

Investigation Of Olympic Values Perception: Among Undergraduate Students

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Abstract

The aim of the study is to examine the perception of Olympic values among university students in terms of various variables. In line with this objective, 470 individuals participating in sports activities and 192 individuals not involved in sports activities volunteered for the study, making a total of 622 participants. The Olympic values scale, consisting of 12 items and three sub-dimensions, was used in the research, and the results were evaluated at the 0.050 significance level. As a result, significant differences were observed in the sub-score averages of the Olympic values scale among those engaging in sports activities, different types of sports activities, and genders. Additionally, significant positive relationships were found in the variable of sports activity duration. No significant differences or relationships were observed between the purpose of sports activity, family structure, age, and the sub-dimensions of the Olympic values scale. Consistent with the results, engaging in various sports activities stands out among the recommendations of the study as a means of cultural transmission in the transfer of Olympic values.

Keywords: Sports, Sporting activity, Olympics, Olympism, Olympic Values

OLİMPİK DEĞERLER ALGILANIŞININ İNCELENMESİ: LİSANS ÖĞRENCİLERİNDE

Özet

Araştırmanın amacı üniversite öğrencilerinde olimpik değer algılarının farklı değişkenler açısından incelenmesidir. Bu amaç doğrultusunda çalışmaya 470'si sportif aktivitelere katılım gösteren 192'si ise sportif aktivitelerde yer almayan 622 birey gönüllü olarak katılmıştır. Araştırmada 12 madde 3 alt boyuttan oluşan olimpik değerler ölçeği kullanıldı ve elde edilen sonuçlar p>0,050 anlamlılık düzeyine göre değerlendirildi. Sonuç olarak olimpik değerler ölçeği alt puan ortalamaları ile sportif aktivite yapma, sportif aktivite türleri ve cinsiyetler arasında anlamlı farklılıklar görülürken sportif aktivite süresi değişkeninde de anlamlı pozitif ilişkiler olduğu görüldü. Araştırmada yer alan sportif aktivite yapma amacı, aile yapısı ve yaş değişkeni ile olimpik değerler ölçeği alt boyutları arasında anlamlı farklılık ve ilişkiler olmadığı görüldü. Sonuca bağlı olarak bir kültür aktarımı aracı olarak sportif aktivite olimpik değerlerin aktarımında önemli farklılıklar ortaya koymaktır. Buna bağlı olarak çeşitli sportif aktivitelere katılım gösterilmesi çalışmanın önerileri arasında yer almaktadır.

Anahtar Kelimeler: Spor, Sportif Aktivite, Olimpiyat, Olimpizm, Olimpik Değerler

INTRODUCTION

Olympic values are the principles that underlie the foundation of modern Olympic Games and shape the spirit of the Olympic movement. These values contribute to preserving the Olympic spirit and ideals, enabling athletes and spectators to engage in sports together with tolerance, peace, and fraternity. They demonstrate that the Olympic Games are more than just a sporting event.

Sport provides an environment where values can be taught and passed on to future generations. The sporting environment is an integral part of ensuring societal peace and continuity within a community, as it allows for values education through the social interactions it fosters. Due to the atmosphere in sports, individuals can create an environment where they can explore both their own abilities and the abilities of others. Additionally, it creates an environment where individuals can learn to respect others, compete, accept failure, and manage their time effectively (Öztürk, 1998). In relation to the concept of values, sports are considered as a phenomenon that brings people of all backgrounds together and is characterized by values. The Olympic Games, for instance, are a significant event that brings societies together under the umbrella of unique values (Coakley, 2017).

The beginning of the modern Olympic Games, encapsulated in the motto "Citius, Altius, Fortius," is likewise founded on these principles. It is known that the fundamental ideals of the Olympic movement are a modern adaptation of ancient values. The Olympic Games, comprising a multitude of sports, are not only aimed at producing champions but also emphasize societal harmony and the education of young people beyond their athletic achievements. (IOC, 2020).

The Olympic Games and sports are intricately linked to fundamental principles. These values underscore that sports not only showcase physical prowess but also possess a registered and ethical dimension. Olympic values represent a higher purpose of humanity and reflect the power of sports in building bridges between societies.

The dimensions present in the emerging structure, namely "Friendly Relations with Others," "Appreciation of Differences," and "Success in Competition," appear to be akin to the three Olympic values specified by the International Olympic Committee, namely friendship, respect, and excellence. It is believed that the elements of brotherhood, intimate relationships, friendship, and understanding in the "Friendly Relations with Others" dimension are geared towards celebrating the unique camaraderie of the Games by bringing people together. The items of diversity, combating discrimination, equality, and tolerance in the "Appreciation of Differences" dimension are intended to elucidate the objective of showing respect for and appreciating various elements such as opponents, the environment, the public, and rules. Meanwhile, the elements of excellence, effort, competition, and achievement in the "Success in Competition" dimension are considered to be aligned with the aim of Olympism, which is to strive for excellence and encourage individuals to be the best they can be (Olympic Values, 2022).

The perception of Olympic values among university students offers a myriad of significant advantages, extending beyond physical health and sports. Olympic values provide students with diverse teachings that they can integrate into their lives through sporting activities. Emphasizing the importance of fair competition, ethical behavior, and collaboration, these values offer students the opportunity to comprehend not only individual achievements but also their roles and responsibilities within a team. Furthermore, Olympic values serve as guidance for students in dealing with challenges, setting goals, and fostering continuous development. While enhancing the social skills of young adults, these values also contribute to character development. Olympic values assist university students in becoming more conscientious individuals with ethical values, impacting not only their engagement in sports but also their academic and personal lives. Serving as a crucial tool for imparting vital life lessons beyond the realm of sports to the younger generation, Olympic values reflect the power of sports to unite people and contribute to better futures for societies. The Olympic Games provide a platform for celebrating and disseminating these values, encompassing ongoing efforts towards creating a fairer and

more unifying world. In conjunction with sports, Olympic values aid humanity in taking steps towards a better future. Therefore, the fundamental aim of the study is to examine university students' perceptions of Olympic values concerning various variables in an academic context.

METHOD

Research Design

The study employed a correlational survey model, which aims to determine the presence of a relationship between at least two variables or among multiple variables. In this model, the focus is on whether variables co-vary and, if so, to understand the nature of this covariance (Karasar, 2020).

Population and Sample

The population of the research consists of students of Atatürk University who attended the summer school in the year 2023. A convenient sampling method was employed in this study due to factors such as voluntary participation, ease of accessibility of the sample, and the feasibility of selecting units (Büyüköztürk et al., 2020). Within this scope, the sample of the study consists of a total of 662 participants, including 458 females and 204 males who voluntarily participated in the study.

Data Collection Instruments

To obtain data for the research, a questionnaire consisting of two sections was used: the first section includes a Personal Information Form, while the second section includes the Olympic Values Scale.

Personal Information Form: A form prepared by the researchers to determine the participants' demographic characteristics (Participation in Sports Activities, Type of Sports Activity, Purpose of Engaging in Sports Activities, Gender, Family Structure, Age, Weekly Duration of Sports Activity).

Olympic Values Perception Scale: This scale, developed by Koenigstorfer and Preuss (2018) and adapted to Turkish by Aktaş and Ötken (2022), consists of 12 items, 3 subscales, and a 7-point Likert scale. The reliability coefficient for the "Friendly Relations with Others" subscale is .91, for the "Success in Competition" subscale is .89, and for the "Appreciation of Differences" subscale is .82.

Research Ethics

The ethical approval for this study was obtained through the decision of the Atatürk University Faculty Ethics Committee, with reference number E-70400699- 050.02.04-2300226415, dated 19.07.2023.

Reliability of the Study

To determine the reliability levels of the scales used in the study, Cronbach's alpha coefficients were calculated. The obtained values are presented in Table 1.

Subdimensions	Cronbach's Alpha	Number of Items
Friendly Relations with Others	,85	4
Success in Competition	,90	4
Appreciation of Differences	,80	4

In accordance with the values presented in Table 1, it can be asserted that the reliability of the study is high. Salvucci et al. (1997) defined reliability, as measured by Cronbach's Alpha, as low when it is less than 0.50, moderate between 0.50 and 0.80, and high when it exceeds 0.80.

Data Collection

After obtaining ethical approval, data was collected through face-to-face surveys conducted with individuals who both attended and did not attend sports centers. The purpose of the study and how to fill out the questionnaire were verbally explained to the participants.

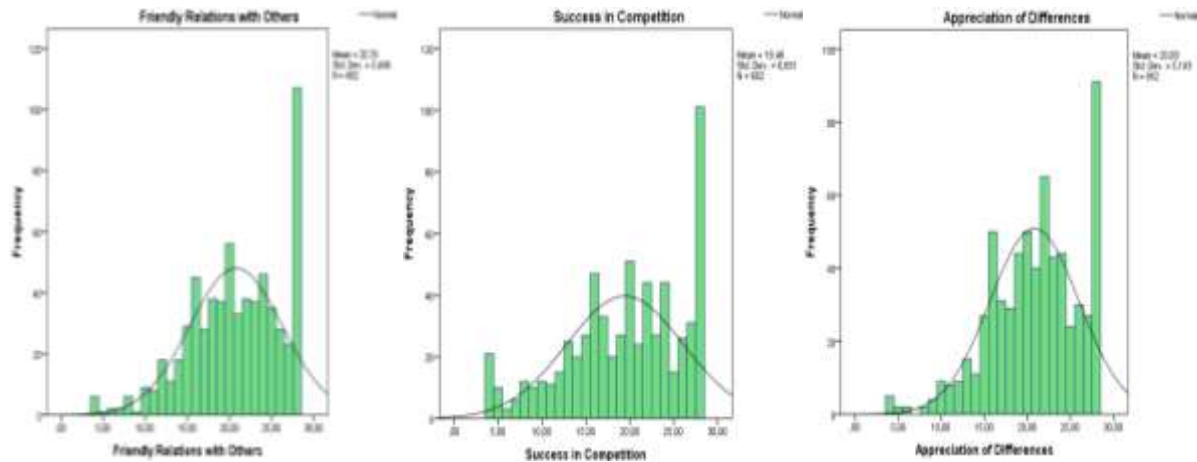
Data Analysis

Data analyses were conducted using SPSS 25.0 software. The collected data were transferred to the SPSS database, and 29 invalid questionnaires were excluded from the evaluation.

Table 2. Frequency Distribution of Olympic Values Scale Subdimensions

	<i>Friendly Relations with Others</i>	<i>Success in Competition</i>	<i>Appreciation of Differences</i>
n	662	662	662
Mean	20,75	19,45	20,83
Median	21,00	20,00	21,00
Mode	28,00	28,00	28,00
Ss.	5,49	6,65	5,19
Skewness	-,523	-,526	-,555
Kurtosis	-,194	-,510	,076

Table 2 presents descriptive statistics, as well as kurtosis and skewness values for the scales. It is observed that the skewness and kurtosis values of the Body Satisfaction and Self-Esteem scales are close to each other and fall within the limits expressed by Büyüköztürk (2020), Tabachnik and Fidell (2015), George, and Mallery (2010) (-1 to +1; -1.5 to +1.5; -2.0 to +2.0). Therefore, it is assumed that the dataset follows a normal distribution.



Graphic 1. Frequency Distribution of Olympic Values Scale Subdimensions

In Graph 1, the frequency distribution of sub-dimensions of the Olympic Values Scale is depicted. Parametric tests were conducted for this dataset, which exhibits a normal distribution. For discrete variables, "Independent Samples T-test" and "One-Way Analysis of Variance (ANOVA)" were employed, while for continuous variables, results obtained from "Pearson correlation" analyses were assessed at the significance level of .050.

FINDINGS

		n	%	
Participation in Sports Activities	Yes	470	71,0	
	No	192	29,0	
Type of Sports Activity	Individual	341	51,5	
	Team	129	19,5	
Purpose of Engaging in Sports Activities	Health	329	49,7	
	Social	141	21,3	
Gender	Female	458	69,2	
	Male	204	30,8	
Family Structure	Nuclear Family	510	77,0	
	Extended family	152	23,0	
		n	\bar{x}	Ss.
Age		662	23,26	3.16
Weekly Duration of Sports Activity		470	6	3,98

According to Table 3, out of the 470 participants engaged in sports activities in the study, 341 participated in individual activities, while 129 participated in team activities. Among the participants, 329 engaged in sports activities for health purposes, while 141 did so for social reasons. Of the participants, 458 were female and 204 were male, with 510 belonging to nuclear family structures and 152 to extended family structures. The average age is 23.26 ± 3.16 , and the average weekly duration of sports activity is 6 ± 3.98 .

Table 4. Discrepancy Between Olympic Values and Participation in Sports Activities

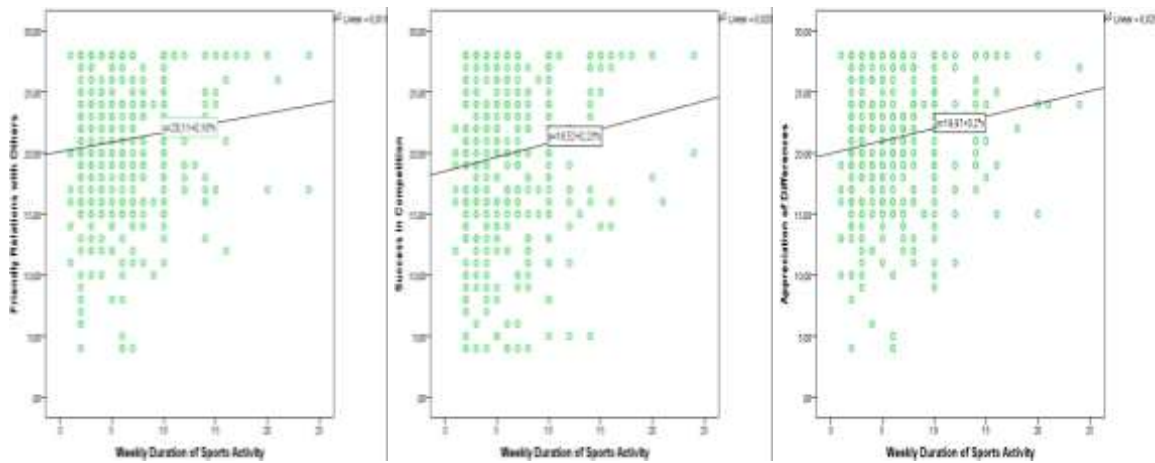
	Participation in Sports Activities	n	\bar{x}	Ss.	T-test	
					t	p
Friendly Relations with Others	Yes	470	21,05	5,43	2,170	,030
	No	192	20,03	5,60		
Success in Competition	Yes	470	19,89	6,54	2,667	,008
	No	192	18,38	6,81		
Appreciation of Differences	Yes	470	21,19	5,08	2,799	,005
	No	192	19,95	5,35		

According to Table 4, significant differences in favor of individuals engaged in sports activities were identified at the .050 significance level between sub-dimensions of Olympic values and their participation in sports activities.

Table 5. Pearson Correlation Analysis between Weekly Sports Activity and Olympic Values

Weekly Duration of Sports Activity	r	Friendly Relations with Others	Success in Competition	Appreciation of Differences
			,115*	,140**
	p	,012	,002	,001
	n	470	470	470

According to Table 5, a positively significant relationship at the .050 significance level was determined between the weekly duration of sports activities and the mean scores of sub-dimensions of Olympic values.



Graphic 2. Correlation Analysis between Weekly Sports Activity and Olympic Values

In Graph 2, the correlation distribution between the weekly duration of sports activities and Olympic values is presented. As the weekly duration of sports activities increases, a parallel increase is observed in the mean scores of sub-dimensions of Olympic values among the participants.

Table 6. Discrepancy Between Olympic Values and Types of Sports Activities

	Type of Sports Activity	n	\bar{x}	Ss.	T-test	
					t	p
Friendly Relations with Others	Individual	341	20,85	5,31	-1,273	,203
	Team	129	21,27	5,70		
Success in Competition	Individual	341	19,56	6,60	-1,777	,076
	Team	129	20,35	6,40		
Appreciation of Differences	Individual	341	20,90	5,01	-1,984	,048
	Team	129	21,90	5,03		

According to Table 6, significant differences in favor of individuals engaged in team sports were identified at the .050 significance level between sub-dimensions of Olympic values and types of sports activities, particularly in the appreciation sub-dimension. While no significant differences at the .050 level were found in the mean scores of other sub-dimensions among types of sports activities, individuals participating in team activities demonstrated higher average scores in sub-dimensions of Olympic values compared to those engaged in individual activities.

Table 7. Discrepancy Between Olympic Values and Purposes of Engaging in Sports Activities

	Purpose of Engaging in Sports Activities	n	\bar{x}	Ss.	T-test	
					t	p
Friendly Relations with Others	Health	329	21,05	5,21	-,022	,982
	Social	141	21,06	5,92		
Success in Competition	Health	329	19,82	6,61	-,344	,731
	Social	141	20,05	6,38		
Appreciation of Differences	Health	329	21,31	4,97	,831	,406
	Social	141	22,89	5,33		

According to Table 7, while no significant differences at the .050 level were found in the mean scores of sub-dimensions of Olympic values among different purposes of engaging in sports activities, individuals engaging in sports for social purposes demonstrated higher average scores in sub-dimensions of Olympic values compared to those engaging in sports for the purpose of maintaining health.

Table 8. Discrepancy Between Olympic Values and Genders

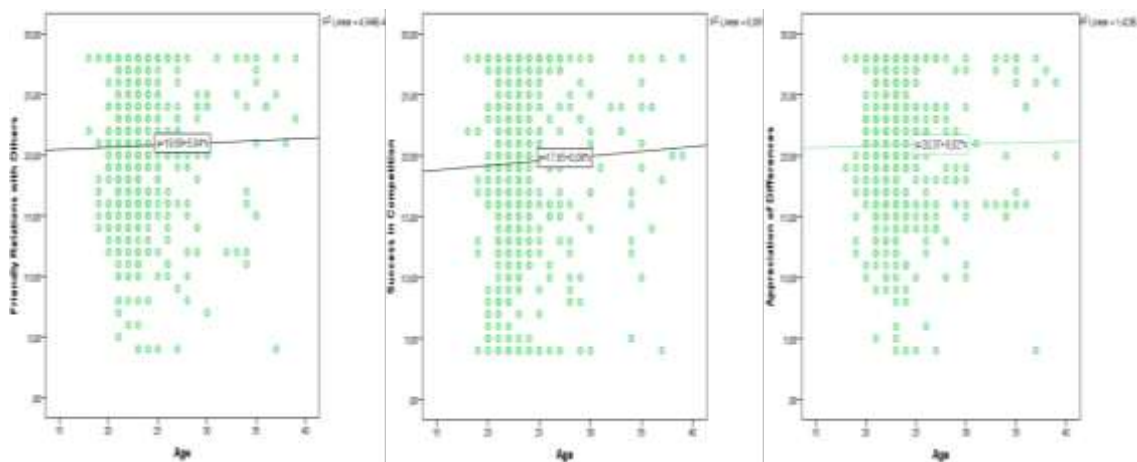
	Gender	n	\bar{x}	Ss.	T-test	
					t	p
Friendly Relations with Others	Female	458	21,05	5,37	2,057	,040
	Male	204	20,10	5,72		
Success in Competition	Female	458	19,54	6,65	,489	,625
	Male	204	19,26	6,65		
Appreciation of Differences	Female	458	20,85	5,09	,159	,874
	Male	204	20,78	5,42		

According to Table 8, a significant difference in favor of female participants was identified at the .050 significance level in the sub-dimension of Friendly Relations with Others among sub-dimensions of Olympic values. While no significant differences at the .050 level were found in the mean scores of other sub-dimensions between genders, female participants had higher average scores in sub-dimensions of Olympic values compared to male participants.

Table 9. Pearson Correlation Analysis between Age and Olympic Values

	Friendly Relations with Others	Success in Competition	Appreciation of Differences
r	,021	,037	,012
p	,584	,344	,759
n	662	662	662

According to Table 9, no significant relationship at the .050 significance level was found between age and the mean scores of sub-dimensions of Olympic values.



Graphic 3. Correlation Analysis Between Age and Olympic Values

Graph 3 presents the correlation distribution between age and Olympic values. There is no linear relationship observed between increasing age levels and the mean scores of sub-dimensions of Olympic values among the participants.

Table 10. Discrepancy Between Olympic Values and Family Structures

	Family Structure	n	\bar{x}	Ss.	T-test	
					t	p
Friendly Relations with Others	Nuclear	510	20,79	5,41	,260	,802
	Extended	152	21,65	5,77		
Success in Competition	Nuclear	510	19,26	6,63	-1,393	,166
	Extended	152	20,11	6,670		
Appreciation of Differences	Nuclear	510	20,79	5,18	-,382	,704
	Extended	152	20,97	5,21		

According to Table 10, while no significant differences at the .050 level were found in the mean scores of sub-dimensions of Olympic values among different family structures, individuals from nuclear family structures had higher average

DISCUSSION and CONCLUSION

The research was conducted with the participation of 662 university students, consisting of 458 women and 204 men. Among the participants, 470 were engaged in sports activities, while 192 did not participate in sports.

In the study, there is a significant difference observed in favor of individuals engaged in sports activities regarding the sub-dimensions of Olympic values. Parallely, Aktaş and Ötken (2022) also concluded that there is a significant difference in favor of licensed athletes in the sub-dimensions of Olympic values. Nowadays, International Organizations and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have highlighted the beneficial aspects of sports, indicating that it enhances individual virtues and social behaviors. Sport, inherently, creates an enjoyable environment while making participation more willingly, contributing to the learning of values (Özbeý & Güzel, 2009). Due to its Olympic cultural structure, sport is inherently multicultural. It not only encompasses all cultures but also facilitates cultures coexisting and becoming a universal structure. Olympic culture forms the basis of sports education (Erdemli, 2008).

There is a positively significant relationship found between the weekly duration of sports activities and the mean scores of sub-dimensions of Olympic values. Values guide and provide direction for individuals to make choices in their lives. While engaging in societal life, individuals formulate a system of values for themselves, and this personal values system is shaped by the culture shared with other members of the society (Bradshaw et al., 2001). It is observed that the perception of Olympic values, taking shape around sporting activities, increases in parallel with the duration spent in these activities..

In the study, a significant difference in favor of individuals engaged in team sports was identified in the appreciation sub-dimension, while no significant differences were observed in other sub-dimensions among types of sports activities and purposes of engaging in sports activities. It should be emphasized that sports is a cultural matter, and a sports culture needs to be established and developed. The issue revolves around how to create sports culture, and the most effective way to change it is through school sports. The collaboration of schools and clubs gains momentum. Developing a habit of engaging in collective morning sports activities in various fields can be instrumental. Leading members of society set examples and inspire others (Taşkıran, 2009). Additionally, sports, being physically embedded in the culture of games and competition, offers opportunities very close to reality. Therefore, the societal dimension of sports, transcending individuals, is crucial. Restricting the understanding of sports solely to its physical contributions to individuals would be a

significant misconception (Gillet, 1975). Sports is a sociological phenomenon. Sporting activities develop within societal contexts, and each sport forms its unique subcultures and values within the community.

In the research, a significant difference in favor of female participants is observed in the sub-dimension of Friendly Relations with Others. Conversely, Aktaş and Ötken (2022) reached the conclusion that there is no significant difference between genders in the sub-dimensions of Olympic values. Gender differences can be explained by the classification of individuals into male and female based on their biological characteristics. The concept of gender refers to the cultural and social attitudes, roles, and behaviors of women and men within society (Goldscheider et al., 2015).

There is no significant relationship found between age and the mean scores of sub-dimensions of Olympic values. Similarly, Aktaş and Ötken (2022) also concluded that there is no significant relationship between age and sub-dimensions of Olympic values. Due to encompassing specific characteristic features and value judgments within each generation, individuals tend to exhibit similar traits to the behaviors of the generation they were born into, while displaying different characteristics from the behaviors of other generational groups (Chen, 2010). The qualitative nature of the sample group in the study, consisting of individuals within specific age ranges, explains the inability to establish a relationship in the perception of Olympic values.

There is no significant difference observed between sub-dimensions of Olympic values and family structures. Family is a human community connected by direct kinship bonds, where adult members take on the responsibility of caring for children (Giddens, 2000). Values, being living elements, are influenced by the society they are part of (Davidov, 2010) and, in turn, influence that society (Döring, 2010). In this context, families play significant roles in individuals acquiring values (Brownlee et al., 2016).

Recommendations

Promotion of Sports: Encouraging widespread participation in sporting activities contributes to a more pervasive adoption of Olympic values.

Education and Awareness Programs: Specialized education and awareness programs centered around Olympic values should be organized, allowing individuals to develop a profound understanding.

Tailored Programs for Licensed Athletes: Special programs designed for licensed athletes should be implemented to support the reinforcement of Olympic values within this group.

Utilization of Social Media: Social media and communication platforms should be effectively utilized as tools for disseminating sports and Olympic values.

Family Engagement: Awareness programs targeting families should be organized, emphasizing the role of families in shaping individuals' value systems.

Limitations of the Research

Participant Profile: Given that the majority of participants in the study are university students, the generalizability of the results to the broader population is limited. Moreover, the exclusive focus on university students implies a representation bias towards a younger age group.

Reliability and Validity of Measurement Tool: The reliability and validity of the Olympic values scale employed in the research have not been systematically evaluated. This omission may compromise the quality of the obtained results by affecting the precision and accuracy of the measurement instrument.

Identification of Dependent and Independent Variables: The selection and definition of dependent and independent variables in the study lack detailed elucidation. This lack of clarity poses challenges to the interpretation of the results and hinders a comprehensive understanding of the relationships under investigation.

Cross-Sectional Design: The study adopts a cross-sectional design, limiting the capacity to infer causal relationships between variables. Future research could benefit from employing longitudinal or experimental designs to facilitate a more nuanced exploration of cause-and-effect dynamics.

Scope of the Research Topic and Generalization: The research's exclusive focus on university students restricts the ability to generalize findings to a broader population. The specificity of the target demographic necessitates caution when extrapolating the results to other age groups or demographic categories.

Uncontrolled External Variables: Unaccounted for or uncontrolled external variables in the study may introduce confounding factors. The absence of control over these variables impedes a comprehensive understanding of the observed relationships or differences.

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