

## Infrastructure of Basketball Players Examination of Ethical Decision-Making Attitudes

### Altyapı Basketbol Oyuncularının Ahlaki Karar Alma Tutumlarının İncelenmesi

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**Abstract:** Aim: In this study, it was aimed to examine the differences in moral decision-making attitudes of the athletes participating in basketball competitions according to some variables. Method: The study group consists of a total of 232 athletes, 60 women and 172 men, who compete in sports clubs in Denizli province as licensed. The data were delivered to the participants via Google Forms and their voluntary participation in the research was taken as basis. The form used to collect the relevant data in the study consisted of two parts. In the first part, demographic information developed by the researcher, and in the second part, "Moral Decision-Making Attitudes Scale in Infrastructure Sports", which was developed by Lee, Whitehead and Ntoumanis (2007) to measure the moral decision-making attitudes of athletes and adapted to Turkish culture by Gurpinar (2014), was used. The obtained data were statistically analyzed using the SPSS 25.0 package program. 25.90% of the participants are female and 74.10% are male. Considering the average age, the largest group with 70 people, 30.2% is 13-14 age group, in the category section, with 46 people, 19.83% is U17 group, and at education level, with 101 people, 43.53% is secondary school. forms the group. Results: As a result of the research, when the scores of the athletes from the Moral Decision-Making Attitudes in Youth Sports Scale are examined, it is seen that the total scale score average is 34.80. While the average score in Adopting Cheating sub-dimension was 12.45, it was determined as 9.17 in adopting competitiveness sub-dimension and 13.18 in Protecting Winning Fairly sub-dimension. Conclusion: It can be said that while basketball youth athletes support the sub-dimension of Adopting Fair Wins and Adopting Cheating, they are undecided in the sub-dimension of Adopting Competitiveness. It is seen that there is no significant difference according to gender. According to the results obtained, it is seen that there is an intelligible and positive relationship between the age and competition categories of the athletes and all the sub-dimensions of the scale. A statistically significant difference was found at the  $p<0.05$  level between their educational status, the sub-dimensions of Adopting Cheating, Adopting Competitiveness, and the total scale score. No significant difference was found in the sub-dimension of Maintaining Fair Earnings according to education level.

**Keywords:** Moral decision making, licensed athlete, sport, competitor, attitude

**Özet:** Amaç: Bu çalışmada basketbol müsabakalarına katılan sporcuların bazı değişkenlere göre ahlaki karar alma tutumlarında farklılıkların incelenmesi amaçlanmıştır. Yöntem: Çalışma grubunu Denizli ilindeki spor kulüplerinde lisanslı olarak mücadele eden 60 kadın 172 erkek olmak üzere toplam 232 sporcu oluşturulmuştur. Veriler Google Formlar üzerinden katılımcılara ulaştırılmış ve gönüllü olarak araştırmaya katılımı esas alınmıştır. Araştırmada ilgili verilerin toplanması için kullanılan form iki bölüme ayrılmıştır. Birinci bölümde araştırmacı tarafından geliştirilen demografik bilgiler, ikinci bölümde ise Lee, Whitehead ve Ntoumanis (2007) tarafından sporcuların ahlaki karar alma tutumlarını ölçmek üzere geliştirilen ve Türk kültürüne uyarlaması Gürpınar (2014) tarafından yapılan "Altyapı Sporlarında Ahlaki Karar Alma Tutumları Ölçeği" kullanılmıştır. Elde edilen veriler SPSS 25.0 paket programı kullanılarak istatistiksel analiz yapılmıştır. Katılımcıların % 25,90 ' ı kadın % 74,10 ' u erkektir. Yaş ortalamalarına bakıldığında en büyük grubu oluşturan 70 kişi ile % 30,2 ' sini 13-14 yaş grubu, kategori kısmında ise 46 kişi ile % 19,83 ' ünü U17 grubu, öğrenim düzeyinde ise 101 kişi ile % 43,53 ' ünü ortaokul grubu oluşturmaktadır. Bulgular: Araştırma sonucunda sporcuların Altyapı Sporlarında Ahlaki Karar Alma Tutumları Ölçeğinden aldıkları puanlar incelendiğinde toplam ölçek puanı ortalamasının 34,80 olduğu görülmektedir. Hileyi Benimseme alt boyutunda ortalama puan 12,45 iken, yarışma severliği benimseme alt boyutunda ortalama puan 9,17 ve Adilce Kazanmayı Korumak alt boyutunda ise 13,18 olarak tespit edilmiştir. Sonuç: Basketbol Altyapı sporcularının Adilce Kazanmayı Benimsemek ve Hileyi Benimsemek alt boyutunu desteklerken, Yarışma severliği Benimsemek alt boyutunda kararsız tutum içinde oldukları söylenebilir. Cinsiyete göre anlamlı bir şekilde farklılık göstermediği görülmektedir. Elde edilen sonuçlara göre sporcuların yaş ve müsabaka kategorileri ile ölçek tüm alt boyutları arasında anlamlı ve pozitif yönde bir ilişki olduğu görülmektedir. Öğrenim durumları ile Hileyi Benimsemek, Yarışma severliği Benimsemek alt boyutları ve toplam ölçek puanı arasında  $p<0.05$  düzeyinde istatistiksel olarak anlamlı bir fark bulunmuştur. Adilce Kazanmayı Korumak alt boyutunda öğrenim düzeyine göre anlamlı bir fark bulunmamıştır.

**Anahtar Kelimeler:** Ahlaki karar alma, lisanslı sporcu, spor, yarışmacı, tutum

Received: 09.06.2023 / Accepted: 20.07.2023 / Published: 30.07.2023

<https://doi.org/10.22282/tojras.1311939>

**Citation:** Çelik, Z., & Gümüşdağ, H. (2023). Infrastructure of basketball players examination of ethical decision-making attitudes. *The Online Journal of Recreation and Sports (TOJRAS)*, 12(3), 484-490.

## INTRODUCTION

Sports are the efforts made for individuals to develop physically and mentally, to compete in competition, within certain rules, to demonstrate the desire to excel, and to maximize their performance personally. Sports is a set of movements that develop mental and physical health in a balanced way and provide the best possible adaptation to a competitive lifestyle (Sahan, 2007).

Sports teaches to accept winning and losing, to be sharing, to cooperate, to respect the perspectives and ideas of others (Sahan, 2007). Virtues acquired through sports or existing in individuals and developed and preserved through sports affect the individual, who is a part of the society, and the whole society. Considering the effects of sports on individuals' personalities, it is a factor that should be considered how effective and valuable it is in terms of making a positive contribution (Kucuk & Koc, 2004).

In addition to providing physical development, sports also play a decisive role in the character, behavior and cognitive structure of a person through games, movements and competitions (Celik & Sahin, 2013). For this reason, sports are considered as part of a quality life and one of the most beneficial social activities (Erol et al., 1999). The main purpose here is to see universal moral values in the form of behavior in every sporting environment. Regardless of the religions of the athletes, it is stated that the moral values in sports are universal (Yildirim, 2016).

Athletes are also in the decision-making process in order to fulfill the desired behaviors in the best way. The decision-making process is to focus on a certain behavior (Kiranli & Ilgan; 2007). External factors, as well as psychological factors (self-interest, worldview, etc.), laboratory experiments, being under pressure and distractions affect this process (Buszard et al., 2017).

Moral decision-making is not something that comes out of nowhere; in fact, practice is based on a thoughtful and developed belief system, a clear mission, and applying them (Van Mullem & Stoll, 2012).

When it comes to personal benefits, it is generally seen that people do not act in accordance with their own moral judgments. Because people are creatures that have weaknesses in terms of their existence and can keep their ego in the forefront. Factors such as weak beliefs and bad social environment can also affect the morality of the person and push people to be immoral in their behaviors (Ozen, 2011).

It may not always be possible for the decision-making process, which can be defined as the process of choosing between alternatives, to be within moral limits. For this reason, not all decisions will have ethical consequences, and therefore moral values should be taken into account in decision-making. Therefore, when faced with decisions regarding ethical dilemmas, a sports leader or athlete may be affected by making quick decisions. Such an environment often results in irrational and unethical choices (Van Mullem & Stoll, 2012).

Therefore, moral decision making is a very difficult action that can change many factors and can affect decision making, and contains many elements to consider.

Moral decision making requires acting without departing from moral principles. In addition to expecting people to respect our decisions, respecting other people's decisions is an indispensable element in making moral decisions (Kiranli & Ilgan, 2007).

Since there are no strictly defined moral rules about sports, the inner impulses of the athlete and his moral decision-making attitudes are the most important determinants of moral behavior in sports. For this reason, first of all, it should be focused on making decisions about morality in sports.

## MATERIAL AND METHOD

In this part of the research, information is given about the study group, the data collection tools used in the research, the method followed in data collection and the statistical techniques applied in the analysis of the data.

### Research Model

In this study, the relational survey model was used within the scope of the survey model. This model is an approach that aims to describe an existing situation as it is (Karasar, 2011).

### Purpose of the Research

In this study, it was aimed to examine the differences in moral decision-making attitudes of the players participating in basketball competitions according to some variables.

## Population and Sample

The research group is between the ages of 10 and 18, who competed in Bahcesehir College Sports Club (S.C.) (n=43), Yuksekita College SC (n=77), Arti College SC (n=85) and Servergazi Sports Club (n=27). It was created with the participation of a total of 232 volunteer athletes.

## Data Collection Tools

There are two separate parts in this study for the data collection tool. In the first part, personal information; In the second part, the "Moral Decision-Making Attitudes Scale in Infrastructure Sports" developed by Lee et al. (2007) to measure the moral decision-making attitudes of athletes and adapted to Turkish culture by Gurpinar (2014) was used.

The scale consisting of three sub-dimensions and nine items; It is a 5-point Likert-type scale scored between Strongly Disagree (1) and Strongly Agree (5). The sub-dimensions of the scale are "To Adopt Cheating", "To Adopt Competitiveness" and "To Maintain Fair Wins".

Of the items intended to measure moral decision-making attitudes, 6 have negative meanings (items 1, 2, 4, 5, 6 and 8), and 3 have positive meaning (items 3, 7 and 9). While scoring positive items, the answer "strongly agree" is scored with "5" and the answer "strongly disagree" is scored with "1". In the scoring of negative items, the answer "I strongly disagree" is scored with "5" and the answer "I strongly agree" with "1".

The higher the score obtained from the scale, the more positive the moral decision-making attitudes of the athletes; lower scores mean more negative.

## Analysis of Data

The obtained data were entered into SPSS 22.0 program and analyzed at 0.05 significance level. Descriptive statistics of the data are given as mean, standard deviation, frequency and percentage.

In addition, the Mann Whitney U test was used to examine if there was a significant difference or not between the genders of the athletes and the sub-dimensions of Adopting Cheating, adopting the love of competition, and Protecting Winning Fairly and the total scale score.

The Kruskal Wallis test was used to examine if there was a meaningful difference or not between the age and competition categories of the athletes, the sub-dimensions of Adopting Cheating, Adopting Competitiveness and Protecting Winning Fairly, and the total scale score.

## FINDINGS

**Table 1:** Personal information of participants

	Groups	<i>f</i>	%
Gender	Female	60	25.9
	Male	172	74.1
Age	9-10	31	13.4
	11-12	32	13.8
	13-14	70	30.2
	15-16	61	26.3
	17-18	38	16.4
	U-10	31	13.36
Category	U-11	14	6.03
	U-12	18	7.76
	U-13	40	17.24
	U-14	30	12.93
	U-15	28	12.07
	U-16	21	9.05
	U-17	46	19.83
	U-18	4	1.72
Education level	Primary	13	14.22
	Middle	101	43.53
	High	98	42.24

As shown in Table 1, 74.10% of the athletes are male and 25.90% are female. Considering the average age, 70 people constitute the largest group, 30.2% are 13-14 age group, in the category section, 46 people, 19.83% are U17 group, and 101 people in education level, 43.53% are secondary school students in the forms the group.

**Table 2:** Participants' moral decision-making attitude scale scores

	<i>n</i>	Min	Max	$\bar{x}$	sd
Moral Decision	232	11	45	34.80	6.15
Adopting cheating	232	3	15	12.45	2.74
Adopting Competitiveness	232	3	15	9.17	3.22
Maintaining Fair Wins	232	5	15	13.18	2.11

When the scores of the athletes from the Scale of Moral Decision-Making Attitudes in Youth Sports are examined, the average of the total scale score is seen as 34.80. While the average score in Adopting Cheating sub-dimension was 12.45, the average score in adopting competitiveness sub-dimension was 9.17, and in Protecting Winning Fairly sub-dimension, it was determined as 13.18. It can be said that while Basketball Youth athletes support the sub-dimension of Adopting Fair Wins and Adopting Cheating, they are undecided in the sub-dimension of Adopting Competitiveness.

**Table 3:** Means of moral decision-making scale items

	Gruplar	$\bar{x}$	sd
Adopting Cheating	Cheat if I think it will help me win	4.32	1.02
	Cheating can be done if no one will notice	4.06	1.15
	If other people cheat, so can I	4.07	1.11
Competitiveness Adoption	Sometimes I try to provoke an opponent	2.89	1.18
	Sometimes I spend time messing up the opponent	2.96	39.0
	Disrupting the opponent's psychology is something that can be done because it is not against the rules.	3.31	1.44
Keeping a Fair Win	Feels better to win rightfully than win unfairly	4.08	1.17
	Winning and losing is part of life	4.45	0.94
	Sometimes losing doesn't matter because you can't win everything in life	4.64	0.89

As can be seen in Table 3, the athletes responded to all opinions in the Adopting Cheating sub-dimension: "I cheat if I think it will help me win ( $\bar{x}$ )=4.32, cheating can be done if no one notices ( $\bar{x}$ )=4.06, if other people cheat, I will too. I can ( $\bar{x}$ )=4.07" indicate that they "strongly disagree" with a high average. The high average in this sub-dimension shows that the athletes do not adopt cheating and have a negative attitude towards these behaviors.

In the sub-dimension of adopting a competitor likeness, "sometimes I try to provoke the opponent ( $\bar{x}$ )=2.89, sometimes I spend time to disrupt the opponent's order ( $\bar{x}$ ) = 2.96, it is a doable thing because it is not against the rules to disturb the opponent's psychology. ( $\bar{x}$ ) = 3.31 athletes seem to be "undecided". In this case, it is seen that the athletes exhibit an undecided attitude about whether they adopt the immoral behaviors that can be applied against their opponents in the competition.

While they stated that they "strongly agree" with the sub-dimension of Maintaining Fair Winning, "Winning deservedly feels better than winning unfairly ( $\bar{X}$ ) = 4.08"; Winning and losing is part of life ( $\bar{X}$ ) = 4.64 and sometimes losing is not important because you can't win everything in life ( $\bar{X}$ ) = 4.64. In this case, it can be said that the athletes adopt to win fairly in competitions and have a positive attitude in this sub-dimension.

**Table 4:** Mann whitney-u analysis table of attitudes to moral decision making by gender

Scale	Gender	n	x	Sd	u	p
Moral Decision	Female	60	35.05	4.45	5041.50	0.79
	Male	172	34.71	6.65		
Adopting Cheating	Female	60	12.67	1.97	4967.50	0.66
	Male	172	12.38	2.96		
Adopting Competitiveness	Female	60	8.62	2.75	4485.50	0.13
	Male	172	9.36	3.35		
Maintaining Fair Wins	Female	60	13.77	1.33	4443.50	0.09
	Male	172	12.97	2.29		

As seen in Table 4.4, there was no statistically significant difference at the  $p < 0.05$  level between the gender of the athletes and the scores they got from the whole scale and its sub-dimensions.

**Table 5:** Kruskal wallis analysis chart of moral decision-making attitudes by competition category

	Category	n	rank	X	sd	Chi Sq.	P	Dif.
Moral Decision	U-10	31	169.44					
	U-11	14	176.75					
	U-12	18	108.67					2>1
	U-13	40	102.35					5>3
	U-14	30	115.65	34.80	6.15	43.77	0.00	8>7
	U-15	28	94.93					7>9
	U-16	31	90.31					
	U-17	46	109.67					
	U-18	4	45.50					
Adopting Cheating	U-10	31	163.68					
	U-11	14	161.75					
	U-12	18	97.81					
	U-13	40	110.41					1>6
	U-14	30	113.30	12.45	2.13	32.98	0.00	7>9
	U-15	28	96.00					
	U-16	31	94.07					
	U-17	46	113.48					
	U-18	4	57.50					
Adopting Competition	U-10	31	173.37					
	U-11	14	170.43					1>4
	U-12	18	144.89					5>9
	U-13	40	89.66					6>9
	U-14	30	113.78	9.16	3.21	50.31	0.00	7>9
	U-15	28	97.13					2>4
	U-16	31	99.98					8>6
	U-17	46	99.62					7>8
	U-18	4	64.50					
Maintaining fair wins	U-10	31	118.48					
	U-11	14	156.21					
	U-12	18	85.97					
	U-13	40	132.49					
	U-14	30	118.77	13.17	2.11	19.35	0.01	2>9
	U-15	28	107.79					
	U-16	31	98.64					
	U-17	46	119.68					
	U-18	4	40.75					

As seen in Table 5, according to the results obtained, there was a significant difference at the  $P < 0.05$  level between the age and competition categories of the athletes, the sub-dimensions of Adopting Cheating, Adopting Competitiveness and Protecting Winning Fairly, and the total scale score.

**Table 6:** Kruskal wallis analysis table of attitudes to moral decision making by educational level

	Category	n	rank	X	sd	Chi Sq.	P	Dif.
Moral Decision	Pri.	33	171.77					1>2,
	Mid.	101	118.60	34.80	6.15	31.97	0.00	1>3,
	High	98	95.72					2>3,
Adopting Cheating	Pri.	33	163.94					1>2,
	Mid.	101	117.13	12.45	2.13	23.47	0.00	1>3,
	High	98	98.88					2>3,
Adopting Competition	Pri.	33	175.14					1>2,
	Mid.	101	118.16	9.16	3.21	35.57	0.00	1>3,
	High	98	95.05					2>3,
Maintaining fair wins	Pri.	33	125.88					1>2,
	Mid.	101	122.52	13.17	2.10	3.60	0.16	1>3,
	High	98	107.14					2>3,

As seen in Table 6, the Kruskal Wallis Test was used to examine if there was a significant difference or not between the education levels of the athletes and the sub-dimensions of Adopting Cheating, adopting the love of competition, Protecting Winning Fairly, and the total scale score. According to the results obtained, there was a significant difference at  $p<0.05$  level between the education status of the athletes, the sub-dimensions of Adopting Cheating, Adopting Competitiveness and the total scale score. A meaningful difference was no found in the sub-dimension of Maintaining Fair Earnings according to education level.

## DISCUSSION AND CONCLUSION

This study was carried out in order to examine the moral decision-making attitudes of the young players participating in the basketball competitions in Denizli and to investigate them in terms of various variables.

When we look at the findings of the study, no statistically meaningful difference was found at the  $p<0.05$  level between the gender of the athletes and the scores they got from the whole scale and its sub-dimensions.

Atalay (2016) found a meaningful difference between the gender variable and the sub-dimension of Adopting Cheating and being competitive; While it was determined that male athletes had higher scores for Adopting Cheating and being competitive, no meaningful difference was found between gender and Maintaining Winning Fairly scores.

In Gurpinar's (2014) study examining the moral decision-making attitudes of athletic middle school and high school students, it was found that the scores of the sports students from Adopting Cheating, Adopting Competitiveness, and Protecting Winning Fairly differed significantly in favor of girls; It was found that girls adopt cheating and competitiveness less than boys, and they protect fair winning more.

In the study conducted by Lee et al. (2007), it was seen that women scored higher than men in the Protecting Fair Win sub-dimension, and men scored higher than women in the Adopting Cheating and Competitiveness Adoption sub-dimensions.

Similarly, Caglayan et al. (2017) determined that among students studying in the field of Sports Sciences, women's moral attitudes have higher scores than men. There was a meaningful difference at the level of  $p<0.05$  between the age and competition categories of the athletes and the sub-

dimensions of Adopting Cheating, Adopting Competitiveness and Protecting Winning Fairly and the total scale score.

In our study considering the average age, 70 people constitute the largest group, 30.2% are 13-14 age group, in the category section, 46 people, 19.83% are U17 group, and 101 people in education level, 43.53% are secondary school students in the forms the group. In a similar study by Atalay (2016), no meaningful difference was found between the age groups and the sub-dimensions of Adopting the Love of Contest and Maintaining Winning Fairly. However, a meaningful difference was found between Adopting Cheating sub-dimension and found that athletes in the 17-19 age group had higher scores on Adopting Cheating sub-dimension in this study. These findings support the findings of the current study.

According to the findings of the research by Caglayan et al. (2017), it was determined that while the 18-20 age group got the highest score in the sub-dimension of adopting the love of competition, their attitudes towards this sub-dimension became negative with age, that is, the potential of athletes to do everything to win increases in parallel with age.

Gurpinar (2014)'s research results show that there is a significant difference in the moral decision-making attitudes of athlete students according to their education level. While the scores of the athlete students in Adopting Cheating and Protecting Winning Fairly sub-dimension did not show a significant difference; The scores of the Adopting Competitiveness sub-dimension show a significant difference in favor of secondary school students, and it is seen that secondary school students adopt competition liking less than high school students.

The moral decision-making attitudes of coaches working in amateur football teams are affected by their character and beliefs. Character is special qualities that make us different from other people (Cevizci, 2003). As a result of the research, 4 themes were determined as "human characteristics", "life characteristics", "professional characteristics" and "features of sports". Moral decision making of football coaches personality traits and beliefs. The coaches' lives in struggle provided an opportunity to learn. During the struggle for life, people can be left alone with the ambition of winning. In this process, the trainer; strong-willed, respectful to the opponent, can increase his respect as a model and leader. With the reputation that the coaches have earned, they may have more lasting successes. The biggest gains of coaches for athletes are touching the lives of athletes by making them feel the value of losing (Temel et al., 2021).

As a result of the study, it can be said that the moral decision-making attitudes of the participating athletes are at a good level and their attitudes towards distancing from moral values in sports are at a low level. The attitudes of the athletes who are engaged in individual sports, who are female and who are middle school and high school students are more positive (Kangalgil et al., 2023).

It was found that the findings of some studies in the literature were similar to the findings of our study, while others were not. More study is needed in this subject in the future.

## RECOMMENDATIONS

Suggestions;

- This study can be applied to different sports branches similarly.
- The study can be carried out in different provinces and comparisons can be made.
- Disabled athletes can be included in the study and related comparisons can be made.
- The same study can be repeated considering the variables of trainer education level and trainer gender.
- The study can be done between the athletes playing in amateur and elite leagues or in a way to make comparisons.

## Ethical Considerations

In this article, during the research process, journal writing rules, publication principles, research and publication ethics rules, and journal ethics rules were followed. Responsibility for any violations that may arise regarding the article belongs to the author. Pamukkale University Ethics Decision Number E-60116787-020-136932 (dated 30.11.2021 and numbered 21).

**Conflict of Interest:** The authors state no conflict of interest.

**Contribution of authors::** While the contribution rate of the first author in this study is 60%, the total contribution rate of the other authors is 40%.

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## GENİŞLETİLMİŞ ÖZET

**Çalışmanın Amacı:** Bu araştırmada basketbol müsabakalarına katılan oyuncuların ahlaki karar verme tutumlarındaki farklılıkların bazı değişkenlere göre incelenmesi amaçlanmıştır.

**Literatur Taraması:** Spor, bireylerin fiziksel ve zihinsel olarak gelişmesi, yarışmalarda belirli kurallar içinde rekabet edebilmesi, üstün olma arzusunun ortaya koyabilmesi ve bireysel olarak performansını en üst düzeye çıkarabilmesi için yapılan çabalar. Spor, ruh ve beden sağlığını dengeli bir şekilde geliştiren ve rekabetçi yaşam tarzına en iyi şekilde uyum sağlamayı sağlayan hareketler bütünüdür (Şahan, 2007).

Spor, kazanmayı ve kaybetmeyi kabullenmeyi, paylaşmayı, işbirliği yapmayı, başkalarının bakış açısına ve fikirlerine saygı duymayı öğretir (Şahan, 2007). Sporla kazanılan veya bireylerde var olan ve sporla geliştirilip korunan erdemler, toplumun bir parçası olan bireyi ve tüm toplumu etkiler. Sporun bireylerin kişilikleri üzerindeki etkileri düşünüldüğünde olumlu katkı sağlaması açısından ne kadar etkili ve değerli olduğu düşünülmesi gereken bir faktördür (Küçük ve Koç, 2004).

Spor, fiziksel gelişimi sağlamanın yanı sıra oyunlar, hareketler ve yarışmalar aracılığıyla kişinin karakterinde, davranışlarında ve bilişsel yapısında da belirleyici rol oynamaktadır (Çelik ve Şahin, 2013). Bu nedenle spor, kaliteli yaşamın bir parçası ve en faydalı sosyal etkinliklerden biri olarak kabul edilmektedir (Erol ve ark., 1999). Buradaki temel amaç, evrensel ahlaki değerlerin her spor ortamında davranış biçiminde görülmesidir. Sporcuların dinleri ne olursa olsun sporda ahlaki değerlerin evrensel olduğu belirtilmektedir (Yıldırım, 2016).

**Yöntem:** Çalışma grubu, Denizli ilinde bulunan spor kulüplerinde lisanslı olarak mücadele eden 60 kadın ve 172 erkek olmak üzere toplam 232 sporcudan oluşmaktadır. Veriler, Google Forms aracılığıyla katılımcılara gönderilmiş ve araştırmaya gönüllü katılımları esas alınmıştır. Araştırmada ilgili verileri toplamak için kullanılan form iki bölüme ayrılmıştır. Birinci bölümde demografik bilgileri içeren sorular yer almaktadır. İkinci bölümde Lee, Whitehead ve Ntoumanis (2007) tarafından sporcuların ahlaki karar verme tutumlarını ölçmek için geliştirilen ve Gürpınar (2014) tarafından Türk kültürüne uyarlanan "Altyapı Sporlarında Ahlaki Karar Verme Tutumları Ölçeği", kullanıldı.

**Sonuç ve Değerlendirme:** Sonuçlara bakıldığında katılımcıların %25,90'ı kadın, %74,10'u erkektir. Yaş ortalamasına bakıldığında en büyük grup 70 kişi ile %30,2'si 13-14 yaş grubu, kategori bölümünde 46 kişi ile %19,83'ü U17 grubu ve eğitim seviyesinde 101 kişi ile %43,53'ü

ortaokuldur. grubu oluşturur. Sporcuların Gençlik Sporlarında Ahlaki Karar Verme Tutumları Ölçeğinden aldıkları puanlar incelendiğinde ölçek toplam puan ortalamasının 34,80 olduğu görülmektedir. Aldatmayı Benimseme alt boyutunda ortalama puan 12,45 iken, rekabet edebilirliği benimseme alt boyutunda 9,17, Kazanmayı Adil Olarak Koruma alt boyutunda 13,18 olarak belirlendi. Sonuç: Basketbol genç sporcularının Adil Kazanmayı Benimseme ve Hileyi Benimseme alt boyutunu desteklerken, Rekabetçiliği Benimseme alt boyutunda kararsız oldukları söylenebilir. Cinsiyete göre anlamlı bir fark bulunmadı. Elde edilen sonuçlara göre sporcuların yaş ve yarışma kategorileri ile ölçeğin tüm alt boyutları arasında anlamlı ve pozitif yönde bir ilişkinin bulunduğu görülmüştür. Eğitim durumu, Kopya Çekmeyi Benimseme, Rekabetçiliği Benimseme alt boyutları ve ölçek toplam puanı arasında  $p < 0,05$  düzeyinde anlamlı bir fark bulunmuştur. Adil Kazanç Sağlama alt boyutunda eğitim düzeyine göre anlamlı bir farklılık bulunmamıştır.