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Examination of the Attitudes of Sports Science Students Towards Autism Spectrum Disorder in Terms of Various Variables

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Öz

This study aimed to examine the attitudes of sports science students towards Autism Spectrum Disorder (ASD) in the context of various variables. The research was conducted in a survey model. To determine the participants' attitudes towards Autism Spectrum Disorder, the "Autism Spectrum Disorder Attitudes Scale (ASDAS)" developed by Flood et al. (2013) and adapted to Turkish by Batum (2019) was employed as the data collection tool. Additionally, a 9-item personal information form was included in the data collection tool, addressing participants' gender, academic class, major, the presence of individuals with autism in their immediate surroundings, willingness to work with individuals with autism, participation in programs, seminars, or courses related to autism, knowledge about the educational settings and processes for individuals with autism, awareness of Autism Spectrum Disorder in society, and preferred educational environment for individuals with autism. The data collected from the participants were analyzed using SPSS-25 software. A total of 239 students, consisting of 89 females and 150 males, participated in the study. The results indicated significant differences in the attitudes of students towards Autism Spectrum Disorder concerning the gender variable and the knowledge sub-dimension of ASDAS, the desire to work with individuals with autism and the social attitude and personal distance sub-dimensions of ASDAS, knowledge about the educational settings and processes for individuals with autism and the personal distance sub-dimension of ASDAS, awareness of Autism Spectrum Disorder in society and the total score and knowledge sub-dimension of ASDAS, the major variable and the personal distance sub-dimension of ASDAS, and the preferred educational environment for individuals with autism and the social attitude and knowledge sub-dimensions of ASDAS. In conclusion, it was observed that attitudes towards Autism Spectrum Disorder are not solely determined by individuals' educational level or knowledge but are also influenced by social, cultural, and individual factors.

Keywords: Sports Science Students, Autism Spectrum Disorder, Attitude

Introduction

Autism spectrum disorder (ASD), as a neurodevelopmental diversity, has aroused great awareness and interest both in the field of health and in the society at large in recent years. Autism spectrum disorder (ASD) is known as a type of developmental disability that is observed in the early stages of development of individuals, integrated with inability to form social bonds, disorder in verbal or non-verbal communication, disorder in establishing and maintaining relationships, repetitive motor movements, insistence on sameness, more or less response to sensory stimuli, and limited repetitive behaviors (DSM-V, 2014; Koroglu, 2014).

Due to the fact that ASD is a lifelong condition, both the individual and the family are affected by the process and face exclusion and rejection by society (Kinnear et al., 2016; Arslan, 2020). The fact that individuals have to live dependent on their families and the state brings with it severe economic problems. For both the family and the society, it is possible to ensure that individuals with ASD participate in social life more independently with early and intensive education. The earlier and more intensive training is given; they are able to take part in society as individuals who are so independent, self-sufficient, productive, and contribute to the economy (Clark and Smith, 1999; Myles et al., 2007; Reichow et al., 2016).

Although sports allow individuals with ASD to participate in physical activities due to their inability to express themselves comfortably; By positively affecting their physical, social and emotional structures, it reduces monotonous behaviors and develops more complex skills (Sarol, 2013). For this reason, the education, personal experiences, beliefs and attitudes of students studying in sports sciences play an important role in the acceptance of individuals with special needs (Jorm, 2000). Attitude is a permanent and relative, cognitive, emotional and behavioral tendency that includes the positive or negative emotions, beliefs, values and behaviors that a person develops towards a particular object, idea, group or event (Oruç, 1993).

Problems such as spatial awareness, body awareness, social communication, academic and speech skills can be seen in individuals with ASD (Elwin et al, 2012; Loukusa et al., 2007). Although it is emphasized that individuals with ASD have problems with balance, postural stability, walking, joint flexibility and movement speed, especially when compared to individuals with normal development, it is generally difficult for individuals to participate in physical activity due to difficulty in self-control, generalization and planning, low motivation and poor motor functions. Many training methods are tried to solve these problems, and one of these training methods is sports education (İnce, 2017).

As in developed countries, the importance of special education services to be provided to individuals with special needs is widely accepted in Turkey and it is aimed to provide these services together with their peers with normal development in the least restricted environments (Sucuoğlu and Kargın, 2010). With the Law No. 2916 on Children in Need of Special Education, which entered into force in 1983, physical education teachers have been given the responsibility and obligation to teach students with special needs in their classrooms, along with the inclusion practice that came to the fore for the first time in the Turkish education system (National Education Statistics, 2000-2013). Teacher behavior and personality are also seen as important in the inclusion of children with autism. In inclusive classes with children with autism, the teacher is cheerful and patient (Safran and Safran, 2001; Williams, 1995) should be accepting, understanding, tolerant and model (Safran, 2002).

According to Dahle (2003), teachers who have students with autism in their classrooms should receive training on instructional methods and intervention. Due to its subject and object, OIZ should be considered not only as a field of knowledge but also as a field of sensitivity (Neff, 2004). From this point of view, the training that sports sciences students receive under the name of pre-service education not only changes their own careers, but also contributes to the society having more knowledge. Knowledge and competence in working with individuals with ASD can help sports professionals in this field to fulfill their social responsibilities. For this reason, it is important to learn and evaluate how sports science students make a difference in education and approaches towards individuals with ASD.

Therefore, a physical education program should have a scope and quality that aims to support the development of children in all areas, including motor development, affective development and cognitive development (Sherrill, 1988). In this context, it is an important factor for sports sciences students to develop themselves on OIZ individuals and to shape their careers. It is seen that these trainings provide special competencies, but also those with employers. Students should be prepared in accordance with the demands of the sector by personalizing their own training and understand how these trainings are evaluated in the business world.

Materyal ve Metod

Research Design

Within the scope of this study, the study is in accordance with the general survey model in order to examine the attitudes of sports science students towards autism spectrum disorder in terms of various variables. Research approaches that aim to detect a situation that currently or in the past as it exists are called general scanning (Karasar, 2008). According to Fraenkel and Wallen (2009), the ultimate goal of screening studies is to identify the characteristics of a group.

Research Population and Sample

The population of the study consists of students studying at Karabük University Hasan Doğan School of Physical Education and Sports. The sample consists of 239 students who participated in the study in the 2022-2023 academic year.

Research Instruments and Processes

In the research, data collection tools such as the "Personal Information Form" and the "Autism Spectrum Disorder Attitudes Scale (ASDAS)" were used.

Personal Information Form:

The Personal Information Form included independent variables related to the participants from the Hasan Doğan School of Physical Education and Sports, including gender, age, grade level, department of study, the presence of individuals with autism in their immediate surroundings, willingness to work with individuals with autism, participation in programs, seminars, or courses related to autism, knowledge of where and how individuals with autism receive education, opinions regarding awareness of Autism Spectrum Disorder (ASD) in the community, and recommendations for educational environments for individuals with autism.

Autism Spectrum Disorder Attitudes Scale (ASDAS):

Autism Spectrum Disorder Attitudes Scale (ASDAS)," developed by Flood et al. (2013) consists of three subscales: Social Attitudes (16 items), Knowledge (5 items), and Personal Space (5 items), totaling 26 items. It has also been adapted into Turkish by Batum in (2019).

Data Analysis

Within the scope of the research, the analyzes for the data obtained from the Personal Information Form and the Social Attitudes Scale Towards Autism Spectrum Disorder were carried out through the SPSS 25.0 statistical package program. As a statistical method in the evaluation of data; t-test and one-factor analysis of variance (One Way Anova) tests were used.

Findings

Table 1. Frequency and Percentage Distributions of Responses to Participants' Information Form

	Groups	N	(%)
Gender	Female	89	37,2
	Male	150	62,8
Department	Physical Education and Sports Teaching	107	44,8
	Sports Management	84	35,1
	Coaching Education	48	20,1
Grade	1 st Year	73	30,5
	2 nd Year	31	13,0
	3 rd Year	95	39,7
	4 th Year	26	10,9
	Master's Degree	14	5,9
Presence of Individuals with Autism in the Vicinity	Yes	35	14,6
	No	204	85,4
Desire to Work with Individuals with Autism	Exist	190	79,5
	Absent	49	20,5
Participation in Autism-Related Programs, Seminars, or Courses	Yes	89	37,2
	No	150	62,8
Awareness of the Educational Settings and Process for Individuals with Autism	Yes	131	54,8
	No	108	45,2
Awareness of Autism Spectrum Disorder in the Community	Yes	69	28,9
	No	170	71,1
Recommended Educational Environment for Individuals with Autism	Inclusive Education	84	35,1
	Special Education in Regular School	53	22,2
	Special Education School	102	42,7

When Table 1 is examined, it is seen that 37.2% of the participants are female and 62.8% are male; 44.8% studied physical education and sports teaching, 35.1% sports management, 20.1% coaching education; 30.5% of 1. Grade 13 of 2. Grade 3 of 39.7%. Grade 4 of 10.9%. The class was also attended by 5.9% of them in the Master's degree; 14.6% of them had autism in their immediate environment, and 85.4% of them did not; 79.5% wanted to work

with individuals with autism, 20.5% did not want to work; 37.2% attended programs, seminars or courses related to autism, 62.8% did not; 54.8% of them knew where and how individuals with autism were educated, 45.2% did not; 28.9% had awareness of autism spectrum disorder in the society, 71.1% did not; 35.1% of them answered that the recommended educational environment for individuals with autism should be inclusive education, 22.2% should be special education in a normal school, and 42.7% should be a special education school.

Table 2. Skewness, Kurtosis, and Levene's Homogeneity Test Results Regarding the Normality of Participants' Scale Scores

N=239	Skewness	Kurtosis	Levene	p
Scale	-0,156	1,434	2,423	,091

Table 3. Descriptive Statistics on Participants' Intercultural Sensitivity Levels

	N	Minimum	Maximum	\bar{X}	S
Social Attitude	239	22,00	49,00	34,03 (2,12)	4,87
Knowledge	239	5,00	20,00	10,91 (2,18)	2,46
Personal Space	239	6,00	20,00	16,20 (3,24)	3,02
Scale Total	239	38,00	80,00	61,15 (2,35)	6,00

Intervals (5-1)/5=0.80 Criterion: 1.00-1.79=Very Low; 1.80-2.59=Low; 2.60-3.39=Medium; 3.40-4.19=High; 4.20-5.00=Very High

When Table 3 is examined, it is seen that the social attitudes of the participants towards autism spectrum disorder are at a low level when the mean item of the scale total (2.35) is compared at the specified intervals. It is seen that the social attitudes of the participants towards autism spectrum disorder are at a low level when the mean item (2.12) of the social attitude sub-dimension of the scale is compared at the specified intervals. It is seen that the social attitudes of the participants towards autism spectrum disorder are at a low level when the mean item (2.18) of the sub-dimension of the scale of knowledge is compared at the specified intervals. It is seen that the mean of the items (3.24) belonging to the personal distance sub-dimension of the scale of the social attitudes of the participants towards autism spectrum disorder is at a moderate level when compared at the specified intervals.

Table 4. Independent Samples t-Test Results on the Difference Between Participants' Gender Variable and ASDAS

	Gender	N	\bar{X}	S	t	sd	p
Social Attitude	Female	89	34,24	5,16	0,511	237	,610
	Male	150	33,91	4,71			
Knowledge	Female	89	11,33	2,70	2,050	237	,041*
	Male	150	10,66	2,27			
Personal Space	Female	89	16,55	2,68	1,361	237	,175
	Male	150	16,00	3,20			
Scale Total	Female	89	62,13	6,53	1,948	237	,053
	Male	150	60,58	5,60			

*p<,05

When Table 4 was examined, it was determined that there was no significant difference between the gender variable of the participants and the sum of the social attitudes scale towards autism spectrum disorder according to $t(237)=1.948, p=.053>.05$. Since the value is

very close to .05, a difference can be mentioned in favor of women, although not statistically. While there was no statistically significant difference in the social attitude and personal distance sub-dimensions of the scale, it was seen that there was a significant difference in the knowledge sub-dimension according to $t(237)=2.050$, $p=.041<.05$.

Table 5. Independent Samples t-Test Results on the Difference Between the Variable of Having an Individual with Autism in the Participants' Immediate Surroundings and ASDAS

	Immediate Surroundings	N	\bar{X}	S	t	sd	p
Social Attitude	Yes	35	33,34	5,28	0,911	237	,363
	No	204	34,15	4,81			
Knowledge	Yes	35	11,14	3,02	0,589	237	,557
	No	204	10,87	2,35			
Personal Space	Yes	35	16,85	3,24	1,381	237	,168
	No	204	16,09	2,98			
Scale Total	Yes	35	61,34	6,22	0,196	237	,845
	No	204	61,12	5,97			

When Table 5 was examined, there was no statistically significant difference between the variable of having individuals with autism in their immediate environment and the sum and sub-dimensions of the scale of their social attitudes towards autism spectrum disorder.

Table 6. Independent Samples t-Test Results on the Difference Between the Variable of the Desire to Work with Individuals with Autism and ASDAS

	Request to Work	N	\bar{X}	S	t	sd	p
Social Attitude	Exist	190	33,61	4,68	2,665	237	,008*
	Absent	49	35,67	5,31			
Knowledge	Exist	190	10,77	2,37	1,707	237	,089
	Absent	49	11,44	2,73			
Personal Space	Exist	190	16,64	2,79	4,634	237	,000*
	Absent	49	14,48	3,29			
Scale Total	Exist	190	61,04	5,88	0,592	237	,554
	Absent	49	61,61	6,48			

* $p<.05$

When Table 6 was examined, there was no statistically significant difference in the variable of the participants' desire to work with individuals with autism and the sum of the scale of their social attitudes towards autism spectrum disorder and the sub-dimension of knowledge. It was determined that there was a significant difference between the social attitude of the scale sub-dimension in favor of those who did not want to work with individuals with autism according to $t(237)=2.665$, $p=.008<.05$. It was determined that there was a significant difference between the scale sub-dimension and personal distance in favor of those who wanted to work with individuals with autism according to $t(237)=4.634$, $p=.000<.05$.

Table 7. Independent Samples t-Test Results on the Difference Between the Variable of Participation in Autism-Related Programs, Seminars, or Courses and ASDAS

	Participate in Training	N	\bar{X}	S	t	sd	p
Social Attitude	Yes	89	34,49	4,68	1,115	237	,266
	No	150	33,76	4,98			

Knowledge	Yes	89	10,86	2,54	0,247	237	,805
	No	150	10,94	2,41			
Personal Space	Yes	89	16,57	2,81	1,450	237	,148
	No	150	15,98	3,13			
Scale Total	Yes	89	61,93	5,97	1,540	237	,125
	No	150	60,70	5,98			

When Table 7 is examined, there is no statistically significant difference between the variable of participation in programs, seminars or courses related to autism and the sum and sub-dimensions of the scale of social attitudes towards autism spectrum disorder.

Table 8. Independent Samples t-Test Results on the Difference Between the Variable of Knowledge About the Education Place and Process of Individuals with Autism and ASDAS

	Stay Informed	N	\bar{X}	S	t	sd	p
Social Attitude	Yes	131	33,70	4,75	1,144	237	,254
	No	108	34,43	5,01			
Knowledge	Yes	131	10,81	2,62	0,688	237	,492
	No	108	11,03	2,24			
Personal Space	Yes	131	16,61	2,81	2,301	237	,022*
	No	108	15,71	3,21			
Scale Total	Yes	131	61,13	6,14	0,061	237	,951
	No	108	61,18	5,84			

*p<,05

When Table 8 was examined, there was no statistically significant difference in the variable of the participants' knowledge about the educational place and process of individuals with autism and the sum of the scale of their social attitudes towards autism spectrum disorder, social attitudes and knowledge sub-dimensions. It was determined that there was a significant difference between the scale sub-dimension and personal distance in favor of those who had information about the place and process of education of individuals with autism according to $t(237)=2.301, p=.022<.05$.

Table 9. Independent Samples t-Test Results on the Difference Between the Variable of Awareness of Autism Spectrum Disorder in the Community and ASDAS

	Awareness	N	\bar{X}	S	t	sd	p
Social Attitude	Yes	69	34,63	4,93	1,212	237	,227
	No	170	33,79	4,84			
Knowledge	Yes	69	11,52	2,20	2,449	237	,015*
	No	170	10,67	2,52			
Personal Space	Yes	69	16,28	2,78	0,275	237	,783
	No	170	16,17	3,12			
Scale Total	Yes	69	62,44	5,86	2,134	237	,034*
	No	170	60,63	5,99			

*p<,05

When Table 9 is examined, there was no statistically significant difference between the variable of autism spectrum disorder awareness status and social attitudes towards autism spectrum disorder scale, social attitude and personal distance sub-dimension. It was determined that there was a significant difference between the sub-dimension of the scale in favor of those who stated that there was awareness in the society according to $t(237)=2.449,$

$p=.015<.05$. It was determined that there was a significant difference between the total of the scale in favor of those who stated that there was awareness in the society according to $t(237)=2.134, p=.034<.05$.

Table 10. One-Way ANOVA Results on the Difference Between the Variable of Department and ASDAS

	Department	N	\bar{X}	S	F	sd	p	Significant Difference
Social Attitude	Coaching Edu.	48	35,02	5,86	1,892	2 236 238	,153	---
	Sports Manag.	84	33,33	4,21				
	Physical Edu. and Sports	107	34,14	4,84				
Knowledge	Coaching Edu.	48	11,54	2,48	2,815	2 236 238	,062	---
	Sports Manag.	84	10,50	2,19				
	Physical Edu. and Sports	107	10,96	2,59				
Personal Space	Coaching Edu.	48	15,58	3,57	2,695	2 236 238	,070	---
	Sports Manag.	84	16,77	2,87				
	Physical Edu. and Sports	107	16,03	2,82				
Scale Total	Coaching Edu.	48	62,14	7,41	1,004	2 236 238	,368	---
	Sports Manag.	84	60,60	4,76				
	Physical Edu. and Sports	107	61,14	6,16				

When Table 10 was examined, it was determined that there was no statistically significant difference between the participants' department variable and the sum of the social attitudes scale towards autism spectrum disorder $F=1.004, p=.368>.05$ and social attitude $F=1.892, p=.153>.05$, knowledge $F=2.815, p=.062>.05$ and personal distance $F=2.695, p=.070>.05$.

Table 11. One-Way ANOVA Results on the Difference Between the Variable of Grade Level and ASDAS

	Grade	N	\bar{X}	S	F	sd	p	Significant Difference
Social Attitude	1 st Year	73	33,47	4,64	2,071	4 234 238	,085	---
	2 nd Year	31	34,83	4,98				
	3 rd Year	95	34,76	5,29				
	4 th Year	26	32,07	4,05				
	Master's Degree	14	33,85	3,18				
Knowledge	1 st Year	73	10,61	2,30	1,037	4 234 238	,389	---
	2 nd Year	31	11,03	3,20				
	3 rd Year	95	11,25	2,50				
	4 th Year	26	10,38	1,96				
	Master's Degree	14	10,92	1,68				
Personal Space	1 st Year	73	16,30	2,98	2,917	4 234 238	,022*	2-5
	2 nd Year	31	15,19	2,74				
	3 rd Year	95	15,94	3,19				

	4 th Year	26	17,15	2,79				
	Master's Degree	14	17,92	2,01				
Scale Total	1 st Year	73	60,39	5,34	1,403	4 234 238	,234	---
	2 nd Year	31	61,06	7,83				
	3 rd Year	95	61,96	6,16				
	4 th Year	26	59,61	5,13				
	Master's Degree	14	62,71	4,30				

p<.05; 1=1st year, 2=2nd year, 3=3rd year, 4=4th year, 5=Graduate

When Table 11 was examined, it was determined that there was no significant difference between the class variable and the sum of the social attitudes scale towards autism spectrum disorder $F=1.403$, $p=.234>.05$, social attitude $F=2.071$, $p=.085>.05$ and information $F=1.037$, $p=.389>.05$. It was determined that there was a statistically significant difference between the personal distance sub-dimension according to $F=2.917$, $p=.022<.05$. Tukey test was performed to determine that there was a relationship between the participants according to the class variable. According to the results of this, graduate students ($=17.92$) 2. It was determined that the personal distance was lower than the students studying in the classroom ($=15.19$).

Table 12. One-Way ANOVA Results on the Difference Between the Variable of Recommended Educational Environment for Individuals with Autism and ASDAS

	Education Environment	N	\bar{X}	S	F	sd	p	Significant Difference
Social Attitude	Inclusive Edu.	84	33,21	4,99	2,988	2 236 238	,049*	1-3
	Special Edu. in a Regular School	53	33,67	4,94				
	Special Edu. School	102	34,90	4,64				
Knowledge	Inclusive Edu.	84	10,39	2,49	3,937	2 236 238	,021*	1-3
	Special Edu. in a Regular School	53	10,83	2,39				
	Special Edu. School	102	11,39	2,39				
Personal Space	Inclusive Edu.	84	16,75	2,95	2,380	2 236 238	,095	---
	Special Edu. in a Regular School	53	16,15	3,44				
	Special Edu. School	102	15,78	2,80				
Scale Total	Inclusive Edu.	84	60,35	5,88	2,151	2 236 238	,119	---
	Special Edu. in a Regular School	53	60,66	7,34				
	Special Edu. School	102	62,07	5,20				

p<.05; 1=Inclusive Education, 2=Special Education in a Regular School, 3=Special Education School.

When Table 12 was examined, it was determined that there was no significant difference between the variable of the educational environment recommended for individuals with autism and the sum of the social attitudes scale towards autism spectrum disorder $F=2.151$, $p=.119>.05$ and personal distance $F=2.380$, $p=.095>.05$. It was determined that there was a

statistically significant difference according to social attitude $F=2.988$, $p=.049<.05$ and knowledge sub-dimensions $F=3.937$, $p=.021<.05$. Tukey's test was performed to determine that there is a relationship between the participants according to the variable of the educational environment recommended for individuals with autism. According to the results of this, it was seen that the social attitude levels of those who recommended special education school ($=34.90$) were higher than those who recommended inclusive education ($=33.21$). In addition, it was observed that the knowledge levels of those who recommended special education school ($=11.39$) were higher than those who recommended inclusive education ($=10.39$).

Discussion and Conclusion

In this study, the aim was to examine the attitudes of students at Hasan Doğan School of Physical Education and Sports at Karabük University in the 2022-2023 academic year towards Autism Spectrum Disorder from various perspectives. Within the scope of this aim, when looking at the descriptive statistics in Table 3, it can be observed that, based on the descriptive statistics results obtained from the participants, the personal space subscale of the Autism Spectrum Disorder Attitudes Scale has the highest average, while the social attitudes subscale has the lowest average. The participants' lack of sufficient knowledge about ASD may have led to their generally low attitudes on this subject. On the other hand, the moderate item average in the personal space subscale indicates that participants may be more understanding and accepting when they have direct interaction with autistic individuals. The reason for this could be that despite not having theoretical knowledge, participants' interactions with autistic individuals in their social lives are more positive.

While examining the relationship between participants' gender and their attitudes towards Autism Spectrum Disorder, it was found that there is no significant difference between the total score of the Autism Spectrum Disorder Attitudes Scale, the social attitudes, and the personal space subscales. However, a significant difference was observed in the knowledge subscale. This difference may be attributed to the varying education, experiences, and perceptions about autism between men and women. When reviewing the relevant literature, it can be seen that there are studies that support the current study (Batum, 2019; Yavuz Kan, 2023; Çeçen, 2021; Arslan, 2023; Karavuş et al., 2021).

No statistically significant difference was found between the variable of having individuals with autism in the participants' immediate surroundings and the total score and subscales of the Autism Spectrum Disorder Attitudes Scale. This may suggest that individuals' attitudes toward ASD are influenced more by societal, cultural, media, or educational factors rather than direct personal experiences. When examining the relevant literature, there are studies that support the current study (Batum, 2019; Yavuz Kan, 2023; Yaralı, 2016; Arslan, 2023; Karavuş et al., 2021).

No statistically significant difference was found between the variable of the desire to work with individuals with autism and the total score and the knowledge subscale of the Autism Spectrum Disorder Attitudes Scale. In the social attitudes subscale, individuals who did not wish to work with individuals with autism had a significant advantage, while in the personal space subscale, those who wished to work with individuals with autism had a significant advantage. This may be due to the participants' preference for individual work rather than

working with individuals with autism in a professional setting. When examining the literature, there are studies that support the current study (Çeçen, 2021; Sarı and Bozgeyikli, 2003).

No statistically significant difference was found between the variable of participation in autism-related programs, seminars, or courses and the total score and subscales of the Autism Spectrum Disorder Attitudes Scale. This may suggest that attitudes towards autism can be shaped not only through education or information but also by many factors, such as individuals' personal experiences, prior knowledge, social environment, and cultural values. When reviewing the relevant literature, there is a qualitative study that supports the current study (Yavuz Kan, 2023).

No statistically significant difference was found between the variable of knowledge about the education place and process of individuals with autism and the total score, social attitudes, and knowledge subscales of the Autism Spectrum Disorder Attitudes Scale. However, a significant difference was observed in the personal space subscale. This may be attributed to the fact that students who have knowledge about the education processes of individuals with autism may have a better understanding of the challenges and needs related to autism, making it easier for them to interact with these individuals.

No statistically significant difference was found between the variable of awareness of Autism Spectrum Disorder in the community and the social attitudes and personal space subscales of the Autism Spectrum Disorder Attitudes Scale. However, a significant difference was observed in the total score and the knowledge subscale, favoring those who expressed awareness in the community. This difference may be attributed to awareness campaigns, educational efforts, and information dissemination related to autism, which could lead to increased awareness among individuals. However, it may also be due to the fact that people may not rapidly change their fundamental societal attitudes and personal space preferences. Biber (2018) obtained similar results in their study.

No statistically significant difference was found between the variable of department and the total score, social attitudes, knowledge, and personal space subscales of the Autism Spectrum Disorder Attitudes Scale. As a reason for this, it can be said that the significant factor influencing individuals' societal attitudes toward autism may be factors other than the department they are enrolled in, such as social, cultural, or individual factors.

While examining the relationship between the variable of grade and attitudes toward Autism Spectrum Disorder, it was found that there is no significant difference between the total score, social attitudes, and knowledge subscales. However, a statistically significant difference was observed in the personal space subscale, with graduate students having a lower personal space than 2nd-year students. The reason for this difference may be that during their graduate studies, students delve more deeply and comprehensively into physical education and sports for individuals with disabilities, engage in more interactions with individuals with autism, or tend to create more awareness in this regard compared to 2nd-year students.

While examining the relationship between the variable of the recommended educational setting for individuals with autism and attitudes toward Autism Spectrum Disorder, it was found that there is no significant difference between the total score and the personal space subscale. However, a statistically significant difference was observed between the social attitudes and knowledge subscales. As a result of this difference, those recommending special education schools had higher levels of social attitudes and knowledge compared to those

recommending inclusive education. This may be because participants recommending special education schools may have been exposed to autism-related issues more or may have a deeper understanding of the educational needs of individuals with autism. On the other hand, individuals believing that special education schools provide a personalized approach to education for individuals with autism may have led to this difference.

In conclusion, attitudes toward Autism Spectrum Disorder are not solely limited to individuals' level of education or knowledge. It is also influenced by social, cultural, and individual factors. In this context, it is observed that not only increasing social awareness but also individuals' personal experiences and cultural values can play a crucial role in the formation of these attitudes.

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Investigation of the Relationship between the Leadership Styles Perceived by the Coaches and the Levels of Organizational Commitment

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Abstract

The research was conducted to examine the relationship between coaches' perceived leadership styles and organizational commitment levels. For this purpose, people who actively continue their coaching duties in different branches and reside in Trabzon were included in the study. Three separate forms were used to collect data in the research. These; Personal Information Form, Multifactor Leadership Scale and Organizational Commitment Scale. SPSS (Version 26) was used in the analysis process of this study, which was carried out in the relational screening model. Among parametric tests, t-test, ANOVA and Pearson correlation analysis were used. According to the research results; There were no differences in the variables of gender, education level, being a national athlete, type of sports branch and region of duty. However, in the transformational leadership sub-dimension; Statistically significant results were obtained depending on the variables of age, marital status, coaching level, institution and tenure. In the transactional leadership sub-dimension; Statistically significant results were obtained depending on the variables of age, perceived income status, coaching level, institution and tenure. In the organizational commitment variable; Statistically significant results were obtained only in the variables of perceived income status, coaching level and tenure. Finally; It was concluded that there was a positive relationship between the leadership styles perceived by the coaches and their organizational commitment levels.

Keywords: Coach, Leadership, Leadership Style, Organization, Organizational Commitment.

Introduction

The phenomenon of management and leadership, which is as old as human history, is considered the oldest art, which is a means of managing people in line with their goals. The scientific study of management science dates back to more recent times. Therefore, management science is considered the oldest of arts and the newest of sciences (Taylor, 2018). Needs that change according to the conditions of the day differ in the field of leadership as well as in all areas of life. The need for leaders in many fields also appears in the sports sector, and coaches also assume the role of leaders in the sports sector (Işık & Serinkan, 2020).

A coach who leads a team has the foresight, personality and skills that will influence athletes to reach their potential performance. What coaches do and how they act has a significant impact on athletes' attitudes, emotions, stress and performance (Kul et al., 2020). Athletes who have coaches with leadership qualities appear to be more successful in achieving their goals because they are satisfied with the management (Cotterill & Fransen, 2016). It is possible to call the leadership style of the coach as the set of methods that coaches will use to make their athletes implement the decisions they will make and to lead and direct them (Eskiecek, Bayazıt & Sarı, 2015).

One of the most important factors that is closely related to the coach's leadership style is organizational commitment (Akgül & Gül, 2021). It can be said as another related field in entrepreneurship (Özkara, 2019). Conceptually, organizational commitment; individuals show interest in their organization and feel a sense of belonging (Taşkın & Dilek, 2010). The main point in the success of organizations is related to the unity of employees in the organization towards a common goal and goal and organizational commitment (Zengin, 2021). According to Hunt and Morgan (1994), organizational commitment is individuals' belief in achieving organizational goals, their efforts to achieve these goals, and the feeling of being willingly present in the organization. According to Bogler and Somech (2004), commitment to the organization consists of the elements of working for the organization, accepting the organizational purpose, and attaching importance to staying in the organization. Mathieu and Zajac (1990) divided the consequences of low organizational commitment into two categories: job performance and withdrawal behaviors. Similarly, Mowday and others (1982) argued that the worst effect of low commitment is a decrease in job performance. Şahin and others (2021) associated low organizational commitment with low quality of life.

When the relationship between perceived leadership styles and organizational commitment is examined, it is known that there is a relationship between employee-oriented leadership styles such as ethical, transformational, laissez-faire and sustainer leadership styles and organizational commitment (Soyer, Yılmaz & Sarı, 2022; Jung, 2022; Özkul et al., 2022). Although this relationship is directly related to the coach, it also indirectly affects the athletes. Because coaches can benefit athletes in parallel with the leadership styles and organizational commitment levels they perceive within the organization they work for (Atrizka & Pratama, 2022).

The importance of perceived leadership style in sports is quite remarkable due to its relationship with organizational commitment and the consideration of stakeholders affected as a result of this relationship. Based on these data, the main purpose of this research was to examine the relationship between the leadership styles perceived by the coaches working in Trabzon and their organizational commitment levels.

Methodology

Participants

The research group consists of coaches working in Trabzon province, determined by convenience sampling method. All participants were included in the study on a voluntary basis.

Research Design

The relational screening model, one of the descriptive research models, was used in the research. In research conducted in the relational screening model, it is aimed to determine the relationships between variables. In this screening model, researchers conduct statistical analysis to test research hypotheses or to determine the distribution of the answers given to the questions. The data obtained is associated with statistical results and interpreted (Karasar, 2005).

Data Collection

Three separate forms were sent to the participants for data collection purposes in the study. These forms transmitted digitally; "Personal Information Form", "Multifactor Leadership Scale" and "Organizational Commitment Scale".

Personal Information Form: Personal Information Form" was prepared by the researchers to obtain the demographic information of the participants. In this form, participants; There are questions to obtain information such as gender, age, marital status, coaching level, monthly income, education level, years of service, status as a national athlete, institution/organization where one works and the region where one works.

Multifactor Leadership Scale: In the research, the "Multifactor Leadership Questionnaire 5-x short (MLQ)" scale, developed by Bass and Avolio (1995) and adapted into Turkish by Cemaloğlu (2007), was used to determine the transformational and transactional leadership styles perceived by the coaches. The scale consists of a total of 45 items. The scale consists of 2 sub-dimensions and these are transformational leadership and transactional leadership. Cronbach Alpha coefficients of the sub-dimensions were calculated as $\alpha=.97$ for transformational leadership and $\alpha=.84$ for transactional leadership.

Organizational Commitment Scale: Organizational Commitment Scale was developed by Porter et al. in 1974. Erceylan conducted the Turkish reliability-validity studies of the scale in 2010. The scale consists of a total of 15 items and consists of a single dimension. The Cronbach Alpha coefficient of the scale was calculated as $\alpha=.88$ (9).

Data Analysis

The raw data obtained in the study was analyzed using SPSS (Version 26). First, descriptive statistics of these data were calculated and it was decided that they were suitable for parametric tests. Then, t-test was used for tests with two groups and ANOVA was used for variables with three or more groups. The use of Pearson correlation analysis in variables such as age and tenure was also used to test the relationship between variables. In all these tests, the margin of error was taken into account within the " $p<0.05$ " value range.

Findings

The findings obtained as a result of the analysis of the data are presented in tables in this section of the research.

Table 1. Frequency and percentage results regarding the demographic information of the research group.

Variables	Groups	f	%
Gender	Woman	55	21,5
	Man	201	78,5
Monthly Income Level	Bad	72	28,1
	Medium	167	65,2
	Good	17	6,6
Educational Status	High School	19	7,4
	Licence	180	70,3
	Postgraduate	57	22,3
Marital status	Married	154	60,2
	Single	102	39,8
Status of Being a National Athlete	No	216	84,4
	Yes	40	15,6
Type of Sport	Individual	117	45,7
	Team	139	54,3
Coaching Level	1. Level	46	18,0
	2. Level	91	35,5
	3. Level	80	31,3
	4. Level	24	9,4
	5. Level	15	5,9
Type of Institution	Government Institution	158	61,7
	Private Sector	98	38,3
Task Performed Region	Province	161	62,9
	District	95	37,1

Table 1 shows the frequency and percentage results regarding the demographic information of the research group. According to this data, 55 (21.5%) of the participants are female, while 201 (78.5%) are male coaches. According to the perceived monthly income level, 72 (28.1%) of the participants are at a bad level, 167 (65.2%) are at a medium level, and 17 (6.6%) are at a good level. Depending on the education level, 19 (7.4%) of the research group have a high school degree, 180 (70.3%) have a bachelor's degree, and 57 (22.3%) have a postgraduate degree. While 154 (60.2%) of the participants are married, 102 (39.8%) are single. Considering the status of being a national athlete, it is seen that 216 (84.4%) answered no and 40 (15.6%) answered yes. According to the type of sports branch, 117 (45.7%) work as individual coaches and 139 (54.3%) work as team sports coaches. Considering the coaching levels, 46 (18.0%) are at the 1st level, 91 (35.5%) are at the 2nd level, 80 (31.3%) are at the 3rd level, 24 (9%) are at the 3rd level. 4) It is seen that they have a 4th level and 15 (5.9%) have a 5th level coaching certificate. According to the type of institution they work in, 158 (61.7%) work in public institutions and 98 (38.3%) work in the private sector. According to the region they work, 161 (62.9%) work in the city center and 95% work in the private sector. (37.1%) work in the district.

Table 2. Descriptive statistics of the research group data.

	Age	Tenure	Transformational Leadership	Transactional Leadership	Organizational Commitment
Average	38,40	11,01	46,82	33,59	47,50

Standard Deviation	9,980	8,381	18,367	9,541	10,514
Skewness	,221	1,124	-,518	-,104	,094
Kurtosis	,143	1,564	-,447	1,623	-,824
Minimum	18,00	1,00	18,00	12,00	25,13
Maksimum	53,00	33,00	85,26	60,25	70,33

Table 2 contains the descriptive statistics of the data regarding the research group. According to these data, the average age of the participants was 38.40 (± 9.980) and the average tenure was 11.01 (± 8.381). According to the values of the Multi-Factor Leadership Scale sub-dimensions, the average of the transformational leadership sub-dimension was calculated as 46.82 (± 18.367), while the average of the transactional leadership sub-dimension was calculated as 33.59 (± 9.541). The average of organizational commitment was found to be 47.50 (± 10.514). When the skewness and kurtosis values in these data were examined, it was decided to use parametric tests because the obtained values were between -2 and +2 (George & Mallery, 2021).

Table 3. t-Test results for the gender variable of the research group.

	Gender	n	Average	ss.	t	p
Transformational Leadership	Woman	55	50,09	18,320	1,296	,126
	Man	201	45,92	18,323		
Transactional Leadership	Woman	55	35,30	9,933	1,358	,149
	Man	201	33,12	9,402		
Organizational Commitment	Woman	55	48,50	9,975	,824	,448
	Man	201	47,23	10,664		

Table 3 shows the t-test results regarding the gender variable of the research group, and according to these data, it was determined that there was no statistically significant difference ($p > 0,05$).

Table 4. Pearson correlation analysis results regarding the research group's transformational leadership, transactional leadership and organizational commitment levels and the age variable.

		Transformational Leadership	Transactional Leadership	Organizational Commitment
Age	r	-,214**	-,170**	-,051
	p	,001	,006	,418
	n	256	256	256

** $p < 0,01$

Table 4 shows the transformational leadership, transactional leadership and organizational commitment levels of the research group and the Pearson correlation analysis results regarding the age variable. According to these data, a low-level negative relationship was found between the age variable and transformational leadership and transactional leadership ($p < 0,01$). However, no relationship was found between organizational commitment and age variable ($p > 0,05$).

Table 5. ANOVA results regarding the educational attainment variable of the research group.

		Sum of Squares	sd.	Mean Squares	F	p
Transformational Leadership	Intergroup	452,224	2	226,112	,669	,513
	Within Groups	85572,457	253	338,231		
	Total	86024,681	255			
Transactional Leadership	Intergroup	145,105	2	72,553	,796	,452
	Within Groups	23071,043	253	91,190		
	Total	23216,148	255			
Organizational Commitment	Intergroup	111,034	2	55,517	,500	,607
	Within Groups	28077,868	253	110,980		
	Total	28188,902	255			

Table 5 shows the ANOVA results regarding the educational status variable of the research group. According to these data, it was found that there was no statistical difference between the groups ($p > 0,05$).

Table 6. ANOVA results regarding the perceived income status variable of the research group.

		Sum of Squares	sd.	Mean Squares	F	p	Difference
Transformational Leadership	Intergroup	1484,601	2	742,300	2,221	,111	-
	Within Groups	84540,080	253	334,151			
	Total	86024,681	255				
Transactional Leadership	Intergroup	1519,689	2	759,844	8,860	,000*	3 > 2 > 1
	Within Groups	21696,460	253	85,757			
	Total	23216,148	255				
Organizational Commitment	Intergroup	1526,196	2	763,098	7,241	,001*	3 > 2 > 1
	Within Groups	26662,706	253	105,386			
	Total	28188,902	255				

* $p < 0,05$; 1: Bad Level 2: Medium Level 3: Good Level

Table 6 shows the ANOVA results regarding the perceived income status variable of the research group. According to these data, it was found that there was no statistical difference between the groups in the transformational leadership sub-dimension ($p > 0,05$). However, it was found that there was a difference depending on the transactional leadership and organizational commitment parameters ($p < 0,05$). These differences arise from the fact that coaches who perceive their average monthly income as good have a higher average score than other groups.

Table 7. t-Test results of the research group on the marital status variable.

	Marital Status	n	Average	ss.	t	p
Transformational	Married	154	44,80	18,896	-2,220	,027*

Leadership	Single	102	49,87	17,182		
Transactional Leadership	Married	154	31,94	8,963	-3,401	,001
	Single	102	36,08	9,887		
Organizational Commitment	Married	154	46,78	9,854	-1,306	,148
	Single	102	48,58	11,402		

* $p < 0,05$

Table 7 shows the t-test results regarding the marital status variable of the research group. According to these data, it is seen that there is a statistical difference between the groups in the transformational leadership sub-dimension and that this difference arises from the fact that single coaches have a higher average score compared to married coaches ($p < 0,05$; $t = -2.220$). However, it was found that there was no difference depending on the transactional leadership and organizational commitment parameters ($p > 0,05$).

Table 8. t-Test results of the research group on the variable of being a national athlete.

	Status of Being a National Athlete	n	Average	ss.	t	p
Transformational Leadership	No	216	46,99	18,518	,351	,757
	Yes	40	45,91	17,724		
Transactional Leadership	No	216	33,34	9,410	-,923	,360
	Yes	40	34,94	10,238		
Organizational Commitment	No	216	47,16	10,280	-1,101	,276
	Yes	40	49,33	11,666		

Table 8 shows the t-test results regarding the variable of the research group's status as a national athlete, and according to these data, it was determined that there was no statistically significant difference ($p > 0,05$).

Table 9. t-Test results for the research group's sport type variable.

	Type of Sport	n	Average	ss.	t	p
Transformational Leadership	Individual	117	48,27	18,126	1,160	,247
	Team	139	45,60	18,544		
Transactional Leadership	Individual	117	34,16	9,301	,875	,382
	Team	139	33,11	9,746		
Organizational Commitment	Individual	117	47,41	10,902	-,117	,907
	Team	139	47,57	10,215		

Table 9 shows the t-test results regarding the sports branch type variable of the research group, and according to these data, it was determined that there was no statistically significant difference ($p > 0,05$).

Table 10. ANOVA results regarding the coaching level variable of the research group.

		Sum of Squares	sd.	Mean Squares	F	p	Difference
Transformational Leadership	Intergroup	9574,194	4	2393,548	7,858	,000*	5 > 4
	Within Groups	76450,487	251	304,584			5 > 1

	Total	86024,681	255				
Transactional Leadership	Intergroup	1375,139	4	343,785			
	Within Groups	21841,009	251	87,016	3,951	,004*	5 > 1
	Total	23216,148	255				
Organizational Commitment	Intergroup	1085,389	4	271,347			
	Within Groups	27103,513	251	107,982	2,513	,042*	5 > 1
	Total	28188,902	255				

* $p < 0,05$; 1: Tier 1 Trainer 4: Tier 4 Trainer 5: Tier 5 Trainer

Table 10 shows the ANOVA results regarding the perceived income status variable of the research group. According to these data, it was determined that there was a statistically significant difference in all parameters and these differences resulted in the favor of 5th level coaches ($p < 0,05$).

Table 11. t-Test results regarding the variable of type of institution of the research group.

	Type of Institution	n	Average	ss.	t	p
Transformational Leadership	Government Institution	158	44,70	19,628	-2,368	,019*
	Private Sector	98	50,24	15,623		
Transactional Leadership	Government Institution	158	32,69	10,030	-1,989	,048*
	Private Sector	98	35,03	8,549		
Organizational Commitment	Government Institution	158	47,27	10,769	-,457	,648
	Private Sector	98	47,88	10,130		

* $p < 0,05$

Table 11 shows the t-test results regarding the type of institution variable where the research group works, and according to these data, it was determined that there was a statistically significant difference in both the transformational leadership and transactional leadership sub-dimensions ($p < 0,05$). These differences are due to the fact that coaches working in the private sector achieve higher averages than coaches working in public institutions. No statistical difference was found in the data regarding organizational commitment ($p > 0,05$).

Table 12. Pearson correlation analysis results regarding the transformational leadership, transactional leadership and organizational commitment levels of the research group and the tenure variable.

	Transformational Leadership	Transactional Leadership	Organizational Commitment
r	-,227**	-,179**	,286*
p	,000	,004	,021
n	256	256	256

** $p < 0,01$; * $p < 0,05$

Table 12 shows the research group's transformational leadership, transactional leadership and organizational commitment levels and the Pearson correlation analysis results regarding the tenure variable. According to these data, a low-level negative relationship was found between the tenure variable and transformational leadership and transactional leadership ($p < 0,01$). However, a low-level positive relationship was found between organizational commitment and the age variable ($p < 0,05$).

Table 13. t-Test results regarding the region variable of the research group.

	Task Performed Region	n	Average	ss.	t	p
Transformational Leadership	Province	161	47,02	18,445	,228	,820
	District	95	46,48	18,325		
Transactional Leadership	Province	161	33,85	9,589	,570	,569
	District	95	33,14	9,494		
Organizational Commitment	Province	161	47,40	10,788	-,200	,841
	District	95	47,67	10,085		

Table 13 shows the t-test results regarding the variable of the region where the research group worked, and it was determined that there was no statistically significant difference according to these data ($p > 0,05$).

Table 14. Pearson correlation analysis results for the research group's transformational leadership, transactional leadership and organizational commitment levels.

	Transformational Leadership	Transactional Leadership
Organizational commitment	r	,439**
	p	,000
	n	256

** $p < 0,01$

Table 14 shows the Pearson correlation analysis results regarding the research group's transformational leadership, transactional leadership and organizational commitment levels. According to these data, a positive high level relationship was found between organizational commitment and transformational leadership, and a positive low level relationship was found between transactional leadership ($p < 0,01$).

Discussion and Conclusion

The first of the results obtained as a result of this study, which was conducted to examine the relationship between coaches' perceived leadership styles and organizational commitment levels, is related to the gender variable. According to these data, it was concluded that there was no difference in both perceived leadership styles and organizational commitment levels. There are studies stating that there is no difference as a result of examining the perceived leadership style specifically for the gender variable obtained as a result of the evaluation of the organizational members (Çöp & Doğanay, 2020). Contrary, there is difference between gender variable and leadership orientation (Altınışik & Çelik, 2022).

According to the research results on the age variable, it was determined that there was a low-level negative relationship between transformational leadership and transactional leadership and the age variable. No relationship was found depending on the age variable of the coaches regarding their organizational commitment levels. Contrary to our research findings, Hıdıroğlu (2018) did not obtain results based on the age variable. Similarly, Topaloğlu and Dalgın (2013) also stated that perceived leadership style will not differ depending on the age variable. Zengin and Somoğlu (2022) can't find any relation depending on the age variable. As a result of examining the data on organizational commitment in terms of biological age, findings that did not coincide with our research findings were found (Yaşar, 2015). Hatipoğlu and Zengin (2018) stated that the relationship between the perceived leadership styles of

Generation Y and Generation X and their organizational commitment is stronger than that of individuals from Generation.

It was concluded that there was no difference in the perceived leadership styles and organizational commitment levels of the participants according to the educational level variable. There are various results regarding this variable in the literature on the subject. One of these studies is the research of Altınöz and others (2011). In this study, they found that the level of organizational commitment differed depending on the educational level and that participants whose education level was primary school had a higher level of organizational commitment. Researchers have stated that this situation may vary depending on the leadership style perceived by the participants (Hemedoğlu & Evliyaoğlu, 2012). and his colleagues obtained data contrary to our research findings and found that there were statistical differences depending on the level of education. However, like other research findings, they also stated that educational status does not have a definitive predictive feature, that leadership style is a personal characteristic and cannot be predicted based on education level.

It has been determined that there are differences in the leadership styles perceived by the coaches in our research group depending on variables such as income level, marital status, coaching level and professional tenure (Mutlu et al., 2019). found that there was no statistical difference regarding the variables mentioned. Hedemoğlu and Evliyaoğlu (2012) found that there was no difference in all of these variables. Although this diversity of data in the literature is not specific to domestic sources, foreign research findings have not reached a consensus on the predictive properties of these variables as a result of a definitive classification (Kim et al., 2019). In addition to all the data, various researchers have stated that this diversity depends on the working conditions, the climate within the organization, and certainly the leadership style of the manager or leader of the organization (Çakınberk & Demirel, 2010; Yolaç, 2011; Akgül & Gül, 2021). In the light of these data, it is thought that it is possible to obtain various data on the variables mentioned, depending on both the individual differences of the research groups and the working conditions and the behavior of the organization manager/leader.

Our final findings, which are thought to define our research problem, are that there is a positive relationship between the transformational and transactional leadership styles perceived by the coaches in the research group and organizational commitment. In this context, it should be noted that many researchers agree that there is a relationship between perceived leadership style and organizational commitment level (Sökmen, Kenek & Uğraş, 2019; Güler & Cinnioğlu, 2021). When organizational commitment is examined on the basis of transformational leadership and transactional leadership, which are among the leadership styles examined within the scope of our research, the existence of this relationship is observed and it is seen to be positive (Kara & Bozkurt, 2021; Örucü & Zeybek, 2023).

It is thought that this increase in the organizational commitment of individuals who perceive transformational and transactional leadership styles is due to the characteristics of their leadership styles. The most basic characteristics of managers/leaders with a transformational leadership style are to be effective in change, to energize employees, to enlighten them and to contribute to their development of new skills. Transactional leaders, on the other hand, try to support followers in achieving their expected performance in order to achieve their goals within the existing organizational culture. It is possible that the organizational commitment levels of employees will increase as a result of exhibiting this leadership style, which focuses on the organization and its members and does not embrace self-centeredness.

In this section, provide a concise summary of the main findings and their implications. Reiterate the key contributions of your study and how they align with the research objectives or hypothesis. Emphasize the practical significance of your results and their potential impact on the field. Avoid introducing new information or ideas in this section; instead, focus on summarizing what has been discussed in the previous sections. Consider addressing any limitations and suggesting directions for future research. End with a strong concluding statement that leaves a lasting impression on the reader, reinforcing the importance of your work.

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Physical Education and Sports Teachers' Perception of Values and Opinions on the Values of Physical Education and Sports Course*

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Abstract

The purpose of this research is to examine perception of values and the views of physical education and sports teachers working at different levels of schools affiliated to the Ministry of National Education in Konya province. At this research interview methods, one of the qualitative research designs, was used. The research group consists of 33 (18 Male, 15 Female) physical education and sports teachers working at different levels in the province of Konya in the 2021-2022 Academic Year, which is determined by the maximum diversity sampling, one of the purposive sampling methods, which is one of the nonprobability sampling strategies. In the research, "Personal Information Form" developed by the researcher and semi-structured "Interview Form" were used as data collection tools. The data were evaluated by content analysis method. As a result of the research, physical education and sports teachers' perception of value and their views on the values gained by physical education and sports course; it has been observed that values such as patriotism, sincerity, responsibility, helpfulness, self-confidence, discipline, sharing, being organized, sportsmanship, success, respect, leadership, solidarity, health, leisure time, goal setting, empathy, effort, hospitality, cooperation, stress management, sportsmanship and honesty have changed and developed in a positive way.

Keywords: Physical education and sports, Course, Teacher, Value

Introduction

Since man is a social being, he has to live with other people. This situation makes it inevitable that many social and social rules will guide human life and social relations. The social and social rules put forward were generally accepted and applied in the society, and at the same time, these rules were adopted and maintained and kept alive for years. It is stated that the majority of these social principles and social rules constitute values (Yalar and Yelke, 2011).

Value is all the criteria that organize the life of the society and make the society livable (Karakas, İrem and Bilbay, 2014). From this point of view, it can be understood that values are criteria that give meaning to culture, society and the individual. Since the system of value reflects and has a direct impact on human experiences, it is expressed in the form of principles that determine what is expected of individuals and what is prohibited (Fichter, 2019). Based on all these, values can be defined as concepts that provide an environment of social cooperation that causes human beings to be accepted socially (Aktürk, 2012).

It is stated that values have functions such as directing, influencing and guiding society and people, and that they are elements that enable the person to find the reason for existence, to make sense of it, to evaluate the events around him and to use criteria in his evaluations. Thanks to the values, people in the society become related and harmonious with the society and can create a social consciousness (Aydın and Akyol Gürler, 2014).

Cihan (2014) states that when a person adopts a value, he thinks that it is the most correct method, that he acts emotionally about it and that value directs him to move in a certain direction. For this reason, values can be characterized as the purposes of life in a sense.

In addition to being together, cooperation, love and respect, physical education and sports can also be a source of discord, fighting, resentment, etc. It can be said that playing sports does not only develop positive values, but also reveals the values that exist in the athlete's self (Martin and Gonzalez, 2012).

The education and training program for physical education and sports is very important in terms of values education, while preparing curricula for physical education and sports, it is necessary to take into account the efforts that provide students with positive, active, social and mental skills, social goals were used as process goals in the past. Today, it is stated that these aims are the products that need the most attention in the physical education and sports course education program. In addition, it would not be wrong to say that physical education and sports teachers give more importance to one of the values in their individual value systems, and that their content decisions and application methods are generally in line with the priority orientation (Ennis, 1994).

In the general education program of physical education and sports, it can be said that the ways of increasing the effectiveness and this is not only physiologically, but also from the human and moral aspects (Makula, 2003). Value orientations in physical education and sports are often classified in 6 ways. It is possible to list these orientations (Ennis & Chen, 1993; Ennis, Ross & Chen, 1992; Jewett, 1994): Discipline at a sufficient level, The period when skills are acquired, Self-actualization, Harmony with the outside world, Responsibility towards the environment, Belief systems.

When teaching moral and spiritual values and revealing them consciously are evaluated within the scope of physical education and sports discipline, education and training program comes to the fore. It is known that when physical education and sports are made a tool as an integrated concept in the acquisition of spiritual values, it depends on the characteristics of the

students in the learning process, the processes of reasoning, scrutiny and making learning productive (Mulyana, 2012).

With this research, it is aimed to determine the value perception of physical education and sports teachers and their opinions about the values gained by physical education and sports lessons. In addition, research; Since it is necessary to evaluate the development of physical, cognitive, affective and bilateral relations of the individual in terms of the objectives of physical education and sports teachers in the provision of physical education and sports lessons, it is very important to ensure the continuity and integrity of education today, as well as to reveal how effective values education, which is very important in the process of adaptation of individuals to society, can be in physical education and sports education programs.

Material and Method

In the study, phenomenology research design, one of the qualitative research designs, was used. Phenomenology research focuses on how individuals understand the phenomena they experience and experience, what meanings they attach to these phenomena and how they define them (Patton, 2002). The phenomenology pattern, which is based on the dependence of facts on the experiences and perceptions of individuals, aims to reveal the life styles, perceptions and expressions attributed to them by individuals (Onat-Kocabıyık, 2016). According to another view, the phenomenology pattern is to investigate and reveal phenomena that are aware but not fully comprehended (Yıldırım and Şimşek, 2018). In the study, interview method was used from qualitative research designs.

Research Group

The research group consisted of 33 physical education and sports teachers (18 Males, 15 Females) working at high school and secondary school levels in Konya under the Ministry of National Education in Turkey. In this study, purposeful sampling method (Merriam, 2018), which is one of the most frequently used non-probability sampling strategies in qualitative researches, and maximum diversity sampling were used from purposeful sampling methods (Altındaş and Ergin 2018; Yıldırım and Şimşek, 2018).

Data Collection Tools and Techniques

In this study, "Personal Information Form" and semi-structured "Interview Form" developed by the researcher were used as data collection tools.

There were 5 questions in the "Personal Information Form" prepared to obtain qualitative data and 5 open-ended questions in the semi-structured "Interview Form". The literature reviews in the study provided the researcher with a detailed framework for qualitative analysis. The data were made face-to-face with the physical education and sports teachers involved in the research, and the interviews were recorded with a recording device, turned into written documents and transferred to the digital environment.

Validity-Reliability Study of the Research

Validity studies in qualitative research are the processes to ensure the persuasiveness and transmissibility of the study. While the correct connection of the findings with reality can be explained as persuasiveness, the level to which the findings can be adapted depending on other thoughts is explained as transmissibility (Arastaman et al., 2018).

The reliability of the content analysis method used in the analysis of the data is determined by the coding process. It can be said that the most important part of this process is "determining

the themes" and "defining them clearly". If there is no change in the researchers' interpretation of themes in content analysis, this provides reliability, which is a prerequisite for objectivity (Miles & Huberman, 1994). Accordingly, the interview data set should be given to different researchers at a time and the correlation between the results obtained should be calculated. In addition, this method is both effective and easy to apply against the distorting effect of memory (Tavşancıl & Aslan, 2001). From this point of view, it can be said that some ways are used to maximize the reliability of a qualitative research and the reliability between coders is calculated in various ways. Therefore, it can be said that the decisions taken in the creation of the themes and codes of qualitative research are considered as a criterion of consistency. Inter-coder reliability refers to the consistency of different people using the same data (Sevilmiş & Yıldız, 2021). For this reason, the data set, which was turned into a written document, was given to three experts and the correlation between the results obtained from each of them was calculated. The reliability of the data was calculated using the formula Miles and Huberman (1994). This formula is as follows.

“ $[\text{Agreed Theme}/(\text{Consensus} + \text{Disagreed Theme})] \times 100$ ”

It is expected that the result of the above formula, which is intended to test the compatibility among the coding experts, is higher than 70% (Miles and Huberman. 1994; Patton, 2002). As a result of the application of the formula, 76 of the 83 codes suggested by the experts were approved, and a consensus was reached at the rate of $76 / (76+7) \times 100=91.5$ on the suitability of the codes. The 7 codes on which no consensus could be reached were combined with other appropriate codes.

Data Collection

This research was carried out by applying the semi-structured "Interview Form" developed by the researcher. In line with the permissions and appointments received from the participants, negotiations started in September 2021. The interviews were conducted on a voluntary basis in the participants' work environment or at different meeting places. These interviews were recorded with a tape recorder with the permission of the participants in order to prevent data loss. An interview lasted approximately 20-25 minutes. Participants were informed about the ethical aspect of the research, and they were informed that their personal data would be kept confidential, that the research would only be used for scientific purposes, and that all personal information would be kept confidential.

Analysis of Data

In order to keep the personal information of the participants (18 Males, 15 Females) confidential, the participants were given T1, T2, T3... name codes (Table 1). The obtained data were evaluated by content analysis method. The main goal in content analysis is to reach concepts and relationships that can explain the collected data. The data collected and interpreted in the content analysis are processed in detail. The data is defined according to this framework. Facts that may be thought to be hidden in the data are revealed (Yıldırım and Şimşek, 2018). In addition, obtaining the materials needed for content analysis is easy, accessible, and inexpensive (Berg and Lune, 2015). Content analysis consists of coding the data, creating themes, organizing according to codes and themes, making definitions and interpreting the findings (Yıldırım and Şimşek, 2018).

Results

This part of the research includes findings based on the results of analysis of qualitative data.

The distribution of information on the codes, age, gender, educational status, school level, years of service and interview date of the teachers constituting the research group is given in Table 1.

Table 1. Numerical distribution of participants regarding age, gender, educational background, school level, years of service and date of interview

Codes	Age	Gender	Educational Background	School Level	Interview Date
T1	31	Male	Bachelor's degree	Secondary	05.09.2021
T2	41	Male	Bachelor's degree	High	07.09.2021
T3	33	Male	Bachelor's degree	High	09.09.2021
T4	25	Male	Bachelor's degree	Secondary	11.09.2021
T5	45	Male	Bachelor's degree	Secondary	13.09.2021
T6	26	Male	Bachelor's degree	Secondary	14.09.2021
T7	40	Male	Bachelor's degree	Secondary	15.09.2021
T8	48	Male	Bachelor's degree	High	17.09.2021
T9	30	Male	Bachelor's degree	Secondary	19.09.2021
T10	31	Female	Bachelor's degree	Secondary	21.09.2021
T11	31	Male	Bachelor's degree	High	23.09.2021
T12	27	Male	Bachelor's degree	Secondary	24.09.2021
T13	32	Female	Bachelor's degree	Secondary	25.09.2021
T14	42	Male	Bachelor's degree	High	27.09.2021
T15	29	Male	Bachelor's degree	Secondary	28.09.2021
T16	46	Male	Bachelor's degree	Secondary	29.09.2021
T17	46	Male	Bachelor's degree	High	31.09.2021
T18	40	Male	Postgraduate	High	01.10.2021
T19	28	Male	Postgraduate	High	02.10.2021
T20	31	Female	Bachelor's degree	Secondary	03.10.2021
T21	46	Male	Bachelor's degree	Secondary	04.10.2021
T22	32	Female	Bachelor's degree	High	05.10.2021
T23	28	Female	Bachelor's degree	Secondary	07.10.2021
T24	23	Female	Bachelor's degree	Secondary	09.10.2021
T25	30	Female	Bachelor's degree	Secondary	10.10.2021
T26	28	Female	Bachelor's degree	Secondary	11.10.2021
T27	35	Female	Bachelor's degree	High	13.10.2021
T28	30	Female	Postgraduate	High	14.10.2021
T29	30	Female	Postgraduate	Secondary	16.10.2021
T30	27	Female	Postgraduate	Secondary	17.10.2021
T31	44	Female	Postgraduate	High	19.10.2021
T32	30	Female	Postgraduate	Secondary	20.10.2021
T33	31	Female	Postgraduate	High	21.10.2021

When Table 1 is examined, it is seen that the teachers participating in the interviews were between 23 years old and 48 years old in terms of age; In terms of educational status, 25 teachers were bachelor's degrees and 8 teachers were postgraduates; In terms of the school level in which he/she served, 20 teachers worked in secondary schools and 13 teachers in high schools; It is seen that teachers serve between 1 year and 25 years in terms of years of service.

Table 2 presents the findings regarding the views of the participants on which values physical education and sports teaching contribute to the development of their lives.

Table 2. Findings on the participants' views on which values physical education and sports teaching contribute to the development of their lives

Themes	Codes	Participants	Frequency
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Personal Value	✓ Responsibility	Ö14, Ö17, Ö19, Ö22, Ö29, Ö31	6
	✓ Patience and Perseverance	Ö15, Ö17, Ö22, Ö23, Ö33	5
	✓ Self-Confidence	Ö5, Ö17, Ö22, Ö30	4
	✓ Tolerance	Ö3, Ö11, Ö17, Ö22	4
	✓ Empathy	Ö13, Ö27, Ö30, Ö33	4
	✓ Leadership	Ö3, Ö21, Ö31	3
	✓ Personal Freedom	Ö8, Ö32	2
	✓ Courage	Ö5, Ö19	2
	✓ Love	Ö27, Ö28	2
	✓ Experience	Ö25	1
	✓ Healthy and Happy Life	Ö25	1
Total			34
Moral Value	✓ Respect	Ö2, Ö4, Ö17, Ö18, Ö22, Ö28	6
	✓ Honesty	Ö20	1
Total			7
Professional Value	✓ Sports Awareness	Ö1, Ö6, Ö7, Ö12, Ö16, Ö24, Ö26	7
Total			7
Human Value	✓ Helpfulness	Ö3, Ö4, Ö5, Ö18, Ö20, Ö30	6
Total			6
Ethical Value	✓ Fairness	Ö2, Ö11, Ö13, Ö30	4
Total			4
Universal Value	✓ Socialization	Ö9, Ö10, Ö23	3
Total			3

When Table 2 is examined, one of the most frequently expressed situations in the opinions of the participants about the values that physical education and sports teaching contributes to the development of their lives is the codes of “Responsibility, Patience and Perseverance, Self-Confidence, Tolerance, Empathy, Leadership, Personal Freedom, Courage, Love, Experience, Healthy and Happy Life” under the theme of “Personal Value”; another from the codes of “Respect, Honesty” under the theme of “Moral Value”; another from the code “Sports Awareness” under the theme of “Professional Value”; another from the code “Charity” under the theme of "Human Value"; another from the code of “Fairness” under the theme of “Ethical Value”; the least frequent situation they refer to is the code “Socialization” under the theme of “Universal Value”. In the interviews, some of the participants expressed their supportive views in the codes with the following sentences:

“...I think it develops the value of responsibility.” (T14); “It developed patience and perseverance” (T15); “Developing a sense of self-confidence ...” (T30); “Above all, it develops the ability to be a leader...” (T21); “Emphasized the value of personal freedom.” (T8); “It has helped to develop and gain many values. The first thing that comes to our mind is love...” (T27)

“I can say that physical education teaching primarily contributed to the development of the concept of respect in my life...” (T2); “...I think it contributes to the development of values such as honesty.” (T20)

“I can say that it contributes to the development of sports awareness.” (T1)

“I think that physical education teaching increases values such as helping each other...” (T5)

“...Developed and contributed to the value of being fair in all circumstances.” (T13)

“...Contributed to socialization by strengthening social relations.” (T9)

Table 3 shows the findings regarding the opinions of the participants about the moral values that they think guide them in physical education and sports courses.

Table 3. Findings regarding the opinions of the participants about the moral values that they think guide them in physical education and sports courses

Themes	Codes	Participants	Frequency
Personal Value	✓ Love	Ö5, Ö13, Ö14, Ö17, Ö22, Ö24, Ö32	7
	✓ Tolerance	Ö5, Ö13, Ö20, Ö30, Ö32	5
	✓ Patience	Ö9, Ö15, Ö17, Ö22, Ö32	5
	✓ Respect	Ö13, Ö14, Ö24, Ö29	4
	✓ Consciousness of Responsibility	Ö14, Ö20, Ö27	3
	✓ Effort	Ö1, Ö2	2
	✓ Fighting Spirit	Ö9, Ö23	2
	✓ Perseverance	Ö12, Ö15	2
	✓ Empathy	Ö29, Ö30	2
Total			32
Socio-Cultural Value	✓ National Value Awareness	Ö3, Ö6, Ö8, Ö11, Ö21, Ö25	6
Total			6
Human Value	✓ Helping each other	Ö16, Ö18, Ö20, Ö23	4
	✓ Sacrifice	Ö1	1
Total			5
Moral Value	✓ Moral Development	Ö19, Ö31, Ö33	3
	✓ Honesty	Ö28	1
Total			4
Ethical Value	✓ Fairness	Ö4, Ö25	2
Total			2
Professional Value	✓ Being Able to Love Sports	Ö26	1
Total			1

When Table 3 is examined, one of the most frequently expressed opinions of the participants regarding the moral values that they think guide them in physical education and sports courses is “Love, Tolerance, Patience, Respect, Consciousness of Responsibility, Effort, Competitiveness, Fighting Spirit, Perseverance, Empathy” codes under the theme of "Personal Value", another from the “National Value Awareness” code under the "Socio-Cultural Value” theme; another one of the codes of “Help, Sacrifice” under the “Human Value” theme; another one from “Moral Development, Honesty” codes under the “Moral Value” theme; another from the “Fairness” code under the “Ethical Value” theme; another one was formed under the theme of “Professional Value” and the code “Being Able to Love Sports”. In the interviews, some of the participants expressed their opinions supporting the codes with the following sentences:

“...I think it is essential to have fun in the activities done in physical education class. One of the ways to achieve this is through the value of love...” (T13); “Since I love my job and I am with children, we are patient with them...” (T15); “The fact that my family elders told me to work hard in business life since I was a child has guided me.” (T2); “There is ambition and determination everywhere in life. It makes you lose ambition, but gains perseverance. For me, perseverance is the value that I think gives direction.” (T12)

“I think that it gives direction in terms of national values that form the basic structure of social life.” (Ö6)

“...Helping each other...” (T18); “...Values such as sacrifice gave direction” (T1)

“It has integrated many spiritual values into my life in terms of moral development.” (T4); “Honesty...” (T28)

“I think that being fair helps me build better friendships between students in the lesson and makes me feel better.” (T19)

“Instilling a love of sports in children and making them love sports makes me happy and gives me direction.” (T26)

Table 4 presents the findings of the participants' views on what kind of values the students gain through physical education and sports courses.

Table 4. Findings on the opinions of the participants about what kind of values the students gained through physical education and sports courses

Themes	Codes	Participants	Frequency
Personal Value	✓ Respect	Ö3, Ö4, Ö5, Ö11, Ö12, Ö13, Ö17, Ö18, Ö27, Ö28	10
	✓ Responsibility	Ö2, Ö5, Ö13, Ö16, Ö17, Ö20, Ö21, Ö22, Ö29, Ö30	10
	✓ Self-Confidence	Ö17, Ö19, Ö22, Ö26, Ö30, Ö31	6
	✓ Tolerance	Ö4, Ö5, Ö13, Ö20, Ö25	5
	✓ Being able to Recognize One's Abilities	Ö6, Ö7, Ö8, Ö17, Ö22	5
	✓ Discipline	Ö1, Ö2, Ö29	3
	✓ Empathy	Ö16, Ö19, Ö30	3
	✓ Perseverance	Ö4, Ö15	2
	✓ Modestness	Ö6	1
Total			45
Social Value	✓ Acting Together	Ö3, Ö9, Ö10, Ö11, Ö14, Ö15, Ö18, Ö23, Ö32, Ö33	10
Total			10
Moral Value	✓ Honesty	Ö2, Ö5	2
	✓ Ethics	Ö2	1
Total			3
Universal Value	✓ Competing on Equal Conditions	Ö6, Ö17	2
	✓ Socialization	Ö14	1
Total			3
Human Value	✓ Being Sharer	Ö23, Ö25, Ö32	3
Total			3
Ethic Value	✓ Being Fair	Ö24	1
Total			1

When Table 4 is examined, one of the most frequently expressed opinions of the participants in the study regarding their views on what kind of values students gain through physical education and sports courses is “Respect, Responsibility, Self-Confidence, Tolerance, Being able to Recognize One's Abilities, Discipline, Empathy, Perseverance, Modestness” codes under the “Personal Value” theme; another one from the code of “Acting Together” under the “Social Value” theme; another one from the “Honesty, Ethics” codes under the “Moral Value” theme; another one from the “Competing on Equal Conditions, Socialization” codes under the “Universal Value” theme; another one from the “Being Sharer” code under the “Human Value” theme; the situation they expressed the least frequently consisted of the code

of “Being Fair” under the theme of “Ethic Value”. In the interviews, the participants expressed their opinions supporting the codes with the following sentences.

“Through physical education lesson, students gain respect etc. they gain value...” (T5); “Students learn to be more self-confident through sports and physical education lessons...” (T31); “...Ability to acquire habits such as discipline and apply it to all areas...” (T1)

“...I can say values such as being able to act together.” (T11)

“...Honesty...” (Ö2); “Ethics...” (T2)

“In the physical education lesson, the student can learn to compete under equal conditions in the sports environment...” (T6); “Socialization first and foremost...” (T14)

“...All the good values like helping and sharing.” (T32)

“Justice, they learn to be fair.” (T24)

Table 5 presents the findings regarding the opinions of the participants on what kind of activities they try to provide value education to students in physical education and sports courses.

Table 5. Findings regarding the opinions of the participants on what kind of activities they try to provide value education to students in physical education and sports courses

Themes	Codes	Participants	Frequency
Sportive Activities	✓ Team and Individual Sports Studies	Ö1, Ö4, Ö5, Ö6, Ö7 Ö8, Ö10, Ö16, Ö17, Ö22, Ö25, Ö26, Ö33	13
Activities for the Acquisition of Social Skills	✓ Collaborative Activities	Ö9, Ö13, Ö19, Ö20, Ö32	5
	✓ Activities to Improve Empathy Skills	Ö9, Ö24, Ö28, Ö29	4
	✓ Giving Responsibility in Games	Ö3	1
Total			23
Events Considering Individual Differences	✓ Activities Specific to Groups	Ö11, Ö15, Ö30, Ö31	4
Total			4
Game and Choreographic Based Activities	✓ Educational Game Activities	Ö14, Ö23	2
	✓ Visual Choreographic Activities	Ö16, Ö21	2
Total			4
Activities for Modeling	✓ Demonstrate and Get Made	Ö2, Ö12, Ö27	3
Total			3

When Table 5 is examined, one of the most frequently expressed opinions of the participants in the physical education and sports classes regarding their views on what kind of activities they try to provide values education to students is from the code of “Team and Individual Sports Studies” under the “Sportive Activities” theme, another one of the codes “Collaborative Activities, Activities to Improve Empathy Skills, Giving Responsibility in Games” under the theme of “Activities for the Acquisition of Social Skills”, another one from the “Activities Specific to Groups” code under the “Events Considering Individual Differences” theme, another one of the codes of “Educational Game Activities, Visual Choreographic Activities” under the “Game and Choreographic Based Activities” theme, another one of the code “Demonstrate and Get Made” under the theme of "Activities for Modeling”. In the interviews, some of the participants expressed their opinions supporting the codes with the following sentences:

“It is tried to gain the necessary values by having the students do both team work and individual sports activities.” (T5)

“I'm trying to give with cooperative games.” (T9); “...With activities that will enable them to establish empathy...” (T29); “...We try to give education by giving responsibility in games ...” (T3)

“I do it with group specific activities.” (T11)

“I aim to gain the desired value by designing activities in the style of educational games.” (T14); “...We show social activities in the style of visual choreographic activities.” (T21)

“First of all, I try to demonstrate and get made...” (T2)

Table 6 presents the findings regarding the opinions of the participants on the most significant value differences between male and female students in physical education and sports courses.

Table 6. Findings regarding the opinions of the participants on the most significant value differences between male and female students in physical education and sports courses

Categories	Themes	Codes	Participants	Frequency
Female Student Value Characteristics	✓ Personal Value	✓ Being Kind	Ö5, Ö6, Ö9, Ö13, Ö15, Ö27	6
		✓ Being Fragile	Ö7, Ö8, Ö12, Ö23, Ö33	5
		✓ Being Emotional	Ö20, Ö26, Ö28, Ö29	4
		✓ Being Introverted	Ö1, Ö2, Ö14, Ö30	4
		✓ Being Overly Responsible	Ö4, Ö19, Ö31	3
		✓ Being Disciplined	Ö3, Ö25	2
		✓ Being Patient	Ö17, Ö22	2
		✓ Being At the Forefront of Individuality	Ö10, Ö18	2
	✓ Socio-Cultural Value	✓ Having High Spiritual Values	Ö21	1
	Toplam			
Male Student Value Characteristics	✓ Personal Value	✓ Being Enterprising	Ö2, Ö6, Ö20, Ö25, Ö30	5
		✓ Being Ambitious	Ö9, Ö13, Ö23, Ö29, Ö33	5
		✓ Being Resilient	Ö7, Ö8, Ö12, Ö27	4
		✓ Being at the Forefront of Leadership	Ö19, Ö26, Ö31	3
		✓ Being Social	Ö1, Ö14, Ö28	3
		✓ Being Tolerant	Ö17, Ö22	2
		✓ Being Passive	Ö3	1
		✓ Being Inclined to Sports	Ö15	1
	✓ Socio-Cultural Value	✓ Having a High Team Spirit	Ö4, Ö5, Ö10, Ö18	4
		✓ High National Values	Ö21	1
Toplam				29

When Table 6 is examined, the opinions of the participants in the research on the most distinctive value differences between male and female students in physical education and sports courses are "Female Student Value Characteristics", respectively, under the themes of "Personal Value, Socio-Cultural Value", "Being Kind, Being Fragile, Being Emotional, Being Introverted, Being Overly Responsible, Being Disciplined, Being At the Forefront of Individuality, Being Patient, Having High Spiritual Values" codes; "Male Student Value Characteristics", respectively, under the themes of "Personal Value, Socio-Cultural Value", "Being Enterprising, Being Ambitious, Being Resilient, Being at the Forefront of Leadership, Being Social, Being Tolerant, Being Passive, Being Inclined to Sports, Having a High Team Spirit, High National Values" codes. In the interviews, some of the participants expressed their opinions supporting the codes with the following sentences:

"Girls are kinder..." (T5); "...Girls are more fragile." (T7); "I observed that female students are more emotional than male students..." (T20); "Girls are more introverted than boys..." (T1); "Girls are more disciplined than boys..." (T3)

"Male students are more enterprising..." (T30); "Male students have more ambition to lose..." (T9); "Males are more resilient..." (T7); "...Male students come to the fore in leadership." (Ö31); "Males are more prone to sports..." (T15); "Acting together and revealing team spirit in male students more..." (T18); "In terms of values, I see that males are a little more attached to national values..." (T21)

Discussion and Conclusion

When we look at the results in Table 2, it is seen that the participants' physical education and sports activities developed the sense of responsibility, increased fortitude and determination, strengthened the sense of self-confidence, increased the level of tolerance, made it easier to recognize the feelings of others, developed leadership qualities, increased individual freedom, bravery, and commitment to others. It can be interpreted as highlighting the issue, increasing the experience, and making it feel good physically and mentally. However, it can be said that the participants' involvement in physical education and sports improves being respectful towards other members of the society and reinforces the sense of truth. In addition, it can be explained that the sportive virtues of the participants develop, their involvement in physical education and sports affects the psychological state positively, as well as the benefits of sports to the human body, and provides physical and mental gains. In addition, it can be interpreted that the participants' involvement in physical education and sports increases cooperation and solidarity. However, it can be said that the participants' involvement in physical education and sports improves the ability to treat everyone equally. In addition, it can be explained that the physical education and sports of the participants strengthen the social relations of themselves and their students, and facilitate the revealing of the identities of individuals who have difficulty in expressing themselves.

Valentini (2014) stated that the leadership qualities, sense of self-confidence, patience, respect, empathy and perseverance values of individuals engaged in physical education and sports develop through sports; Veronica (2012) found that sport reduces negative social behaviors and increases positive social behaviors; Timken and Van Der Mars (2009) specified that some of the participants engaged in physical education and sports experienced positive changes in their value orientation; Stran and Curtner-Smith (2009) designated that the value of discipline, goals, beliefs, strategies they use, social structure, social responsibility and self-actualization values develop through sports; Behets and Vergauwen (2004) determined that physical education and sports teachers working at the primary education level attach importance to discipline and self-actualization values, while physical education and sports

teachers working at the secondary education level attach importance to social responsibility and discipline values; Wright (2004) stated that the values of honesty, ethics, happy and peaceful life are important in physical education and sports teaching; Meek and Curtner-Smith (2004) identified that physical education and sports teacher candidates' involvement in physical education and sports develops the values of self-actualization, becoming holistic with the environment and social responsibility; Behets (2001) found that physical education teachers develop the values of discipline, social responsibility and self-development according to their tenure in the profession and the level they serve; Ennis, Mueller and Hooper (1990) designated that the values of self-discipline and social responsibility developed in physical education and sports teachers through in-service training.

When the results in Table 3 are examined, it is seen that the participants perceived that doing physical education and sports with pleasure and enjoyment would bring success, increased close attention to individuals, developed humility, increased the level of endurance, strengthened the sense of responsibility, increased enthusiasm for work, and understanding the feelings of others. It can be interpreted as improving the ability of self-sacrifice, supporting not giving up the struggle, making you feel good physically, cognitively and emotionally. However, it can be explained that the physical education and sports activities of the participants raise their individual and social material and moral consciousness. In addition, it can be said that the participants' involvement in physical education and sports increases solidarity and cooperation, and reinforces the ability to give up their own interests for others. On the other hand, it can be interpreted that the participants' involvement in physical education and sports develops the feeling of being directly on the side in all circumstances, in the formation and development of their own principles and value judgments.

On the other hand, it can be explained that the participants' physical education and sports activities reinforce the sense of equal treatment and increase their behavior that does not leave the truth. At the same time, it can be said that the participants' physical education and sports activities make sports more fun and productive by doing sports with their students, and they motivate students to do sports with pleasure.

Gürkan, Çamlıyer and Saracaloğlu (2000) stated that the basic values of physical education and sports teacher candidates are family security, freedom, self-confidence, peace and wisdom; Capel (2016) identified that the values of learning process, adaptation to society and self-actualization are more important for physical education and sports teacher candidates; the values of discipline and social responsibility remained in the background; Deveci and Yıldız (2022) determined that some of the physical education teachers expect their students to behave towards sportive virtue in cases of winning and losing in sports competitions, they care about spiritual values in sports tournaments, but they express that material and spiritual values cannot be separated from each other.

Contrary to the research findings, Deveci and Yıldız (2022) designated that some of the physical education teachers expect their students to always be on the side of the winner by ignoring the sportive virtue.

When the results in Table 4 are examined, it is seen that the physical education and sports lessons of the participants improved the understanding of the feelings of the individual in front of the students, strengthened their self-confidence, increased the sense of responsibility, recognized their own abilities and increased their capacity, developed their systematic working skills, increased the level of tolerance towards others, had a modest attitude towards others. It can be commented as developing a sense of being at peace with himself and feeling good physically and mentally. However, it can be explained that the physical education and

sports course of the participants improved the students' ability to move in cooperation. In addition, it can be said that the physical education and sports course of the participants improves the students' sense of righteousness, reinforces the sense of being on the side of the real situation in all circumstances, and increases their commitment to moral values. Moreover, it can be interpreted that the physical education and sports lessons of the participants increase the sense of competitiveness of the students under the same conditions and improve their ability to live together in the society. However, it can be clarified that the physical education and sports lessons of the participants develop the spirit of struggle and fun and the sense of cooperation inherent in sports by confronting the success and failure of the students together. At the same time, it can be said that the physical education and sports course of the participants improved the sense of being equal in the attitudes and attitudes of the students in different types of competition and competition.

Yıldız, Deveci and Yıldız (2021) stated that physical education and sports activities have an important function in bringing national and cultural values to students and transferring these values to future generations; Kromerova and Sukys (2016) found that the value of social responsibility and discipline developed more in individuals engaged in sports than in individuals who were not engaged in sports; Kavussanu, Boardley, Sagar and Ring (2013) identified that participants engaged in active sports had a high socialization value and tolerance level; Cothran (1996) designated that in physical education and sports class, the values of learning the fundamentals of a sport, socializing and following the rules in team sports, and being able to empathize as social life skills come to the fore; Camire and Trudel (2010) specified that the majority of active athletes develop the values of respect, responsibility, self-confidence, tolerance, recognition of their own ability, discipline, empathy, perseverance, humility and social personality through sports; Lee, Whitehead, Ntoumanis and Hatzigeorgiadis (2008) determined that individuals develop positive social attitudes through physical education and sports; Holt, Tamminen, Tink and Black (2009) assigned that regular sports programs for competitions have been able to act together, empathize, recognize their own talent, tolerance, peer communication and gain vital skills, develop team spirit and discipline values; Bailey (2006) found that physical education and sports have decisive effects on students' physical, social, cognitive, behavioral and lifestyle areas and have positive contributions to the values of respect, responsibility, self-confidence, tolerance, recognition of their own ability and competing in equal conditions through physical education and sports; Engin (2014) stated that the values education program compatible with the curriculum positively affects the cognitive, affective skills of the students and at the same time increases the levels of showing the values; Yıldız (2019) designated that through sports, national wrestlers develop values such as self-confidence, respect, following the rules, discipline, responsibility, tolerance; Gau and James (2013) specified that entertainment, social communication, self-actualization, honesty, ethics, popularization of sports, religious values are more important in show sports; Çeviker (2013) determined that thanks to the trainings, young footballers increased their academic knowledge level, increased their attitudes of respect, and developed their working behaviors in cooperation and solidarity; Yıldız and Uslu (2021) assigned that national athletes engaged in combat sports develop the values of discipline, self-confidence, gentleness, respect, sacrifice, empathy, responsibility and tolerance through sports; Yıldız and Güven (2019) found that national athletes develop values such as socialization, self-confidence, morality, unity and solidarity, responsibility, discipline, sacrifice, work, solidarity and will through sports.

Contrary to the research findings, Stuart (2003) stated that athlete children have immoral injustices in sports, unethical behaviors in games, and disrespectful and intolerant behaviors

within the team; Gürpınar (2014) in his study conducted to determine the relationship between unacceptable behaviors in sports and demographic situations, found a contrast between education level, gender, experience status in sports, sports field and unaccepted behaviors in sports according to sports type.

The results of these studies reveal that the expected values to be gained through physical education and sports decrease as age and experience increase. In support of this interpretation, Lee, Whitehead, and Ntoumanis (2007) determined that the values of justice and being able to fight under equal conditions are less developed for the younger athletes and who are active in individual sports, while the older athletes develop the values of respect and tolerance less.

Looking at the results in Table 5, it can be interpreted that team sports and individual sports, among the physical activities planned by the participants through physical education and sports lessons, increase their ability to make friends. However, it can be explained that the physical activities planned by the participants through physical education and sports lessons increase the sense of acting together, increase the ability to understand the emotions of the other person, and reinforce the sense of responsibility in sports. On the other hand, it can be said that the sports and physical activities planned by considering the capacity, talents, interests and needs of the group enable the student to reveal himself better, so the development of the individual becomes more efficient and effective. In addition, it can be clarified that the physical activities planned by the participants through physical education and sports lessons increase the sense of obeying the rules with educational game skills, and that visuality should be kept in the foreground. At the same time, it can be commented that the gradual demonstration of the physical activities planned by the participants through physical education and sports lessons and then having them practice practical is effective in permanent learning of psychomotor skills, and it is efficient in acquiring affective skills.

Kaya (2011) stated that school sports increase students' ability to empathize, reinforce their sense of responsibility, and contribute positively to their social skills; Ennis (1994) designated that physical education and sports teachers working at different levels develop values related to social responsibility, taking responsibility within the group, rules to be considered in teamwork, and sports. Chen and Ennis (1996) identified that physical education and sports teachers' individual value orientations and physical activities planned within the scope of physical education and sports curriculum contribute to students' cooperation, empathy, analytical and socialization skills; Cothran and Ennis (1998) determined that students and teachers' sense of obeying the rules, empathizing and cooperating through the educational games used in physical education and sports lessons are reinforced.

When the results in Table 6 are examined, it is seen that physical education and sports increase the sense of being kind to others, improve the sense of responsibility, increase the ability to be organized, develop the sense of being sensitive to others, increase the behavior of caring for oneself, and increase the level of tolerance for female students; In male students, on the other hand, it increases the sense of resilience in the face of events, facilitates the ability to act in cooperation, increases the sense of social cooperation, increases the sense of being active, develops the sense of being active in bilateral relations, increases the ability to work together and act together, develops national consciousness, develops leadership qualities. can be interpreted as feeling good physically, emotionally and mentally.

Ha and Xu (2002) assigned that self-actualization, social responsibility, emotionality and discipline values in women through physical education and sports lessons; while for men, the values of resilience, leadership, cooperation and team spirit come to the fore; Bailey (2006) specified that, through physical education and sports, male and female students' vital skills,

socialization, self-respect, attitudes towards the education system, academic and cognitive levels improve; Liu and Silverman, (2006) designated that physical education and sports teachers emphasize the discipline value of men and the social responsibility value of women; Qbuz (2009) stated that values such as socialization, social responsibility, tolerance, empathy, leadership, competition, and sports awareness are important for physical education and sports teacher candidates; MacLean and Hamm (2008) determined significant differences between the gender value profiles of young athletes in different branches.

As a result of the research, it has been determined that the value perceptions of physical education and sports teachers are compatible with the value profiles in the curriculum, and that the physical education and sports course is effective in the students' emotional acquisition of the values determined by the curriculum. In addition, it has been observed that physical education and sports teachers have gains prepared on values at every level of the curriculum of the Ministry of National Education and that the students acquire the gains about the value profiles of physical education and sports teachers as affective, cognitive and psychomotor in physical education and sports lessons throughout the year. These values consist of the themes of tolerance, patience, patriotism, generosity, sharing, cooperation, love, discipline, taking responsibility, and team spirit, which are also accepted by the society.

In order for this research to serve the purpose, the following suggestions can be made according to the results obtained from the research: adding the acquisitions related to values education in order to increase the awareness of national unity and solidarity in the physical education and sports curriculum, various workshops, seminars by physical education and sports teachers working in secondary and high schools. It can be suggested that the values education course should be included in physical education and sports teacher training undergraduate programs. In addition, sports newspapers and sports magazines can be established in schools, and students who reflect the spirit of fair-play on the boards here can be awarded as student of the month. Students who exhibit such impressive examples can be rewarded at school ceremonies by hanging quality examples related to values in inter-class and inter-school sports matches on school sports boards.

In future research, research can be conducted on how physical education and sports teachers and physical education and sports lessons are role models for the development of students' character and moral systems, and physical education and sports teachers for the change of students.

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Coaches' Views on the Values Gained through Sports Education and the Value Change in Sports*

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Abstract

The purpose of the research is to examine the views of coaches on the values gained through sports education and the value change in sports. The research has been conducted with the interview method, which is one of the qualitative research designs. Non-probability sampling methods have been used in the research and the research group has been formed with the maximum variation sampling which is included in the purposive sampling methods. 25 coaches working in different sports branches at 3rd, 4th and 5th ranks took part in the research group. The research data have been collected with a semi-structured interview form and the data have been evaluated with the content analysis method. As a result of the research, it has been concluded that sport is a rich resource in terms of values education with the contributions it provides to the individual both in the practical and instructive stages.

Keywords: Coach, Values Education, Values in Sports

Introduction

Education and values undertake a common task for the upbringing of the individual and prioritize their education in all material and spiritual aspects. The primary goals of education are for human beings to be able to carry out their daily activities in a healthy way, to train their bodies or to strengthen their mental force and increase their understanding.

The degree of importance of a subject, event or situation is measured by the value given to it. (Aydın ve Akyol-Gürler, 2014). Value is the complement and meaning content of social and personal morality and is a criterion in the context of intentions, behaviors and reactions that direct life (Güngör, 2010). Erdem (2003) expressed values as an understanding that both sources and directs human and social behavior and helps to make judgments.

The dominance of globalized values causes the change of some values by damaging social values; changing values cause people's understanding and characters to change. As people's value judgments change, their morals, that is, their characters, also change. From these perspectives, values are very important to preserve individual and social identity (Oktaç, 2013).

Sport, which varies from culture to culture, has a universal common language. Since values education is difficult to measure and sports have a complicated structure, there are few studies published in the field of sports. The prevalence of sports in society and its international nature show the importance of the issue (Akari, 2019).

Many factors such as the coaches' personal judgments, their psychological state, the belief system they adopt, their level of interest and love for their profession and their athletes affect the bond between the coach and the athlete (Atıcı, 2014). Coaches who direct sports and prepare their athletes for competitions are sports people who prepare the process in accordance with the abilities of the athletes by blending their own experience, knowledge and skills. In addition, he/she is an exemplary coach for athletes and the person who shows the best impact on the team (Terlemez, 2019).

This research aims to determine the opinions of coaches about the values gained through sports education and the change in values in sports. Therefore, it is thought that the research topic is important in terms of determining the opinions of coaches who play an important role in sports and take a leadership role, regarding the values that sports provide that are accepted by society, and their perspectives on the change of values in sports.

Material and Method

This study was conducted within the scope of the phenomenology pattern, which is one of the qualitative research models. In the qualitative research model, the phenomenology pattern is preferred to examine the phenomena that everyone is aware of but no one has detailed knowledge and understanding (Yıldırım ve Şimşek, 2018).

Research Group

The study group of the research consisted of a total of 25 coaches who were selected from third-level and above coaches from various branches according to maximum diversity sampling, one of the purposeful sampling methods. Purposeful sampling methods emerged within the qualitative research tradition and are among the frequently used methods. The aim of maximum diversity sampling is to try to reflect the diversity of individuals who may be party to the problem at the highest level by creating a relatively small sample and to determine what kind of similarities and differences there are between diverse situations (Yıldırım ve Şimşek, 2018).

Data Collection Tools

Personal Information Form: The first part of the data collection tool included a personal information form that included questions about the participants' age, branch, coaching level, task duration, education level and, if any, profession other than coaching.

Interview Form: In order to create the interview form prepared from qualitative research methods, the sub-problems of the study were analyzed and a question pool consisting of 14 questions was created. The interview form was presented to the opinions and evaluations of three instructors from the field of sports sciences in terms of content validity, one from the field of Turkish education in terms of clarity and understandability, and one from the field of measurement and evaluation. Three coaches similar to the sample to be applied were interviewed and their reactions were obtained. At the end of the trial, an 8-question interview form was created, showing that the interview form worked.

Validity-Reliability Study of the Research

It should not be forgotten that the validity and reliability of a study are important concepts that reflect the credibility, measurability, scientificity, repeatability and generalizability of that study (Kılınç, 2018). In qualitative research, for the purpose of validity and reliability, "credibility" can be used instead of "internal validity", "transferability" can be used instead of "external validity", "consistency" can be used instead of "internal reliability" and "confirmability" can be used instead of "external reliability" (Yıldırım ve Şimşek, 2018; Creswell, 2018; Merriam, 2018).

The researcher carried out some studies to increase validity and reliability, starting from the preparation of the interview form to the data collection and analysis stages. While preparing the interview questions, phenomenological research examples were examined in detail, and ideas were constantly exchanged with field experts during the preparation of the questions. Semi-structured in-depth interviews were sent for expert review and necessary corrections were made in light of the feedback. Before the interview, participants were informed about the interview questions and the purpose for which these interviews would be used was stated. In this way, the trust of the participants was gained and the participants were enabled to express their experiences and thoughts comfortably. Additional explanations were made about the questions when necessary during the interview. To ensure consistency, the researcher interacted with the data at a sufficient level both by transcribing the voice recordings and by repeated readings. In addition, the data collection and analysis stages of the research process were checked by expert academics with qualitative research experience. The created themes, codes and interview outputs were sent to academicians and their confirmation was obtained. To ensure transferability, the process steps of the research are given in detail. The questions in the semi-structured interview form used, the sample type used and the demographic information of the participants were stated in detail. A sufficient level of interaction with the data was provided to ensure the credibility of the research. Moreover, the data collection and analysis stages were examined critically by experts and their feedback was taken into account. Finally, to ensure confirmability, demographic information of the participants from whom data was collected within the scope of the research and direct quotations from the participant's opinions regarding each theme and code revealed during the data analysis process were stated. (Şahin, 2020).

It can be said that inter-coder reliability is calculated by using a number of methods in order to maximize reliability in qualitative research. Inter-coder reliability is also explained as the consistency of different experts using the same data (Sevilmiş ve Yıldız, 2021). In this

context, the reliability of the data was calculated using the formula of Miles and Huberman (1994) "[Theme with consensus / (Theme with consensus + Theme with disagreement)] x 100".

The result of the formula applied to test the compatibility between the three experts doing the coding is expected to be higher than 70% (Miles ve Huberman, 1994; Patton, 2018). 172 of the 191 codes suggested by the experts were approved, and a consensus of $172 / (172 + 19) \times 100 = 90$ was reached regarding the suitability of the codes. 19 codes on which no consensus could be reached were combined with other appropriate codes. As a result of the results obtained, it can be said that the analysis of the data is reliable.

Field Application Process of Data Collection Tools

Within the scope of the research, interviews were planned according to the date and time determined with the participants, and their implementation started in January 2021. Some of the interviews, which were normally planned to be held face-to-face, with the 25 coaches working at the 3rd, 4th and 5th levels participating in the study, were held in January and February via remote communication tools due to the pandemic period.

During the interviews, the researcher ensured that the participants' data were recorded by both taking notes and using a voice recorder. All raw data obtained by the researcher were preserved to prevent ethical problems from arising at the end of the application. This can prove to what extent the data obtained from the process are free from opinions, prejudices, and the orientations and concerns of the researcher. The audio recordings and notes taken from the interviews were transcribed, edited and turned into a document by the researcher.

Analysis of Data

First of all, the interviews were transferred verbatim to the electronic environment and turned into written documents. The 25 coaches included in the interview were coded as C1, C2, C3 etc. The data were evaluated using the content analysis method. The aim of content analysis is to reach relationships and concepts that can explain the collected data. The four basic stages in content analysis are coding the data, finding themes, organizing and defining the coded data according to themes, and interpreting the findings (Yıldırım ve Şimşek, 2018).

Results

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

Table 1. Numerical distribution of coaches according to age, education level, branch, level, task duration, profession and interview date

Codes	Age	Education Level	Branch	Stage	Task Duration	Profession	Interview Date
C1	32	Bachelor's degree	Swimming	3rd Stage	5	Lifeguard	05.01.2021
C2	40	Bachelor's degree	Swimming	4th Stage	22	Coach	07.01.2021
C3	39	Postgraduate	Football	4th Stage	9	Coach	09.01.2021
C4	47	Doctorate	Wrestling	5.Kademe	15	Academician	11.01.2021
C5	42	Bachelor's degree	Volleyball	4th Stage	15	Coach	13.01.2021
C6	30	Bachelor's degree	Tennis	4th Stage	5	Mechanical engineer	14.01.2021
C7	50	Bachelor's degree	Football	TFF A	25	Teacher	15.01.2021
C8	42	Bachelor's degree	Dart	4th Stage	10	Mechatronic	17.01.2021
C9	64	Bachelor's degree	Badminton	5th Stage	29	Teacher	19.01.2021
C10	51	Postgraduate	Badminton	5th Stage	29	Teacher	21.01.2021
C11	41	Postgraduate	Basketball	3rd Stage	11	Representative	23.01.2021
C12	37	Bachelor's degree	Bocce	3rd Stage	5	Coach	24.01.2021
C13	39	Bachelor's degree	Swimming	3rd Stage	15	Coach	25.01.2021

C14	29	Bachelor's degree	Volleyball	3rd Stage	6	Coach	27.01.2021
C15	40	Bachelor's degree	Tennis	3rd Stage	15	Pilates instructor	28.01.2021
C16	45	High school graduate	Table Tennis	3rd Stage	15	Coach	29.01.2021
C17	42	Bachelor's degree	Wrestling	3rd Stage	2	Farmer	31.01.2021
C18	40	Bachelor's degree	Fencing	3rd Stage	12	Coach	01.02.2021
C19	43	High school graduate	Taekwondo	3rd Stage	15	Coach	02.02.2021
C20	45	High school graduate	Table Tennis	3rd Stage	15	Coach	03.02.2021
C21	33	Bachelor's degree	Tennis	3rd Stage	11	Coach	04.02.2021
C22	35	Bachelor's degree	Swimming	3rd Stage	12	Coach	05.02.2021
C23	28	Postgraduate	Athletics	3rd Stage	6	Coach	07.02.2021
C24	42	Bachelor's degree	Swimming	3rd Stage	22	Teacher	09.02.2021
C25	25	Postgraduate	Swimming	3rd Stage	8	Coach	10.02.2021

Table 2. Findings regarding coaches' views on the coaching profession and what values sports develop in their lives

Themes	Codes	Participants	Frequency
Personal Development	✓ Personality Development	C1, C4, C8, C12, C16, C20, C22	7
	✓ Self-confidence	C4, C8, C11, C12, C14, C19, C23	7
	✓ Discipline	C5, C7, C9, C15, C17, C24	6
	✓ Self-esteem	C19, C23	2
	✓ Responsibility	C9, C24	2
	✓ Patience	C16, C20	2
	✓ Perseverance	C16, C20	2
	✓ Accepting the Results	C3, C7	2
	✓ Becoming a Researcher	C1, C22	2
	✓ Being Successful	C14, C17	2
✓ Professional Ethics	C9	1	
Total			35
Moral Development	✓ Honesty	C3, C5, C18, C21, C23	5
	✓ Fair and Equal Treatment	C18, C23, C285	3
	✓ Being Respectful	C7, C18, C23	3
	✓ Competition within the Framework of Moral Values	C18	1
Total			12
Emotional Development	✓ Empathy	C2, C3, C7, C24, C25	5
	✓ Love	C9, C23	2
	✓ Psychological and Spiritual Calmness	C1	1
	✓ Emotional Commitment	C1	1
Total			9
Social Development	✓ Human Relations	C11, C25	2
	✓ Complying with the Rules	C15	1
	✓ Reputation	C1	1
	✓ Collaborating	C2	1
Total			5

When Table 2 is examined, one of the most frequently expressed thoughts of the coaches participating in the research regarding the values that the coaching profession and sports develop in their lives consisted of "Personality Development, Self-confidence, Discipline, Self-Esteem, Responsibility, Patience, Perseverance, Accepting the Results, Becoming a Researcher, Being Successful, Professional Ethics" under the theme of "Personal Development" codes, another one is from the codes of "Honesty, Fair and Equal Treatment, Being Respectful, Competition within the Framework of Moral Values" under the theme of "Moral Development", the other one is from the codes "Empathy, Love, Psychological and Spiritual Calmness, Emotional Commitment" under the theme of "Emotional Development", the situation they expressed least frequently the codes of "Human Relations, Complying with the Rules, Reputation, Collaborating" under the theme of "Social Development". In the interviews, the participants expressed their opinions about the codes with the following sentences:

"Sports helped me develop my personal development and self-confidence." (C8)

"...Sports enabled me to work in a disciplined manner, as well as to develop values such as awareness of responsibility and professional ethics." (C9)

"I would say personality development. To give an example, I would say being patient and determined." (C16)

"...I think it improves being honest, treating people fairly and equally, respecting people, and competing within the framework of moral values." (C18)

"...I think values such as empathy have developed..." (C24)

"... It has developed and is developing values such as the ability to communicate."

Table 3. Findings regarding the coaches' views on the spiritual values/beliefs that they think guide them before or during the competition

Themes	Codes	Participants	Frequency
Moral value	✓ Inner Peace	C15, C16, C20, C23, C24	5
	✓ Honesty	C7, C15, C16, C24	4
	✓ Being Diligent	C15, C16, C24	3
	✓ Believing in Yourself and the Athlete	C2, C10, C19	3
	✓ Positive Thinking	C5, C7, C12	3
	✓ Performing the Task in the Best Way	C23	1
	✓ Responsibility	C15	1
	✓ Labor	C2	1
	✓ Success	C2	1
	✓ Respect	C24	1
	✓ Being Fair	C24	1
	✓ Motivating	C19	1
	✓ Sharing the Sorrow	C19	1
Total			26
Belief	✓ Praying	C3, C5, C9, C10, C11, C12, C13, C14, C17, C18, C22	11
	✓ Everything that Happens is Luck	C1, C4, C8, C21	4
	✓ Trust and Surrender to the Creator	C21	1
Total			16

When Table 3 is examined, the most frequently expressed situation by the coaches participating in the research regarding their views on the spiritual values/beliefs that they think guide them before or during the competition consisted of the codes "Inner Peace, Honesty, Being Diligent, Believing in Yourself and the Athlete, Positive Thinking, Performing the Task in the Best Way, Responsibility, Labor, Success, Respect, Being Fair,

Motivating, Sharing the Sorrow" under the theme of "Moral Value", the situation they expressed least frequently was from the codes "Praying, Everything that happens is Luck, Trust and Surrender to the Creator" under the theme of "Belief". In the interviews, the participants expressed their opinions about the codes with the following sentences:

"Being honest and diligent, as well as having a sense of responsibility, makes a person feel at peace." (C15)

"...Praying is my biggest source of motivation." (C5)

Table 4. Findings regarding coaches' views on the values they consider indispensable for being a top-level coach

Themes	Codes	Participants	Frequency
Competence	✓ Experience	C9, C10, C12, C14, C19, C20, C21	7
	✓ Work	C5, C7, C11, C16, C17, C21, C24	7
	✓ Discipline	C3, C7, C8, C13, C18	5
	✓ Endeavouring	C11, C17, C24	3
	✓ Honesty	C11, C13	2
	✓ Goal Setting	C16, C21	2
	✓ Being Determined and Ambitious	C1	1
	✓ Getting to Know the Athlete	C2	1
	✓ Loving Children and Teaching	C16	1
	✓ Skill	C10	1
	✓ Personal and Professional Respect	C20	1
	✓ Business Ethics	C7	1
	✓ Being Fair	C18	1
	Total		
Modernity	✓ Being Innovative	C2, C3, C4, C5, C15, C16, C21, C22, C23, C25	10
	✓ Refresher Information	C5, C2, C25	3
	✓ Self Development	C2, C4, C16	3
	✓ Having a Spirit of Research	C3, C22	2
	✓ Learning Science	C4,	1
	✓ Technical and Training Information	C15	1
	✓ Following Technological Developments and Innovations	C15	1
Total			21

When Table 4 is examined, the most frequently expressed situation of the coaches participating in the research regarding their views on the values they consider indispensable for being a top-level coach consisted of the codes "Experience, Work, Discipline, Endeavouring, Honesty, Goal Setting, Being Determined and Ambitious, Getting to Know the Athlete, Loving Children and Teaching, Skill, Personal and Professional Respect, Business Ethics, Being Fair" under the theme of "Competence", the situation they expressed least frequently the codes "Being Innovative, Refresher Information, Self Devolepment, Having a Spirit of Research, Learning Science, Technical and Training Information, Following Technological Developments and Innovations" under the theme of "Modernity". In the interviews, the participants expressed their opinions about the codes with the following sentences:

- “...I think skill and experience are indispensable for a coach...” (C10)
- “To work fairly, honestly and in a disciplined manner.” (C13)
- “...It is very important to follow technological developments and innovations.” (C15)
- “Definitely constantly researching and learning new things...” (C22)

Table 5. Findings regarding coaches' views on what kind of values athletes gain through sports

Themes	Codes	Participants	Frequency
Universal Value	✓ Respect	C3, C5, C8, C9, C10, C18, C23, C24	8
	✓ Socialization	C4, C5, C6, C17, C25	5
	✓ Morality	C9, C13, C14, C18, C25	5
	✓ Honesty	C16, C18, C24	3
	✓ Reputation	C4, C22	2
	✓ Sportsmanship	C7, C17	2
	✓ Love	C5, C23	2
	✓ Tolerance	C8, C23	2
	✓ Patriotism	C9, C23	2
	✓ Responsibility	C9, C24	2
	✓ Trust	C9	1
	✓ Competing on Equal Conditions	C12	1
	✓ Appreciation	C12	1
	✓ Being humble	C12	1
	✓ Teamwork	C6	1
	✓ Cooperation	C17	1
	✓ Principled Learning	C17	1
✓ Self-confidence	C22	1	
Total			41
Personal Value	✓ Discipline	C1, C2, C3, C7, C10, C11, C14, C15, C16, C19, C21	11
	✓ Personality	C1, C3, C8, C9, C13, C18, C23, C24	8
	✓ Layout	C1, C11, C14, C19, C21	5
	✓ Using Time Efficiently	C15, C20	2
	✓ Goal Setting	C16	1
	✓ Struggle	C2	1
	✓ Perseverance	C3	1
	✓ Psychological Healing	C1	1
	✓ Acceptance	C12	1
	✓ Problem Solving	C13	1
	✓ Patience	C24	1
	✓ Communication	C10	1
	✓ Nutrition Habits	C11	1
✓ Cleaning	C14	1	
Total			36

When Table 5 is examined, the most frequently expressed situation of the coaches participating in the research regarding their views on what kind of values athletes gain through sports consisted of "Respect, Socialization, Morality, Honesty, Reputation, Sportsmanship, Love, Tolerance, Patriotism, Responsibility, Trust, Competing on Equal Conditions, Appreciation, Being Humble, Teamwork, Cooperation, Principled Learning, Self-confidence" codes under the theme of "Universal Value", the situation they express least frequently is from the codes "Discipline, Personality, Layout, Using Time Efficiently, Goal Setting, Struggle, Perseverance, Psychological Healing, Acceptance, Problem Solving, Patience, Communication, Nutrition Habits, Cleaning" under the theme of "Personal Value". In the interviews, the participants expressed their opinions about the codes with the following sentences:

"Sports directly contributes to the development of the athlete's patriotism, responsibility, honesty, respect and moral values. Ethical and moral gains are achieved through sports." (C9)

"We can call it socialization, living together and teamwork..." (C6)

"They have values such as discipline and layout. Values of psychological recovery and having a strong personality." (C1)

"They succeed to be disciplined and manage time effectively." (C15)

Table 6. Findings regarding coaches' views on the most significant value differences between amateur athletes and professional athletes

Themes	Codes	Participants	Frequency
Values Seen in Professional Athletes	✓ Goal Setting	C2, C4, C6, C12, C16, C22, C23	7
	✓ Financial Gain	C7, C12, C13 C22, C20, C21, C23	7
	✓ Discipline	C15, C17, C20, C25	4
	✓ Experience	C5, C8, C14, C21	4
	✓ Training and Facility Opportunity	C3, C11,	2
	✓ Self-confidence	C8, C10	2
	✓ Having Character	C19	1
	✓ Representing the Country	C22	1
	✓ Dedication	C15	1
	✓ Staying Calm	C5	1
	✓ Concentration	C10	1
	✓ Friendship Consciousness	C24	1
	✓ Ability to Empathize	C24	1
Total			33
Values Seen in Amateur Athletes	✓ Being Emotional	C5, C9, C18	3
	✓ Doing Sports as a Hobby	C12, C16, C20	3
	✓ Honesty	C21	1
	✓ Sportsmanship	C21	1
	✓ Accepting the Result	C1	1
✓ Working to Gain Skills	C2	1	
Total			10

When Table 6 is examined, the most frequently expressed situation of the coaches participating in the research regarding their views on the most significant value differences between amateur athletes and professional athletes consisted of "Goal Setting, Financial Gain, Discipline, Experience, Training and Facility Opportunity, Self-confidence, Having Character, Representing the Country, Dedication, Staying Calm, Concentration, Friendship Consciousness, Ability to Empathize" under the theme of "Values Seen in Professional Athletes" codes", the situation they expressed least frequently is from the codes "Being

Emotional, Doing Sports as a Hobby, Honesty, Sportsmanship, Accepting the Result, Working to Gain Skills" under the theme of "Values Seen in Amateur Athletes". In the interviews, the participants expressed their opinions about the codes with the following sentences:

"Professional athletes improve on financial gain and goal setting ..." (C12)

"In my opinion, the most obvious value differences between amateur athletes and professional athletes are discipline and dedication..." (C15)

"...The difference is that amateur athletes are emotional..." (C9)

"Amateur athlete does sports as a hobby..." (C16)

Table 7. Findings regarding coaches' views on value differences between male and female athletes

Themes	Codes	Participants	Frequency
Characteristics of Female Athletes	✓ Being Emotional	C1, C5, C7, C11, C12, C13, C18	7
	✓ Goal Awareness	C2, C3, C4, C6, C23	5
	✓ Being Patient	C2, C7, C15, C24	4
	✓ Being Determined and Decided	C2, C15, C16, C24	4
	✓ Experiencing Lack of Self-confidence	C12	1
	✓ Being Disciplined	C16	1
	✓ Being Demoralized	C5	1
	✓ Being Introverted	C12	1
	✓ Having Status	C25	1
Total			25
Characteristics of Male Athletes	✓ Being Ambitious	C2, C9, C11	3
	✓ Exhibiting Aggressive Attitude	C2, C9	2
	✓ Being Enterprising	C12, C15	2
	✓ High Self-confidence	C10, C12	2
	✓ Staying Calm	C19	1
	✓ Quick Decision Making	C10	1
	✓ Being Impatient	C2	1
	✓ Being Overhasty	C24	1
✓ Being Adaptable	C15	1	
Total			14
Equality	✓ No Difference Between Male and Female Athletes	C8, C14, C17, C20, C21, C22	6
Total			6

When Table 7 is examined, the most frequently expressed situation of the coaches participating in the research in their opinions about the value differences between male and female athletes consisted of "Being Emotional, Goal Awareness, Being Patient, Being Determined and Decided, Experiencing Lack of Self-Confidence, Being Disciplined, Being Demoralized, Being Introverted, Having Status" codes under the theme of "Characteristics of Male Athletes", the other one is "Being Ambitious, Exhibiting Aggressive Attitude, Being Enterprising, High Self-confidence, Staying Calm, Quick Decision Making, Being Impatient, Being Overhasty, Being Adaptable" codes under the theme of "Characteristics of Female Athletes", the situation they expressed least frequently is "No Difference Between Male and Female Athletes" under the theme of "Equality". In the interviews, the participants expressed their opinions about the code with the following sentences:

"Female athletes are very emotional, and although we may consider this as an advantage, they can become demoralized more quickly than male athletes..." (C5)

"Female athletes are more determined, aware of their goals, care about their work, and try to achieve their goals with firm steps and patience..." (C2)

"...Male are more ambitious and impatient. Some male athletes may succumb to their ambition and display aggressive behavior..." (C2)

“...Unlike female, male are more enterprising and have higher self-confidence.” (C12)
 “When I evaluate the values in terms of male and female athletes, I think there is no difference, I see them as equal.” (C14)

Table 8. Findings regarding coaches' views on what values have changed in sports in recent years

Themes	Codes	Participants	Frequency
Negative View	✓ Decrease in Moral Values	C2, C3, C5, C6, C7, C8, C18, C20, C24	9
	✓ Decrease in Respect	C3, C20, C24	3
	✓ Loss of the Sense of Justice	C5, C24	2
	✓ Loss of Importance of the Concept of Honesty	C1, C9	2
	✓ Decrease in Amateur Feeling	C9, C12	2
	✓ Moving Away From Tolerance	C2, C3	2
	✓ Decrease in Love	C20	1
	✓ Fair Play Concept Losing Its Importance	C9	1
	✓ Lack of Patience	C3	1
	✓ Moving Away From Sports Ethics	C9	1
	✓ Disappearance of the Awareness of Cooperation and Goodwill	C2	1
	✓ Moving Away From Traditions	C8	1
	✓ Loss of Sportsmanship	C18	1
	✓ Loss of Empathy	C24	1
	✓ Not Accepting Losing	C6	1
✓ Formation of Egocentric Approach	C2	1	
✓ Different Colors Look Hostile at Each Other	C6	1	
✓ Constant Desire to Win	C9	1	
Total			32
Positive View	✓ Positive Change in Social Perspective	C4, C13, C14, C15, C17, C19, C21, C23, C25	9
	✓ Increased Desire to Do Sports	C13, C15	2
	✓ Increasing Cultural Change and Interaction	C21	1
	✓ Development of Training Science	C25	1
Total			13
Economic View	✓ Prioritizing Financial Gain	C10, C11, C12, C16, C22	5
	✓ Increasing Sponsorship and Advertising Activities	C11, C12	2
Total			7

When Table 8 is examined, the most frequently expressed situation by the coaches participating in the research in their opinions about which values have changed in sports in recent years consisted of "Decrease in Moral Values, Decrease in Respect, Loss of the Sense of Justice, Loss of the Importance of the Concept of Honesty, Decrease in Amateur Feeling, Moving Away from Tolerance, Decrease in Love, Fair Play Concept Losing Its Importance, Lack of Patience, Disappearance of the Awareness of Cooperation and Goodwill, Moving Away from Traditions, Loss of Sportsmanship, Loss of Empathy, Not Accepting Losing, Formation of Egocentric Approach, Different Colors Look Hostile at Each Other, Constant Desire to Win" codes under the theme of "Negative View", the other one is from the codes "Positive Change in Social Perspective, Increased Desire to Do Sports, Increasing Cultural Change and Interaction, Development of Training Science" under the theme of "Positive View", the situation they express least frequently is "Prioritizing Financial Gain, Increasing Sponsorship and Advertising Activities" under the theme of "Economic View." In the interviews, the participants expressed their opinions about the codes with the following sentences:

"I think moral values are decreasing. I see that the awareness of cooperation and goodwill has disappeared, we have moved away from tolerance, and more self-centered approaches have been adopted." (C2)

"I think that the instinct of constantly winning, the decrease in amateur feeling, the concept of honesty and fair-play losing their importance, as well as the move away from sports ethics." (C9)

"...It can be said that there is more cultural change and interaction. This also changes people's perspective on sports in a positive way." (C21)

"...Desires to do sports have increased greatly in recent years..." (C13)

"There have been material changes. I think sponsorships and advertising have increased." (C11)

Table 9. Findings regarding the opinions of coaches about which values are destroyed/prevented by emphasizing winning in competitions and financial gain

Themes	Codes	Participants	Frequency
Virtuousness	✓ Sportsmanship	C1, C7, C16, C20, C22, C23, C24, C25	8
	✓ Morality	C2, C3, C5, C9, C11, C21, C25	7
	✓ Respect	C11, C16, C24, C25	4
	✓ Honesty	C7, C21, C24	3
	✓ Justice	C7, C21	2
	✓ Spirit of Fair Play	C12, C22	2
	✓ Sincerity	C20	1
	✓ Trust	C23	1
Total			28
Socio-Cultural Structure	✓ Sense of Spirituality	C4, C6, C8, C13, C14, C18, C19	7
	✓ Sense of Sharing	C12, C20	2
	✓ Sense of Belonging	C13	1
	✓ National Feeling	C18	1
Total			11
Sportive View	✓ Team Spirit	C14, C17, C20	3
	✓ Behaving Professionally in Sports	C10	1
	✓ Negatively Affecting Perspective on Sports	C4	1
Total			5
Personal Need	✓ Motivation	C15, C17	2
	✓ Having Fun	C12	1
	✓ Joy	C12	1
Total			4
Social Relationship	✓ Bond of Friendship	C14	1
Total			1

When Table 9 is examined, the most frequently expressed situations of the coaches participating in the research regarding their opinions about which values are destroyed/prevented by winning in competitions and emphasizing financial gain consisted of "Sportsmanship, Morality, Respect, Honesty, Justice, Spirit of Fair Play, Sincerity, Trust" codes under the theme of "Virtuousness", another one is from the codes "Sense of Spirituality, Sense of Sharing, Sense of Belonging, National Feeling" under the theme of "Socio-Cultural Structure", another one is from the codes "Team Spirit, Behaving Professionally in Sports, Negatively Affecting Perspective on Sports" under the theme of "Sportive View", another one is from the codes "Motivation, Having Fun, Joy" under the theme of "Personal Need", The situation they expressed least frequently is "Bond of Friendship" under the theme of "Social Relationship". In the interviews, the participants expressed their opinions about the code with the following sentences:

“...Prioritizing financial gain brings forward negative consequences such as lack of a sense of justice, loss of sportsmanship, and loss of confidence in people who do not enjoy watching...” (C23)

“...Spirituality and sense of belonging disappear...” (C13)

“...Putting money first destroys team spirit...” (C17)

“When material gains come to the fore, the bond of friendship weakens...” (C14)

Discussion and Conclusion

When the findings in Table 2 are examined, it is concluded that sports increase the individual's awareness, improve his/her self-perception by recognizing his strengths and weaknesses, and in this respect, reveal the person's true potential.

The codes in the personal development theme create a positive perspective towards sports. Having gained discipline and self-respect, the coach learns to respect others. It can be said that the coach who is aware of his responsibilities, is patient and determined will achieve successful results, but they also accept that accepting the negative result is virtuous behavior. It is seen that coaches have a common perspective by acting within the framework of professional ethics. With the results obtained, it can be concluded that the values that sports add to the coaching profession highlight personal development.

The codes that emerged under the theme of moral development reveal that talent is not the only criterion for success in sports. It can be concluded that being honest and fair, competing with equal rights and within the framework of moral values are considered as factors in forming the basis of success and serve the basic principles of sports.

The codes under the theme of emotional development can be considered as the contribution of sports to the inner world of individuals from the perspective of values education. Sports creates environments that enable understanding other people's needs, sharing common emotions, being understood by others and establishing emotional bonds.

According to the codes under the social development theme, sports provide individuals with gains that lay the foundation for their social development. Sport, which strengthens human relations and ensures cooperation within the framework of respect by following certain rules, also forms the basis for the individual to be more successful, believe in himself/herself, and take steps towards her goals.

Polat, Erdil and Koçak (2020), Yıldız and Güven (2019), Özsarı and Altın (2021), Yıldırım (2013), Jones and Lavalley (2009), Bailey (2006), Mutlu et al. (2019), Yıldız and Yıldız (2020), Deveci and Yıldız (2022), Yıldız (2019), Yıldız and Karakullukçu (2019) reached findings that support the research results.

When the findings in Table 3 were examined, it was noted that the codes that the coaches primarily and frequently expressed were universal qualities, while the codes they expressed less frequently were personal characteristics. Considering the factors that motivate the coaches, it can be said that the codes of inner peace, honesty and being hard-working can be expressed as a sense of self, and they adopt the role of being a trainer who believes that they are doing their part. An evaluation can be made of a coach who believes in himself and his athlete, thinks that he has fulfilled his duty in the best way, acts fairly with a sense of responsibility, respects the effort and manages to motivate, and prioritizes sharing his athlete's sadness even if the result is not as desired. It is seen that coaches exhibit such attitudes, establish a bond with their athletes, and highlight the factors that increase the power of empathy stemming from being an athlete in the past. In other words, it can be concluded that

coaches transfer the values they gained through sports to those after them. A coach is the one who trains his athlete not only physically but also spiritually. Sports is a rich source in terms of values education with the contributions it provides to the individual both at the practical and educational levels.

With the theme of belief expressed by the coaches, it is seen that the coaches associate individuals with their behaviors and perspectives, not with their beliefs. The fact that they act with a sense of trust in the Creator and in themselves, which they include in their inner world as a source of motivation, creates the idea that the values are adopted. It is thought that sports are important in social education and in the development of universal values that should be included in life.

Akari (2019), Yücel (2010), Bakır (2020), Yıldız and Güven (2019), Jones and Lavalle (2009), Yıldız and Yıldız (2020), İyem (2011), Yıldız et al. (2021) reached findings that support the research results.

When the findings in Table 4 are examined, the individual's honesty and morality while doing a job that he/she believes in, loves and respects constitutes important characteristics in sports, as in all professions. Sports, with its basic features, is actually the first step towards the coaching profession. The values transferred from generation to generation through coaches are also a very important chain that creates interaction between athletes. In this respect, the coach has a very important place in terms of the responsibility he carries. The coach's belief in his athletes, his love and acceptance of them will strengthen the bond between them and create a balance of give and take. A coach who knows how to motivate his athletes and how he should work can reveal the skills and performance of his athletes. A coach who is honest, fair and has a work ethic helps the athlete become an individual with high self-control through disciplined and organized, goal-oriented and determined work. This is actually the coach's most important achievement. For a coach to be a top-level coach, not only the medals won but also the athletes he trains with the right principles should be taken as a criterion. In addition, the coach is seen as a trainer who closely follows national and international developments and prepares his athletes for the future with current developments. A coach is accepted as a trainer who renews his knowledge, conducts research on self-improvement, has technical knowledge and skills, gets acquainted with innovations and supports his athletes in this development phase.

Güllü, Yıldız and Saydam (2021), Güzel, Onağ and Özbey (2013), Yücel (2010) reached findings that support the research results.

When the findings in Table 5 are examined, it is revealed that the most important achievements of sports are providing an environment of respect, morality, honesty, love and tolerance for individuals among the primary goals of what sports bring to society. It can be said that individuals who are in sports environments have more gains in acquiring values education than those who are not. These features, which coincide with the contribution of sports to human social development, should be considered as sharing, solidarity, teaming up, acting together, and the individual thinking about people other than himself/herself and fighting for them.

The theme of personal value draws attention to achievements that increase the athlete's self-efficacy. Because it means that the athlete is aware of himself/herself, improves himself/herself personally, and reaches the awareness that he/she lives in society and that he/she needs to make a common effort with them. The ability to reveal all these achievements is evaluated by their interaction on individuals and their reflections on the team and society.

The individual reveals his/her personality values through features such as discipline, order and efficient use of time. Setting a goal, struggling with determination for this goal, as well as paying attention to personal needs, carries the athlete to a higher score psychologically. Individuals who gain problem-solving skills, which are among the most important problems of today, with the characteristics they acquire through sports, also improve themselves in accepting the results and being patient. Sport, which also significantly increases communication skills, contributes to the personal values of individuals with its social aspect. The transformation of positive changes in the athlete's personal characteristics into social benefit can be considered as an important step towards the unification of sports.

Bardakçı and Yıldız (2020), Devocioğlu, Berkant and Hekimoğlu (2021), Kıran (2016), Yıldız and Güven (2019), Sarıca (2018), Yıldız and Karakullukçu (2019), Karakullukcu and Yildiz (2020) reached findings that support the research results.

When the findings in Table 6 are examined, it is noteworthy that the most important features that determine the differences between amateur and professional athletes are goal setting and financial gain. Because a professional athlete must ensure continuity in the long term by gaining financial gain from his/her work. Athletes meet their need for suitable facilities to achieve their goals and carry out disciplined work with strong concentration in this direction. The athlete aims to progress by improving himself/herself both socially and individually, gaining self-confidence, team spirit and empathy skills, and to represent the country with all these achievements. One of the most important features that distinguish amateur and professional athletes is experience. It can be said that professional athletes are more successful in controlling their emotions and excitement because they have more experience in competitions. However, compared to professional athletes, amateur athletes who do not act with the ambition of winning act more sportsmanlike in competitions and are more emotional. It can also be interpreted that amateur athletes, who do sports mostly as a hobby, accept the results of their studies to gain skills more quickly than professional athletes.

Pepe, Kara, Özkurt and Dalaman (2019), Yıldız and Güven (2019), Aksoy (2019), Aköz (2018) reached findings that support the research results.

When the findings in Table 7 are examined, it is seen that the opinion that women are more emotional than men is dominant regarding the value judgments between male and female athletes. Although this has the disadvantage of causing morale depression, it has also been stated that it is an advantage that enables quick motivation. Another perspective put forward is that the intensity of the emotional structure enables women to achieve their goals in a short time. It has been stated that women's patience, determination and discipline contribute significantly to success. Another result is that the status of successful women increases and they are accepted in society.

It seems that the most distinctive feature for male athletes is ambition. However, although ambition is evident as a concept, characteristics such as "being nervous, displaying an aggressive attitude" that can be evaluated in relation to it can also be considered as the dominant characteristics of male athletes. Although there are many undesirable characteristics in sports, a relationship can be established with the intensity of the desire to achieve the goal. Another code, "being assertive", shows that male athletes have an advantage in achieving adaptation faster. The characteristics of male athletes such as "being impatient, making quick decisions, and being impetuous" are also similar to each other. These features are important in sports in terms of determining the time factor. Because these features mean being able to produce sudden solutions to sudden situations.

The theme of equality is important for both athletes and coaches. Considering the fact that this is a field that coaches generally turn to after being an athlete, the similarity of the approaches of athletes and coaches to the issue of "equality" is striking. This is an indication that coaches, both athletes and coaches, do not evaluate people with a sexist approach and measure their success in the profession.

Şahinler, Ulukan and Ulukan (2020), Güvendi and Keskin (2020), Alibaz, Gündüz and Şentuna (2006), Buğdaycı (2018), Köksal (2008), Bozkurt (2014), Telef and Karaca (2011) reached findings that support the research results.

When the findings in Table 8 are examined, the codes that constitute the loss of value in the negative view theme also reveal the existence of change in human characteristics. It can be said that the value change in the thoughts expressed brings with it failure, aimlessness or heading towards the wrong goal, and putting the individual before society. The loss of moral values in sports, which should be played with an amateur spirit but with a professional system, as well as the loss of empathy, causes athletes who constantly aim to win to not accept losing, which leads to anger, self-centeredness and selfishness. The loss of moral values actually forms the basis of many uncontrolled behaviors in society and causes the adoption of unethical behaviors. Loss or misuse of good will and loss of importance of the sense of cooperation paves the way for the formation of a sports environment in which love, tolerance and respect decrease.

In the codes under the theme of positive view, it can be said that the most decisive factor in changing the social perspective is the achievements. Successes achieved in national or international competitions create changes in the public's view of sports, which reveals diversity in sports over time. When it comes to sports in Turkey, the first thing that comes to mind is football, but with the successes achieved today, it has been replaced by a wider variety such as volleyball, basketball, athletics, archery and gymnastics. This change in sports has also attracted the attention of the public. Families have started to direct their children to different branches. To interpret this situation with its results, sports that contribute to intercultural interaction have begun to spread to wider areas. The spread of sports to a wide geography and the development of training science have enabled more successful steps to be taken in sports.

In the economic perspective theme, the predominant idea is that there is a change in the determinants of financial gain along with the successes achieved. It is noteworthy that the individual advertising activities of athletes who stand out in team games as well as individual sports and the fact of sponsorship of teams harm the amateur spirit of athletes and create a difference in the ethical approach of the athlete.

Sezen Balçıkanlı (2017), Gürpınar (2009), İmamlı and Ünver (2018), Gürpınar (2014), Tazegül (2014), Yücekaya (2021), Akkaya (2016), Yıldız and Güven (2019) reached findings that support the research results.

When the findings in Table 9 are examined, it can be said that the main reason for the lost values is financial gain. It has given rise to the idea that financial gain, which athletes see as a reward for success, corrupts ethical values, destroys sportsmanship, leaves moral values in the background, and that there is no respect, honesty and justice. It has been expressed that the sense of trust is shaken and the spirit of fair-play is lost, and the consequences are experienced when financial gain comes to the fore. It can be interpreted that this situation negatively affects the socio-cultural structure in sports and damages moral feelings. It has been frequently stated that sports lead to a decrease in sharing, sense of belonging and

national values, which are among their target achievements. In addition to these, it is seen that the negative impact on team spirit, destroys the professional view, and the view of sports has now emerged in a negative way, as financial gain is aimed at the forefront. These losses in value can be explained as preventing athletes from enjoying sports by negatively affecting their motivation to do sports. Focusing on financial gain, which affects the team spirit of athletes and the friendship bond, does not coincide with the main goals of sports.

Ekmekçi, Ekmekçi and İrmış (2013) and Şahin (2009) reached findings that support the research results.

As a result of the research, research that can be done jointly with field experts and coaching education students is recommended in order to expand the curriculum of coaching education departments and include them in pedagogical education and to emphasize the importance of values education.

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A perspective on the daily routines of esports players: life balance

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Abstract

Introduction: Esports is a fairly rising and growing entertainment and career platform. The recent changes in the life balance and general health of the players, which are thought to be related to esports, draw attention. Material and methods: 53 professional esports players and 44 non-professional esports players participated in the study. All of the participations were male. Online assessment methods were preferred, and participants answered the questions in the Sociodemographic Data Form, Activity Wheel, and Life Balance Inventory. The normality of the data was tested using the Kolmogorow-Smirnov and Shapiro-Wilk tests. Demographic characteristics were compared with The Independent Samples T-test and Chi-square test. The Mann-Whitney U test was used to compare LBI subtests scores and occupational performance areas of the sample group. Results: Professional players showed more balanced results on the LBI Relationships subscale. A significant difference was found between the two groups in the field of productivity performance. Discussion: All players interpret their lifestyles as balanced; qualitative research is needed to detail the individual differences and meaning attributed to occupations for all players.

Keywords: esports, life balance, self-care

Introduction

The rapid development of technology in the last twenty years has affected many areas besides sports and has led to the emergence of the concept of electronic sports (esports). Esports is a sport based on online games and has recently started to attract attention (Bányai et al., 2019). The International Esports Federation (IESF) defines esports as a form of competitive sport in which players use their physical and mental abilities to compete in various games that take place in a virtual, online environment. Esports players compete in online video games with certain rules. In these games, players are defined as athletes (Hallmann & Giel, 2018; Jenny et al., 2017).

Especially among adolescents and young adults, the number of players who describe esports as more than just a recreational activity is increasing steadily. Participation in tournaments, awards, sponsorships, respect and popularity shown to players cause players to choose this sport as a career option. (Bányai et al., 2020). The first studies on esports are mostly related to economic scope of esports, demographics of esports players, challenges that players face and the needs of esports consumers (Olsen, 2015; Tani, 2018; Weiss, 2011; Weiss & Schiele, 2013). With the fact that esports has found its place in the digitalized world and has become a growing sector, the advantages and disadvantages of esports in terms of health have also become of interest to researchers working on well-being. (Cottrell et al., 2019; Happonen & Minashkina, 2019; Rudolf et al., 2020).

Some studies demonstrated that esports can contribute to overall health of the players; increased social interaction not only in the virtual environment but also in their real lives, positive emotional status, hand-eye coordination and visual-spatial skills. In addition, players can improve their cognitive skills such as attention, problem solving and reaction time, depending on the type of video game played. (Granic et al., 2014; Nielsen & Karhulahti, 2017; Rudolf et al., 2020). On the other hand, esports may pose some disadvantages such as eye fatigue, musculoskeletal pain and sedentary life-style for the players (Happonen & Minashkina, 2019; Wattanapisit et al., 2020). Some psychosocial negative effects such as an increased risk of addictive behavior, social anxiety and inadequate personal hygiene can also be observed in esports players. (Polman et al., 2018). Excessive time spent on video games and changing priorities of the life can result in significant impairments to an individual's ability to function in various domains of life over a prolonged period of time. In the 11th Revision of the International Classification of Diseases (ICD-11), gaming addiction was defined as a disorder as a pattern of gaming behavior. It is characterized by impaired control over gaming and dysfunctional priority given to gaming over other activities, resulting in life imbalances.

Life balance has been receiving increasing attention recently in order to give a broader perspective on human well-being (Eakman, 2015). The concept of life balance refers not only to the effective use of activities and time, but also to the feeling of pleasure derived from meaningful activities and includes a person's values and beliefs (Pentland & McColl, 2008). A balanced lifestyle can improve various domains of one's life and after all his/her health including physiological, psychological and social components.

The average esports players can spend 3 to 4 hours a day in front of a screen with their eyes fixed on it. During multiplayer tournaments and personal competitions, that that time spent in front of a screen increases. Inappropriate postures, decreased time awareness and mobility, changes in physiological needs such as eating and sleeping, replacement of normal

meals with fast food, neglect of personal hygiene and daily roles accompany this condition, worsening the potential risks of gaming addiction and threatening overall health (Arnaez et al., 2018; DiFrancisco-Donoghue et al., 2019). Individuals who play excessive games may have difficulties with time management and work-life balance (Amin et al., 2020). Himmelstein et al. (2017) stated that esports players have difficulty in separating life and gaming.

In the literature, there are numerous studies comparing physical activity levels between esports and regular sports players, whereas only limited knowledge is available about how life balances of esports players are affected (Happonen & Minashkina, 2019; Trotter et al., 2020). Esports is a considerably new emerging and growing entertainment and career platform. Therefore, the results including the changes in life balances and overall health status of players thought to be related to the engagement with esports have been noticed recently.

One of the focuses of an occupational therapy is maintaining meaningful activities or occupations and contributing to overall health of individuals, groups, and after all society (Persson et al., 2001). In this perspective, the activities that individuals perform in their daily routines and the meaning of the activities are important. This meaning is directly related to life balance. To achieve this aim for subjects in the field of esports, an occupational therapist should know the extent to which esports affects the life balance of a player and possible physical, psychological and social problems. By this way a more comprehensive assessment and intervention program can be implemented by an occupational therapists.

Material and methods

Participants

A total of 97 male players participated, including professional players with an average age of 21.79 ± 4.49 and non-professional players with an average age of 22.27 ± 4.15 . Esports teams and players were reached for professional players in the sample group of the research. Team manager and team captains were contacted via email and informed about the research. These people shared the research details with the team players and a total of 112 players were reached. Those who wanted to participate voluntarily contacted the researchers. For these players playing in the professional team, at least six months of experience and being over the age of 18 were sought. 53 professional players who met these conditions and volunteered to participate in the research were included. For non-professional players, the condition of being over the age of 18 was also sought. There was also the condition of playing esports as a hobby, without any team. 44 Turkish players who reached the research from their social media accounts (Twitter, LinkedIn) and met the inclusion criteria participated in the research. After the participants were informed about the research details through online interviews, they gave consent to participate in the study.

Design and Procedure

In order to reach more participants during the pandemic period, when being at home and staying in front of the screen increased significantly, online assessment methods were preferred (Kovacs et al., 2021). The study, whose ethical approval was obtained from a regional institution, was conducted between January 2021 and January 2022. Players who wanted to participate voluntarily were included in this study and all evaluation inventories consisting of self-evaluation questions were shared on web-based platforms. Participants

answered the questions in the Sociodemographic Data Form, Activity Wheel, and Life Balance Inventory. The data obtained were all recorded.

Data Collection

Sociodemographic Data Form

This form consisted of the following data and questions: Age, educational level, marital status.

Life Balance Inventory

The Life Balance Inventory (LBI) assesses the time an individual spends on activities of daily living and their satisfaction with it. It consists of four subscales: health, identity, challenge/interest, and relationship. Considering the past month, the time spent and intended to be spent on 53 activities is rated on a three-point scale. An average score between 1.00 and 3.00 is generated for all activities in LBI scoring. Higher scores reflect better life balance. There are four scoring criteria in the inventory: 1.0-1.5 - very unstable; 1.5-2.0 - unstable; 2.0-2.5 - moderately balanced and 2.5-3.0 very balanced (Matuska & Health, 2012a, 2012b).

Activity Wheel

The activity wheel is used to evaluate the typical weekday and weekend daily routine. Activities performed in each hour are recorded on a 24-hour chart. Then, total the hours for each general category (work/obligations, leisure/relaxation, sleep/rest, self-care/caregiving and other) are filled at the bottom of the wheel. The approximate rate of participation for all categories are determined (Passmore, 2001). Occupations made by individuals in all activity performance areas such as self-care, productivity and leisure time (for example, studying, taking a bath, reading a book) are written in each time zone.

Data Analysis

Quantitative data analysis was performed using the IBM Statistical Package for the Social Sciences (version 20.0, SPSS). Means (M), standard deviations (SD) and frequency (%) of descriptive data was calculated. In addition, Microsoft 365 Excel program was used for figure designs. The normality of the data was tested using the Kolmogorow-Smirnov and Shapiro-Wilk tests ($p > .05$). Demographic characteristics were compared with The Independent Samples T-test and Chi-square test. The Mann-Whitney U test was used to compare LBI subtests scores and occupational performance areas of the two groups. With the Activity Wheel, the daily activities of the participants were collected as quantitative data. These activities were coded according to three performance areas as self-care, productivity and leisure time with content analysis method.

Results

A total of 97 male players participated in this research. The average age of all male participants were 21.79 (SD=4.49; PEP) and 22.27 (SD=4.15; Non-PEP) years. There was no statistically significant difference according to the demographic characteristics (age,

education, marital status) of the groups. The participants forming the two groups are homogeneous according to their demographic characteristics.

The mean scores of the LBI subtests show that all scores of both groups are at the "moderately balanced" level. In addition, Mann-Whitney U test found no statistically significant difference of *LBI Health*, *Identity* and *Challenge* subtests. However, *LBI - Relationship* was a significant difference in the scores for PEP and Non-PEP ($p=0.00$) (Table 1).

Table 1: Comparison of Life Balance Inventory scores of two groups

	Professional esports players (n=53)		Non-Professional esports players (n=44)		p
	Mean (SD)	Total Mean (SD)	Mean (SD)	Total Mean (SD)	
LBI -Health	2.29 (.41)	13.47 (2.8)	2.22 (.39)	13.32 (2.34)	.288
LBI -Relationship	2.23 (.42)	19.35 (5.5)	2.19 (.44)	9.89 (3.29)	.00*
LBI -Identity	2.18 (.42)	15.29 (4.48)	2.1 (.44)	15.32 (4.5)	.923
LBI -Challenge	2.16 (.45)	12.61 (5.12)	2.05 (.45)	13.98 (5.13)	.301

*Mann-Whitney U test was performed for between-group analysis. *Significant at .05 or less

LBI= Life Balance Inventory; SD= Standart Deviation

According to the "Activity Wheel" data, the daily occupations of all participants were interpreted with content analysis. Similar occupations were grouped with specific topics (Sleeping/Rest, Work, Video Game e.g.) and placed in appropriate performance areas (Self-care, Productivity and Leisure). In Figure 2, a visual design was created by classifying the occupations according to their performance areas. Two rings are shown together for all participants, professional and non-professional. The inner circle shows professional esports players, and the outer circle shows non-professionals. Each performance area attended during the day is shown as a percentage value. Professionals devote 41% of their time to self-care activities in a day, compared to 38% for non-professionals. It was determined that leisure area were prioritized among their daily routines in both groups (44%, PEP; 40%, Non-PEP). Although esports-related occupations are included in productivity area in the group of professionals, their productivity occupations distribution is lower than that group of non-professionals. So, according to Figure 1 professional esports players participate in less productivity occupations during a day. (Figure 1).

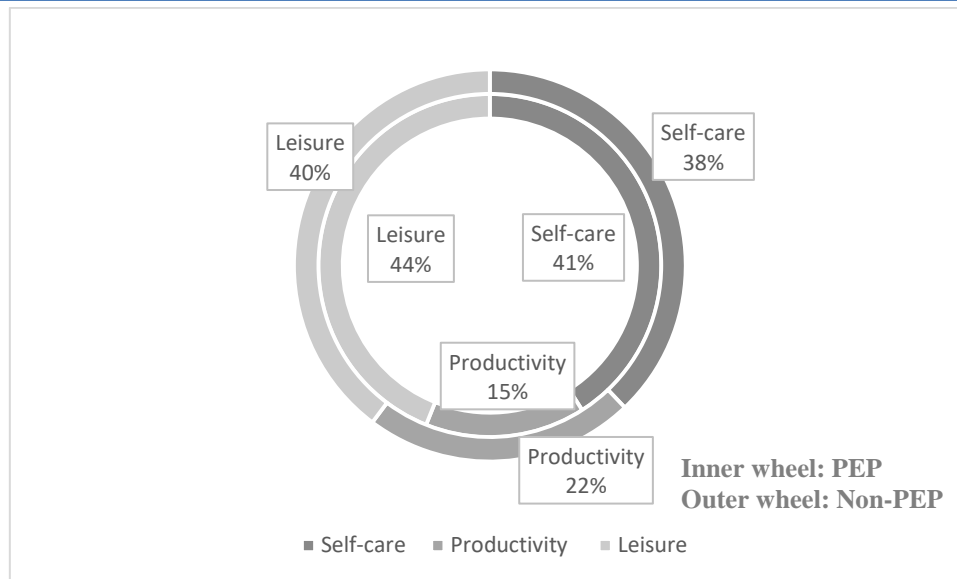


Figure 1: Activity Wheel of Groups (Occupations are classified according to performance areas)

All activities that individuals participate in within a 24-hour period are grouped according to their performance areas. It has been observed that professional players spare time for self-care activities (84%) at most between 06.00 and 09.00 hours compared to other activities. Non-professionals, on the other hand, participate in self-care activities with 89% between 03.00 and 06.00. Both groups participate mostly in sleep/resting activities (PEP=73%, Non-PEP=80%) during the day. The productivity activities of the participants are examined and it is seen that professional players are active within 24 hours. Professional gamers spend 58% of all productivity activities in a day with esports-related activities. When the productivity activities of non-professional players are examined, it is seen that there is a concentration from 06.00 to 18.00. All non-professional players reported going to school/work or studying. Considering the leisure time as the last performance area, it was determined that the two groups showed a parallel distribution with each other. Non-professionals participate in leisure time activities with a maximum of 91% between the hours of 21.00-00.00. It was noted that both groups reported the most gaming activity (Figure 2).

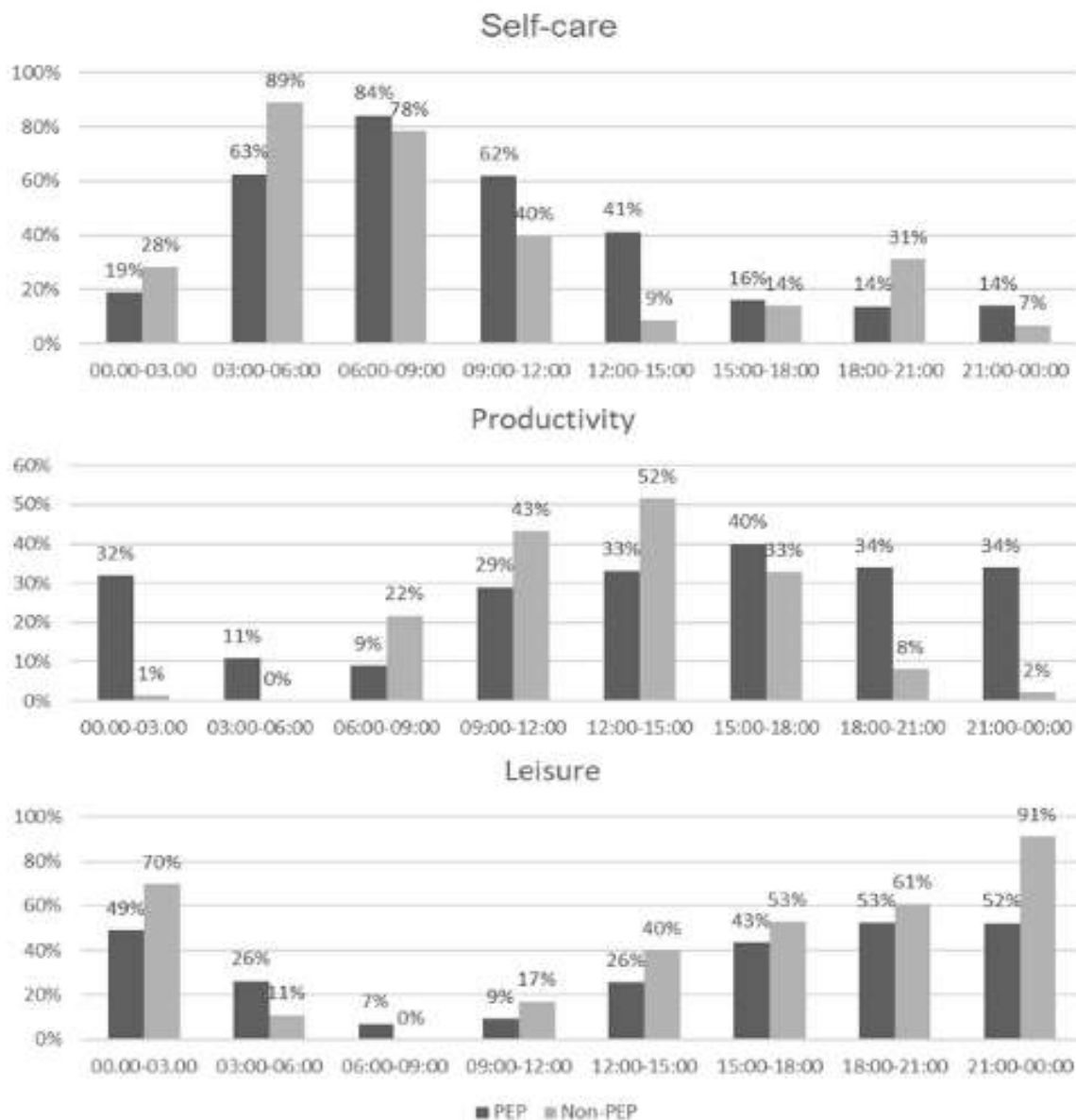


Figure 2: Percentages of participation in daily routine activities

The frequency of each occupation is shown within its own performance area at Table-2. The occupations reported from each group were coded according to their performance areas. Sleeping/rest constitutes 63% of the activities within the self-care performance area of professional players and 72% of non-professionals. Professionals devote the most time to esports-related occupations (35%) within the productivity performance area, while academic-related occupations (51%) stand out in the other group. Both groups devote the most time to Video game activities (53%, PEP; 54%, Non-PEP) within the leisure performance area. Also the two groups were compared according to their performance areas and a statistically significant difference was found between the productivity occupations ($p=.03$) (Table 2).

Table 2: Statistical Analysis of Performance Areas

Performance Areas	Occupations	Professional esports players (n=53)	Non-Professional esports players (n=44)	p
		%	%	
Self-care	Sleeping/rest	63	72	.23
	Eating	27	19	
	Managing daily needs (<i>grooming etc.</i>)	10	9	
	Total occupations in self-care	100	100	
Productivity	Work	33	48	.03*
	Academic-related occupations	33	51	
	Household management	0	1	
	Esports-related occupations (<i>playing, workout etc.</i>) ¹	35	-	
	Total occupations in productivity	100	100	
Leisure	Video game ²	53	54	.79
	Exercise	6	5	
	Quiet leisure (<i>reading, watching etc.</i>)	19	29	
	Social media	13	5	
	Socially-related occupations (<i>meeting with friends etc.</i>)	10	18	
	Total occupations in leisure	100	100	

¹Esports were accepted as a productivity occupations for professional esports players.

²Esports were accepted as video games for non-professional esports players.

Note: The Mann–Whitney U test was performed for between-group analysis. Significant at .05 or less

Discussion

Our aim in this study was to examine the daily routines and life balances of e-sports players. Our findings showed that the life balance comparison between professional and non-professional players was similar, but they had a "moderately balanced" lifestyle. Additionally, when the activities they performed in their routines were examined, it was understood that both groups defined esports-related activities in different categories, such as productivity or leisure time activity.

Life balance, satisfactory participation in all activity performance areas of daily life; it is defined by expressions such as balance between activities such as leisure time, self-care, and satisfaction with the time spent on activities (Christiansen & Matuska, 2006). In addition to this, it has been emphasized in the occupational therapy literature that participation in daily occupations that are meaningful to the person positively affects health and well-being (Liu et al., 2021). In order to demonstrate a good life balance, an individual must be satisfied with the time he devotes to activities that meet his daily needs. When looking at the life balance of PEP and non-PEP individuals, it was seen that individuals were generally satisfied with their lifestyles. It was determined that both groups had a moderately balanced lifestyle. Only in the "Relationships" subtest was it seen that professional players had higher balance scores and were more satisfied with their relationships in daily life. Professional gamers establish relationships with other people in their leisure time and productive activities, allowing virtual socialization to come to the fore. Martončík (2015) has shown that for professional players, eSports is not only about fun and gaming, but can also serve as a tool to satisfy other needs, such as building relationships with teammates and achieving social life goals (Martončík, 2015). As virtual socialization, players can improve themselves by interacting with opponents, communicating with players and coaches, and holding online meetings. In the current study, professional players perform esports-related activities both as productivity and as a leisure time activity, indicating that these virtual relationships are more established. Professional players also highlighted many points, including stress and depression, such as a general lack of life balance. They stated that these are related to tournament environments and situations that affect people's life balance related to esports (Nilsson & Lee, 2019).

This perspective, which focuses on life balance in the occupational therapy literature, emphasizes the distribution of daily time into occupations. From this perspective, the time spent on activities in all activity performance areas (self-care, productivity, leisure time) directly points to life balance (Crist et al., 2000). While professional players spend more time on self-care and leisure activities, non-professional players spend more time on productive activities than professionals. Let's examine all performance areas one by one.

In the current study, professionals, just like non-professionals, devote the first half of their daytime hours to self-care activities. In other words, whether athletes are professional or not, they carry out the activities necessary for self-care in a flow within their daily routines. For example, sleep is known to have an important place in esports, as it affects both routine and performance (Fullagar et al., 2015; Halson, 2008). It is estimated that insufficient sleep will have a negative impact on the athlete's performance during the tournament and in training (Bonnar et al., 2019). While sleep is important in this sense, in the current study it was observed that athletes mostly participated in sleep/rest activities in their daily routine. Significant results were achieved in the field of productivity and performance, which is another issue. eSports players do not see these activities as leisure time but as a platform to

carry out their identities (Seo & Jung, 2016). Taylor (2012) explained that in a growing eSports business, players want to differentiate themselves from others and establish an identity, while also going public (Taylor, 2012). On the other hand, professional players tended to turn to esports gaming as a profession and earn income. These different roles of eSports players have revealed their participation in different productivity activities such as playing, watching and managing eSports (Seo & Jung, 2016). In this research, professional players defined and performed eSports as both a productivity activity and a leisure activity. However, the fact that most of the activities they perform as productivity are related to esports shows how big a role esports has in their routines. However, it has been observed that the time they allocate to productive activities in their routines is less compared to the amount of leisure time. On the other hand, most non-PEP players do not spend much time during the day. It is known that players tend to play games for long hours. Many gamers even devote a few hours of their time completely to gaming activities after school, classes or work (Rudolf et al., 2020). Similarly, the non-PEP in the current study also play games in their leisure time after classes/work, which they define as productivity. In short, both groups of players spend most of the leisure time in their routines playing games.

Conclusion

As a result, for the athlete, the meaning of professions and their place in her/his life are related to her/his life balance. In this context, both groups of players interpret their lifestyles as balanced. We saw that the individuals participating in our research spend a lot of time on esports-related activities, that is, they spend most of their daily routine in front of the computer. We think that observing this situation in other conditions will be supportive of the athletes' daily routines. Qualitative studies are needed to detail individual differences for all actors and the meanings attributed to professions.

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Investigation of The Role of The Quality of Services Offered at Fitness Centers on Customer Satisfaction in Terms of Some Variables (Bayburt Example)

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Abstract

In this research, "The Analysis of the Role of Quality of Services Offered at Fitness Centers on Customer Satisfaction in Terms of Some Variables" is discussed. The intense pace of work in today's world has greatly worn people out physically and psychologically. This has led people to search for an environment where they can feel better socially, mentally, and physically. As a result, there has been an increase in the number of sports businesses and fitness centres, leading to competition among them. In this rapidly developing sector, service quality has become prominent, and the importance of customer satisfaction has been clearly demonstrated. Within this scope, the purpose of this thesis is to examine the role of service quality offered in fitness centers on customer satisfaction in terms of some variables. This research was carried out with volunteer participants who received service from fitness centers operating in the province of Bayburt. The study group consisted of a total of 304 people, including 166 men and 138 women. A personal information form and the "Perceived Service Quality Scale for Sports-Fitness Centers," developed by Uçan (2007), were used to collect the data. The scale consists of 31 items and 6 subscales. The obtained data and statistical analyses were evaluated using SPSS version 26 software. The pertinence of the variables to the normal distribution was examined using visual (histogram and probability graphs) and analytical methods. Descriptive analyses were submitted using the average and standard deviation. A one-way analysis of variance (ANOVA) test was used to compare the change in the process of time in the data with the normal distribution of the variables. The statistical significance level was accepted as $p < 0.05$. In conclusion, service quality offered in fitness centers has a significant impact on customer satisfaction. Therefore, fitness centers should strive to provide quality service to increase customer satisfaction.

Keywords: Fitness center, service quality, customer satisfaction

**This study is derived from the master's thesis titled "Investigation of The Role of The Quality of Services Offered at Fitness Centers on Customer Satisfaction in Terms of Some Variables (Bayburt Example)" conducted under the supervision of the first author by the second author.*

Introduction

Sports is a biological, pedagogical, and social phenomenon that enhances an individual's physiological and psychological well-being, regulates their social behaviours, and elevates their mental and motor skills to a certain level. Sports are regular and structured activities that help individuals or groups improve themselves through physical activity, exercise, or participation in competitions for competition, enjoyment, or health (Yetim at.all, 2015). Sports offer numerous benefits, including physical fitness, health, social connections, and competition. They are moreover, engaging in sports fosters personal qualities such as discipline, self-confidence, leadership, teamwork, and endurance.

Sports are physical activities that help individuals lead a healthy life through physical activity, exercise, and sporting activities. Sports are suitable for people of all ages and can be a lifelong sustainable activity. Engaging in sports can contribute to maintaining a healthy lifestyle, reducing stress, boosting self-confidence, and improving the quality of life. Fitness centres are a service provided for those interested in exercising. These facilities offer a variety of exercise equipment, and professional trainers assist customers in their exercise routines. There are many benefits to both sports and fitness centres. Throughout history, sports have played a significant role in various cultures. In ancient Greece, sports events like the Olympic Games were organized, while in the modern world, professional athletes attracted millions of fans.

In today's fast-paced life, individuals are often physically and mentally exhausted. As a result, there is a growing need for activities such as sports and joining various sports clubs to fulfil social needs. In this way, fitness clubs contribute to bringing their members closer together, helping them create a healthy, peaceful, and prosperous community. Additionally, the sports culture provides significant contributions to individuals in terms of connecting with their surroundings (McPherson et al., 1989). This situation, which has been prevalent since the days of nomadic lifestyles, gained popularity in the fitness industry with Dr. Ken H. Cooper's concept in 1968 emphasizing the importance of regular exercise and fitness in preventing chronic diseases (Alam, 2012).

The fitness industry, like other sectors, operates in a highly competitive environment. Businesses offering services in this sector are required to develop customer-focused strategies to sustain their existence. Successful businesses thrive in competition, while unsuccessful ones may be forced to withdraw from the market. This situation emphasizes the impact of customer satisfaction and service quality on customers (Yıldız & Tüfekçi, 2010). In the realm of sports, service quality refers to the provision of all types of sports-related services, such as sports facilities, sports clubs, coaches, sports events, sports equipment, and other sports services, in a manner that meets customer satisfaction and expectations (Asubonteng & McCleary, 1996). Quality products or services should meet or exceed customer expectations and be durable, cost-effective, and efficient. Various methods and tools are used for measuring, continuously improving, and controlling quality (Yıldız, 2008).

Fitness clubs are centres that individuals visit to engage in physical activities. Sports businesses, on the other hand, are institutions that operate to provide services to meet the social needs of the community. These institutions are established not only to generate revenue but also to fulfil the physical activity requirements of individuals (Ekenci & İmamoğlu, 2002). In today's world, fitness centres have made significant contributions to the economy

regarding revenue, the number of employees, and national affiliations as people have become more conscious about physical fitness (Alam & Hossain, 2012).

Research has focused not only on the tendency to engage in regular exercise but also on developing the habit of consistent exercise. To make lifestyle change programs more effective, customers need guidance to break their old habits and make positive changes. Fitness centres and fitness experts should specialize in creating manageable and achievable programs. Approximately 50% of individuals who start exercising abandon their exercise habits within six months (Dishman & Steinhardt, 1988). Therefore, services in the service sector and the businesses within it play a significant role, and this is crucial for service sector businesses.

Sports have played a significant role in various cultures throughout history. In ancient Greece, sports events like the Olympic Games were organized, while in the modern world, professional athletes attracted millions of fans. However, sports activities are not only prevalent at the professional level but also at the amateur or recreational level.

Sports are an essential component of a healthy lifestyle, and engaging in regular physical activity can provide numerous benefits, including physical fitness, endurance, mental health, and social connections. Especially in recent years, many people have embraced a healthy lifestyle by engaging in regular sports activities. Therefore, it is important to investigate the role of service quality in fitness centres on customer satisfaction.

Materyal ve Metod

This section of the research provides information about the research model, study participants, data collection methods and tools used in the research process, and data analysis conducted as a result of the collected data.

Research Model

This study, which aims to examine the role of service quality in fitness centres on customer satisfaction in terms of various variables, is conducted within the framework of the correlational survey model. Correlational research models are studies that aim to determine whether two or more variables change together and to what extent this change occurs (Karasar, 2020).

Study Group

The study group consists of a total of 304 participants, including 166 males and 138 females, who are active in the province of Bayburt.

Data Collection Method and Tools.

In this study, a personal information form prepared by the researcher was used to obtain information about the participants' socio-demographic characteristics, including questions about gender, marital status, smoking status, income level, duration of attendance at the facility, educational status, reasons for engaging in sports, and whether they continued to use the same facility after their membership expired, etc. Additionally, to determine the participants' subjective well-being levels, the "Perceived Service Quality Scale of Sports and Fitness Centers," consisting of 31 items developed by Uçan (2022) and validated for validity and reliability, was used. This Likert-type scale used in the research ranges from 1 to 5 for

scoring each item. There is no reverse coding in the scale. The scale is of 5-point Likert type, and the responses are scored as follows: 1=Strongly Disagree and 5=Strongly Agree. As the scores obtained from the scale increase, the level of knowledge, attitude, and awareness regarding the perceived service quality in fitness centres also increases.

Data Analysis

Data obtained from the individuals participating in the research were analyzed using the SPSS 26 statistical software package. Frequency and percentage calculations were performed to determine the demographic characteristics of the participants. Subsequently, the distribution of the data set was examined for the comparison of the participant's scores on the "Perceived Service Quality of Sports and Fitness Centers." Descriptive statistical methods (count, percentage, mean, standard deviation) were used for data evaluation. According to the results obtained, it was determined that the data showed a normal distribution. For the comparison of quantitative continuous data between two independent groups, the t-test was used, and for the comparison of quantitative continuous data among more than two independent groups, one-way ANOVA was employed. After ANOVA, a complementary post-hoc analysis was conducted to determine differences between groups. The findings were analyzed at a 95% confidence level and a 5% significance level. Therefore, the independent t-test was used to compare the means of two different groups, and the Schaffer test in pairwise groups was used to identify groups showing significant differences when comparing the means of more than two groups along with one-way ANOVA. A significance level of .05 was adopted.

Tablo 1. "Perceived Service Quality of Sports and Fitness Centers - PSQSFCC" Scale and the Normality Distribution Test of Subdimensions and Total Score (Skewness-Kurtosis).

Scale / Dimensions	N	\bar{X}	SD	Skewness	Std.	Kurtosis	Std.
PSQSFCC	304	3,83	0,695	-0,058	0,14	-0,348	0,279
Quality of Interaction	304	3,73	1,049	-0,512	0,14	-0,655	0,279
Output Quality	304	3,5	1,049	-0,052	0,14	-1,122	0,279
Physical Environment Quality	304	3,64	0,842	-0,159	0,14	-0,653	0,279
Exercise Equipment and Gear	304	2,66	1,127	-0,362	0,14	-0,742	0,279
Program Quality	304	3,03	1,159	-0,026	0,14	-0,867	0,279
Environmental Conditions Quality	304	3,67	1,114	-0,518	0,14	-0,647	0,279

The Purpose of the Research

This study aims to examine the role of service quality provided in fitness centres in Bayburt on customer satisfaction according to variables such as gender, marital status, smoking status, income level, duration of attendance at the facility, educational status, reasons for engaging in sports, and whether they continued to use the same facility after their membership expired.

Significance of the Study

Examining the role of service quality in customer satisfaction in fitness centres is of significant importance in this research. In this context, our study is crucial as it can serve as a basis for future research.

Limitations of the Study

Our research has been limited to participants engaged in fitness sports in the province of Bayburt during the years 2022-2023.

Our research has been restricted to individuals engaged in fitness sports to whom the Perceived Service Quality Scale of Sports and Fitness Centers was administered.

Findings

Statistical analyses, the conformity of variables to a normal distribution, and the results obtained using visual and analytical methods are provided in the following tables.

Tablo 2. Demographic Information.

Variables	Groups	n	f
Gender	Male	166	54,6
	Female	138	45,4
	Total	304	
Marital Status	Single	125	41,1
	Married	179	58,9
	Total	304	
Do you smoke?	No	161	53
	Yes	143	47
	Total	304	
What is your income level?	Good	62	32,6
	Middle	143	47
	Weak	99	20,4
	Total	304	
How long have you been attending the gym?	1-6 Months	93	30,6
	7-12 Months	147	48,4
	12 + Months	64	21,1
	Total	304	
Educational Status	Primary Education	109	35,9
	High School	84	27,6
	Undergraduate Education	88	28,9
	Postgraduate Education	23	7,6
What is your reason for exercising?	Losing Weight	46	15,1
	Shaping the Body	25	8,2
	Gaining Weight	54	17,8
	Socializing	82	27
	For Health Purposes	73	24
	Proximity to home	14	4,6
	Other	10	3,3
Do you renew your gym membership when it expires?	No	176	57,9
	Yes	128	42,1

Table 2 presents demographic information about the participants. A total of 304 volunteers participated in the research, with 166 (54.6%) male and 138 (45.4%) female. Based on the marital status variable, 125 (41.1%) were single, and 179 (58.9%) were married. Regarding the smoking status variable, 161 (53%) participants answered "no," while 143 (47%) answered "yes." In terms of the economic status variable, 62 (32.6%) reported their status as good, 143 (47%) as moderate, and 99 (20.4%) as weak. As for the duration of attendance at the facility, 93 (30.6%) continued for 1-6 months, 147 (48.4%) for 7-12 months, and 64 (21%) for 12 months or more. Regarding the educational status variable, 109 (35.9%) had completed primary education, 84 (27.6%) had completed high school, 88 (28.9%) had completed undergraduate education, and 23 (7.6%) had postgraduate education. Based on the reason for engaging in sports variable, 46 (15.1%) participated to lose weight, 25 (8.2%) to

shape their bodies, 54 (17.8%) to gain weight, 82 (27%) for socializing, 73 (24%) for health purposes, 14 (4.6%) due to proximity to home, and 10 (3.3%) for other reasons.

Tablo 3. Independent group t-tests were conducted on the scores of the Perceived Service Quality Scale of fitness centers and its subdimensions based on the gender variable.

Scale / Dimensions	Groups	N	X	Ss	t-test		
					t	sd	P
PSQSFCC	Male	166	3,81	0,651	-0,679	273,899	0,498
	Female	138	3,86	0,747			
Quality of Interaction	Male	166	3,61	1,047	-2,444	302,000	0,015 *
	Female	138	3,90	1,034			
Output Quality	Male	166	3,54	1,019	0,475	284,061	0,635
	Female	138	3,48	1,089			
Physical Environment Quality	Male	166	3,64	0,797	-0,140	302,000	0,889
	Female	138	3,65	0,897			
Exercise Equipment and Gear	Male	166	2,52	1,110	-2,456	290,177	0,015 *
	Female	138	2,84	1,129			
Program Quality	Male	166	2,98	1,170	-0,941	293,836	0,347
	Female	138	3,10	1,148			
Environmental Conditions Quality	Male	166	3,58	1,063	-1,591	280,235	0,113
	Female	138	3,79	1,168			

When examining Table 3, no statistically significant differences were found in the overall scores of the "Perceived Service Quality Scale of Sports and Fitness Centers" for participants based on the gender variable. However, statistically significant differences in favour of women were found in the subdimension scores of Interaction Quality and Exercise Equipment, with women having higher satisfaction averages than men (p<0.05).

Tablo 4. Independent group t-test analysis results for the scale scores and sub-dimension scores based on the marital status variable.

Scale / Dimensions	Groups	N	X	Ss	t test		
					t	sd	P
PSQSFCC	Single	125	3,77	0,709	-1,348	302,000	0,179
	Married	179	3,88	0,684			
Quality of Interaction	Single	125	3,72	1,034	-0,257	271,485	0,797
	Married	179	3,75	1,063			
Output Quality	Single	125	3,50	1,082	-0,081	258,380	0,936
	Married	179	3,51	1,030			
Physical Environment Quality	Single	125	3,55	0,843	-1,678	302,000	0,034*
	Married	179	3,71	0,838			
Exercise Equipment and Gear	Single	125	2,63	1,133	-0,461	266,129	0,645
	Married	179	2,69	1,127			
Program Quality	Single	125	2,98	1,160	-0,714	267,114	0,476
	Married	179	3,07	1,161			
Environmental Conditions Quality	Single	125	3,47	1,097	-2,721	268,578	0,007 *
	Married	179	3,82	1,107			

When examining Table 4, no statistically significant differences were found in the overall scores of the "Perceived Service Quality Scale of Sports and Fitness Centers" for participants based on the marital status variable. However, a statistically significant difference in favour of married individuals was found in the subdimension scores of "Physical Environment Quality" and "Environmental Conditions Quality," with married individuals having higher satisfaction averages than single participants ($p < 0.05$).

Table 5. Independent group t-test analysis results for the scale scores and sub-dimension scores based on the smoking status variable.

Scale / Dimensions	Groups	N	X	Ss	t testi		
					t	sd	P
PSQSFCC	No	161	3,96	0,798	3,538	302,000	0,000 *
	Yes	143	3,69	0,523			
Quality of Interaction	No	161	3,93	1,034	3,409	298,017	0,001 *
	Yes	143	3,52	1,030			
Output Quality	No	161	3,52	1,079	0,100	300,807	0,920
	Yes	143	3,50	1,020			
Physical Environment Quality	No	161	3,75	0,884	2,381	301,982	0,018 *
	Yes	143	3,52	0,779			
Exercise Equipment and Gear	No	161	2,73	1,100	1,066	293,470	0,287
	Yes	143	2,59	1,158			
Program Quality	No	161	3,05	1,264	0,267	302,000	0,789
	Yes	143	3,01	1,035			
Environmental Conditions Quality	No	161	3,78	1,176	-1,560	302,000	0,120
	Yes	143	3,58	1,036			

* $p < 0,05$

When examining Table 5, statistically significant differences were found in favour of non-smokers in the overall scores of the "Perceived Service Quality Scale of Sports and Fitness Centers" for participants based on the smoking status variable in the subdimensions of Interaction Quality and Physical Environment Quality. However, no statistically significant differences were found in the subdimension scores of Output Quality, Exercise Equipment Quality, Program Quality, and Environmental Conditions Quality ($p > 0.05$). Non-smoking participants had higher satisfaction averages than smoking individuals.

Table 6. Independent group t-test analysis results for the scale scores and sub-dimension scores based on the variable of renewing the gym membership.

Scale / Dimensions	Groups	N	X	Ss	t testi		
					t	sd	P
PSQSFCC	No	176	3,69	0,641	-4,302	254,132	0,000 *
	Yes	128	4,03	0,720			
Quality of Interaction	No	176	3,62	1,039	-2,335	272,729	0,020 *
	Yes	128	3,90	1,046			
Output Quality	No	176	3,45	1,046	-1,188	272,744	0,236
	Yes	128	3,59	1,053			
Physical Environment Quality	No	176	3,53	0,825	-2,774	269,953	0,006 *
	Yes	128	3,80	0,845			
Exercise Equipment and Gear	No	176	2,56	1,035	-2,021	302,000	0,044 *
	Yes	128	2,82	1,232			

Program Quality	No	176	2,91	1,141	-2,085	269,614	0,038*
	Yes	128	3,20	1,171			
Environmental Conditions Quality	No	176	3,57	1,134	-1,928	281,748	0,055*
	Yes	128	3,82	1,075			

* p<0,05

When examining Table 6, statistically significant differences were found in favour of individuals who intend to continue their gym membership for a long time in the overall scores of the "Perceived Service Quality Scale of Sports and Fitness Centers" based on the Membership Renewal Status variable in the subdimensions of Interaction Quality, Physical Environment Quality, Exercise Equipment Quality, Program Quality, and Environmental Conditions Quality (p<0.05). However, no statistically significant difference was found in the Output Quality score averages (p>0.05). Participants who wish to maintain their membership have higher satisfaction averages. The lowest average is seen in Exercise Equipment Quality (X=2.56).

Tablo 7. ANOVA Test Analysis Results Based on Participants' Income Status Variable

Sub-dimension	N	X	Ss	Source of Variance	KT	sd	KO	F	P	Significance	
Quality of Interaction	Zayıf ⁽¹⁾	99	3,72	1,109	Betwen G.	0,935	2	0,468	0,423	0,656	-
	Orta ⁽²⁾	143	3,7	1,03	Within G.	333,024	301	1,106			
	İyi ⁽³⁾	62	3,85	1,006	Total	333,960	303				
	Toplam	304	3,74	1,05							
Output Quality	Zayıf ⁽¹⁾	99	3,49	1,034	Betwen G.	1,534	2	0,767	0,695	0,500	-
	Orta ⁽²⁾	143	3,57	1,084	Within G.	332,436	301	1,104			
	İyi ⁽³⁾	62	3,39	0,998	Total	333,970	303				
	Toplam	304	3,51	1,05							
Physical Environment Quality	Zayıf ⁽¹⁾	99	3,59	0,818	Betwen G.	2,945	2	1,472	2,089	0,126	-
	Orta ⁽²⁾	143	3,6	0,873	Within G.	212,187	301	0,705			
	İyi ⁽³⁾	62	3,84	0,793	Total	215,132	303				
	Toplam	304	3,64	0,843							
Exercise Equipment and Gear	Zayıf ⁽¹⁾	99	2,48	1,053	Betwen G.	10,199	2	5,100	4,091	0,018*	3-1,2
	Orta ⁽²⁾	143	2,65	1,152	Within G.	375,245	301	1,247			
	İyi ⁽³⁾	62	3	1,131	Total	385,444	303				
	Toplam	304	2,67	1,128							
Program Quality	Zayıf ⁽¹⁾	99	2,99	1,093	Betwen G.	3,985	2	1,993	1,486	0,228	-
	Orta ⁽²⁾	143	2,97	1,224	Within G.	403,686	301	1,341			
	İyi ⁽³⁾	62	3,26	1,1	Total	407,671	303				
	Toplam	304	3,03	1,16							
Environmental Conditions Quality	Zayıf ⁽¹⁾	99	3,47	1,137	Betwen G.	7,879	2	3,940	3,218	0,041*	3-1,2
	Orta ⁽²⁾	143	3,71	1,105	Within G.	368,528	301	1,224			
	İyi ⁽³⁾	62	3,92	1,06	Total	376,408	303				
	Toplam	304	3,68	1,115							

* p<0,05

According to the analysis presented in Table 7, a statistically significant difference was found in the Exercise Equipment (F=4.091; p < 0.05) and Environmental Conditions Quality

($F=3.218$; $p < 0.05$) sub-dimensions of the Sports-Fitness Centers' Perceived Service Quality Scale according to the income status variable. To determine the source of this difference, the LSD test was conducted, and the results showed that this difference was higher for participants with a better financial status compared to those with moderate and poor financial status.

Tablo 8. The results of the ANOVA test based on the participants' duration of gym attendance.

Sub-dimension	N	X	Ss	Source of Variance	KT	sd	KO	F	P	Significance	
Quality of Interaction	1-6Ay ^(a)	93	3,62	1,087	Between G.	2,132	2	1,066	0,967	0,381	-
	7-12Ay ^(b)	149	3,77	1,029	Within G.	331,828	301	1,102			
	12+ ^(c)	62	3,84	1,043	Total	333,960	303				
	Toplam	304	3,74	1,05							
Output Quality	1-6Ay ^(a)	93	3,62	1,083	Between G.	1,741	2	0,870	0,789	0,455	-
	7-12Ay ^(b)	149	3,46	1,069	Within G.	332,230	301	1,104			
	12+ ^(c)	62	3,45	0,953	Total	333,970	303				
	Toplam	304	3,51	1,05							
Physical Environment Quality	1-6Ay ^(a)	93	3,62	0,871	Between G.	0,738	2	0,369	0,518	0,596	-
	7-12Ay ^(b)	149	3,62	0,839	Within G.	214,394	301	0,712			
	12+ ^(c)	62	3,74	0,814	Total	215,132	303				
	Toplam	304	3,64	0,843							
Exercise Equipment and Gear	1-6Ay ^(a)	93	2,57	1,174	Between G.	1,284	2	0,642	0,503	0,605	-
	7-12Ay ^(b)	149	2,71	1,08	Within G.	384,160	301	1,276			
	12+ ^(c)	62	2,71	1,179	Total	385,444	303				
	Toplam	304	2,67	1,128							
Program Quality	1-6Ay ^(a)	93	3,03	1,174	Between G.	1,137	2	0,569	0,421	0,657	-
	7-12Ay ^(b)	149	3,08	1,165	Within G.	406,534	301	1,351			
	12+ ^(c)	62	2,92	1,135	Total	407,671	303				
	Toplam	304	3,03	1,16							
Environmental Conditions Quality	1-6Ay ^(a)	93	3,76	1,057	Between G.	3,920	2	1,960	1,584	0,207	-
	7-12Ay ^(b)	149	3,56	1,17	Within G.	372,488	301	1,238			
	12+ ^(c)	62	3,82	1,048	Total	376,408	303				
	Toplam	304	3,68	1,115							

* $p < 0,05$

According to the analysis presented in Table 8, no statistically significant differences were found in the sub-dimensions of Interaction Quality, Output Quality, Physical Environment Quality, Exercise Equipment Quality, Program Quality, and Environmental Conditions Quality of the Sport-Fitness Centers' Perceived Service Quality Scale among the participants. Based on the data obtained in the table, it can be observed that the participants who continued for 12 months or more had higher average scores compared to those who continued for 1-6 months and those who continued for 7-12 months.

Tablo 9. Analysis results of the ANOVA test according to the participants' education level variable.

Sub-dimension	N	X	Ss	Source of Variance	KT	sd	KO	F	P	Significance	
Quality of Interaction	Primary Education ⁽¹⁾	10	3,66	1,041	Between G.	11,333	3	3,778	3,513	0,016*	4-1,2,3
	High School ⁽²⁾	84	3,82	1,072	Within G.	322,627	300	1,075			
	Undergraduate Degree ³	88	3,6	0,992	Total	333,960	303				

	Postgraduate Education ⁽⁴⁾	23	4,35	1,06					
	Total	30	3,74	1,05					
Output Quality	Primary Education ⁽¹⁾	10	3,58	1,065	Betwen G.	5,023	3	1,674	
	High School ⁽²⁾	84	3,39	0,994	Within G.	328,947	300	1,096	
	Undergraduate Degree ³	88	3,44	1,081	Total	333,970	303		1,527 0,208 -
	Postgraduate Education ⁽⁴⁾	23	3,87	1,014					
	Total	30	3,51	1,05					
Physical Environment Quality	Primary Education ⁽¹⁾	10	3,71	0,809	Betwen G.	11,379	3	3,793	
	High School ⁽²⁾	84	3,60	0,805	Within G.	374,065	300	1,247	
	Undergraduate Degree ³	88	3,40	0,845	Total	385,444	303		10,938 0,300 -
	Postgraduate Education ⁽⁴⁾	23	3,55	0,582					
	Total	30	3,64	0,843					
Exercise Equipment and Gear	Primary Education ⁽¹⁾	10	2,7	1,213	Betwen G.	11,379	3	3,793	
	High School ⁽²⁾	84	2,67	1,134	Within G.	374,065	300	1,247	
	Undergraduate Degree ³	88	2,48	0,971	Toplam	385,444	303		3,042 0,029* 4-1,2,3
	Postgraduate Education ⁽⁴⁾	23	3,26	1,096					
	Total	30	2,67	1,128					
Program Quality	Primary Education ⁽¹⁾	10	2,99	1,198	Betwen G.	3,320	3	1,107	
	High School ⁽²⁾	84	3,04	1,113	Within G.	404,351	300	1,348	
	Undergraduate Degree ³	88	2,99	1,099	Total	407,671	303		0,821 0,483
	Postgraduate Education ⁽⁴⁾	23	3,39	1,373					
	Total	30	3,03	1,16					
Environmental Conditions Quality	Primary Education ⁽¹⁾	10	3,64	1,151	Betwen G.	13,300	3	4,433	
	High School ⁽²⁾	84	3,76	1,071	Within G.	363,108	300	1,210	
	Undergraduate Degree ³	88	3,48	1,083	Total	376,408	303		3,663 0,013* 4-1,2,3
	Postgraduate Education ⁽⁴⁾	23	4,3	1,02					
	Total	30	3,68	1,115					

* p<0,05

According to the analysis in Table 9, a statistically significant difference was found in the sub-dimensions of Interaction Quality (F=3.513; p<0.05), Exercise Equipment Quality (F=3.042; p<0.05), and Environmental Conditions Quality (F=3.663; p<0.05) of the Sports-Fitness Centers' Perceived Service Quality Scale among the participants. The LSD test results to determine the source of this difference revealed that the satisfaction levels of postgraduate participants were higher than those of participants who completed primary education, high school, and undergraduate education.

Tablo 10. Katılımcıların salona devam nedeni değişkenine göre anova testi analizi sonuçları

Sub-dimension	N	X	Ss	Source of Variance	KT	sd	KO	F	P	Anlamlı Fark
Output Quality	Losing Weight ⁽¹⁾	46	3,72	0,958	Betwen G.	9,854	6	1,642		
	Shaping the Body ⁽²⁾	25	3,36	1,036	Within G.	324,11	297	1,091		
	Gaining Weight ⁽³⁾	54	3,52	1,112	Total	333,97	303			
	Socializing ⁽⁴⁾	82	3,44	1,007					1,505	0,176 -
	For Health Purposes ⁽⁵⁾	73	3,36	1,046						
	Proximity to home ⁽⁶⁾	14	3,86	1,099						
	Other ⁽⁷⁾	10	4,1	1,287						
	Total	30	3,51	1,05						
Program	Losing Weight ⁽¹⁾	46	3,11	1,159	Betwen G.	9,775	6	1,629		
	Shaping the Body ⁽²⁾	25	2,8	1,08	Within G.	397,89	297	1,340		
	Gaining Weight ⁽³⁾	54	2,91	1,014	Total	407,67	303		1,216	0,298 -

Quality	Socializing ⁽⁴⁾	82	3	1,237				
	For Health Purposes ⁽⁵⁾	73	3,03	1,202				
	Proximity to home ⁽⁶⁾	14	3,71	1,069				
	Other ⁽⁷⁾	10	3,3	1,16				
	Total	30	3,03	1,16				
Environmental Conditions Quality	Losing Weight ⁽¹⁾	46	3,67	0,967	Betwen G.	7,942	6	1,324
	Shaping the Body ⁽²⁾	25	3,6	1,323	Within G.	368,46	297	1,241
	Gaining Weight ⁽³⁾	54	3,7	1,057	Total	376,40	303	
	Socializing ⁽⁴⁾	82	3,74	1,12				1,067 0,382 -
	For Health Purposes ⁽⁵⁾	73	3,48	1,215				
	Proximity to home ⁽⁶⁾	14	4,21	0,802				
	Other ⁽⁷⁾	10	3,9	0,994				
Quality of Interaction	Losing Weight ⁽¹⁾	46	4,37	0,499	Betwen G.	30,086	6	5,014
	Shaping the Body ⁽²⁾	25	3,36	0,952	Within G.	303,874	297	1,023
	Gaining Weight ⁽³⁾	54	3,6	1,179	Total	333,960	303	
	Socializing ⁽⁴⁾	82	3,59	1,069				4,901 0,000* 1-2,3,4
	For Health Purposes ⁽⁵⁾	73	3,62	1,082				
	Proximity to home ⁽⁶⁾	14	4,29	0,752				
	Other ⁽⁷⁾	10	3,85	1,203				
Physical Environment Quality	Losing Weight ⁽¹⁾	46	3,90	0,846	Betwen G.	11,461	6	1,910
	Shaping the Body ⁽²⁾	25	3,76	0,765	Within G.	203,670	297	0,686
	Gaining Weight ⁽³⁾	54	3,79	0,845	Total	215,132	303	
	Socializing ⁽⁴⁾	82	3,52	0,859				2,786 0,012* 1-2,3,4
	For Health Purposes ⁽⁵⁾	73	3,53	0,87				
	Proximity to home ⁽⁶⁾	14	3,66	0,569				
	Other ⁽⁷⁾	10	3,4	0,966				
Exercise Equipment and Gear	Losing Weight ⁽¹⁾	46	3,79	1,188	Betwen G.	22,953	6	3,826
	Shaping the Body ⁽²⁾	25	2,92	0,954	Within G.	362,491	297	1,221
	Gaining Weight ⁽³⁾	54	2,67	1,028	Total	385,444	303	
	Socializing ⁽⁴⁾	82	2,55	1,068				3,134 0,005* 1-2,3,4
	For Health Purposes ⁽⁵⁾	73	2,59	1,177				
	Proximity to home ⁽⁶⁾	14	2,63	1,082				
	Other ⁽⁷⁾	10	2,2	1,549				
Total	30	2,67	1,128					

* p<0,05

In Table 10, the analysis revealed statistically significant differences in the sub-dimensions of Interaction Quality ($F=4.901$; $p<0.05$), Physical Environment Quality ($F=2.786$; $p<0.05$), and Exercise Equipment Quality ($F=3.134$; $p<0.05$) of the Perceived Service Quality Scale of Sports-Fitness Centers among the participants. According to the results of the LSD test conducted to determine which groups this difference originates from, it was found that individuals who attend the gym to lose weight have a higher level of satisfaction compared to those attending for body shaping, gaining weight, and socializing purposes.

Discussion and Conclusions

In this study, which examines the role of service quality in customer satisfaction in fitness centres operating in Bayburt province, data obtained according to the gender variable did not reveal statistically significant differences in the sub-dimensions of "Output Quality," "Program Quality," "Environmental Conditions Quality," and "Physical Environment Quality." However, significant differences were found in the sub-dimensions of "Interaction Quality" and "Exercise Equipment Quality," favouring women. Female participants had higher satisfaction rates than male participants (Table 3). According to the results based on

the marital status of the participants, significant differences favouring married individuals were found in the sub-dimensions of "Physical Environment Quality" and "Environmental Conditions Quality." Married individuals were found to have higher satisfaction averages than single participants (Table 4).

According to the analysis results of the "Smoking Status" variable, statistically significant differences have been found in the general score averages of the Perceived Service Quality Scale in Sport-Fitness Centers in favor of non-smokers for the "Interaction Quality" and "Physical Environment Quality" sub-dimensions. It was observed that the satisfaction averages of non-smoking participants were higher than those of smoking individuals (Table 5).

According to the variable of membership renewal status, statistically significant differences were found in favour of individuals who intended to continue their sports activities for a longer duration in the sub-dimensions of "Interaction Quality," "Physical Environment Quality," "Exercise Equipment Quality," "Program Quality," and "Environmental Conditions Quality" within the "Perceived Service Quality Scale of Sports-Fitness Centers" (Table 6).

The physical environment, exercise equipment, and interaction quality of the gyms play an important role not only in customer satisfaction but also in customer retention in the gym. It was determined that participants with a good income level had a higher level of satisfaction in the sub-dimensions of "Exercise Equipment Quality" and "Environmental Conditions Quality" compared to participants with moderate and poor income levels (Table 7).

While no statistically significant difference was found between groups in terms of participants' gym attendance durations, it was observed that the average scores of participants who continued going to the fitness centre for 12 months or more were higher compared to those who continued for 1-6 months and 7-12 months, according to the data obtained (Table 8).

According to the analysis based on the participants' educational backgrounds, it was determined that the satisfaction levels of postgraduate participants were higher compared to those with primary education, high school, and undergraduate degrees (Table 9).

According to the "Reason for Continuing at the Fitness Center" variable, it was found that individuals who came to the gym to lose weight had higher average scores in the "Interaction Quality," "Physical Environment Quality," and "Exercise Equipment Quality" sub-dimensions compared to those who came to shape their bodies, gain weight, or socialize (Table 10).

Based on the data obtained, the variables used in the study play a significant role in the quality of service provided in fitness centres and customer satisfaction. A fitness centre that provides quality service will better meet the needs of its customers, exceed their expectations, and help them maintain a healthy lifestyle. Customer satisfaction is vital for fitness centres. Satisfied customers enhance the centre's reputation, provide positive feedback, and attract potential customers to the centre. Therefore, fitness centres must provide quality service to increase customer satisfaction.

Among the services offered in fitness centres are the approach of instructors and other staff to customers, the quality and maintenance of exercise equipment, cleanliness and hygiene, and group classes. The quality of these services is the most important factor that must meet the expectations of customers. Instructors should teach customers how to exercise correctly,

follow their movements, provide motivation, help them achieve their goals, and ensure their safety. The quality and maintenance of exercise equipment ensure that customers can exercise comfortably and safely. Cleanliness and hygiene protect customers' health and instill confidence. Group classes help customers socialize and make their workouts more enjoyable.

Today, the level of competition has significantly increased in various industries, much like in the sports sector. In this environment, sports businesses make great efforts to ensure their sustainability, increase their earnings, retain their customers, and add new ones to their existing customer base. Sports businesses that know their customers well can meet their expectations and provide quality services to gain a competitive advantage. However, to achieve all these advantages, businesses must embrace Total Quality Management (TQM) practices. Therefore, in the Total Quality Management approach, continuous improvement, customer satisfaction, and quality concepts are considered common elements (Alpullu et al., 2008).

As mentioned by Afthinos and other researchers (2005), the state of staying healthy and fit is rapidly evolving worldwide. While there have been many studies in the healthcare sector concerning service quality and management, most of the research has primarily focused on traditional healthcare services (Rondeau & Wagar, 1998; Ennis & Harrington, 1999; Yasin & Alavi, 1999; Lagrosen, & Largosen, 2000; Turan vd. 2008). The fitness industry is a rapidly growing sector (Tawse & Keogh, 1998). This situation underscores the increasing significance of service quality within the industry (Papadimitriou & Karteroliotis, 2000). In recent years, there has been a growing focus on "service quality" and "customer satisfaction." It is essential to delve into the concepts of "Quality," "Service," "Service quality," and "Customer satisfaction." Fitness centres are service-oriented businesses that place the customer at the centre, and as such, they must strive to satisfy their customers. Fitness centres provide customer-centric services, and ensuring customer satisfaction is critically important for the survival of these businesses. Customer retention, in terms of customers returning to the establishment, is crucial for increasing business revenue, and therefore, fitness businesses, like other industries, prioritize customer satisfaction. Failing to provide quality service can lead to customer loss, underscoring the importance for businesses to ensure customer satisfaction (Ergin et al., 2011, p. 197).

Customer satisfaction can be defined as the fulfilment of a customer's needs and desires (Zeithaml & Bitner, 2003). According to this definition, customer satisfaction is an outcome of the interaction between the business and the customer. As the business meets the customer's needs, customer satisfaction increases, and the relationship between the business and the customer strengthens. However, customer satisfaction is not solely influenced by the interaction between the business and the customer. Factors such as weather events and personal circumstances can also affect customer satisfaction. Therefore, businesses should consider external factors in their customer satisfaction strategies in addition to addressing customer needs.

Researchers in the sports and recreational sector emphasize that service quality is associated with environmental factors and cannot be generalized (Howat et al., 1996). In this sector, service quality can be influenced by environmental factors such as the location of the facility, the physical environment, weather conditions, and other factors. Therefore, when evaluating the service quality of a facility, environmental factors need to be taken into consideration. In the context of the fitness industry, research primarily focuses on concrete data (Alexandris et al., 2007). Among these data are elements such as the physical structure of the gym, the

quality and availability of equipment, hygiene and cleanliness levels, and the expertise and friendliness of the staff. These data are crucial for measuring service quality in the fitness sector.

In addition to the quality of the service provided, the communication and interaction that the service establishment develops with its customers are also crucial and can significantly impact customer satisfaction (Şahin & Şen, 2017, p. 1183). For example, a business that produces a very high-quality product loses its significance if it presents the product with a gloomy attitude and poor communication. Therefore, both quality products and quality presentation are necessary. This is especially emphasized in fitness businesses. Along with the high quality of the service provided, the communication and interaction that the service establishment develops with its customers are also essential and can positively or negatively influence customer satisfaction (Şahin & Şen, 2017, p. 1183). For example, a business producing a high-quality product loses its significance if it presents the product with a gloomy attitude and poor communication. Hence, both quality products and quality presentations are required. This aspect is particularly emphasized in fitness businesses.

Different researchers have addressed various aspects of service quality. The importance of service quality in achieving customer satisfaction began to be recognized in the service sector in 1940. Subsequently, it has shown rapid development and growth. Nowadays, service quality definitions are generally customer-oriented. Service quality can be defined as the perception resulting from the extent to which the level of service provided meets customer expectations (Grönroos, 1984; Kızılgın, 2002; Parasuraman et al., 1994).

Service quality affects customer satisfaction in sports businesses. For example, a study conducted by Şahin (2018) concluded that service quality has an impact on customer satisfaction. Based on this, it can be stated that the provision of quality services will lead to customer satisfaction and loyalty. When customer satisfaction is achieved, customers will start recommending the business to their acquaintances, which will strengthen the business. Customers pay attention to the quality of service, hygiene conditions, equipment quality, staff behaviour, class quality, and many other factors when they visit fitness centres. Therefore, fitness centres should provide high-quality services to meet the needs of their customers.

Sports businesses which operate in the sports sector should aim to increase customer experiences by focusing on customer satisfaction, meeting their needs, and exceeding their expectations. Customer satisfaction in this context refers to the level of contentment customers derive from the products or services they receive. In the sports sector, customer satisfaction is directly related to various factors such as easy access to facilities, providing a clean and safe environment, having experienced and helpful trainers, offering affordable memberships, and the quality of customer service. Sports businesses should identify their customers' needs, provide personalized services, offer high-quality equipment and services, and continuously make improvements by taking customer feedback into account to enhance customer satisfaction. As a result, customer loyalty will increase, and the business's reputation will rise as it engages in positive word-of-mouth marketing.

In conclusion, the quality of services provided in fitness centres has a significant impact on customer satisfaction. Fitness centres that offer high-quality services will meet their customers' needs, satisfy them, and encourage them to return. Therefore, fitness centres should strive to provide quality services to enhance customer satisfaction.

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