated in his study that the moral judgment levels of students who do sports are higher compared to students who do not.

In our study, there was no statistically significant difference in the level of moral deterioration and social skills according to income level $p > 0.05$. In the doctoral thesis conducted by Evli (2018), it was determined that the difference in the moral maturity levels of the participants according to the income status group was statistically significant at the 95% confidence level. Similarly, in another study, Seydoğulları (2008) concluded that there was no significant relationship between the moral judgment levels of high school students and their economic status. Unlike these data, Gümüş (2015) concluded in his research that moral maturity increases in students whose income level decreases. It is seen that different results are obtained in different studies between the level of moral maturity and the income status variable. This situation can be assessed as participants with a low or medium income status, both they and their families are more attached to traditional and moral values.

In our study, there was no statistically significant difference in the level of demorality and social skills according to age status $p>0.05$. A similar study was seen in Evli's study (2018). It was determined that the social integration and moral maturity levels of the participants were not statistically different according to the age group.

According to the gender status of the participants, there was no relationship between the level of moral disengagement and social skills ($r=-.054$ $p=.392$, $p>0.05$). In a similar study, when the average of the students according to the gender variable is examined, it is seen that the values of the social-emotional and moral levels of both male and female students are close to each other. There was no significant difference between the groups in the gender variable (Sağın and Akbuğa, 2019). In some studies, it is seen that the moral decision-making attitudes of female students are higher than male students (Gürpınar, 2014; Sengun, 2007; Koul, 2012). According to the gender status of the participants, the moral decision-making attitudes of female athletes are good (Gürpınar, 2014b; Özbek & Nalbant, 2016), the moral decision-making attitudes of male athletes are good (Atalay, 2016; Büyükelhan et al., 2019; Çağlayan, 2017; Doğru, 2019). There we moral disengagement re also study findings that did not differ (Arslan, 2018). Based on the results of the literature, no consensus could be reached in the dimension of moral decision making according to the gender variable. It can be argued that within society, female anger and aggressive behaviors are suppressed, while male anger and aggressive behaviors are either accepted or supported by society.

In our study, there was no relationship between the sports morality and social skill level of the participants according to their branch status ($r=-.048$ $p=.455$, $p>0.05$). While Evli (2018) determined that the difference in the moral maturity levels of the participants according to the team sports branch group was not statistical, it was determined that the difference in the moral maturity levels of the participants according to the individual sports branch group was statistically significant. It was determined that the moral maturity levels of the participants whose branch status was Taekwondo were higher than the other branch groups. According to the study conducted (Türksoy Işım et al. 2019), moral disengagement levels among amateur league football players are moderate. Similarly, in general team sports, (Altun et al. 2018; Sarı and Deryahanoğlu. 2019) found that moral disengagement levels are at a moderate level. Individuals engaged in team sports, in general, are more negatively affected in terms of moral decision-making and moral disengagement in sports. Furthermore, the scores of individuals involved in individual sports were found to be at a better level compared to those engaged in team sports, depending on the nature of the sports discipline (Altun et al., 2018; Sarı & Deryahanoğlu, 2019).

In our study, there was no relationship between the sports morality and social skill level of the participants according to their undergraduate status ($r=-.038$ $p=.548$, $p>0.05$). In a similar study, no difference was found between the groups in the levels of social skills, aggression, and moral distancing according to the sports license and recreational sports variables (Şeker & Uslu, 2020). In another study that supported our study, it was determined that moral maturity levels were not significant according to the variable of being a licensed sportsman in the family (Evli, 2018). According to the study conducted (Kanalgil et al. 2021), individuals who have been engaged in sports for less than 3 years or less than 6 years have more positive moral decision-making attitudes. No significant difference was found between moral disengagement and the duration of engagement in sports. On the other hand, (Büyükelhan et al.2019) concluded in their study that individuals engaged in sports for more than 7 years had better attitudes. In the study (Güvendi et al. 2019), it was found that as the years of engaging in sports increased, moral decision-making attitudes improved.,

As a result, considering the scores of the participants for both scales in our study, it can be said that their sports moral level ($\bar{X}=43.83$) is low and their social skill levels ($\bar{X}=102.74$) are above average.

Conclusion

As a result in this study, it was evident that gender significantly influenced sports morality levels, with male participants demonstrating higher levels compared to their female counterparts. However, social skills levels remained consistent across various factors, indicating that factors beyond those examined in this study may play a more prominent role in shaping social skills within the context of sports.

Recommendations

Overall, future researchers should aim to explore additional factors, employ comprehensive measurement tools, and replicate the study in diverse sports settings to further our understanding of the relationship between social skills and sports morality. These suggestions will help advance the field and contribute to the development of effective strategies for promoting positive social behaviors within the context of sports. Based on the research findings, it can be suggested to provide support for team athletes in terms of moral decision-making. Further investigation can be conducted over longer time periods in various team and individual sports disciplines.

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