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

Mehtap YILDIZ[1], Şenay GENÇ[2]

[1] Necmettin Erbakan Üniversitesi Spor Bilimleri Fakültesi, Konya, Türkiye

https://orcid.org/0000-0002-2470-5457

[2] Gençlik ve Spor Bakanlığı, Türkiye

https://orcid.org/ 0000-0001-5379-9547

Email: yildizmehtap77@gmail.com, gunduz.senay@gmail.com

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 (Oktay, 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) X 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
	✓ 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
Competence	✓ 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			**33**
	✓ 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
Modernity	✓ 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 Lavalle (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), Devecioğlu, 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 İrmiş (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.

* This research was produced from the Master's Thesis presented at Necmettin Erbakan University, Institute of Educational Sciences, Department of Physical Education and Sports in 2022.

REFERENCES

Akari, Ö. F. (2019). *Değerler eğitimi açısından spor.* Yüksek Lisans Tezi. Marmara Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul.

Akkaya, Y. (2016). Sponsorluk faaliyetlerinin spora etkilerinin incelenmesi. *International Journal of Science Culture and Sport, 4*(Special Issue 3), 811-820.

Aköz, T. (2018). *Beden eğitimi ve spor derslerinde verilen değerler eğitiminin öğrencilerin olumlu sosyal davranış düzeylerine etkisinin incelenmesi.* Yüksek Lisans Tezi. Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Aksoy, H. (2019). *Profesyonel futbolcuların örgütsel adalet algıları, hedef yönelimleri ve güdüsel iklim algıları arasındaki ilişkinin incelenmesi.* Yüksek Lisans Tezi. Hacettepe Üniversitesi Sağlık Bilimleri Enstitüsü, Ankara.

Alibaz, A., Gündüz, N., & Şentuna, M. (2006). Türkiye'de üst düzey taekwondo, karate ve kick-boks sporcularının bu spor branşına yönelmelerine teşvik eden unsurlar, yapma nedenleri ve geleceğe yönelik beklentileri. *Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 4*(3), 91-102.

Atıcı, R. (2014). Sınıf içerisinde öğrenci davranışlarına etki eden etmenler. *The Journal of Academic Social Science Studies,* 28, 413-427.

Aydın, M. Z., & Akyol Gürler, Ş. A. (2014). *Okulda değerler eğitimi: yöntemler-etkinlikler-kaynaklar.* Ankara: Nobel Yayıncılık.

Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. *Journal of School Health, 76*(8), 397-401.

Bakır, R. E. (2020). *Sporcularda dindarlık, alçakgönüllülük ve yaşam doyumu ilişkisi: Uzak doğu sporları örneği.* Yüksek Lisans Tezi. Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Bardakçı, O., & Yıldız, Ö. (2020). Rekreatif amaçlı basketbol oynayan gençlerin değer değişimlerine yönelik anne-baba görüşleri. *Beden Eğitimi ve Spor Bilimleri Dergisi, 14*(2), 256-270.

Bozkurt, Ş. (2014). *Okul sporlarına katılan öğrencilerin katılım motivasyonu, başarı algısı ve öz yeterliliklerinin incelenmesi.* Yüksek Lisans Tezi. Akdeniz Üniversitesi Sağlık Bilimleri Enstitüsü, Antalya.

Buğdaycı, S. (2018). *Antrenörlerin iletişim becerileri ile öz yeterliliklerinin incelenmesi.* Doktora Tezi. Selçuk Üniversitesi Sağlık Bilimleri Enstitüsü, Konya.

Creswell, J. W. (2018). *Nitel araştırma yöntemleri.* M. Bütün, S. B. Demir (Çev.). Ankara: Siyasal Kitabevi.

Deveci, A., & Yıldız, M. (2022). Beden eğitimi öğretmenlerinin beden eğitimi ve spor etkinliklerinde değer beklentilerine yönelik görüşlerinin incelenmesi. *Sportif Bakış: Spor ve Eğitim Bilimleri Dergisi*, 9(1), 53-80.

Devecioğlu, S., Çoban, B., & Karakaya, Y. E. (2011). Türkiye'de spor eğitimi sektörünün görünümü. *Türk Eğitim Bilimleri Dergisi, 9*(3), 627-654.

Ekmekçi, A., Ekmekçi, R., & İrmiş, A. (2013). Küreselleşme ve spor endüstrisi. *Pamukkale Journal of Sport Sciences, 4*(1), 91-117.

Erdem, A. R. (2003). Üniversite kültüründe önemli bir unsur: Değerler. *Değerler Eğitimi Dergisi, 1*(4), 55-72.

Güllü, S., Yıldız, S. M., & Saydam, H. (2021) Boksörlerin antrenör-sporcu ilişkisinin sportmenlik yönelimlerine (fair play davranışlarına) etkisinin incelenmesi. *Uluslararası Güncel Eğitim Araştırmaları Dergisi, 7*(2), 500-510.

Güngör, E. (2010). *Değerler psikolojisi üzerinde araştırmalar.* İstanbul: Ötüken Neşriyat.

Gürpınar, B. (2014). Sporcu ortaokul ve lise öğrencilerinin spora ait değişkenler açısından ahlaki karar alma tutumları. *Eğitim ve Bilim, 39*(176), 413-424.

Gürpınar, B. (2009). *Basketbol ve futbol hakemlerinin karşılaştıkları sportmenlik dışı davranışlar ve bu davranışların çeşitli değişkenler açısından incelenmesi.* Doktora Tezi. Gazi Üniversitesi Sağlık Bilimleri Enstitüsü, Ankara.

Güvendi, B., & Keskin, B. (2020). Sporcuların antrenörlerinden algıladıkları etik dışı davranış algısına göre saldırganlık ve öfke davranışlarının incelenmesi. *Gaziantep Üniversitesi Spor Bilimleri Dergisi, 5*(2), 134-145.

Güzel, P., Onağ, Z. G., & Özbey, S. (2013). Futbol antrenörlerinin görüşlerine göre, takım başarısını etkileyen faktörler: Nitel bir araştırma. *Pamukkale Journal of Sport Sciences, 4*(2), 125-145.

İmamlı, H., & Ünver, G. (2018). Spor karakterinin demografik nitelikler açısından incelenmesi. *Akdeniz Spor Bilimleri Dergisi, 1*(1), 36-49.

İyem, C. (2011). *Yeni çalışma etiği ve boş zaman çalışanları: Türkiye'deki profesyonel futbolcular örneği.* Doktora Tezi. Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.

Jones, M. I., & Lavallee, D. (2009). Exploring the life skills needs of British adolescent athletes. *Psychology of Sport and Exercise, 10*(1), 159-167.

Karakullukcu, O. F., & Yildiz, O. (2020). Value perceptions of national boxers that study at physical education and sports department of universities. *International Journal of Educational Methodology, 6*(1), 153-160.

Kılınç, E. (2018). *Nitel araştırmada geçerlilik ve güvenilirlik.* Ş. Arslan (Ed.). İçinde: Sosyal bilimlerde araştırma yöntemleri nicel karma ve nitel tasarımlar için rehber. Konya: Eğitim Yayınevi.

Kıran, Ö. (2016). Üniversite öğrencilerinin değer yönelimleri (OMÜ örneği). *Uluslararası Sosyal Araştırmalar Dergisi, 9*(43), 1266-1274.

Köksal, F. (2008). *Antrenörlerin liderlik tarzları ile öz yeterlikleri arasındaki ilişki.* Yüksek Lisans Tezi. Selçuk Üniversitesi Sağlık Bilimleri Enstitüsü, Konya.

Merriam, S. B. (2018). *Nitel araştırma: Desen ve uygulama için bir rehber.* S. Turan (Çev.). Ankara: Nobel Akademik Yayıncılık.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis.* California: Sage Publications.

Mutlu, T. O., Akoğlu, H. E., Şentürk, H. E., Ağılönü, A., & Özbey, Ö. (2019). Antrenör adaylarının iletişim ve liderlik becerilerinin incelenmesi. *Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 17*(1), 167-177.

Oktay, A. S. (2013). *İslâm düşüncesinde ahlâki değerler ve bunların global ahlâka etkileri.* R. Kaymakcan, S. Kenan, H. Hökelekli, Z. S. Arslan, M. Zengin (Ed.). Değerler ve eğitimi. Uluslararası Değerler ve Eğitimi Sempozyumu, 26-28 Kasım 2004, İstanbul: Değerler Eğitimi Merkezi Yayınları, 131-143.

Özsarı, A., & Altın, M. (2021). Öz yeterlik ve stresle başa çıkma (bireysel ve takım sporları antrenörleri araştırması). *Beden Eğitimi ve Spor Bilimleri Dergisi*, *15*(3), 399-411.

Patton, M. Q. (2018). *Nitel araştırma ve değerlendirme yöntemleri.* M. Bütün, S. B. Demir (Çev. Ed.). Ankara: Pegem Akademi.

Pepe, K., Kara, A., Özkurt, R., & Dalaman, O. (2019). Aktif spor yapan amatör sporcuların spor ortamında fair play (sportmen) davranışlarının incelenmesi. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 5*(2), 497-506.

Polat, B., Erdil, C., & Koçak, İ (2020). Okul takımlarında oynayan lise öğrencilerin özgüven düzeylerinin incelenmesi. *Uluslararası Bozok Spor Bilimleri Dergisi, 1*(2), 54-61.

Sarıca, R. (2018). Yenilenen ortaöğretim beden eğitimi ve spor dersi öğretim programlarının değerler eğitimi bağlamında incelenmesi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 19*(3), 2068-2091.

Sevilmiş, A., & Yıldız, O. (2021). An approach for being able to use the options of calculating ınter-coder reliability manually and through software in qualitative research of education and training in sports. *International Journal of Progressive Education, 17*(2), 369-384.

Sezen Balçıkanlı, Gülfem (2017). Yarışma sporlarının ahlaksal amacı. *Spor ve Performans Araştırmaları Dergisi, 8*(1), 47-52.

Şahin, Y. (2020). *Evlilikte empati ile evlilik doyumu ve affetme arasındaki ilişkide evlilik farkındalığının rolü: Karma bir araştırma.* Doktora Tezi. Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.

Şahin, M. (2009). *Spor ahlakı ve sorunları.* İstanbul: Evrensel Basım Yayın.

Şahinler, Y., Ulukan, M., & Ulukan, H. (2020). Covid-19 sürecinde fiziksel aktivite yapan spor bilimleri fakültesi öğrencilerinin saldırganlık düzeylerinin incelenmesi. *Akdeniz Spor Bilimleri Dergisi, 3*(1), 171-184.

Tazegül, Ü. (2014). Sporun kişilik üzerindeki etkisinin araştırılması. *The Journal of Academic Social Science Studies, 25*(1), 537-544.

Telef, B., & Karaca, R. (2011). Ergenlerin öz-yeterliklerinin ve psikolojik semptomlarının incelenmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 8*(16), 499-518.

Terlemez, M. (2019). Antrenörlerin davranış özellikleri, ilke ve çalışma yöntemleri. *Anadolu Akademi Sosyal Bilimler Dergisi, 1*(3),19-28.

Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri.* Ankara, Seçkin Yayıncılık.

Yıldırım F. (2013). *Sportif sürekli kendine güven alt ölçeğinin uyarlanması ve ortaöğretim kurumlarındaki öğrencilerde sportif sürekli kendine güvenin çeşitli değişkenler açısından incelenmesi.* Yüksek Lisans Tezi. Mersin Üniversitesi Eğitim Bilimleri Enstitüsü, Mersin.

Yıldız, M., & Güven, Ö. (2019). *Sporcuların değer yönelimleri.* Ankara: Gazi Kitabevi.

Yıldız, M. (2019). Perceived value of national wrestlers. *Turkish Journal of Sport and Exercise, 21*(1), 58-66.

Yıldız, Ö., & Karakullukçu, Ö. F. (2019). *Profesyonel futbolcuların değer eğilimleri.* A. Öztürk, E. Karaçar, O. Yılmaz (Ed.). İçinde: Spor ve Rekreasyon Araştırmaları Kitabı-2. Konya: Çizgi Kitabevi, 162-176.

Yıldız, Ö., & Yıldız, M. (2020). Values of football referees. *Turkish Journal of Sport and Exercise, 22*(2), 161-170.

Yıldız, Ö., Deveci, A., & Yıldız, M. (2021). Opinions of physical education teachers on national and cultural values gained through physical education and sports activities. *International Journal of Recreation and Sports Science*, 5(1), 90-104.

Yücekaya, M. A. (2021). *Beden eğitimi ve spor dersi değerlerinin yaratıcı drama yöntemi ile öğretimi: çevrimiçi uygulama.* Yüksek Lisans Tezi. İnönü Üniversitesi Sağlık Bilimleri Enstitüsü, Malatya.

Yücel, M. G. (2010). *Antrenör-sporcu ilişkisini etkileyen faktörler (Güreş örneği).* Yüksek Lisans Tezi. Gazi Üniversitesi Sağlık Bilimleri Enstitüsü, Ankara.