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Articles

Coach Opinions on the Role of Sports in Changing Unaccepted Behaviors in Society

Fikret Alincak ^{a,*}, Ahmet Deveci ^b, Ozer Yildiz ^c

^a Department of Coaching Education, Faculty of Sport Sciences, Gaziantep University, Gaziantep, Turkey

^b Physical Education and Sports School, Hatay, Hatay Mustafa Kemal University, Turkey

^c Physical Education and Sport Department, Faculty of Educational Sciences, Necmettin Erbakan University, Konya, Turkey

Abstract

This research was conducted to examine the opinions of coaches about the role of sports in changing behaviors that are not accepted in society. The research was designed as a qualitative research and was carried out by interview method. The research group consists of 23 coaches, which is one of the non-probabilistic sampling strategies and determined by the maximum variety sampling, one of the purposive sampling methods. Research data were collected through a semi-structured interview form developed by the researchers. In the study, the data were evaluated by content analysis method.

According to the first result of the research problem, sports enable individuals to be disciplined, develop a sense of self-confidence, socialize, develop personality, evaluate time correctly, improve their self-skills, lead an orderly life, and make judgments. It also helps individuals to prevent them from making bad friends and to gain awareness of cleanliness. In this context, sports contribute positively to the personal development of individuals. According to the second result of the research problem, sports allow the revealing of behaviors accepted by the society, making individuals useful to the society, directing the society to positive behaviors, changing the perspective that separates the society, and eliminating the understanding of racism. In addition, it helps to adopt the rules of society, to develop the value of love, to gain a sense of brotherhood and to increase the trust in friends. In this context, sports provide positive contributions to social development. According to the third result of the research problem, sports provide positive contributions to the prevention of substance and technology addiction and the prevention of harmful habits by enabling smoking cessation. According to the fourth result of the research problem, sport provides positive contributions to the moral development of individuals by enabling the development of moral behaviors and the value of respect. According to the fifth result of the research problem, sports provide positive contributions to behavioral development by preventing negative behaviors. According to the sixth result of the research problem, sports provide positive contributions to psychological development by allowing anger control. According to the seventh result

* Corresponding author

E-mail addresses: alincakfikret27@gmail.com (F. Alincak), ahmetdevecio8@gmail.com (A. Deveci), oyildiz74@gmail.com (O. Yildiz)

of the research problem, sport provides positive contributions to cognitive development by enabling to distinguish between right and wrong. According to the eighth result of the research problem, sports provide positive contributions to health development by enabling nutrition habits. Finally, according to the ninth result of the research problem, sports create negative effects on value development by causing normalization of behaviors contrary to social values.

Keywords: coach, behavior, sports, society.

1. Introduction

Sports is all of the body movements performed according to some rules, usually based on competition, in the form of individual or collective games (Coknaz, 1998; Erkal, 1992). From the past to the present, great importance has been attached to the phenomenon of sports in every society. So much so that there are many benefits that sports add to people. At this point, it can be stated that sports have positive effects on the health, physical, mental, moral, social and psychological development of individuals. Erden (2007) stated that the main purpose of sports is to contribute to the physical development of individuals, as well as to their spiritual and mental development. In addition, keeping the individual fit and enjoying life is one of the aims of sports (Erden, 2007).

Today, sports and human life have become an inseparable whole. For this reason, conscious and systematic sports based on scientific foundations, regardless of age, play an important role in keeping individuals healthy, successful and happy throughout their lives, as well as keeping their morale high (Yalcinkaya et al., 1993). Sports have become an important element in preventing the loneliness of individuals in society and their irresponsible actions alone. Thanks to sports, individuals begin to tend towards the same goals and experience the feeling of acting together. This situation reveals the aim of unity-togetherness and the same ideal in the society. It can be said that it will be difficult for societies with such a structure to be destroyed or dissolved (Ramazanoglu et al., 2005). Societies that consciously make their individuals do sports, on the one hand, make positive contributions to their individuals, on the other hand, they fulfill an important function for the society as one of the elements of social development. Societies that consist of healthy individuals from all aspects are equally healthy, conscious, strong, prudent, moral, hardworking, and in national unity and integrity. In this context, the most general social purpose of sports is to raise a person who know their duties and responsibilities towards society, has good physical and mental health, constructive, creative, competitive, productive, ethic, virtuous, strong, high moral, behave humanely, personality, honorable, prudent, hardworking generations. Therefore, it can be said that sports allow the creation of a modern society with a high cultural level, a solid social structure and value (Yetim, 2000).

It is an undeniable fact known by all societies that sports play an important role in the moral and social development of individuals, and that sports events teach individuals concepts such as moral character, self-respect, team friendship, competition, game rules, ethics and fair play (Păunescu et al., 2013). Therefore, the adoption of the cultural and moral values accepted by the society by the individuals, the fulfillment of the duties and responsibilities expected from the individual in the society in which they live, will ensure the existence of healthy societies (Gungor, 2000). In order for these actions to take place smoothly, it can be stated that the endless power of sports is constantly needed. On this subject, V. Popescu (2012) in her research aiming to determine which moral values sports activities affect, determined that sports prevent anti-social behaviors such as violence, discrimination and marginalization. Apart from this, in the same study, he concluded that sports develop social behaviors that are accepted by the society such as cooperation, mutual support and understanding other individuals in the relationship. Again, in other studies on this subject, it has been stated that it is possible to learn and teach material and spiritual values through sports activities. Because sports has the power to provide a universal framework for instilling multifaceted values into individuals. Thus, through sports activities, individuals can be provided with unity and solidarity, trust, leadership skills, respect, love, tolerance, peace, conscience, morality, etc. In addition, material values such as earning money and meeting needs can be gained (Deveci and Yildiz, 2022; Yildiz and Guven, 2013).

Despite the above explanations, it has also been stated in the literature that studies on the multifaceted benefits of sports on individuals are limited and inconclusive (Bailey et al., 2009; Morris et al., 2003). For this reason, it can be said that there is a need for research on the effect of

sports on many developmental areas of individuals. In addition, it is known that sports have numerous positive effects in directing the behaviors that are not accepted in the society to positive behaviors. In this context, it is a fact that deeper information on the subject is needed. In particular, when the literature is examined, it is seen that the opinions of the coaches, who are one of the most important stakeholders of sports, are not reflected in the studies carried out. Therefore, it can be said that knowing what the effective power of sports is as a result of the opinions of the trainers will shed light on the society and especially the studies to be carried out on the current issue. As a result, this research was conducted to examine the opinions of coaches about the role of sports in changing behaviors that are not accepted in society.

2. Method

Research Model

The study was designed as a qualitative research. Qualitative design can be defined as an effort to understand and make sense of existing situations as a result of a certain phenomenon and the interaction that occurs in this phenomenon (Patton, 2014). In this context, the purpose of a qualitative research design is; to form a perspective on how individuals make sense of their lives, to outline the meaning-making process in terms of the result and the resulting output, and to explain how individuals express their opinions about the situations they experience. However, the important thing at this stage is to look at the events not from the perspective of the researcher, but from the perspective of the participant (Merriam, 2018).

In the research, the interview method, which is frequently used in qualitative research designs, was used in order to hear directly the experiences of the participants about the subject at first hand (Yildirim, Simsek, 2018). In the interview method, interviews take place in the form of face-to-face conversations with people selected by the researcher in the field where the research will take place (Kumbetoglu, 2005).

The efforts of researchers who prefer the interview method in qualitative research designs to increase the number of participants for the research is one of the mistakes that should not be made (Creswell, 2013; Makatouni, 2002). In this context, it should be known that the important thing in the interview method is not the number but the quality. It can even be said that in the interview method, even a single participant will provide the required data for the solution of the research problem (Merriam, 2018; Patton, 2014; Teddlie, Yu, 2007).

Research Pattern

Qualitative research designs can be defined as a strategy that determines the approach of the planned research and allows the various stages that may occur in the research process to show consistency thanks to the determined approach. In this research, a strategic framework was created by using the phenomenology research design, which is one of the qualitative research designs. The phenomenology design is a qualitative methodology that focuses on events that are known but do not have an in-depth and detailed understanding (Yildirim, Simsek, 2018). The reason why the phenomenological pattern constitutes the framework of the research in this research is that the raw data sources are individuals who experience the phenomena that are the focus of the study and will reflect these experiences in detail to the outside.

Research Group

The research group consists of 23 trainers working in different sports branches throughout Turkey.

In studies planned with qualitative design compared to studies planned with quantitative design, the number of participants who make up the research group may be insufficient. According to Patton (2014) and Yildirim and Simsek (2018), the number of participants in qualitative research is determined by the repetition of concepts and processes while collecting data. This situation is called “data saturation” (Patton, 2014; Yildirim, Simsek, 2018). Therefore, it can be said that the concept of data saturation is an important factor in determining the number of participants in the research group. Based on this information in the literature, the number of participants in this study was determined as 23, as the researchers ended the data collection process as soon as the processes and relationships started to recur during the analysis of the data they collected from the participants.

In the research, purposive sampling method (Merriam, 2018), which is one of the frequently preferred non-probability sampling strategies in studies planned with qualitative design, and

maximum diversity sampling method, which is one of the purposive sampling methods (Yildirim, Simsek, 2018). In this context, the fact that the participants participating in the research had different education levels, sports branches, and coaching levels caused the maximum diversity sampling method to be preferred in the research.

The distribution of information regarding the nickname codes, age, education level, profession, branch, coaching level, term of office and interview date of the coaches who make up the research group is given in Table 1.

Table 1. Distribution of Data on the Age, Education Status, Job, Branch, Coaching Level, Mission Time and Interview Date of the Coaches who Make Up the Research Group

| Participant Code | Age | Education Status | Job | Branch | Coaching Level | Mission Time | Interview Date |
|------------------|-----|-------------------|----------|--------------|----------------|--------------|----------------|
| A1 | 42 | Bachelor's Degree | Teacher | Football | TFF C* | 13 | 15.03.2022 |
| A2 | 44 | Bachelor's Degree | Officer | Football | TFF C* | 15 | 15.03.2022 |
| A3 | 38 | Bachelor's Degree | Coaches | Kick Box | Level 3 | 9 | 17.03.2022 |
| A4 | 45 | Master's Degree | Teacher | Swimming | Level 3 | 17 | 18.03.2022 |
| A5 | 42 | Bachelor's Degree | Teacher | Volleyball | Level 4 | 12 | 23.03.2022 |
| A6 | 36 | Bachelor's Degree | Coaches | Tennis | Level 3 | 6 | 27.03.2022 |
| A7 | 42 | Master's Degree | Officer | Football | TFF C* | 14 | 27.03.2022 |
| A8 | 35 | Master's Degree | Teacher | Basketball | Level 3 | 7 | 28.03.2022 |
| A9 | 41 | Bachelor's Degree | Coaches | Basketball | Level 4 | 12 | 29.03.2022 |
| A10 | 37 | Bachelor's Degree | Teacher | Swimming | Level 4 | 10 | 01.04.2022 |
| A11 | 40 | Master's Degree | Coaches | Volleyball | Level 4 | 11 | 03.04.2022 |
| A12 | 49 | Bachelor's Degree | Teacher | Basketball | Level 4 | 20 | 07.04.2022 |
| A13 | 31 | Master's Degree | Teacher | Swimming | Level 3 | 4 | 07.04.2022 |
| A14 | 36 | Master's Degree | Teacher | Football | TFF C* | 10 | 08.04.2022 |
| A15 | 41 | Master's Degree | Teacher | Athletics | Level 3 | 11 | 10.04.2022 |
| A16 | 37 | Bachelor's Degree | Coaches | Wrestling | Level 4 | 14 | 11.04.2022 |
| A17 | 40 | Bachelor's Degree | Teacher | Table tennis | Level 3 | 9 | 11.04.2022 |
| A18 | 43 | Master's Degree | Teacher | Athletics | Level 4 | 18 | 14.04.2022 |
| A19 | 42 | Bachelor's Degree | Teacher | Tennis | Level 3 | 10 | 18.04.2022 |
| A20 | 40 | Bachelor's Degree | Teacher | Volleyball | Level 3 | 12 | 21.04.2022 |
| A21 | 38 | Master's Degree | Lecturer | Tennis | Level 3 | 15 | 21.04.2022 |
| A22 | 45 | Master's | Coaches | Football | TFF C* | 18 | 23.04.2022 |

| | | | | | | | |
|-----|----|-------------------|---------|------------|---------|----|------------|
| | | Degree | | | | | |
| A23 | 39 | Bachelor's Degree | Coaches | Basketball | Level 4 | 11 | 26.04.2022 |

*TFF C = Turkish Football Federation C Category

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Data Collection Tools

Personal Information Form

In the personal information form, there is information about the age, education level, job, sports branch, coaching level and mission time of the participants.

Semi-Structured Interview Form

Eysenbach, Kohler (2002) and Seidman (2006) stated that it is important that semi-structured interview forms contain specific and few questions. In this context, in the research, attention was paid to form the question in the semi-structured interview form in a logical, easily understandable way that does not allow for short answers. In this context, in the semi-structured interview form, the coaches were asked, “What would you like to say about the role of sports in changing behaviors that are not accepted in society?” the question has been posed.

Validity and Reliability of the Research

A good determination of validity and reliability in qualitative research is one of the most important factors that determine the quality of the research. This situation has been expressed in many studies (Punch, 2005; Golafshani, 2005; Baskale, 2016, Yagar, Dokme, 2018).

In order to ensure the validity and reliability of this research and to eliminate or minimize the factors affecting the validity and reliability of the research, some necessary precautions have been taken by the researchers. In this context, credibility, long-term interaction, depth-oriented data collection, expert review, participant confirmation, confirmability, transferability, and consistency strategies were used to ensure the validity and reliability of this research (Yildirim, Simsek, 2018).

It is known that in the reliability dimension of qualitative research analyzes, it is impossible for a single researcher to make a coding that is free from his own subjective thoughts. In order to cope with this situation, it is important that the qualitative data set is coded by more than one expert and that the similarity ratio between these codes is close (Fidan, Ozturk, 2015). In this context, the raw data obtained from the interviews should be given to different researchers who are experts in their fields at the same time, and the correlation between the evaluation of the raw data and the results should be calculated (Miles, Huberman, 1994) This assumption increases the effectiveness and reliability of his research by countering the distorting effect of memory (Miles, Huberman, 1994; Patton, 2014; Tavsancil, Aslan, 2001). Inter-coder reliability refers to the consistency of different people using the same data (Sevilmis, Yildiz, 2021). In the light of this

information, the data obtained by converting the audio recordings into written documents by the researchers were analyzed independently by three experts who carried out the research, and the correlation between the results obtained from each of them was calculated.

The reliability of the data was calculated with the formula of Miles and Huberman (1994). This formula is as follows.

$$[\textit{Theme with consensus}/(\textit{Theme with consensus} + \textit{Theme with disagreement})] \times 100$$

It is expected that the result of the above formula, which is intended to test the compatibility among the coding experts, is higher than 70 % (Miles and Huberman, 1994; Patton, 2014). As a result of the application of the formula, 30 of the 32 codes suggested by the experts were approved, and a consensus was reached at the rate of $30/(32+2) \times 100 = 93.75$ on the suitability of the codes. The 2 codes on which no consensus could be reached were combined with other appropriate codes. As a result of the obtained result, it can be said that the analysis of the data is reliable.

Data Collection Process

Field application of the semi-structured interview form developed by the researchers took place between 15.03.2022 and 26.04.2022. The raw data in the research; It was obtained as a result of face-to-face interviews, by obtaining permission and appointment from the participants participating in the research. The interviews were carried out on a voluntary basis at the participants' own work or at different meeting points (cafes, etc.). By the researchers; the interviews with the participants were recorded with a mobile phone with a voice recording feature after obtaining the necessary permissions from the participants and in order to prevent data loss. Since this situation eliminates the note-taking problems of the researchers; During the interview, the researchers had the opportunity to ask questions and to perform the listening functions more comfortably. The audio recordings obtained from the interviews were transcribed, edited and turned into a 6-page document by the researchers. In order to prevent data loss in the research, each data obtained was analyzed on the day of the interview. The analyzes were confirmed by showing them to each participant again to ensure the reliability of the research. This provided the researchers with the convenience of ending the data collection process when the data reached saturation.

Analysis of Data

Content analysis method, one of the analysis methods used in qualitative research designs, was used in the evaluation of qualitative data (Miles, Huberman, 1994; Silverman, 2005; Yildirim, Simsek, 2018). It can be said that the data obtained after the evaluation of the qualitative data are categorized by dividing them into themes with an inductive approach (Stake, 1995). In this context, it is stated that the main purpose of content analysis is to reach concepts and relationships that will support the explanation of the data obtained. With content analysis, new concepts are discovered by processing the raw data in depth. In fact, the basic process done here is to gather similar data (codes) around certain concepts and themes, and to organize and interpret these data in a way that the reader can understand (Yildirim, Simsek, 2018; Neuman, 2012).

Ethical Aspect of Research

It can be said that the following measures have been taken to protect the ethics of the research:

The researchers first stated that all personal information of the participants would be kept confidential at the beginning and at the end of the practice, in accordance with ethical rules. Based on this, it was stated to the participants that the research will be used only for scientific purposes, their names will be kept secret, they will not suffer any physical or psychological harm, and the names of the teams they work with will not be included in the study. In order to keep the names of the participants confidential in the research, pseudonym codes in the form of A1, A2...A23 were given to the participants. Then, verbal and written consents were obtained from the participants regarding all these issues. Raw data are also filed to prove all these situations explained by the researchers.

3. Results

In this part of the research, findings based on the analysis results of qualitative data are included.

Table 2. Findings on coaches' views on how sports have an effect on changing behaviors that are not accepted in society

| Categories | Themes | Codes | Participants | Frequency |
|-------------------------|--------------|---|----------------------------|-----------|
| Individual Dimension | ✓ | Contributing to Being Disciplined | A1, A10, A11, A14, A16 | 5 |
| | ✓ | Revealing a Sense of Self-Confidence | A2, A5, A8, A16 | 4 |
| | ✓ | Helping to Socialize | A2,A4 | 2 |
| | ✓ | Contributing to Personality Development | A1 | 1 |
| | ✓ | Ensuring the Right Evaluation of Time | A3 | 1 |
| | ✓ | Developing Self-Skill | A11 | 1 |
| | ✓ | Helping to Lead an Orderly Life | A11 | 1 |
| | ✓ | Ensuring the Ability to Reason | A16 | 1 |
| | ✓ | Avoiding Making Abusive Friends | A17 | 1 |
| | ✓ | Gaining Awareness of Cleanliness | A14 | 1 |
| Total | | | | 18 |
| Positive Impact | ✓ | Revealing Socially Accepted Behaviors | A14,A15,A18 | 3 |
| | ✓ | Supporting Individuals to Make Them Useful to Society | A12,A19,A22 | 3 |
| | ✓ | Directing the Society to Positive Behaviors | A7, A9 | 2 |
| | ✓ | Changing the Perspective That Divides Society | A4, A13 | 2 |
| | ✓ | Eliminating Racism Understanding | A12 | 1 |
| | ✓ | Adopting the Rules of Society | A20 | 1 |
| | ✓ | Developing the Value of Love | A1 | 1 |
| | ✓ | Gaining a Sense of Brotherhood | A4 | 1 |
| | ✓ | Increasing Trust in Friends | A5 | 1 |
| | Total | | | |
| Harmful Habit Dimension | ✓ | Substance Abuse Prevention | A2,A4,A12,A18,A19, A22,A23 | 7 |
| | ✓ | Preventing Technology Addiction | A4, A18,A23 | 3 |
| | ✓ | Helping Quit Smoking | A5 | 1 |
| Total | | | | 11 |
| Moral Dimension | ✓ | Developing Moral Behaviors | A1, A6, A14, A19, A20, A22 | 6 |

| | | | | |
|-------------------------|---|---|-----------------------------|----------|
| | ✓ | Developing the Value of Respect | A1,A10 | 2 |
| Total | | | | 8 |
| Behavioral Dimension | ✓ | Preventing Negative Behaviors | A8, A17, A18, A21, A22, A25 | 6 |
| Total | | | | 6 |
| Psychological Dimension | ✓ | Öfke Kontrolünün Sağlanmasına Yardımcı Olma | A2,A5, A22 | 3 |
| | ✓ | Helping Achieve Anger Control | A23 | 1 |
| Total | | | | 4 |
| Cognitive Dimension | ✓ | Assisting in Distinguishing Right and Wrong | A16 | 1 |
| Total | | | | 1 |
| Health Dimension | ✓ | Eating Habit | A11 | 1 |
| Total | | | | 1 |
| Negative Impact | ✓ | Normalization of Value Behavior Contrary to Social Values | A25 | 1 |
| Total | | | | 1 |

When Table 2 is examined, the opinions of the coaches participating in the research about the role of sports in changing the unacceptable behaviors in the society are given in order according to the frequency of repetition of the themes and codes: The themes determined for the purposes of the research and the sentences directly quoted from the participant's views on the codes that make up these themes are given below.

"It has an extremely positive effect for a person who has received a good sports training. Sports contribute to moral and personality development. Even the stance of an athlete who has received a certain discipline, love and respect training will be different. Therefore, I can say that it enables the development of these features" (A1)

"I can say that an introverted and insecure person becomes socialized and self-confident thanks to sports, and an aggressive person uses that impulse in a positive way thanks to sports. Again, I think that individuals get away from all harmful habits that will harm themselves, both environmental and material, thanks to sports." (A2)

"I think it has a good effect. Athletes at least use the time correctly to reach their goals..." (A3)

"...It is possible to overcome the point of view that divides society along with unacceptable behaviors such as technology and substance abuse, with sports. Apart from this, gains that provide brotherhood and cohesion can be achieved with sports..." (A4)

"It supports the athletes to quit smoking and to control their aggressive attitudes in the competition. In addition, it has a positive effect on trusting his teammates and increasing self-confidence..." (A5)

"...If the child is in a team or club where he will receive the right messages, it will benefit him morally..." (A6)

"... Considering that sports are driving the masses, I can say that it is very effective to direct the society in a positive way through sports..." (A7)

"It has a very important and beneficial effect. Especially school-age individuals may engage in negative behaviors in order to show themselves in different places or to prove themselves to the opposite sex. Sports can be helpful in eliminating these negative behaviors. At the same time, this makes the individual self-confident." (A8)

"Sport, which drags the masses after it, has the power to positively influence and direct the nations in every sense..." (A9)

"Discipline and respect can have a very positive effect on the basis of..." (A10)

“It has a lot of influence. Being disciplined, developing self-skills and gaining nutritional habits is possible with sports. By this means, individuals can lead a more organized life, unlike other people.” (A11)

“It enables disadvantaged groups (substance addicts) to get rid of harmful habits such as substance addiction by introducing them to sports. Apart from this, individuals become beneficial individuals to society through sports. Before I forget, I would like to say that it is a fact that sports also helps to eliminate racism.” (A12)

“...The pressures and divisive perspectives that occur in the society due to unacceptable behaviors are prevented by the successes achieved in sports.” (A13)

“The discipline, cleanliness and morality gained by the individual are the effects of sports. In this context, only people who do sports can display more acceptable behaviors.” (A14)

“Sport has an important place in changing behaviors that are not accepted in society. For example, a person makes an effort and relaxes by boxing or in another branch. This is a factor that prevents the person from exhibiting negative behaviors.” (A15)

“Sports teaches individuals discipline and what is right and wrong in life. It also provides reasoning and self-confidence.” (A16)

“...The basic condition of not making friends with friends with bad habits starts with sports. At the same time, it is obvious that people who have negative behaviors get rid of these behaviors with sports.” (A17)

“A person who does sports tries to stay away from harmful habits and negative behaviors such as all kinds of substance and technology addiction. He does not behave in ways that are not accepted by the society by seeing the athletes around him.” (A18)

“It definitely has a huge impact. A person needs to do sports from childhood to old age. This is a philosophy of life. When a child adopts sports ethics, he becomes a very moral and very useful individual. Conscious exercise already provides benefits. In addition, individuals stay away from bad habits such as substance abuse thanks to sports. Even if these bad habits exist, this situation is reduced to a very small level thanks to sports.” (A19)

“...While doing sports, individuals learn the rules of society and universal moral principles...” (A20)

“I think it has a direct impact. We see a positive behavior of a football player very often, especially in children and young people. Most of the time, this situation has a great effect on preventing negative behaviors...” (A21)

“...Individuals raised in the consciousness of sports become an exemplary individual by exhibiting behaviors within the framework of moral values, getting rid of their anger, bad habits, if any, such as substance addiction, and negative behaviors at the maximum level.” (A22)

“... Participation in sports prevents substance and technology addiction. Again, thanks to sports, the bad consequences of an unhealthy life can be eliminated. In addition, we see that regular sports are beneficial in the improvement of psychological and cognitive disorders...” (A23)

“...Besides that, it prevents the emergence of negative behaviors to a large extent. However, the presence of some behaviors that are contrary to social values in sports makes those behaviors more normal.” (A23)

4. Discussion

According to the first result of the research problem, sports enable individuals to be disciplined, develop a sense of self-confidence, socialize, develop personality, evaluate time correctly, improve their self-skills, lead an orderly life, and make judgments. It also helps individuals to prevent them from making bad friends and to gain awareness of cleanliness. In this context, sports contribute positively to the personal development of individuals. According to the second result of the research problem, sports allow the revealing of behaviors accepted by the society, making individuals useful to the society, directing the society to positive behaviors, changing the perspective that separates the society, and eliminating the understanding of racism. In addition, it helps to adopt the rules of society, to develop the value of love, to gain a sense of brotherhood and to increase the trust in friends. In this context, sports provide positive contributions to social development. According to the third result of the research problem, sports provide positive contributions to the prevention of substance and technology addiction and the

prevention of harmful habits by enabling smoking cessation. According to the fourth result of the research problem, sport provides positive contributions to the moral development of individuals by enabling the development of moral behaviors and the value of respect. According to the fifth result of the research problem, sports provide positive contributions to behavioral development by preventing negative behaviors. According to the sixth result of the research problem, sports provide positive contributions to psychological development by allowing anger control. According to the seventh result of the research problem, sport provides positive contributions to cognitive development by enabling to distinguish between right and wrong. According to the eighth result of the research problem, sports provide positive contributions to health development by enabling nutrition habits. Finally, according to the ninth result of the research problem, sports create negative effects on value development by causing normalization of behaviors contrary to social values.

The phenomenon of sports in societies is accepted as the basic element of economic, social and cultural development. In this context, the phenomenon of sports; activities that increase the fighting power of individuals, support the development of their personalities, improve their physical and mental health, strengthen their environmental adaptation, and encourage the behavior of obeying the rules. These activities consist of deliberate actions, especially around certain rules (Erkal, 1982; Ramazanoglu et al., 2020).

The results of the research in the literature indicated that the personal, social and physical development of young people is supported, especially through their participation in physical education and sports (Danish et al., 1992; Smoll, Smith, 2002; Fraser-Thomas et al., 2005; Gould, Carson, 2008; Weiss, 2011; Holt et al., 2011; Opstoel et al., 2020). In addition, it is stated that sports not only improve the physical health of individuals, but also contribute to their versatile development, increase their academic success, higher self-confidence, the formation of love and honesty, and the development of the spirit of solidarity (Keten, 1974; Clark, Brennan, 1991). With sports, individuals gain competency, character development, self-care skills, teamwork, leadership, management skills and discipline understanding in the work they do (Bliss ve Hancock, 1976). Sports allow the development of peer relations, increase in parental interaction, avoidance of risky behaviors, voluntary work, awareness of responsibility, and self-control (Deutsch, 1968). Sport equips the individual to help differentiate behavior from what is right and wrong through interaction with peers and adults. It also allows people to live happily in peace (King, 1978). Gano-Overway et al. (2009) found in their study that young people who participate in sports activities improve their self-care and self-control skills and gain empathic thinking skills. Holt et al. (2009) found in their study that individuals gain life skills in sports environments together with their peers through regular sports programs. Popescu (2010) concluded in her study that the majority of athletes answer the question of what do you understand when athletes are called morality in high performance sports by following the rules and order. Yildiz et al. (2021) in their studies, in the sports activities that students participate in; They determined that they gained multifaceted values (national, cultural, personal and social) such as unity and solidarity, national consciousness, national feeling, social development, self-confidence, respect, taking duties and responsibilities and representing their group in the best way. In addition, it was determined that the participants who participated in the study stated that such activities are important in transferring cultural values to future generations and that knowing the past for students will be a guide for the future. Akandere et al. (2009) also found in their study that students who do sports have a higher level of moral judgment than those who do not. Therefore, it is seen that these studies support the results of the current research.

Sports environments are an arena to test values (Lee, 2003). However, it is important to consider that although sports have many positive aspects regarding their role in supporting personal and social development, participation in sports does not always lead to positive results (Bailey et al., 2009; Cryan, Martinek, 2017; Fraser-Thomas, Côté, 2009). Especially today, the rules in sports events always focus on the top and always on winning. Even, when the phenomenon of sports ceases to be a leisure time activity and confronts the individual as a profession, it creates new values that are not accepted by the society. In this context, it can be said that many of the values defended in sports are incompatible with the values of society. In today's world where making money is an indispensable value, the ideals of sporting virtue and olympism cannot be realized by defending them by the athletes. In addition, it will not be possible to protect sports in a structure that will not be affected by the worn-out values of the society. It is very

difficult in today's society for an individual who chooses sports as a profession to internalize sports within the framework of professional ethics and to implement attitudes and behaviors suitable for sports understanding. Because the mission attributed to sports is changing, values in sports develop in the same direction with the changing values in society. The approach of "winning at any cost" and "losing is the end of everything" in sports causes all kinds of ugly attempts such as match-fixing, doping and violence to be perceived as normal on the way to success (Sahin, 1998). In the results of the current research, it can be said that the role of sports in normalizing behaviors contrary to social values, although rarely seen, is important. Because, since the phenomenon of sport includes situations such as winning and losing, struggling, sometimes people stop acting according to the common values prevailing in society and behave in the most primitive way against these emerging situations. Of course, this situation, when it starts to grow like a snowball, causes behaviors that are not accepted by the society to become acceptable by the society after a point. Therefore, it can be stated that this situation will pave the way for a society to assimilate over time in terms of values.

With the understanding of inactivity, which has become a problem of the age, many individuals turn to harmful habits that can lead to dangerous consequences in their lives. Technology and substance abuse are at the forefront of these habits that harm individuals. Individuals who know and experience the phenomenon of sports generally direct all their energies to healthy actions as they spend their time much more productively. At the same time, this situation allows the energy concentration in individuals to be thrown out with the most appropriate method. As a result of this situation, individuals do not have time to spare for bad habits. As a result, it can be said that it is important to direct young people to sports in order to protect them from bad habits and to enable them to spend their spare time more valuable, especially since the younger generations become more addicted. Halldorson et al. (2014) found in their study that young people participating in sports clubs avoid harmful habits (alcohol, substance abuse, smoking, etc.). In addition, in the same study, it was determined that young people avoid making bad-tempered friends by participating in sports. Therefore, it can be said that this finding supports the results of the present study.

5. Conclusion

As a result, sports especially individuals' personal and social responsibility, cooperation, discipline, respect and so on it is seen that it is accepted as an appropriate tool to develop personal and social skills such as (Martinek, Hellison, 1997; Miller et al., 1997; Parker, Stiehl, 2005). In this context, it has been stated that many explanations and research results in the literature about the multi-faceted benefits of sports have an important place in learning many positive behaviors and reflecting these behaviors in life. Therefore, it can be said that this current study supports the literature results.

6. Suggestions

Since the phenomenon of sports causes many positive results on the behaviors exhibited by individuals in particular and by societies in general, new methods and practices should be implemented for the participation of individuals in sports through sportive activities.

New methods and practices to be carried out on participation in sports should be done by taking into account the emotional, cognitive and physiological structures of individuals.

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