



EXAMINATION OF THE EFFECTS OF INDIVIDUAL AND TEAM ATHLETES REGARDING SPORTS CHARACTER SUB-DIMENSIONS DIFFERENCES

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ABSTRACT

This study aims to determine whether the effect of individual and team athletes on the differences in sports character sub-dimensions differs significantly. The study group consists of licensed athletes of sports clubs operating in Istanbul, licensed athletes studying in the School of Physical Education and Sports, and skiers in Kartepe Ski Center. A questionnaire was conducted with the athletes who constitute the study group of the study. The branches of the athletes are nine branches in total, including Football, Volleyball, Basketball, Tennis, Martial Sports, Athletics, Wrestling, Swimming, and Skiing. A total of 381 athletes, 242 "Male" and 139 "Female" voluntarily formed the study group. The "Sports Character Scale (SCS)" developed by Jang (2013) and adapted into Turkish by Görgüt and Tuncel (2017) was used as a data collection tool in the study. "Sports Character Scale" consists of 27 items in 5-point Likert type and has 5 sub-dimensions. In the analysis of the data, the independent sample t-test was used to compare the paired means, and the Oneway ANOVA tests were used to compare the means between more than two groups. The internal consistency reliability analysis value of the sports character scale was determined as $\alpha = .84$, Integrity sub-dimension was $\alpha = .78$, Antisocial Attitude sub-dimension was $\alpha = .71$, Compassion sub-dimension was $\alpha = .63$, Sportspersonship sub-dimension was $\alpha = .55$, and the internal consistency of the justice sub-dimension was determined as $\alpha = .68$. According to these results, it can be stated that the reliability of the sports character scale used in the analysis of the data was high. As a result of the study, a statistically significant difference was not found only in the compassion ($p = 0.864$; $p > 0.05$) sub-dimension according to the gender of the athletes. However, a statistically significant difference was found at the 95% confidence level in other sub-dimensions. When the Sports Character Scale and its Sub-Dimensions were examined according to the Sports Branch, a statistically significant difference was found only between the integrity sub-dimension scores of the sports character scale and the sports branches at the 95% confidence level ($F(8-372) = 2.422$; $p = .015$; $p < 0.05$). When the Sport Character Scale and its Sub-dimensions were examined according to the ages of the athletes, no statistically significant difference was found between the ages of the athletes and their scores in the sport character scale and all sub-dimensions ($p > 0.05$).

Key Words: Character, compassion, sport

1. INTRODUCTION

It is an undeniable fact that sports are becoming more industrialized day by day, the popularity of which is constantly increasing, and professional competition, success, ambition have positive and negative human behaviors on individuals and the character. The importance of activities that will contribute to the spiritual development of individuals against the rapidity of this popular culture and social changes is understood better day by day. Different scientists, sports moralists, and educators define the sport and character; Sport is "a reflection of value trends". To contribute to the development of all aspects of individuals necessary in their social life, to increase their skills to the highest level and to contribute to the development of their character traits, to compete in the best way, and to achieve success in the competitions by complying with national and international rules (Baltacı, 2008).

Sports training have a significant role in the development of the social aspects of individuals in their lives. Living together in cohere and creating intimacy without expecting anything in return may possible with sports (Dolaşır, 2006). Character is the state of obeying the determined rules and acting in this direction within the transformation of human will into behavior (Kant, 2013). Character is the result of watching human behavior through someone else's eyes (Graff, 2012). John Wooden, the successful coach who won the championship seven times between 1967 and 1973, and made his name in history by winning the NCAA championship ten times, said that "Talent can take you to the top, but it takes a solid character to stay on top." The character of a person emerges by integrating with their own will. Since the human being is a social being, how beneficial to people in this field and establishing good relationships in every field plays an important role in human

character (Brody & Siegel, 1992). In order for sports to be effective in character development, educational environments related to character development should be created. Athlete, coach, management, etc., it is necessary to be aware that the formation of the character will contribute to the athlete's development of athletic performance both for themselves and their club, and that the community will unite around the character and offer effective opportunities for the formation of a belief system (Naylor & Yeager, 2013). At the end of the character education to be given sufficiently, it is to have individuals who are determined, have values, work for themselves and their country, know how to use their time in the best way to have a successful life, and have a vision (Sirri & Mehmedoğlu, 2015). Naturally, the character structure and emotions of each individual are different; some are more excited, extroverted, some are quite withdrawn, some are leadership self-confidence. It is necessary to consider factors such as the positive and negative effects of the social environment on the character structure (Konter, 2006). It is thought that the compliance of the athletes to the competitions within the framework of the rules and the respect for people in their personalities, the development of the awareness of gaining moral behavior and the knowledge that the competition can only be won within the rules will contribute to the character development for the athletes (Devries, 1998). In this sense, as stated by many psychologists from Vygotsky to Piaget, it is necessary to consider play as the language of the child in child development and to understand its importance. Through games, children learn to respect others, appreciate success and failure, and create a life philosophy on values (Karaliotas, 1999). There are some people who argue that sports can have both positive and negative effects on the character (İmamli & Ünver, 2018). Another author in character development; the inner world of a person exists in situations such as his perspective on life, knowledge of will, and analytical thinking (Davidson et al., 2018).

Do sports have the ability to build character? The question of whether sports has a definite effect on the character or whether there are positive results is difficult to find a definite answer, but there are studies showing that it harms the character and moral values of athletes. Although the trainers and parents always state that they give the necessary moral values to the athletes, studies show the opposite. For example, in a study conducted with the 13-16 age group over 1300, the result was higher in moral character formation, compared to people who do sports, that is, they are more unbiased and reflective than athletes (Beller & Stoll, 1995). In a study on students at the US Military Academy, they emphasized that the amount of time athletes spend doing sports is a decline in moral reasoning. They stated that the decline in this reasoning was higher for male athletes than female athletes, team sports were higher than individual sports, and contact sports were higher than non-contact sports (Doty & Lumpkin, 2010). Various scientists, thinkers, sports ethicists said "Sport shapes character" while expressing the effects of sportive activity on personality. However, in recent years, it has been observed that especially politicians and businessmen all over the world regard sports as a source of propaganda and income, and therefore divert it from its purpose. As a result of this deviation, the athletes are conditioned only to the highest performance, namely the championship, and they conclude that the competitions change their qualities (Başer, 1998).

As a result, it was aimed to examine the individual and team sports branches of the Sport Character Scale, the characters of individual and team athletes, and the concepts in the sub-dimensions of the scale, to include evaluations by examining the effects of sports on the character, to provide information to branch trainers and athletes, and to contribute to the Turkish sports science literature.

2. METHOD

As a result of the analysis made on 399 data collected through the sport character scale, 18 extreme values affecting the analysis result were excluded from the study. The analysis continued with 381 data in total. In the analysis of the data, the independent sample t-test was used to compare the paired means, and the Oneway ANOVA tests were used to compare the means between more than two groups. The internal consistency reliability analysis value of the sport character scale was determined as $\alpha = .84$, Integrity sub-dimension was $\alpha = .78$, Antisocial Attitude sub-dimension was $\alpha = .71$, Compassion sub-dimension was $\alpha = .63$, Sportspersonship sub-dimension was $\alpha = .55$, and the internal consistency of the justice sub-dimension was determined as $\alpha = .68$. According to these results, it can be stated that the reliability of the sport character scale used in the analysis of the data was high.

2.1. Study Group

A questionnaire was conducted on sports clubs operating in the city of Istanbul, licensed athletes studying in the School of Physical Education and Sports, and skiers at the ski resort of Kartepe. These branches are nine branches including Football, Volleyball, Basketball, Tennis, Martial Sports, Athletics, Wrestling, Swimming,

and Skiing. The study group consists of a total of 381 athletes voluntarily participating, 242 male and 139 female.

2.2. Data collection tool

In addition to the personal information form prepared by the researcher about the participants' gender, age, education level, branch, and whether at least one of their parents was an athlete in the past, the "Sport Character Scale" (SCS) was used. The SCS developed by Jang (2013) and adapted into Turkish by Görgüt and Tuncel (2017) was used as a data collection tool in the study. "Sport Character Scale" consists of 27 items in 5-point Likert type and has 5 sub-dimensions. These sub-dimensions are; Integrity (10 items), Anti-social Attitude (5 items), Compassion (6 items), Sportspersonship (3 items), Fairness (3 items). Scale items are ranked and scored as 1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, and 5- Strongly Agree.

2.3. Data Analysis

The statistical analyzes conducted within the scope of the research were carried out using the SPSS 20 statistical package program. Frequency, arithmetic mean and standard deviation were used as statistical methods in evaluating the data.

In the analysis of the data, the independent sample t-test was used to compare the paired means, and the Oneway ANOVA tests were used to compare the means between more than two groups.

3. FINDINGS

Table 1: Descriptive Statistics on Variables

| Variables | Groups | f | % |
|--|--|-----|------|
| Gender | Male | 242 | 63,5 |
| | Female | 139 | 36,5 |
| Sport branch | Football | 83 | 21,8 |
| | Volleyball | 25 | 6,6 |
| | Basketball | 30 | 7,9 |
| | Tennis | 42 | 11 |
| | Martial Arts | 18 | 4,7 |
| | Athletics | 47 | 12,3 |
| | Wrestling | 36 | 9,4 |
| | Swimming | 65 | 17,1 |
| Did any of your parents were athletes in the past? | Yes | 140 | 36,7 |
| | No | 241 | 63,3 |
| Age | 15 and under | 22 | 5,8 |
| | 16-19 | 119 | 31,2 |
| | 20-23 | 145 | 38,1 |
| | 23 and above | 95 | 24,9 |
| Education level | Secondary education | 121 | 31,8 |
| | Associate, Undergraduate, Postgraduate | 260 | 68,2 |

n=381

As can be seen in Table 1, 63.5% of the athletes were male, 36.5% were female; 21% were football players, 6.6% volleyball players, 7.9% basketball players, 11% tennis players, 12.3% athletics athletes, 9.4% wrestlers, 17.1% swimmers, and 9.2% were ski athletes; 36.7% at least one of their parents was an athlete before, 63% of them had none of their parents was an athlete before; 5.8% were 15 years old and younger, 31.2% were between 16-19 years old, 38.1% were between 20-23 years old and 24,9% were athletes aged 23 and over; 31.8% of them were secondary education graduate, and 68.2% of them were athletes with an associate degree, undergraduate or graduate degrees.

Table 2: Sport Character Scale Normality Distribution Analysis

| Scales | \bar{x}/ss | median | variance | skewness | kurtosis |
|-----------------------------|--------------|--------|----------|----------|----------|
| Sport Character Scale Total | 108,14±7,29 | 110,00 | 53,27 | -,805 | ,385 |
| Integrity | 44,91±4,52 | 46,00 | 20,48 | -1,171 | 1,301 |
| Anti-Social Attitude | 7,75±2,69 | 7,00 | 7,28 | ,684 | -,662 |
| Compassion | 27,23±2,71 | 28,00 | 7,38 | -,913 | ,288 |
| Sportspersonship | 14,41±0,99 | 15,00 | 0,98 | -1,620 | 1,744 |
| Fairness | 13,82±1,68 | 15,00 | 2,85 | -1,328 | 1,191 |

As can be seen in Table 2, the mean and median values of the scales used to collect data were close to each other, the kurtosis and skewness values were between ± 1.96 , and the data concentrated around the linear in the Q-Q plot graph. Considering these results, it was determined that the data used in the study were normally distributed. For this reason, it was decided to use parametric analysis in data analysis.

Table 3: Analysis of Differences in Sport Character in terms of Gender and Sportsman Parent Variables

| Variables | Scale and Sub-dimensions | Groups | n | Mean | sd | Levene Test | | t | df | p |
|----------------------|--|-----------------------|-------|--------|--------|-------------|-------|--------|--------|-------|
| | | | | | | F | p | | | |
| Gender | Sport Character Scale | Male | 242 | 107,79 | 7,65 | 4,451 | 0,036 | -1,309 | 379 | 0,192 |
| | | Female | 139 | 108,76 | 6,63 | | | | | |
| | Integrity | Male | 242 | 44,55 | 4,73 | 3,728 | 0,054 | -2,088 | 0,037* | |
| | | Female | 139 | 45,55 | 4,09 | | | | | |
| | Anti-Social Attitude | Male | 242 | 8,00 | 2,79 | 1,909 | 0,168 | 2,435 | 0,015* | |
| | | Female | 139 | 7,31 | 2,47 | | | | | |
| | Compassion | Male | 242 | 27,22 | 2,89 | 6,336 | 0,012 | -0,171 | 0,864 | |
| | | Female | 139 | 27,27 | 2,4 | | | | | |
| | Sportspersonship | Male | 242 | 14,33 | 1,07 | 12,21 | 0,001 | -2,232 | 0,026* | |
| | | Female | 139 | 14,55 | 0,83 | | | | | |
| | Fairness | Male | 242 | 13,68 | 1,8 | 8,901 | 0,003 | -2,395 | 0,017* | |
| | | Female | 139 | 14,09 | 1,45 | | | | | |
| | Did any of your parents were athletes in the past? | Sport Character Scale | Yes | 140 | 108,67 | 7,68 | 1,091 | 0,297 | 1,08 | 0,281 |
| | | | No | 241 | 107,83 | 7,07 | | | | |
| Integrity | | Yes | 140 | 7,69 | 2,65 | 0,091 | 0,763 | 1,635 | 0,103 | |
| | | No | 241 | 7,79 | 2,73 | | | | | |
| Anti-Social Attitude | | Yes | 140 | 27,21 | 2,87 | 0,519 | 0,472 | -0,358 | 0,721 | |
| | | No | 241 | 27,25 | 2,63 | | | | | |
| Compassion | | Yes | 140 | 14,44 | 0,95 | 2,426 | 0,12 | -0,159 | 0,874 | |
| | | No | 241 | 14,4 | 1,02 | | | | | |
| Sportspersonship | | Yes | 140 | 13,93 | 1,63 | 0,708 | 0,401 | 0,422 | 0,674 | |
| | | No | 241 | 13,77 | 1,72 | | | | | |
| Fairness | | Yes | 140 | 45,41 | 4,6 | 1,261 | 0,262 | 0,873 | 0,383 | |
| | | No | 241 | 44,62 | 4,47 | | | | | |
| Education Level | | Sport Character Scale | S | 121 | 108,17 | 7,34 | 0,000 | 0,989 | 0,058 | 0,954 |
| | | | A,U,P | 260 | 108,13 | 7,29 | | | | |
| | Integrity | S | 121 | 45,15 | 4,63 | 0,014 | 0,904 | 0,7 | 0,485 | |
| | | A,U,P | 260 | 44,80 | 4,48 | | | | | |
| | Anti-Social Attitude | S | 121 | 7,90 | 2,71 | 0,027 | 0,87 | 0,741 | 0,459 | |
| | | A,U,P | 260 | 7,68 | 2,69 | | | | | |
| | Compassion | S | 121 | 27,02 | 2,74 | 0,228 | 0,633 | -1,036 | 0,301 | |
| | | A,U,P | 260 | 27,33 | 2,71 | | | | | |
| | Sportspersonship | S | 121 | 14,45 | 0,94 | 0,684 | 0,409 | 0,423 | 0,672 | |
| | | A,U,P | 260 | 14,40 | 1,02 | | | | | |
| | Fairness | S | 121 | 13,65 | 1,81 | 2,407 | 0,122 | -1,393 | 0,164 | |
| | | A,U,P | 260 | 13,91 | 1,63 | | | | | |

*p<0, 05; S: Secondary education; A: Associate degree; U: Undergraduate degree; P: Postgraduate degree

As can be seen in Table 3, in independent samples t-Test used to determine the differences between the athletes' scores from the sport character scale and its sub-dimensions according to their gender, and the variable of whether their parents used to do sports in the past, as a result of the t-test analysis, no statistically significant difference was found between the gender of athletes and their sport character total scores ($p = ,192$; $p > 0,05$) and compassion ($p = 0,864$; $p > 0,05$) sub-dimension. However, a statistically significant difference was found between the athletes' gender and the integrity sub-dimension at the 95% confidence level ($t_{(379)} = -2,088$; $p = 0,037$; $p < 0,05$). According to this result, it can be stated that the integrity level of female athletes ($\bar{x} = 45,55$) was slightly higher than male athletes ($\bar{x} = 44,55$). However, a statistically significant difference was determined at 95% confidence level between the gender of the athletes and the anti-social attitudes sub-dimension ($t_{(379)} = -2,435$; $p = 0,015$; $p < 0,05$). According to this result, it was determined that male athletes ($\bar{x} = 8,00$) had higher anti-social attitude levels than female athletes ($\bar{x} = 7,31$). A statistically significant difference was found between the athletes' gender and the sportspersonship sub-dimension at the 95% confidence level ($t_{(379)} = -2,232$; $p = 0,026$; $p < 0,05$). According to this result, it was determined that the

sportspersonship levels of male athletes ($\bar{x} = 8.00$) were slightly lower than female athletes ($\bar{x} = 7.31$). A statistically significant difference at a 95% confidence level was determined between the gender of the athletes and the fairness sub-dimension ($(t_{(379)} = -2,395; p=0,017; p<0, 05)$). According to this result, it was determined that male athletes ($\bar{x} = 13.68$) had lower levels of fairness than female athletes ($\bar{x} = 14.09$).

No statistically significant difference was found between the variable of whether athletes' parents did sports in the past and the sport character scale ($p = 0.281; p > 0.05$), integrity sub-dimension ($p = 0.103; p > 0.05$), anti-social attitudes sub-dimension ($p = 0.721; p > 0.05$), compassion sub-dimension ($p = 0.874; p > 0.05$), sportspersonship sub-dimension ($p = 0.674; p > 0.05$), and fairness sub-dimension ($p = 0.383; p > 0$).

There was no statistically significant difference found between the education level of athletes and the sport character scale ($p = 0.954; p > 0.05$), integrity sub-dimension ($p = 0.485; p > 0.05$), anti-social attitude sub-dimension ($p = 0.459; p > 0.05$), compassion sub-dimension ($p = 0.301; p > 0.05$), sportspersonship sub-dimension ($p = 0.672; p > 0.05$), and fairness sub-dimension ($p = 0.164; p > 0.05$).

Table 4: Analysis of Athletes' Differences in Sports and Sport Character Scale and Sub-Dimensions

| Scale and Sub-Dimensions | sports | n | \bar{x} | sd | df | F | p | LSD |
|--------------------------|----------------|----|-----------|------|----------|-------|---------------|-----|
| Sport Character Scale | Football | 83 | 107,43 | 7,53 | 8 372 | 1,614 | 0,119 | |
| | Volleyball | 25 | 110,68 | 4,49 | | | | |
| | Basketball | 30 | 106,13 | 8,16 | | | | |
| | Tennis | 42 | 109,64 | 6,69 | | | | |
| | Martial Sports | 18 | 108,00 | 8,12 | | | | |
| | Athletics | 47 | 107,57 | 7,86 | | | | |
| | Wrestling | 36 | 106,69 | 7,63 | | | | |
| | Swimming | 65 | 108,09 | 6,84 | | | | |
| | Ski | 35 | 110,34 | 7,00 | | | | |
| Integrity | Football | 83 | 43,52 | 5,36 | 8 372 | 2,422 | 0,015* | 1<2 |
| | Volleyball | 25 | 46,28 | 3,17 | | | | 1<4 |
| | Basketball | 30 | 43,67 | 4,82 | | | | 1<8 |
| | Tennis | 42 | 46,00 | 4,02 | | | | 1<9 |
| | Martial Sports | 18 | 44,94 | 4,71 | | | | 2>3 |
| | Athletics | 47 | 44,81 | 4,23 | | | | 3>4 |
| | Wrestling | 36 | 44,92 | 4,40 | | | | 3<9 |
| | Swimming | 65 | 45,34 | 3,83 | | | | |
| | Ski | 35 | 46,31 | 4,38 | | | | |
| Anti Social Attitude | Football | 83 | 8,51 | 2,85 | 8 372 | 1,646 | 0,110 | |
| | Volleyball | 25 | 6,96 | 2,09 | | | | |
| | Basketball | 30 | 7,83 | 2,85 | | | | |
| | Tennis | 42 | 8,10 | 3,00 | | | | |
| | Martial Sports | 18 | 7,11 | 2,52 | | | | |
| | Athletics | 47 | 7,64 | 2,73 | | | | |
| | Wrestling | 36 | 7,25 | 2,39 | | | | |
| | Swimming | 65 | 7,37 | 2,50 | | | | |
| | Ski | 35 | 7,74 | 2,68 | | | | |
| Compassion | Football | 83 | 27,27 | 2,88 | 8 372 | 0,832 | 0,574 | |
| | Volleyball | 25 | 28,04 | 1,97 | | | | |
| | Basketball | 30 | 26,77 | 3,36 | | | | |
| | Tennis | 42 | 27,38 | 2,33 | | | | |
| | Martial Sports | 18 | 27,33 | 4,01 | | | | |
| | Athletics | 47 | 26,94 | 2,64 | | | | |
| | Wrestling | 36 | 26,81 | 2,80 | | | | |
| | Swimming | 65 | 27,11 | 2,44 | | | | |
| | Ski | 35 | 27,86 | 2,35 | | | | |
| Sportspersonship | Football | 83 | 14,37 | 1,01 | 8 372 | 0,827 | 0,579 | |
| | Volleyball | 25 | 14,76 | 0,60 | | | | |
| | Basketball | 30 | 14,47 | 0,94 | | | | |
| | Tennis | 42 | 14,31 | 1,07 | | | | |
| | Martial Sports | 18 | 14,44 | 1,20 | | | | |
| | Athletics | 47 | 14,40 | 1,04 | | | | |
| | Swimming | 65 | 14,17 | 1,16 | | | | |

| | | | | | | | |
|----------|----------------|----|-------|------|----------|-------|-------|
| Fairness | Ski | 35 | 14,54 | 0,95 | 8 372 | 1,198 | 0,299 |
| | Football | 83 | 13,77 | 1,78 | | | |
| | Volleyball | 25 | 14,64 | 0,91 | | | |
| | Basketball | 30 | 13,40 | 2,11 | | | |
| | Tennis | 42 | 13,86 | 1,76 | | | |
| | Martial Sports | 18 | 14,17 | 1,38 | | | |
| | Athletics | 47 | 13,79 | 1,73 | | | |
| | Wrestling | 36 | 13,56 | 1,68 | | | |
| | Swimming | 65 | 13,83 | 1,58 | | | |
| | Ski | 35 | 13,89 | 1,66 | | | |

*P<0,05

As can be seen in Table 4, no statistically significant difference was found between the sports branches and the sport character scale scores ($p = 0.119$; $p > 0.05$), anti-social attitude sub-dimension ($p = 0.110$; $p > 0.05$), compassion sub-dimension ($p = 0.574$; $p > 0.05$), sportpersonship sub-dimension ($p = 0.579$; $p > 0.05$), and the fairness sub-dimension. However, a statistically significant difference was found between athletes' sports branches and the integrity sub-dimension scores of the sport character scale at 95% confidence level ($F_{(8-372)} = 2,422$; $p = 0,015$; $p < 0,05$). Considering the differences between post_hoc groups made with LSD, a significant difference was determined between football and volleyball, tennis, swimming, and skiing, between volleyball and basketball, between basketball and tennis and ski sports. Based on this result, the level of integrity of skiers ($\bar{x} = 46,31$) was found to be higher than the football players ($\bar{x} = 43,52$), volleyball players ($\bar{x} = 46,28$), and basketball players ($\bar{x} = 43,67$).

Table 5: Analysis of the Differences in Sport Character Scale and Sub-Dimensions According to the Ages of the Athletes

| Scale and Sub-Dimensions | Age Groups | n | \bar{x} | sd | df | F | P |
|--------------------------|--------------|-----|-----------|------|----------|-------|-------|
| Sport Character Scale | 15 and below | 22 | 105,55 | 9,45 | 3 377 | 1,127 | 0,338 |
| | 16-19 | 119 | 108,62 | 7,00 | | | |
| | 20-23 | 145 | 108,25 | 7,05 | | | |
| | 23 and above | 95 | 107,98 | 7,47 | | | |
| Integrity | 15 and below | 22 | 43,95 | 5,46 | 3 377 | 0,82 | 0,483 |
| | 16-19 | 119 | 45,25 | 4,06 | | | |
| | 20-23 | 145 | 44,63 | 4,70 | | | |
| | 23 and above | 95 | 45,14 | 4,60 | | | |
| Anti Social Attitude | 15 and below | 22 | 7,86 | 2,75 | 3 377 | 0,665 | 0,574 |
| | 16-19 | 119 | 7,80 | 2,67 | | | |
| | 20-23 | 145 | 7,91 | 2,80 | | | |
| | 23 and above | 95 | 7,42 | 2,58 | | | |
| Compassion | 15 and below | 22 | 25,91 | 3,46 | 3 377 | 2,226 | 0,085 |
| | 16-19 | 119 | 27,42 | 2,70 | | | |
| | 20-23 | 145 | 27,39 | 2,55 | | | |
| | 23 and above | 95 | 27,07 | 2,75 | | | |
| Sportpersonship | 15 and below | 22 | 14,36 | 1,00 | 3 377 | 0,529 | 0,662 |
| | 16-19 | 119 | 14,36 | 1,01 | | | |
| | 20-23 | 145 | 14,50 | 0,94 | | | |
| | 23 and above | 95 | 14,37 | 1,04 | | | |
| Fairness | 15 and below | 22 | 13,45 | 2,15 | 3 377 | 0,631 | 0,596 |
| | 16-19 | 119 | 13,79 | 1,68 | | | |
| | 20-23 | 145 | 13,82 | 1,73 | | | |
| | 23 and above | 95 | 13,98 | 1,52 | | | |

p>0,05

As can be seen in Table 5, the sport character scale scores, integrity, anti-social attitude, compassion, sportpersonship, and fairness sub-dimension scores were not differed statistically significantly according to the ages of the athletes.

4. DISCUSSION AND CONCLUSION

This study aims to determine whether the effects of individual and team athletes on the differences in sport character sub-dimensions differ significantly and to determine whether the sport character traits of the athletes differ significantly depending on their gender, age, education, and whether their parents were athletes in the past. For this purpose, the gender, age, and branch information of the athletes were obtained and examined

towards the aim of the study. Unfortunately, there are very few studies in the literature on sport character. Görgüt & Tuncel, (2017). It is thought that the increase in the studies on sport character will contribute to the sports literature. In the Analysis of Normality Distribution of the Sport Character Scale, it was determined that the mean and median values were close to each other, the kurtosis and skewness values were between ± 1.96 , and the data concentrated around the linear in the Q-Q plot graph. It was determined that the data used in the study were distributed normally. In our study, according to the independent samples t-test analysis results used to determine whether the scores of the athletes from the sport character scale and sub-dimensions differ according to the gender and whether their parents did sports in the past variables, it was determined that there was no statistically significant difference on sport character scale total scores and compassion subscale scores, according to the gender of the athletes $p > 0.05$. However, a statistically significant difference was found between the athletes' gender and the sub-dimension of integrity, anti-social attitudes, fairness, and sportpersonship at the 95% confidence level ($p < 0.05$). According to these results, it was found that female athletes had a slightly higher level of integrity than male athletes, male athletes had higher anti-social attitude levels compared to female athletes, male athletes had a slightly lower sportpersonship level than female athletes, and finally, male athletes had lower fairness levels compared to female athletes. Siyahtaş, Saraç, Tükenmez, and Hocoğlu (2018) found no significant differences in integrity, compassion, sportpersonship and fairness character traits of athletes according to their gender, while males were found to differ significantly with a higher average of anti-social attitudes. In our study, the significant difference observed in the anti-social attitude sub-dimension is in line with the study. In the study conducted by Öztürk and Türkmen (2018), no significant difference was found in the sport character traits of the athletes in the darts branch according to their gender. Therefore, this study did not show parallelism with the study conducted by Öztürk and Türkmen (2018). In the study conducted by İmamlı and Ünver (2018), it was seen that there was a significant difference in anti-social characteristics according to gender, and this difference was in favor of females. In our study, it was observed that the anti-social attitude sub-dimension had a higher level in males. It was determined that the scores of the sport character scale, integrity, anti-social attitude, compassion, sportpersonship, and fairness sub-dimensions did not differ statistically significantly according to the variable of whether their parents did sports in the past $p > 0.05$. Siyahtaş, Saraç, Tükenmez & Hocoğlu (2018) examined whether there was a significant difference in sport character traits according to whether at least one of the athletes' parents was an athlete or not. It was determined that 42.5% of the athletes have parents who did sports in the past, and 57.5% of the athletes have parents who did not do sports in the past. When the results were examined, no significant difference was found regarding the sport character traits of the athletes according to whether the parents were athletes or not. This study parallels our study on athletes with the variable of whether their parents did sports in the past. No statistically significant difference was found between the education level of athletes and the sport character scale, integrity, anti-social attitudes, compassion, sportpersonship, and fairness sub-dimensions. In our study, no statistically significant difference was found between the sports branches and the scores of the sport character scale, anti-social attitude, compassion, sportpersonship, and fairness sub-dimensions $p > 0.05$. However, a statistically significant difference was found at a 95% confidence level between the sports branches and the scores of the integrity sub-dimension of the sport character scale. Considering the differences between post_hoc groups made with LSD, a significant difference was determined between football and volleyball, tennis, swimming, and skiing, between volleyball and basketball, between basketball and tennis and ski sports. Based on this result, the level of integrity of skiers ($\bar{x}=46,31$) was found to be higher than the football players ($\bar{x}=43,52$), volleyball players ($\bar{x}=46,28$), and basketball players ($\bar{x}=43,67$) $p < 0,05$. In the study conducted by İmamlı and Ünver (2018), no significant difference was found in sport character traits according to students' interest in team or individual sports. However, when the mean scores were examined, in the sub-dimensions of integrity and fairness, the mean scores of the athletes interested in individual sports were higher than the athletes interested in team sports. In the study conducted by Siyahtaş, Saraç, Tükenmez, and Hocoğlu (2018), considering the individual and team sports, skiing is an individual sport, and in this respect, this study is in parallel with our study. Another study is to determine whether there are significant differences in sport character traits between branches. When the analysis results are examined, it has been determined that the sport character traits of the athletes in the branches of athletics, swimming, tennis, and water polo differ significantly. When the sub-dimensions of integrity, compassion, sportpersonship, and fairness were examined, it was found that athletes in athletics and tennis had higher averages than other branches. Therefore, it can be stated that the sport characters of athleticism athletes and tennis players are higher than swimmers and water polo athletes.

In our study, no statistically significant difference was found between the ages of the athletes and their scores on the sport character scale in the sub-dimensions of integrity, anti-social attitude, compassion, sportspersonship, and fairness $p > 0.05$. In the study conducted by Siyahtaş, Saraç, Tükenmez, and Hoccoğlu (2018), no significant difference was found in the sport character traits of the athletes according to their ages. In the studies conducted by Öztürk and Türkmen (2018) and İmamlı and Ünver (2018), a significant difference was found only in the integrity sub-dimension. When the mean scores of sport character traits according to the age variable were examined in our study, it was found that there was not much difference between the 15 and below and 23 and above age groups. Lee et al. (2007) reported in their study that 14-16 age group athletes had a higher mean in terms of adopting cheating and love of competition than athletes aged 11-13. In the study conducted by Altın and Özseri (2017), the mean score of 11-13 age group athletes in the dimension of adopting cheating was found to be significantly higher than the mean score of the 14-16 age group. In the study of İmamlı and Ünver (2018), it was observed that the integrity level of the sports students increased as the age got older. In the study of İmamlı and Ünver (2018), it was observed that the sports time of the athletes did not cause a change in their character structure, this is in parallel with our study. In the study of Arslan (2018), no statistically significant difference was found between athletes' duration of doing sports and the sub-dimensions of adopting cheating, adopting a passion for competition, maintaining a fair win, and the total scale score. This is in parallel with our study.

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