

## Physical Education and Sports Course Value Orientations of Secondary School Students

### Ortaokul Öğrencilerinin Beden Eğitimi ve Spor Dersi Değer Yönelimleri

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**ABSTRACT:** The aim of this study was to examine the value orientation of secondary school students in Physical Education (PE) in terms of gender, age, doing regular sports, participating in school teams, and family income variables. In this research, the general scanning method was used. The study sample consisted of 419 volunteer students who studied at secondary schools in central Malatya, selected using a simple random sampling method. The Physical Education Course Student Value Orientation Scale was used for research purposes. In the research, frequency and percentage analysis, Variance analysis, and the Tukey test were used. As a result of the research, the PE value orientation of male students was higher than that of female students, the sportive virtue behavior of students was higher than that of the age group of 13 compared to that of the age group of 15, and students with low family incomes were more likely to act in solidarity than students with high incomes. The most remarkable result of the study is that students who doing regular sports and participating in school teams have higher PE lesson value orientations than other students. These results show that students can be developed some responsibility behaviors through PE.

**Keywords:** Physical education and sports, sportive virtue, solidarity, self-confidence, sensitivity.

**ÖZ:** Bu araştırmada, ortaokul öğrencilerinin beden eğitimi ve spor dersi değer yönelimlerinin cinsiyet, yaş, okul içi ve dışında spor yapma, okul takımlarına katılma ve aile gelir düzeyi değişkenlerine göre incelenmesi amaçlanmıştır. Araştırmada genel tarama modeli kullanılmıştır. Araştırmanın örneklemini Malatya ili merkez ortaokullarında öğrenim gören, basit rastgele örnekleme yöntemine göre seçilen 419 gönüllü öğrenci oluşturmuştur. Araştırmada “Beden Eğitimi Dersi Öğrenci Değer Yönelimi Ölçeği” kullanılmıştır. Araştırmada, frekans ve yüzde analizi, Varyans analizi ve Tukey testi kullanılmıştır. Araştırma sonucunda, erkek öğrencilerin beden eğitimi ve spor dersi değer yönelimlerinin kız öğrencilere göre daha yüksek olduğu, 13 yaş grubundaki öğrencilerin sportif erdem davranışlarının 15 yaşındaki öğrencilere göre daha yüksek olduğu görülmüştür. Ayrıca aile gelir düzeyi düşük olan öğrencilerin gelir düzeyi yüksek olan öğrencilere göre dayanışmaya yönelik davranışlarının daha yüksek olduğu görülmüştür. Araştırmanın en dikkat çekici sonucu ise, düzenli spor yapan ve okul takımlarında yer alan öğrencilerin beden eğitimi ve spor dersi değer yönelimlerinin diğer öğrencilere göre daha yüksek olmasıdır. Bu sonuçlar, beden eğitimi ve spor yoluyla öğrencilere bazı sorumluluk davranışlarının kazandırılabilceğini göstermektedir.

**Anahtar kelimeler:** Beden eğitimi ve spor, sportif erdem, dayanışma, özgüven, duyarlı olma.

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Education is a concept based on human foundations. Sport is one of the building blocks of education in this context. Sport, which is part of education, needs to be addressed in aspects that contribute to the integrity of individuals and societies, such as health, tranquility, and peace (Erdemli, 2008). The aim of education is to provide students with national, spiritual, social and cultural values, such as cooperation, sharing, solidarity, love, respect, tolerance, and honesty, which form the foundations of the social structure. It is only by gaining these values that the individual can know himself or herself and others. Sport is one of the tools that enable individuals to perform these functions. In a sporting environment, individuals have the opportunity to know themselves and others in many ways (Öztürk, 1998).

Sport has a structure which affects and shapes children and young people. To be honest, to strive, to work together, to congratulate the winner, to accept defeat, and to adopt a healthy lifestyle in all respects is one of the main characteristics that sport brings to children and young people (Özdenk, 2019). Sport is considered as an important tool for the education of values, as it helps the person to expose the virtues that reside in him or her and to apply them in other areas of their lives (Kuter & Kuter, 2012).

It is useful to know the meaning and conceptual framework of values that is one of the current issues of recent years. Allport (1968) treated values as psychological approaches and described them as “meanings perceived in connection with the self”. Allport (1968) characterized the individual's psychological attachment to anything as striving to achieve and maintain and value it. The Turkish Language Association has defined values as “the abstract measure for determining the importance of something, the value of something, the value of something”, and “the whole of the material and spiritual elements of the social, cultural, economic and scientific values of a nation.” (Turkish Language Association [TDK], 2019).

Values that have been influential in every stage of human life over the centuries have played an important role in shaping people's lifestyles. People are trying to live their lives according to the values they believe in. Values kind of guide the formation of people's personal perspectives. The viewpoints formed by the values are transformed into actions and the desired behavior is achieved (Özden, 1999).

Values are criteria that give meaning to society and culture as a consensus system that society's value and share (Zevalsiz, 2014). Such criteria help to explain why people make good, beautiful, helpful, valuable, positive, and similar value judgments (Bacanlı, 2011). Such values statements demonstrate that values play a significant role in the process of developing a personal outlook, coordinating interpersonal relationships, making individual or collective decisions, achievement, happiness, sadness, and evaluation.

The transition of the ideals that form the fundamental building blocks of society to the younger generations is primarily accomplished by training and education (Tulumcu, 2015). Education practices aimed at values are among the activities of the Ministry of National Education, which carries out the development and renovation of educational programs. As a result, education values have been seen as a common core component of the curriculum as a whole, and 10 core values have been identified which are intended to be shared with students in all disciplines. These core values are respect, love, justice, friendship, honesty, self-control, patience, responsibility, patriotism, and

benevolence (Ministry of National Education [MEB], 2017). In line with the program implemented by the MEB, one of the lessons that play an important role in bringing values to students through various activities in and out of school is physical education and sports lesson.

Education of principles, which has become particularly relevant in recent years, is also included in the teaching programs for physical education and sports courses. Accordingly, the unit of acquisitions is seen as justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence as the basis of education such as beliefs, attitudes, and actions, and is correlated with physical education and sports classes (MEB, 2018). Thanks to physical education and sport, which play an important role in the realization of sports activities in schools, children and young people are provided with values such as solidarity, cooperation, compliance with the rules, sharing, justice, tolerance, and benevolence (Kayışlıoğlu, Altınkök, Temel, & Yüksel, 2015). For this reason, there must be opportunities for students inside and outside the school to implement the values passed on (Özdemir, 2017). Activities in the field of physical education and sport can be used as an effective tool in terms of values education. Thanks to the structure of physical education and sports that attract young people and are fun-oriented, education can be carried out in order to gain value. Because many concepts that form the basis of values of education are included in games and sporting activities (Kuter & Kuter, 2012).

Literature in Turkey demonstrates that there is a limited amount of research on physical education and sports courses and values education. In his research for secondary school students, Yücekaya (2017) found that the student values for physical education and sports were high in terms of awareness, well-being, nutrition, respect, national culture and solidarity. In their research on secondary school students, Işıkgöz Esentaş, and Işıkgöz (2018) found that students often exhibit values for physical education and sports. Görgüt (2018) covered values education and physical education in Turkey. In their research, Sağın and Karabulut (2019) found that the value orientations of secondary school students towards physical education and sports course were high levels of sports culture, wellness and nutrition, respect, solidarity, national culture, and awareness.

The researchers determined that high student levels would contribute to the health of the social structure and socio-cultural development. Albayrak (2019) has researched children's games in terms of values education, which are included in the elementary school's course of physical education, a booklet on the compilation of courses. Research has shown that students have gained a lot of value, especially respect, love, sympathy through physical education and play.

Looking at the relevant foreign resources, Freire, Margues, and Miranda (2015) stated that, in their research on the methods of transferring values of education to students by physical education teachers, the transfer of values to students is one of the primary objectives of teachers and that moral values are at the top of this transfer. In their research to develop a value-based training program for sports coaches and trainers, Koh, Camire, Bloom, and Wang (2017) reported that participants were aware of teaching values-based training through physical education and sport and that participants felt adequately equipped to pass values to students and athletes. Kretschmann (2018) stated that physical education and sports course have a positive

impact on students' value gains and moral development. Sivan and Chan (2013) noted that value education research is seen more in structured value education programs, with little research being done to learn the values and attitudes of students and teachers.

In Turkey, although a large amount of research related to the mental, physical and cognitive benefits of physical education and sports; It is seen that a limited number of studies have been conducted on values education through physical education and sports lessons. This research aims to emphasize the importance of activities carried out in class in the transfer of values through physical education and sports lessons. In addition, it aims to draw attention to the gains that can be obtained when the activities are carried out properly. This research will also reveal whether the students display behaviors for gaining values in physical education and sports lessons. According to the results of this research, it is expected that researchers and trainers will apply programs-models for the acquisition of values in physical education and sports lessons more effectively.

The aim of this study was to examine the value orientation of secondary school students in physical education and sports in terms of gender, age, doing regular sports, participating in school teams, and family income variables. The sub-problems of the research are therefore as follows:

1. Does physical education and sports value the orientation of secondary school students differ by gender?
2. Does the value of secondary school students in physical education and sports differ by age?
3. Does the value of secondary school students in physical education and sports lessons differ by doing regular sports?
4. Does physical education and sports value the orientation of secondary school students differ by participating in school teams?
5. Does physical education and sports value the orientation of secondary school students differ by family income?

### **Method**

In the research, a general scanning method was used. The general scanning method is a research method designed to describe a situation that exists in the past or now in the way it exists (Karasar, 2018).

### **Population and Sample of the Study**

The study population consists of 56.407 secondary school students in the 2019-2020 academic year who study in secondary schools in the center of the province of Malatya. For Cronbach Alpha=.05 and  $\pm .05$  sampling error; the sample size to be taken from the universe size of 56.407 was calculated and it was seen that 382 data were sufficient for the study (Yazıcıoğlu & Erdoğan, 2004). The current study sample consisted of 419 volunteer secondary school students who were selected using a simple random sampling method. The demographic information of secondary school students participating in the study is shown in Table 1.

Table 1  
*Demographic Information of Students*

Variable	Level	<i>n</i>	%
Gender	Male	206	49.2
	Female	213	50.8
Age	13	165	39.4
	14	128	30.5
	15	126	30.1
Doing regular sports	I do	316	75.4
	I do not	103	24.6
Participating in school teams	Yes	135	32.2
	No	284	67.8
Family income	Low	167	39.9
	Middle	165	39.4
	High	87	20.8
Total		419	100

As shown in Table 1, 206 (49.2%) of the students surveyed were males and 213 (50.8%) were females according to their gender. By age, 165 (39.4%) were 13years old, 128 (30.5%) were 14-years old, and 126 (30.1%) were 15-years old. According to the doing regular sports, 316 (75.4%) of the students doing regular sports, while 103 (24.6%) do not doing regular sports. According to the participation of school teams, 135 (32.2%) of the students participate in school teams, while 284 (67.8%) do not participate. According to the family income, 167 (39.9%) were low, 165 (39.4%) were middle, and 87 (20.8%) were high. According to Table 1, 316 of the students are involved in sports and only 135 of them are participating in school teams.

### Data Collection Tools

“Physical Education Course Student Value Orientation Scale” was used in the research.

**Physical Education Course Student Value Orientation Scale.** The original scale developed by the Yıldız and Güven (2013) to determine the student’s orientation value in physical education and sports course was applied to 663 secondary and secondary school students. The scale is of a five-point Likert-type structure, consisting of 28 items and six sub-dimensions. The sub-dimensions of the scale are sportive virtue, solidarity, self-confidence, sensitivity, responsibility, and national culture. An example item can be given for each sub-dimension: “I share tools in physical education course.”, “I carry out the responsibilities of the tasks I took on in physical education course.”, “I control my emotions when I’m successful in physical education and sports activities.”, “I take care not to harm the environment in physical education and sports course.”, “I congratulate my friends who have been successful in their physical education and sporting activities.” Cronbach Alpha value of the scale was calculated as .91, Guttman Split-Half coefficient of consistency was .85 and Spearman-Brown coefficient of

consistency was .85. In this current study, Cronbach Alpha value of the scale applied to 419 students was calculated as .85.

### Data Collection Process

Prior to the data collection process, the permission was obtained from the ethics committee from A University for the implementation of the scale (E.17011). Thereafter, the necessary permission was obtained from the Malatya Provincial Directorate of National Education for the implementation of the scale. The scale has been applied to volunteer students. Students were informed of the research prior to the application. The students were informed that their information would be kept confidential, the data would only be used by the researchers, the participation was voluntary and they could quit the study if they did not want to after starting the questionnaire. Students have been observed to fill the scale within 25 minutes.

### Data Analysis

In the analysis of the data collected by the researchers, frequency and percentage for descriptive statistics, Variance analysis (One-way ANOVA, Independent t-test) for comparison the mean scores of gender, age, doing regular sports, participating in school teams, and family income variables in unrelated measurements and Tukey test was applied to determine groups of significant differences. Before using the parametric tests in the study, when histogram and distribution graphs were examined, it was seen that the curve showed a symmetric distribution, and the Skewness and Kurtosis values were between  $-1.5$  and  $+1.5$  (Tabachnick & Fidell, 2013). In addition, the homogeneity of the sample was examined by Levene test according to gender, age, doing regular sports, participating in school teams, and family income variables, and p value was higher than .05. As a result of the analysis, it was seen that the data showed normal distribution and the group variances were equal. According to the results, it was decided that the data set is suitable for parametric tests.

### Results

In this section, results in terms of gender, age, doing regular sports, participating in school teams, and family income variables related to secondary students' value orientation in physical education and sports were included.

Table 2

*T-Test Results of Students' Physical Education and Sports Course Value Orientation Levels by Gender*

Sub-dimensions	Gender	<i>n</i>	$\bar{X}$	<i>Sd</i>	<i>t</i>	<i>p</i>
Sportive virtue	Male	206	27.70	7.79	.853	.39
	Female	213	27.08	7.07		
Solidarity	Male	206	11.81	3.30	.953	.34
	Female	213	11.49	3.41		
Self-confidence	Male	206	20.01	4.83	2.299	.02*
	Female	213	18.90	5.02		



Sensitivity	Male	206	15.04	4.16	2.562	.01*
	Female	213	14.00	4.09		
Responsibility	Male	206	19.28	5.08	2.654	.00*
	Female	213	17.96	5.08		
National culture	Male	206	19.76	5.00	2.034	.02*
	Female	213	17.32	5.05		

$p < .05^*$

When Table 2 was analyzed, significant differences were identified in the sub-dimensions of the students' physical education and sports course value orientation levels such as self-confidence, sensitivity, responsibility, and national culture according to gender. There have been no significant differences in the other sub-dimensions. Significant differences were found in favor of male students for self-confidence ( $t=2.299$ ,  $p < .05$ ), sensitivity ( $t=2.562$ ,  $p < .05$ ), responsibility ( $t=2.654$ ,  $p < .05$ ), and national culture ( $t=2.299$ ,  $p < .05$ ) sub-dimensions.

Table 3

*One-Way ANOVA Results of Students' Physical Education and Sports Course Value Orientation Levels by Age*

Sub-dimensions	Age	<i>n</i>	$\bar{X}$	<i>Sd</i>	<i>df</i>	<i>F</i>	<i>p</i>	Tukey
Sportive virtue	13	165	28.54	6.70	2	3.322	.05*	13*15
	14	128	26.73	7.86	416			
	15	126	26.55	7.75	418			

$p < .05^*$

When Table 3 was analyzed, there was a significant difference in the level of physical education and the value of sports course orientation of students in the "sportive virtue" sub-dimension [ $F(2,416)=3.322$ ,  $p < .05$ ] by age. There were no significant differences were observed in other sub-dimensions ( $p > .05$ ). According to the multiple comparison test (post-hoc) results, a significant difference was found between 13 years of age ( $\bar{X}=28.54$ ) and 15 years of age ( $\bar{X}=26.55$ ) in favor of 13 years of age in the sub-dimension of sportive virtue.

Table 4

*T-Test Results of Students' Physical Education and Sports Course Value Orientation Levels by Doing Regular Sports*

Sub-dimensions	Doing regular sports	<i>n</i>	$\bar{X}$	<i>Sd</i>	<i>t</i>	<i>p</i>
Sportive virtue	I do	316	29.19	5.93	9.595	.00*
	I do not	103	21.86	8.75		
Solidarity	I do	316	12.44	2.68	9.348	.00*
	I do not	103	9.20	3.99		

Self-confidence	I do	316	20.67	3.86	9.764	.00*
	I do not	103	15.70	5.98		
Sensitivity	I do	316	15.45	3.55	8.826	.00*
	I do not	103	11.63	4.55		
Responsibility	I do	316	19.81	4.34	9.206	.00*
	I do not	103	14.83	5.56		
National culture	I do	316	19.78	3.74	9.577	.00*
	I do not	103	15.03	5.35		

$p < .05^*$

When Table 4 was analyzed, the value orientation levels of the students' physical education and sports course were significantly different in the lower dimensions of "sportive virtue, solidarity, self-confidence, sensitivity, responsibility, and national culture" according to their regular sports activities. In the sub-dimensions of sportive virtue ( $t=9.595$ ,  $p < .05$ ), solidarity ( $t=9.348$ ,  $p < .05$ ), self-confidence ( $t=9.764$ ,  $p < .05$ ), sensitivity ( $t=8.826$ ,  $p < .05$ ), responsibility ( $t=9.206$ ,  $p < .05$ ), and national culture ( $t=9.577$ ,  $p < .05$ ) a significant difference was found in favor of "I do".

Table 5

*T-Test Results of Students' Physical Education and Sports Course Value Orientation Levels by Participating in School Teams*

Sub-dimensions	School team	<i>n</i>	$\bar{X}$	<i>Sd</i>	<i>t</i>	<i>p</i>
Sportive virtue	Yes	135	29.96	5.41	5.017	.00*
	No	284	26.17	7.94		
Solidarity	Yes	135	12.75	2.51	4.753	.00*
	No	284	11.12	3.58		
Self-confidence	Yes	135	20.98	3.88	4.464	.00*
	No	284	18.72	5.24		
Sensitivity	Yes	135	16.09	3.34	5.543	.00*
	No	284	13.76	4.30		
Responsibility	Yes	135	20.47	4.20	5.281	.00*
	No	284	17.73	5.28		
National culture	Yes	135	19.18	3.67	4.334	.00*
	No	284	17.90	5.12		

$p < .05^*$

When Table 5 was analyzed, the value orientation levels of the students' physical education and sports course were significantly different in the sub-dimensions of "sportive virtue, solidarity, self-confidence, sensitivity, responsibility, and national culture" according to the status of participation in school teams. In the sub-dimensions of sportive virtue ( $t=5.017$ ,  $p < .05$ ), solidarity ( $t=4.753$ ,  $p < .05$ ), self-confidence ( $t=4.464$ ,



$p < .05$ ), sensitivity ( $t=5.543, p < .05$ ), responsibility ( $t=5.281, p < .05$ ), and national culture ( $t=4.334, p < .05$ ) a significant difference was found in favor of “Yes”.

Table 6

*One-Way ANOVA Results of Students' Physical Education and Sports Course Value Orientation Levels by Family Income*

Sub-dimensions	Family income	<i>n</i>	$\bar{X}$	<i>Sd</i>	<i>df</i>	<i>F</i>	<i>p</i>	Tukey
Solidarity	Low	167	12.12	3.10	2	3.298	.03*	Low > High
	Middle	165	11.49	2.97	416			
	High	87	11.04	4.31	418			

$p < .05^*$

When Table 6 was analyzed, a significant difference was found in the “solidarity” [ $F(2,416)=3.298, p < .05$ ] sub-dimension of the students' physical education and sports course value orientation levels according to their family income. There were no significant differences were observed in other sub-dimensions ( $p > .05$ ). According to the multiple comparison test (post-hoc) results, a significant difference was found between low ( $\bar{X}=12.12$ ) and high ( $\bar{X}=11.04$ ) family income level in favor of low income level in the sub-dimension of solidarity.

### Discussion and Conclusion

In this study, the value orientations of secondary school students in physical education and sports were analyzed according to gender, age, doing regular sports, participating in school teams, and family income variables. As a result of the research, the physical education and sports value orientation of male students was higher than that of female students, and the sportive virtue behavior of students was higher than that of the age group of 13 compared to that of the age group of 15. In addition, students with low family incomes were more likely to act in solidarity than students with high incomes. The most remarkable result of the study is that students who doing regular sports and participating in school teams have higher physical education and sports lesson value orientations than other students. These results show that students can be developed behaviors such as taking responsibility, controlling emotions, cooperating, sharing, showing the virtue of sports, helping, creating team spirit through physical education and sports.

In the study, significant differences were found in the value orientation levels of the students' physical education and sports courses in favor of male students in the lower dimensions of “self-confidence, sensitivity, responsibility and national culture”. In this context, male students show more self-confidence, carrying out tasks and responsibilities, protecting tools, taking security measures, being in cooperation during the event, participating in national holidays, and caring than female students while performing activities in physical education and sports courses. It can, therefore, be argued that male students can be given more responsibilities in the fields of physical education and sports, and that their responsible behavior can be improved through sporting activities.

Looking at similar research on the subject, Feather (1984) found in his research that females are more sensitive to honesty, love, respectability, and inner harmony than males. Gutierrez and Gonzales-Herrero (1995) study found that male students achieved gains in achievement, social, power, justice, respect, and skill values, while female students achieved gains in values of mental and emotional control and personal creativity. In their research, Schwartz and Rubel-Lifschitz (2009) found that females care more about the values of benevolence and humanism than males. In their research on business students, Leventhal, Pournader, and McKinnon (2017) found that female students were more sensitive to gender ethical responsibility than male students. In the research conducted by Işıkgöz et al. (2018), they achieved results in favor of male students in the lower dimensions of wellness and nutrition, while in the lower dimensions of mindfulness, national culture, and togetherness in favor of female students. Bulut (2012) found a result in favor of boys in the lower dimension of “stimulation” of value trends by gender, while he found a result in favor of girls in the lower dimensions of “compliance, benevolence, and security.” In their research, Başçiftçi, Güleç, Akdoğan, and Koç (2011) achieved results in favor of male students in the sub-dimension of safety, while in other sub-dimensions, they obtained results in favor of female students. Özcan and Erol (2017), achieved results in favor of male students in the lower dimension of “hedonism” of the value orientations of the students according to gender, while in the lower dimensions of “power, universalism, and benevolence” they achieved results in favor of female students. Doğan (2018) achieved results in favour of male students in terms of gender, while Dilmaç, Bozgeyikli, and Çıkılı, (2008), Arslan and Tunç (2013), Kızılgöç, Acuner, and Toklu (2015), Sesli and Başaran (2016) and Yücekaya (2017) achieved results in favour of female students in terms of gender. Research results indicate that there are differences in the direction of value relative to the gender variable in favor of both males and females. This difference in research can be said to be due to the fact that the population and the sample groups in which the research is conducted have different environmental and structural characteristics.

In the study, a significant difference was found in the value orientation of students’ physical education and sports courses in favor of the age of 13 in the “sports virtue” sub-dimension. Thus, students in the age group of 13 are more likely to behave in accordance with olympism during sporting activities, to control their emotions, to try to resolve disagreements, to behave in accordance with olympism. Therefore, students in the younger age group may be found to be more attentive to their virtuous behaviour. Looking at similar research on the subject, Yücekaya (2017) achieved similar results with these findings based on age variables, which determined that there was a decrease in the level of value orientation as the age of students increased. Işıkgöz et al. (2018) found that, as the age of secondary school students grew, there was a decline in the value of physical education and sports orientation. The reason for this, he suggested, was due to the anxiety of the examination during the transition period from secondary school to high school with an increase in age. However, the competitive nature of sport only in order to win, receive medals and awards causes the virtue of sport to lose its importance. This can be said to have led students to see sport as an activity that is only done to win and succeed as their age increases. Tanrıverdi (2012) argues that the understanding of sportsmanship is lost due to the diversion from the original purpose of

sport to focus solely on success. It can also be said that, as the age of students increases, the value of the orientation of physical education and sports courses decreases as they enter puberty and experience changes in their thinking and behavior in psychological and social terms during this period. Because this period is a complex period in which value priorities, interests, and assets can be replaced.

In the study, significant differences were found in the value orientation levels of the students in physical education and sports courses in favor of the students who doing regular sports in the sub-dimensions of “sportive virtue, solidarity, self-confidence, sensitivity, responsibility, and national culture”. In this context, it is observed that students who doing regular sports show more behavior such as self-confidence, fulfilling duties and responsibilities, protecting the tools, taking security measures, being in cooperation during the event, participating in national holidays and caring, being tolerant, acting in accordance with the concept of olympism, controlling emotions, making efforts to resolve disputes, and congratulating friends during the sporting event than those who do not doing regular sports. Therefore, it can be stated that playing sports positively affects the value orientation of the students and that the students assimilate sportsmanship. In fact, in Koç (2013) research, he states that sportsmanship contains characteristics such as virtue, courage, self-confidence, self-control, respect for the thoughts of others, ability to act together, kindness, generosity.

The study found significant differences in the value orientation of students' physical education and sports courses in favor of students who participated in school teams in the “sportive virtue, solidarity, self-confidence, sensitivity, responsibility, and national culture” sub-dimensions. Looking at similar research on the subject, Sabirova and Zinoviev (2016) argued that migrant children who join sports clubs can interact and socialize more easily with their peers and the elderly. Yücekaya (2017) concluded that the physical education and sports course value orientations of secondary school students participating in school teams differed in favor of those participating in school teams. Işıkgöz et al. (2018) found that participating in the school team improves the quality of life of students, is positively affected both physically and spiritually, while active sports are effective in making them part of a sporting culture. Participation in school teams allows students to express themselves. By participating in school teams, students are able to experience emotions and behaviors that are important elements of sports culture, such as success, winning, self-confidence, self-acceptance, displaying abilities, belonging and sharing, more often and in different ways. Pehlivan (2004) emphasizes the moral and humanitarian objectives of school sports and states that school sports mediate the acquisition of physical, mental, and health-related values for children and young people. It can be said that participating in school teams has a positive effect and contributes value to the orientation of students' physical education and sports courses.

The study found a significant difference in the level of orientation of students' physical education and sport courses in favor of those with lower levels of family income in the “solidarity” sub-dimension. In this context, it is noted that students with a low level of family income are more likely to share tools and equipment during the activity, share the playing field equally, and cooperate to achieve goals than those with a high level. It can, therefore, be argued that students with a lower level of family income have more sharing and more cooperative behavior. It can be said that low-income families have developed a unique culture of solidarity due to the financial difficulties

they face and that students reflect on their daily activities. Particularly in crowded families, students sharing their rooms, clothes, toys, stationery, etc. with their siblings, being in constant, crowded family communication can be an important factor in their sharing and cooperative behavior. Dilmaç et al. (2008) and Bulut (2012) have determined that the value orientation of students with lower income levels is higher. Studies have paralleled the results of this research. Per contra, Sesli and Başaran (2016) found no significant difference between the value orientations of the students and their family income levels. The reason for the differentiation of these results can be cited as economic differences or living conditions in the geographical region where the research was conducted.

In this current study, value orientations of secondary school students were determined in physical education and sports course and it was determined that students showed responsible behavior in physical education and sports course. As a result of this research, considering how challenging human education is, it is seen that physical education and sports courses are an important source in the education of values to the students. This study was conducted only on secondary school students and in a city. The scope of the research can be expanded by including different age groups and different regions in future studies. Through physical education and sports lessons, course contents can be organized for students to develop values such as taking responsibility, sharing, helping each other, leading, self-control and respecting others. While creating these contents, models such as Personal and Social Responsibility, Sports Education, Peer Education, and Collaborative Learning can be used.

The results of this research show how effective sport is in imparting responsible behaviors to students. In this context, more environments should be created for students to participate in sports activities in and out of school. According to the research results, female students can be given more duties and responsibilities in physical education and sports classes, and more female students can participate in school teams. In older groups of students, activities can be organized as for all students can win and will enjoy. Thus, it will be emphasized that sport is not only an environment for winning or receiving awards, but also for displaying sportsmanship behaviors.

A large number of sports activities can be arranged so that students with high family income can spend time together in and out of school to communicate, mingle, and share more with other students. In order to increase the participation of the students in the school teams, sports participation can be provided in various branches for their interests and abilities. The cooperation and efforts of physical education teachers and parents of students are important for all these activities to take place.

### **Statement of Responsibility**

Yasin Karaca; conceptualization, validation, investigation, resources, writing - original draft, writing - review & editing, visualization, supervision. Bijen Filiz; conceptualization, methodology, formal analysis, validation, data curation, writing - review & editing, supervision.

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