Sporcu Öğrencilerin Sporda Sosyal Kimlik ve Şiddete Yönelik Tutumlarının Bazı Demografik Değişkenlere Göre İncelenmesi

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Özet

Sosyal kimlik kişinin bir sosyal kategori veya gruba ait olduğu bilgisidir. Sporcunun gelişimi, iletişimi, kendini ifade etmesi ve takım arkadaşları ile olan ilişkisi ve performansı açısından sosyal kimlik çok önemlidir. Sporun amacı içerisinde şiddet kavramının yeri yoktur. Ancak sporcuların kendi arasında fiili şiddet davranışı gösterdikleri görülmektedir. Bu nedenle, sosyal kimlik algısı ile şiddetin incelenmesi merak konusu haline gelmiştir. Bu araştırma, bireysel sporlarla (atletizm, tenis, yüzme) ilgilenen öğrencilerin sporda sosyal kimlik ve şiddete yönelik tutumlarının çeşitli değişkenler açısından incelemeyi amaçlamıştır. Çalışma, sporda sosyal kimlik ve spora yönelik tutum değişkenlerini belirlemeye yönelik betimsel tarama modelinde nicel bir araştırmadır. Metodoloji olarak tarama modeli, çalışma kapsamında olası neden-sonuç ilişkileri hakkında değerli çıkarımlar elde etmek için kullanılmıştır. Araştırma örneklemini belirlemek için tesadüfi örnekleme yöntemi kullanılmıştır. Çalışmaya, Afyonkarahisar'da ikamet eden 139 (%49,8) kadın, 140 (%50,2) 279 sporcu-öğrenci katılmıştır. Araştırmada veri toplama aracı olarak Sporda Sosyal Kimlik Ölçeği ve Ergenlerde Şiddete Yönelik Tutum Ölçeği kullanılmıştır. Araştırma verileri analizinde SPSS 25.00 istatistik paket programı kullanılmıştır. Verilerin analizinde tanımlayıcı istatistikler, bağımsız örneklemler t-testi ve ANOVA istatistiksel teknikleri kullanılmıştır. Anlamlılık düzeyi .05 olarak kabul edilmiştir. Araştırma bulgularına göre sporcu-öğrencilerinin sporda sosyal kimlik ve şiddete yönelik tutum ortalama puanlarında cinsiyeti, günlük sosyal medya kullanım süresi, günlük antrenman süresi, anne ve baba tutum değişkenleri açısından istatiksel olarak anlamlı farklılaşmalar olduğu gözlemlenmiştir. Sonuç olarak, araştırmaya katılan ortaöğretim öğrencilerinin puan ortalamalarına göre sporda sosyal kimlik algılarının yüksek seviyede olduğu, şiddete yönelik tutumlarının ise orta düzeyde olduğu tespit edilmiştir. Bu durumda sporda sosyal kimlik algısı yüksek olan sporcu-öğrencilerin şiddete yönelik tutumlarının daha düşük olduğu söylenebilir.

Anahtar Sözcükler: Sporcu-öğrenci, Sosyal Kimlik, Sporda Sosyal Kimlik, Şiddet, Şiddete Yönelik Tutum.

Investıgatıon of Athlete Students' Social Identity in Sports and Attitudes Towards Violence According to Some Demographic Variables

Abstract

Social identity is the knowledge that a person belongs to a social category or group. Social identity is essential in the athlete's development, communication, self-expression, relationship with teammates and performance. The concept of violence has no place in the purpose of sports. However, it is seen that the athletes show actual violent behaviour among themselves. For this reason, examining the perception of social identity and violence has become a matter of curiosity. This research aimed to examine the attitudes of students interested in individual sports (athletics, tennis, swimming) towards social identity and violence in sports in terms of various variables. The study is quantitative research in the descriptive survey model to determine the variables of social identity and attitude towards sports in sports. As a methodology, the screening model was used to obtain valuable inferences about possible cause-effect relationships within the scope of the study. A random sampling method was used to determine the research sample. 139 (49.8%) women and 140 (50.2%) 279 athletes-students residing in Afyonkarahisar participated in the study. Social Identity Scale in Sports and Attitude towards Violence Scale in Adolescents were used as data collection tools in the research. SPSS 25.00 statistical package program was used in the analysis of the research data. Descriptive statistics, independent samples t-test and ANOVA statistical techniques were used in the analysis of the data. The significance level was accepted as .05. According to the research findings, it has been observed that there are statistically significant differences in the average scores of the social identity and attitude towards violence in sports of the athlete-students in terms of gender, daily social media usage time, daily training time, and mother and father attitude variables. As a result, it was determined that the perceptions of social identity in sports were at a high level, and their attitudes towards violence were at a moderate level, according to the average scores of the athletes-students participating in the research. In this case, it can be said that the attitudes of the athletes-students who have a high perception of social identity in sports towards violence decrease.

Keywords: Athlete-student, Social Identity, Social Identity in Sports, Violence, Attitude towards Violence.

Introduction

One of the primary purposes of National Education is to ensure that our youth grow up as a healthy and happy generation by doing sports. It is a well-known fact that it is the national duty of teachers to raise individuals socially, culturally and physically at the highest level to achieve these goals and make them useful, promising and productive citizens for our nation and humanity (Yalçın, 1995). When the literature is examined, it can be understood from all these definitions of sports that sports are a tool that makes positive contributions to the whole life of individuals and creates opportunities for the development of people. Sports, which are done consciously and systematically, based on scientific foundations, by individuals at any age, play an essential role in keeping the individual's health, success and happiness at the same time high (Yalçınkaya et al. 1993).

People are in search of an identity that seeks an answer to the question of "who am I" in the social environment they live in. This search for identity is usually determined by social status or roles. Social identity is the knowledge that a person belongs to a social category or group (Abrams & Hogg, 1988). Social identity is very important in terms of the athlete's development, communication, self-expression, relationship with teammates and performance. It is stated by researchers that individuals with a strong athlete identity can have positive and negative consequences and the importance of athletes in interpreting behavioural, psychological and social phenomena (Öztürk & Koca, 2013). Wann and Brascombe (1993) used social identity theory to examine the factors that predict an individual's relationship with a sports team. Because the basis of social identity is the belief that individuals identify with something in order to increase their self-confidence (Todd & Kent, 2009). In addition, Funk, Haugtvedt, and Howard (2000) stated that social identity is a precursor to an attitude of athletes toward team sports. In this sense, the important thing for a sport is not only its content but also the identity it brings to the individual (Lewis, 1992).

Sport; it is an active, aggressive, force-based fighting game. Violent elements are things that exist and are used, such as sports. For this reason, it should be accepted as a terminological error that regular hard contact is shown as an element of violence in the playground. Sport has also revealed the necessity of education for living things to live together in peace with positive and negative powerful methods (Scott, 1958). The concept of violence has no place in the purpose of sports. However, it is seen that the athletes, among the spectators or the managers, exhibit violent behaviour with other managers. Some factors affect the social identities of individual and team players. Athletes' tendencies towards violence are essential in identity formation. It is undesirable for the words social identity and violence to be side by side in sports. For this reason, it is seen that studies on the social identities of athletes and their tendencies to violence are a subject that needs to be investigated. It has been defined as the expression of instinctive feelings inherent in human beings, influencing the conditions in which they live (Talimciler, 2003). Violence; is all of the individual or collective actions that harm people's physical or mental integrity by applying force and pressure (Demirel, 2013). Violence is defined as the expression and reflection of the aggression tendency, which is accepted as natural in humans, in an individual or social dimension, but in a way that harms the other (Ayan, 2006). Violence in sports can be seen as interfering with the opponent outside the game's rules and transforming the dimensions of intervention into violence. Violence in sports can be compared to an iceberg. The part we see can only be perceived as the tip of the iceberg. However, the problem has a hidden depth (Ergen, 2003).

Therefore, this study was designed to investigate athletes' attitudes towards violence and their perceptions of social identity in sports in terms of some demographic variables. In addition, it has been tried to give general information about the attitudes of athletes-students towards violence and their perceptions of social identity in sports. It is essential to learn what factors make a difference in the attitudes of athletes-students towards violence and their perceptions of social identity in sports for sports and physical education classes to achieve their goals.

Material and Method

Research Model

Although there are many types of non-experimental research, the most well-known sample is the survey type (Tabachnick & Fidell, 2013). This research was conducted to examine the perceptions of social identity and attitudes towards violence of athletes-students in terms of various variables. In this respect, the study reveals the characteristics of the scanning model. Survey models are research approaches that aim to describe a past or present situation in its current form (Karasar, 2012). In addition, studies carried out in the screening model are studies that try to explain the characteristics of large populations (Büyüköztürk et al., 2012).

Research Group

This research's universe consists of athletes-students interested in individual sports (athletics, tennis, swimming) in Afyonkarahisar. The study group consists of a sample as it is impossible to reach the entire population. Sampling is the process of sampling the population. The research sample was formed according to the convenience sampling method, starting from the most accessible participants to reach. The appropriate sampling method is the sampling method in which the sample is completed by starting with the most accessible participants to reach the required number of participants in the research (Büyüköztürk et al., 2012; Sönmez and Alacapınar, 2011). The sample group of this research consists of randomly selected volunteer athletes-students. The study sample consists of 139 (49.8%) women and 140 (50.2%) 279 athletes-students residing in Afyonkarahisar.

Data Collection Tools

In this study, "Personal Information Form", "Social Identity for Sports Scale", and "Adolescents' Attitude towards Violence Scale" was used to collect the research data.

The Personal Information Form

The personal information form was tried to reach information about the athlete-students' demographic characteristics, such as gender, daily social media usage time, daily training time, and mother and father attitudes.

Social Identity Questionnaire for Sport

The Social Identity Questionnaire for Sport was originally developed by Bruner et al. (2014). The scale was later revised by Bruner and Benson (2018). The Turkish adaptation study was carried out by Türkay et al. (2018) carried out by The scale consists of nine items and three sub-dimensions. The sub-dimensions of the scale are "intragroup ties, cognitive centrality and ingroup influence". The scale was also examined in a single factor structure. There is no reverse-scored expression in the scale. The scale is rated as a 5-point Likert type ("1" Not at

all suitable, "5" Completely appropriate). The Cronbach's alpha value of the scale was calculated as 0.72.

Adolescents' Attitudes Towards Violence Scale

The "Adolescents' Attitudes Towards Violence Scale" developed by Çetin (2011) was used in this study. The scale is a self-assessment scale and is applied to adolescents. It was developed to measure the attitudes of adolescents towards physical violence. It is a one-dimensional scale consisting of 10 items and graded on a 5-point Likert scale (1=Strongly Disagree, -5=Strongly Agree). There is no reverse-scored item. The highest score obtained from the scale is 50, and the lowest score is 10. High scores indicate a high level of violence. The internal consistency reliability coefficient of the scale was found to be .85. The factor loadings of the scale ranged from .58 to .76. The internal consistency reliability coefficient of the scale for this study was found to be .92.

Analysis of the Data

The analysis of the research data was used SPSS 25.00 statistical package program. In the analysis of the data obtained from the research, after the frequencies were taken, the skewness and kurtosis normality test and reliability analysis were performed for the reliability of the data. As a result of the skewness and kurtosis normality analysis, it was determined that the data showed a normal distribution. The skewness value of the Social Identity in Sports scale is .173; the kurtosis value is -.918. The skewness value of the Attitude Towards Sports scale is .782, and the kurtosis value is -.1218. Tabachnick and Fidell (2013) stated that ±1.5 is appropriate in terms of normality. Since it was determined that the data showed a normal distribution, parametric tests were applied to the research findings. In the data analysis, descriptive statistics were used to determine the social identity perceptions of the athletes-students in sports and their attitudes towards violence. Athletes' perceptions of social identity and attitudes towards violence in sports have low (1.00-1.80), low (1.81-2.60), medium (2.61-3.40), high (3.41-4.20) very high (4.21-5.00) border points. Scoring was determined according to these limit points. Independent samples t-test in paired groups and one-way analysis of variance (ANOVA) in groups with more than two were used to examine differences. The level of significance in the study was accepted as α = 0.05.

Results

Table 1. Athlete-students' demographic characteristics

Variables	Categories	N	%
Gender	Female	139	49,8
	Male	140	50,2
Daily social media usage time	1 hour and less	13	4,7
	2-3 hours	91	32,6
	4-5 hours	62	22,2
	6-7 hours	61	21,9
	More than 7 hours	52	18,6
Daily training time	1 hour	28	10,0
	2 hours	90	32,3
	3 hours	89	31,9
	4 hours	59	21,1
	5 hours or more	13	4,7

	Irrelevant	15	5,4
	Overly free	83	29,7
Attitude of mother	Normal	125	44,8
	Overprotective	33	11,8
	Authoritarian	23	8,2
	Irrelevant	21	7,5
	Overly free	53	19,0
Attitude of father	Normal	142	50,9
	Overprotective	35	12,5
	Authoritarian	28	10,0

In Table 1, it was seen that 49.8% of the athletes-students participating in the research were women, and 50.2% were men. When the data on the variable of daily social media usage time is examined, 4.7% of the athletes-students have 1 hour or less, 32.6% of them 2-3 hours, 22.2% of them 4-5 hours, 21.9% of them 6-7 hours, 18.6% of them are more than 7 hours. When the daily training duration of the athlete-students are examined, 10.0% of the trains for 1 hour, 32.3% for 2 hours, 31.9% for 3 hours, 21.1% for 4 hours and 4.7% for 5 hours or more. When the participants were examined according to their attitudes of mother, it was seen that 5.4% of them showed a disinterest, 29.7% overly free, 44.8% normal, 11.8% overprotective and 8.2% authoritarian approach. When the distributions of the participants' father attitudes were examined, it was seen that 7.5% of them showed a disinterested, 19.0% overly free, 50.9% normal, 12.5% overprotective and 10.0% authoritarian approach.

Table 2. Athlete-students' social Identity for sport and attitudes towards violence

Variables	N	Min	Max	$\bar{x}$	**Sd.**
Social Identity for Sports	279	2,78	4,44	3,85	,635
Attitude Towards Violence	279	1,00	5,00	3,10	1,061

In Table 2, when the general average values of the views of the research group regarding their attitudes towards violence and their perceptions of social identity in sports are examined, they have a high level of perception of social identity for sports ($\bar{x}$=3.85±.635) and attitudes towards violence ($\bar{x}$=3.10±1.061) expressed a moderate level of opinion.

Table 3. Athlete-students' according to the gender variable t-test results regarding the perceptions of social identity for sports and attitudes towards violence (N=279)

Variables	Gender	N	X	Ss	t	p
Social Identity for Sports	Female	139	3,99	1,085	3,750	**,000**
	Male	140	3,71	,980		
Attitude Towards Violence	Female	139	3,35	,565	4,006	**,000**
	Male	140	2,85	,671		

*p<0.05

When Table 3 is examined, a statistically significant difference was found in favour of females between the mean scores of social identity perceptions in sports according to the

gender variable (p<0.05). There was a significant difference between the mean scores of the attitudes of the athletes-students towards violence in favour of females (p<0.05).

Table 4. Athlete-students' according to daily social media usage time variable ANOVA test results regarding the perceptions of social identity for sports and attitudes towards violence (N=279)

Vari-ables	Daily social media usage	N	x̄	Sd	F	p	Difference
Social Identity for Sports	1 hour (1)	13	3,92	,619			
	2 hours (2)	91	3,69	,689			**2<5**
	3 hours (3)	62	3,84	,636	3,604	**,007**	**4<5**
	4 hours (4)	61	3,85	,626			
	5 hours or more (5)	52	4,10	,462			
Attitude Towards Violence	1 hour (1)	13	3,10	1,075			**2<3**
	2 hours (2)	91	2,87	,925			**2<4**
	3 hours (3)	62	3,40	,945	4,858	**,001**	**3<5**
	4 hours (4)	61	3,40	1,161			**4<5**
	5 hours or more (5)	52	2,79	1,140			

*p<0.05

In Table 4, as a result of the comparisons made according to the daily social media usage time, it is seen that there is a significant difference between the social identity scores of the athletes-students participating in the research. In the study, it was determined that the athletes-students who use social media for 2 hours daily are different from those who use social media for 5 hours or more, and those who use social media for 4 hours daily are different from those who use social media for 5 hours or more.

According to the variable of daily use of social media, a significant difference was found between the attitudes of athletes and students towards violence (p<0.05). In the study, it was determined that the athletes-students who use social media for 2 hours daily are different from those who use social media for 3 and 4 hours daily, and those who use social media for 3 and 4 hours daily are different from those who use social media for 5 hours or more.

Table 5. Athlete-students' according to the daily training time variable ANOVA test results regarding the perceptions of social identity for sports and attitudes towards violence (N=279)

Variables	Daily Training Time	N	x̄	Sd.	F	p	Difference
Social Identity for Sports	1 hour (1)	28	4,10	,424			
	2 hours (2)	90	3,92	,605			**1<4**
	3 hours (3)	89	3,86	,633	4,022	**,003**	**1<5**
	4 hours (4)	59	3,68	,687			
	5 hours or more (5)	13	3,42	,684			
Attitude Towards Violence	1 hour (1)	28	3,26	,879			
	2 hours (2)	90	3,34	1,141			
	3 hours (3)	89	3,06	1,055	3,152	**,015**	**2<4**
	4 hours (4)	59	2,80	,945			
	5 hours or more (5)	13	2,66	1,037			

*p<0.05

In Table 5, as a result of the comparisons made according to the daily training time, it has been seen that there is a significant difference between the sports social identity scores of the athletes-students participating in the research. In the study, it was determined that the athletes-

students with a daily training duration of 1 hour were different from the athletes-students with a daily training period of 4-5 hours or more.

According to the daily training time variable, a significant difference was found between the attitudes of the athletes and students towards violence ($p<0.05$). In the examination, it was determined that the athletes-students with a daily training period of 2 hours were different from the athletes-students with a daily training period of 4 hours.

Table 6. Athlete-students' according to the mother attitude variable ANOVA test results regarding the perceptions of social identity for sports and attitudes towards violence (N=279)

Variables	Attitude of Mother	N	x̄	Sd.	F	p	Difference
Social Identity for Sports	Irrelevant (1)	15	3,23	,640			
	Overly free (2)	83	3,88	,636			**1-2**
	Normal (3)	125	3,88	,619	4,076	**,003**	**1-3**
	Overprotective (4)	33	3,95	,559			**1-4**
	Authoritarian (5)	23	3,80	,648			
Attitude Towards Violence	Irrelevant (1)	15	3,36	1,392			
	Overly free (2)	83	3,13	,916			
	Normal (3)	125	3,19	1,083	2,463	**,046**	**3-5**
	Overprotective (4)	33	2,96	1,152			
	Authoritarian (5)	23	2,50	,915			

*$p<0.05$

According to Table 6, as a result of the comparisons made according to the mother's attitude, it is seen that there is a significant difference between the social identity scores of the athletes-students participating in the research. In the examination, it was determined that the athletes-students whose mothers showed a disinterested attitude were different from the athletes-students whose mothers showed an overly free, normal and overprotective attitude.

A significant difference was found between the attitudes of athletes and students towards violence according to the mother attitude variable ($p<0.05$). In the examination, it was determined that the athletes-students whose mothers showed a normal attitude were different from those whose mothers showed an authoritarian attitude.

Table 7. Athlete-students' according to the father attitude variable ANOVA test results regarding the perceptions of social identity for sports and attitudes towards violence (N=279)

Variables	Attitude of Father	N	x̄	Sd.	F	p	Difference
Social Identity for Sports	Irrelevant (1)	21	3,68	,651			
	Overly free (2)	53	3,88	,640			
	Normal (3)	142	3,90	,613	2,028	,091	
	Overprotective (4)	35	3,61	,729			
	Authoritarian (5)	28	3,91	,539			
Attitude Towards Violence	Irrelevant (1)	21	2,81	1,491			
	Overly free (2)	53	2,92	,998			**1-5**
	Normal (3)	142	3,15	1,035	3,820	**,005**	**2-4**
	Overprotective (4)	35	2,85	1,007			**4-5**
	Authoritarian (5)	28	3,71	,744			

*$p<0.05$

In Table 6, as a result of the comparisons made according to the father's attitude, it was seen that there was no significant difference between the social identity scores of the athletes-students participating in the research ($p>0.05$).

A significant difference was found between the athletes' attitudes and students towards violence according to the father attitude variable (p<0.05). The study determined that the athlete-students whose fathers showed disinterested and overprotective attitudes were different from the sportsman students whose fathers showed an authoritarian attitude. Moreover, the athlete-students whose fathers showed an overly free attitude were different from those whose fathers were overprotective.

Discussion and Conclusions

This study aimed to determine the attitudes of the athletes-students interested in individual sports (athletics, tennis, swimming) in Afyonkarahisar social identity for sports and attitude towards violence and to examine them in terms of some demographic variables.

The study determined that the social identity for sports perceptions of the athletes-students were at a high level, and their attitudes towards violence were moderate. In this case, it can be said that the athlete-students consider themselves as an athlete who can establish strong ties with their team. Thus, an essential part of their self-image is formed. In addition, the thought of being a part of the team is of great importance for the athlete-students to feel good about themselves. Athletes-students' attitudes towards violence at a moderate level can be explained by the fact that they tend to use brute force, but they will use this tendency towards violence when someone angers them or when they encounter a situation that deserves it. In the literature review, it was seen that studies were supporting this finding of the study. As a result of the research in which Caba and Pekel (2017) examined the relationship between the general self-efficacy levels of students and the perception of athlete identity, it is seen that social identity perceptions, which are the sub-dimension of athlete identity perceptions, are strong. Altay and Ceyhan (2019) examined the relationship between high school students' alienation levels and their attitudes towards violence, and it was seen that students' attitudes towards violence were lower than the average.

In the study, a statistically significant difference was found in favour of women between the average scores of social identity perceptions in sports according to the gender variable. In this case, it can be said that women have stronger perceptions of social identity in sports than men. The reason for this is thought to be that women exhibit a more target-oriented approach. In addition, it can be said that they can bond more easily with their teammates and are stronger in the development of their self-image. In another comparison made according to gender, a significant difference was found in favour of women between the average scores of attitudes towards violence among athletes and students. Therefore, it can be said that women's attitudes towards violence are higher than men's. The reason for this is that women feel stronger when they use physical violence, they are more inclined to fight with people who talk negatively about themselves, and they will find solutions to their problems in a short time by fighting.

When the literature was examined, no study was found to support this findings of the study. Doganer et al. (2020) examined the relationship between athlete identity and self-efficacy in terms of different variables, and no statistically significant difference was found in perceptions of social identity. Kaya et al. (2018) examined the relationship between students' athlete identities and achievement orientations and revealed that the social identity dimension, which is one of the sub-dimensions of students' athlete identities, differs significantly according to gender. It is seen that male students have higher social identities than female students. Turkmen et al. (2020) examined high school students' attitudes towards violence; It

is seen that there is a statistically significant difference between the attitudes of male and female adolescents towards violence according to gender, and the attitudes of boys towards violence are higher than girls. Siyez and Kaya (2010) examined the effects of some psychological problems and sociodemographic variables on attitudes towards violence during adolescence. In the study, they found significant differences between girls and boys, and it was determined that boys' attitudes towards violence were more accepting than girls. Kir et al. (2014) examined the alienation levels of high school 9th-grade students and their attitudes towards violence in terms of some variables, and as a result of the research, it was seen that there was no significant difference between high school students' attitudes towards violence. according to the gender variable of high school students. Altay and Ceyhan (2019) examined the relationship between high school students' alienation levels and their attitudes towards violence. As a result of the research, it was seen that there was a significant difference between the attitudes of secondary school students towards violence according to the gender variable. According to this finding, it is possible to say that male students' attitudes towards violence are higher than that of female students. Efilti (2008), Sağlam and İkiz (2017), Altın et al. (2017) also reached similar findings in their research. In Efilti's study on secondary school students, the average aggression score of male students was found to be significantly higher than the average aggression score of female students. On the other hand, in the study of Sağlam and İkiz with secondary school students, male students' tendency to violence was found to be higher than female students.

In another finding of the study observed that there was a significant difference between the social identity scores of the athletes-students participating in the research in comparisons made according to daily social media usage time. In the study, it was determined that the athletes-students who use social media for 2 hours daily are different from the athletes-students who use social media for 5 hours or more daily, and those who use social media for 4 hours daily are different from those who use social media for 5 hours or more daily. In this case, it can be said that the social identity perceptions of the athletes-students who use social media for a longer time are stronger in sports. It is thought that this is because more information about sports is reached in a shorter time on social media. In the study, a significant difference was found between the attitudes of athletes and students towards violence according to the variable of daily use of social media. In the study, it was determined that the athletes-students who use social media for 2 hours daily are different from the athletes-students who use social media for 3 and 4 hours daily, and those who use social media 3 and 4 hours daily are different from those who use social media for 5 hours or more daily. Thus, it can be concluded that those who use social media for 3-4 hours a day are more inclined to commit violence than those who use social media for 2 hours a day, and those who use social media for 5 hours a day are less inclined to violence than those who use social media for 3-4 hours a day. In this case, it can be thought that it is related to the fact that the athletes-students spend most of their time on social media and stay away from the environments where acts of violence will occur. In addition, it can be explained by the decrease in the attitudes of athletes-students towards violence in sports, as similar sports-related posts on social media become commonplace over time. In addition, it can be said that spending a long time on social media decreases the tendency towards violence over time; instead, it turns itself into a suppressed anger, which is a sub-emotion. In the literature, it has been seen that the studies in this field are on the media's orientation rather than the duration of social media use. However, it is understood from this situation that not only the orientation of the media but also the duration of use of social media is effective on the formation of social

identity and the tendency to violence. In the research conducted to reveal the attitude of the police regarding violence and incidents in football in Turkey, the media was seen as the biggest responsible for violence in the fields with 34.9% (Arıkan and Çelik, 2007). It is known that provocative language is used in the sports news in the written media, especially in the headlines and headlines, fueling the tension between the fans, feeding and spreading violence (Mil and Şanlı, 2015). However, it is a fact that should not be overlooked that the meaning of football is built on violence and that the discourses about this branch are carried out through a language that fosters violence (Ulus, 2013).

In the research, as a result of the comparisons made according to the daily training time, it was seen that there was a significant difference between the social identity scores of the athletes-students participating in the research. The examination determined that this difference was different for the athletes-students with a daily training duration of 1 hour compared to the athletes-students with a daily training period of 4-5 hours or more. In this case, it was determined that those with a daily training duration of 1 hour had stronger perceptions of social identity in sports than those with a daily training duration of 4-5 hours or more. It is thought that the sportsmen-students who train for a shorter time spend more time on their social lives in their daily lives, have a positive effect on strengthening their social identity perceptions compared to those who train for 4-5 hours a day or more. In the study, a significant difference was found between the attitudes of athlete-students towards violence according to the variable of daily training time. It has been determined that this difference is different for athletes-students with a daily training duration of 2 hours compared to athletes-students with a daily training period of 4 hours. It can be said that the tendency to the violence of athletes-students with a daily training duration of 2 hours is higher than those with a daily training period of 4 hours. It can be said that this situation is related to the decrease in their tendency to commit violence since the athletes-students who train for a long time consume all their energy during the day in sports. No studies supporting this finding were found in the literature. In this respect, it is thought that this finding of the study will contribute to the literature.

As a result of the comparisons made in the research according to the mother's attitude, it was seen that there was a significant difference between the social identity scores of the athletes-students participating in the research. It was determined that this difference was different from the athletes-students whose mothers had an irrelevant attitude compared to those whose mothers had an overly free, normal and overprotective attitude. In this case, it can be said that the perception of social identity in sports is stronger in athletes-students whose mothers are overprotective, normal and overly free. It is thought that mothers, who take care of their children closely, contribute positively to the development of their social identity perceptions by displaying a normal attitude without disturbing them, although they are protective against them. According to the mother attitude variable, a significant difference was found between the attitudes of athletes and students towards violence. The examination determined that the athletes-students whose mothers showed a normal attitude were different from those whose mothers showed an authoritarian attitude. It has been observed that athletes-students whose mothers have normal attitudes are more prone to violence than authoritarian mothers. In this case, it can be concluded that athletes-students whose mothers are authoritarian are more controlled in their tendency to commit violence due to their pressure. Moreover, it is thought that this finding will contribute to the literature in terms of not reaching a similar result in the literature.

As a result of the comparisons made in the research according to the father's attitude, it was seen that there was no significant difference between the social identity scores of the athletes-students participating in the research. However, when the average scores were examined, it was seen that the perception of social identity in sports was higher in athletes-students whose fathers exhibited an authoritarian attitude. In this case, it can be said that the authoritarian attitude of his father positively affects the social identity formation of the athlete-students. According to the father attitude variable, a significant difference was found between the attitudes of athletes and students towards violence. The study determined that the sportsmen-students whose fathers showed disinterested and overprotective attitudes were different from the sportsman students whose fathers showed an authoritarian attitude. The sportsman students whose fathers showed an overly free attitude were different from those whose fathers were overprotective. It has been determined that athletes-students whose fathers have an authoritarian and overly free attitude are more inclined to violence than those whose fathers are irrelevant and overprotective. It can be said that this situation is related to the pressure created by the authoritarian attitude on the athletes-students. In the literature, it has been observed that the parents' education level is generally taken into account. However, it has emerged as a result of these findings that the parents' attitudes are also effective in the social identity and violence tendency. In this respect, it is thought that this finding of the study will contribute to the literature.

As a result, it has been determined that the perceptions of social identity for sports and attitudes towards violence of athlete-students differ statistically according to gender, daily social media use, daily training duration, and parental attitudes. In addition, it was observed that the social identity perceptions of the athlete students in sports were strong, but their attitudes towards violence were at a moderate level. In this case, it can be said that the attitudes of athletes-students who have a high perception of social identity for sports towards violence are lower. Studies can be carried out to expand the literature by comparing the research variables between sports branches. The positive effect of sports on social identity can be reinforced by determining the social identity perceptions of students who do not do sports. In addition, awareness of both students and families can be raised by making different support programs in school environments in order to reduce students' attitudes towards violence. Further, future research should use a broader set of independent variables and include a qualitative study to explore additional aspects of the formation of attitudes towards violence. A longitudinal study focusing on attitudes may shed light on the formation of attitudes towards violence and its relationship with violent behaviours between athletes and non-athletes.

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