

The Effect of Human Rights and Organizational Virtue Levels in Sports in Personnel Empowerment

Sporda İnsan Hakları ile Örgütsel Erdemlilik Düzeylerinin Personel Güçlendirmeye Etkisi

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ABSTRACT

The aim of the research is to determine the relationship between human rights in sports and organizational virtuousness levels of academicians working in the field of sports sciences and personnel empowerment through different variables. The study group of the research consisted of a total of 335 participants (63 females and 272 males) working in various universities of Turkey. To determine the current situation, the model of the research is a relational survey method. In this study, Human Rights Attitude Scale in Sport (HRASS) developed by Sadık (2014), Organisational Virtuousness Scale (OVS) developed by Cameron et al., (2004) and adapted into Turkish by Erkmen and Esen (2012), and Employee Empowerment Scale (EES) developed by Spreitzer (1995) and adapted into Turkish by Sürvegil et al., were used as data collection tools. In the analysis of the data, T-Test, Post Hoc Test, One-way ANOVA, Pearson Correlation and Linear Regression Analysis methods were used in addition to descriptive statistics on data with thinned normality distribution. As a result of the analysis, it was determined that the participants' Human Rights Attitudes in Sports, Organizational Virtue, and Employee Empowerment levels were above the average scores. Considering the average scores of the participants, it can be stated that the results are supported by the literature. In addition to a low positive significant relationship between HRASS and OVS, a moderate positive relationship was found between HRASS and EES. Additionally, a low-level positive relationship was detected between the participants' OVS and EES. A statistically significant relationship was detected between HRASS, OVS and EES, and it was determined that human rights and organizational virtue in sports had a 15% explanation power of employee empowerment. As a result, it can be stated that academicians' human rights in sports and organizational virtuousness levels positively affect employee empowerment.

Keywords: Human rights, Human rights in sport, Organisational virtuousness and Employee empowerment.

Öz

Araştırmanın amacı, spor bilimleri alanında çalışmakta olan akademisyenlerin sporda insan hakları ile örgütsel erdemlilik düzeylerinin personel güçlendirmeyle ilişkisini ve farklı değişkenler aracılığıyla tespit etmektir. Araştırmanın çalışma grubunu Türkiye'nin çeşitli üniversitelerinde çalışmakta olan 63'ü kadın 272'si erkek olmak üzere toplamda 335 kişi oluşturmaktadır. Mevcut durumun tespitinin gerçekleştirilebilmesi adına araştırmanın modeli ilişkisel tarama yöntemidir. Çalışmada kullanılan veri toplama araçları ise; Sadık (2014) tarafından geliştirilen Sporda İnsan Hakları Tutum Ölçeği (SİHTÖ), Cameron ve arkadaşlarının (2004) geliştirdiği Erkmen ve Esen (2012) tarafından Türkçe'ye uyarlanan Örgütsel Erdemlilik Ölçeği (ÖEÖ) ve Spreitzer (1995) tarafından geliştirilen, dilimize çevirisinin yapılarak geçerlilik ve güvenilirliği Sürvegil ve arkadaşları (2013) tarafından yapılan Personel Güçlendirme Ölçeği (PGÖ) kullanılmıştır. Verilerin analizinde normallik dağılımı incelenmiş verilere betimsel istatistiklerin yanı sıra T-Testi, Post Hoc Testi, One-way ANOVA, Pearson Korelasyon ve Doğrusal Regresyon Analiz yöntemleri kullanılmıştır. Analiz sonucunda katılımcıların Sporda İnsan Hakları Tutumları, Örgütsel Erdemlilik, ve Personel Güçlendirme düzeylerinin ortalama puanların üzerinde olduğu tespit edilmiştir. Katılımcıların aldıkları ortalama puanlar dikkate alındığında sonuçların literatür tarafından da desteklendiği ifade edilebilir. SİHTÖ ile ÖEÖ arasında düşük düzeyde pozitif anlamlı bir ilişki tespit edilmiş olmasının yanı sıra, SİHTÖ ile PGÖ arasında pozitif yönde orta düzeyde bir ilişki saptanmıştır. Ayrıca katılımcıların ÖEÖ ile PGÖ arasında düşük düzeyde pozitif yönlü bir ilişki tespit edilmiştir. SİHTÖ, ÖEÖ ile PGÖ arasında istatistiksel açıdan anlamlı bir ilişki tespit edilmiş olup, sporda insan hakları ile örgütsel erdemliliğin personel güçlendirmeyi %15 oranında açıklama gücünün olduğu saptanmıştır. Sonuç olarak akademisyenlerin sporda insan hakları ile örgütsel erdemlilik düzeylerinin personel güçlendirmeyi pozitif yönde etkilediği ifade edilebilmektedir.

Anahtar Kelimeler: İnsan Hakları, Sporda İnsan Hakları, Örgütsel Erdemlilik ve Personel Güçlendirme

Introduction

Human rights, in addition to being a universal concept in protecting and developing the rights of individuals in their lives, are defined as the set of rights that individuals acquire due to being human (Üste, 2007). While human rights are delivered to individuals by the authorities, there should be no discrimination due to factors such as religion, language and gender. The concept of human rights is a concept open to development on the axis of the constantly changing and transforming world, which includes features such as the freedoms that individuals acquire from birth and cannot be transferred to others (Kaya & Yilmazer, 2016). The basis of the concept of human rights is individual-centered. Due to this feature, the human rights element has a multidisciplinary structure (Gözler, 2022). Another element that is in constant transformation and development in the lives of individuals who is on the move since the prehistoric age is sports. Sports can be considered as an element that helps people coordinate with the environment, helps individuals complete themselves physically and mentally, contributes to their own development in terms of health, creates an environment of peace in an international context, and contributes positively to people's communication processes (Yetim, 2000; Masdeu-Yelamos, Carty & Clardy, 2019). The concept of sports, which is an integral part of individuals' lives, enables people to be patient and energetic throughout their lives and strengthens the individual-society relationship. Through sports, individuals act towards common goals (Ramazanoğlu et al., 2005). Due to these features of sports, it is thought that the sports element plays an important role in the implementation of human rights (Donnelly, 2008). Sports is described as a human right that meets the needs of people living in the modern world. All living people have the right to participate in leisure activities and sports activities for various purposes. In many documents developed by many authorities such as the United Nations, the International Olympic Committee and the European Union, it is stated that the concept of sports is one of the human rights (Isidori & Benetton, 2015). Plato accepts justice, which is an important concept in the implementation and development of rights, as the most important element among the virtues (Karakulak, 2007). The concept of virtue means people's desire to be the best or the factors that enable people to be perfect (Caza et al., 2004). One of the indispensable elements of organizations, which are structures formed by individuals coming together for a specific purpose, is virtue (Karakaya et al., 2021). The concept of organizational virtuousness can be explained as the level of reflection of the virtuous behaviors of the employee working in the institution to the organization in their activities and perception levels (Vallett, 2010). Organizations with a perception of organizational virtue are both effective and efficient, as well as open to innovation. Employee working in organizations with high levels of virtue can solve the problems they may encounter (Karakaya et al., 2021). In addition, employee working in institutions with high levels of organizational virtuousness feel powerful (Bright et al., 2014).

The concept of employee empowerment explains the psychological state of individuals (Spreitzer, 1995). The belief in self-sufficiency of the employee working in the institution and making decisions without receiving approval from their superiors are among the characteristics of employee empowerment (Karakas, 2014). Employee empowerment, which is related to concepts such as motivation, participation in decision-making processes and delegation of authority, is explained as the ability of employee to continue their duties and responsibilities (Çuhadar, 2005; Doğan & Kılıç, 2008). In order for institutions to be successful, they need to strengthen their staff (Honold, 1997). In the light of the information provided above, this study aims to determine to what extent the human rights attitudes in sports and organizational virtuousness levels of academics working in sports sciences predict employee empowerment. When the relevant literature was examined, no study was found that investigated human rights, organizational virtuousness and employee empowerment in sports together. It determines that studies on human rights in sports are implemented in different samples (Soyer et al, 2024; Turan et al., 2018; Çavuşoğlu et al., 2020; Sadık, 2014). In addition to the studies on organizational virtuousness and employee empowerment that examine together, there are many studies that examine both elements separately (Akbolat et al., 2017; Tapan, 2019; Erkmén & Esen, 2012).

Methods

Research Model

Correlational survey was used in this research, which aimed to determine the effect of participants' human rights in sports and organizational virtuousness levels on employee empowerment. This model helps determine the existence or level of change between two or more variables (Karasar, 2007). Starting from this point, the relationship between dependent and

independent variables was determined depending on the purpose of the research.

Study Group

The study group of the research consists of academicians, working in the field of sports sciences at public and foundation universities serving throughout Turkey. Participants participated in the research voluntarily. 38 of the participants have the title of professor doctor, 88 associate professor doctor, 82 doctor lecturer, 51 lecturer and 76 research assistant. While 101 (30.1%) of the participants have administrative duties, 234 (69.9%) do not have administrative duties. Ethics committee approval for this study was received from Niğde Ömer Halisdemir University (Date: 29 November 2023, Decision No: 18-02). Also written informed consent was obtained from the participants who participated in this study.

Data Collection

Personal information form, Human Rights Attitude Scale in Sport, Organizational Virtue Scale and Employee Empowerment Scale were used as data collection tools in the research. Data collection tools were applied to academics working in sports sciences working at various universities living in 61 different cities of Turkey. In order to determine the effect of the human rights attitudes in sports and organizational virtuousness levels of the academics included in the scope of the research on employee empowerment, the determined scales were delivered to the participants online after obtaining the necessary research permissions.

Human Rights Attitude in Sports Scale

In the study, the 5-point Likert type "Human Rights Attitude in Sport Scale", consisting of 29 questions developed by Sadık (2014), was used. The scale questions are closed-ended and the answers are (1) strongly disagree, (2) disagree, (3) undecided, (4) agree and (5) strongly agree. In addition to the reliability coefficient calculated with the Cronbach Alpha internal consistency coefficient in the development of the scale, the reliability coefficients of the scale factors are respectively .88 in the personality rights sub-dimension, .79 in the social rights sub-dimension and .83 in the solidarity rights sub-dimension. The scale reliability was determined to be .82. The scale can be evaluated based on the total score (Sadık, 2014). In this research, the Cronbach Alpha values of the sub-dimensions of the Human Rights in Sports Scale were determined to be .78, .72 and .74, respectively. The value of the rank scale reliability was calculated as .76. In the light of the data determined above, it was understood that these values were sufficient in terms of the reliability of the scale.

Organizational Virtue Scale

The "Organizational Virtue Scale" developed by Cameron et al. (2004) was adapted into Turkish and its validity and reliability were determined by Erkmén and Esen (2012). The scale consists of 15 questions and consists of optimism sub-dimension, trust and kindness sub-dimension, honesty and forgiveness sub-dimension. Participants' answers consist of options between 1 (completely disagree) and 6 (completely agree). The scale can be evaluated based on the total score. It was determined that the internal consistency value of the Organizational Virtue Scale was .94, and the internal consistency values of its sub-dimensions were .82, .87 and .93, respectively. (Erkmén and Esen, 2012). In this study, the internal consistency value of the Organizational Virtue Scale was calculated as .96. Cronbach Alpha values of the subscales of the scale were determined to be .94, .91, and .83, respectively. Once the scores were obtained, it demonstrates that this scale was reliable.

Employee Empowerment Scale

The psychological empowerment scale developed by Spreitzer (1995) was adapted to Turkish by Sürvegil et al. in 2013 and its validity and reliability were established. The scale consists of 12 questions and 4 sub-dimensions: impact, competence, meaningfulness and autonomy. In addition, the scale is a 5-point Likert type and the expressions are; (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree. According to the results of the exploratory factor analysis applied in the research, it was observed that the impact sub-dimension was .89, the competence sub-dimension was .85, the meaningfulness sub-dimension was .83 and the autonomy sub-dimension was .85, and the Cronbach Alpha value of the Psychological Empowerment Scale was calculated as .81. Additionally, the scale can be evaluated based on the total score

(Sürvegil et al., 2013). According to the results obtained in this research, the Cronbach Alpha value of the Employee Empowerment Scale was calculated as .83. It was determined that the scores obtained from the subscales of the scale were .87, .86, .77, and .93. It is possible to say that the Employee Empowerment Scale ensures its reliability due to the scores it has received.

Analysis of Data

At the end of the data collection, the data obtained was checked by the researcher in order to prevent possible errors and be ready for analysis, and by checking the obtained surveys, 25 incorrect or inconsistent answers were removed from the data group. In the data analysis process, firstly normality test was performed. Skewness and Kurtosis values were determined by examining the Shapiro-Wilk test significance results. These values for the measurement tools used in the research were between -1.5 and +1.5, and it was determined that the data had a normal distribution (Tabachnick and Fidell, 2013). The suitability of the data for regression analysis was examined by the presence of a linear relationship determined in the scatter diagram. It was determined that the data is distributed appropriately. In addition to descriptive statistics, T-test, One-way ANOVA, Pearson Correlation and Linear Regression Analysis methods were used. SPSS-24.00 package program was used to analyze the data.

Results

Table 1

T-test results of the mean scores of the participants on human rights attitude in sports, organizational virtue and employee empowerment, according to the administrative task variable

| Scales | Administrative Task | N | \bar{x} | S | sd | t | p |
|------------------------|---------------------|-----|-----------|------|-----|-------|-----|
| Human Rights in Sports | Have | 101 | 3.88 | .29 | 333 | .465 | .64 |
| | Don't Have | 234 | 3.87 | .30 | | | |
| Organizational Virtue | Have | 101 | 3.48 | 1.18 | 333 | .487 | .63 |
| | Don't Have | 234 | 3.41 | 1.30 | | | |
| Employee Empovement | Have | 101 | 4.40 | .49 | 333 | 4.405 | .00 |
| | Don't Have | 234 | 4.14 | .49 | | | |
| p<.05 | Total | 335 | | | | | |

It was determined that there was no statistically significant difference between the total mean score obtained from the Scales of Human Rights Attitude in Sports and the Organizational Virtue Scale and the administrative task variable (table 1). However, it was determined that the administrative task variable and the employee empowerment scale showed a significant difference in favor of those with administrative tasks, $t_1(333)=.465$, $p>.05$, $t_2(333)=.487$, $p>.05$; $t_3(333)=.00$, $p<.05$.

Table 2
Oneway Anova Test Results of Participants' Mean Scores on Human Rights Attitude in Sports, Organizational Virtue and Employee Empowerment, According to Title Variable

| Scales | Academic title | N | \bar{x} | S | Source of Variance | sd | F | p |
|------------------------|---------------------|------|--------------------|-------|--------------------|-----|-------|-----|
| Human Rights in Sports | Prof. Dr. | 38 | 3.91 | .29 | Between Groups | 4 | .302 | .88 |
| | Assoc. Dr. | 88 | 3.86 | .28 | | | | |
| | Assistant professor | 82 | 3.86 | .33 | Within Groups | 330 | | |
| | Lecturer | 51 | 3.87 | .31 | | | | |
| | Assistant | 76 | 3.88 | .25 | | | | |
| Total | 335 | 3.87 | .29 | Total | 334 | | | |
| Organizational Virtue | Prof. Dr. | 38 | 3.64 | 1.17 | Between Groups | 4 | .712 | .58 |
| | Assoc. Dr. | 88 | 3.33 | 1.27 | | | | |
| | Assistant professor | 82 | 3.36 | 1.16 | Within Groups | 330 | | |
| | Lecturer | 51 | 3.35 | 1.31 | | | | |
| | Assistant | 76 | 3.57 | 1.37 | | | | |
| Total | 335 | 3.43 | 1.26 | Total | 334 | | | |
| Employee Empowerment | Prof. Dr. | 38 | 4.41 ^{ad} | .49 | Between Groups | 4 | 4.195 | .03 |
| | Assoc. Dr. | 88 | 4.32 ^{be} | .46 | | | | |
| | Assistant professor | 82 | 4.19 | .53 | Within Groups | 330 | | |
| | Lecturer | 51 | 4.11 | .53 | | | | |
| | Assistant | 76 | 4.09 ^{ae} | .48 | | | | |
| Total | 335 | 4.22 | .51 | Total | 334 | | | |

$p < .05$, Post Hoc Tukey analysis is indicated by letters. A; professor, B; associate professor, C; assistant professor, D; lecturer and E; assistant.

Attitude Scale towards Human Rights in Sports and Organizational Virtue between the total score average obtained from the scale and the title variable It was determined that there was no statistically significant difference (table 2). $F_1(330) = .88$, $p > .05$, $F_2(330) = .58$, $p > .05$. There is a statistically significant difference between the total score average and the title variable. It has been determined that there is a difference and this difference is in favor of professors and associate professors. It was determined that the scores the participants received increased as the title degree increased. $F_3(330) = .03$, $p < .05$.

Table 3
Oneway Anova Test Results of the Mean Scores of the Participants on Human Rights Attitude in Sports, Organizational Virtue and Employee Empowerment, According to the Region of Residence Variable

| Scales | Region | N | \bar{x} | S | Source of Variance | sd | F | p |
|------------------------|--------|-----|-------------------|------|--------------------|-----|-------|-----|
| Human Rights in Sports | 1 | 73 | 3.89 | .26 | Between Groups | 6 | .302 | .93 |
| | 2 | 38 | 3.86 | .27 | | | | |
| | 3 | 35 | 3.86 | .27 | Within Groups | 328 | | |
| | 4 | 39 | 3.91 | .25 | | | | |
| | 5 | 71 | 3.84 | .38 | | | | |
| | 6 | 59 | 3.87 | .26 | | | | |
| | 7 | 20 | 3.87 | .33 | | | | |
| | Total | 335 | 3.87 | .29 | Total | 334 | | |
| Organizational Virtue | 1 | 73 | 3.54 ^a | 1.24 | Between Groups | 6 | .2697 | .01 |
| | 2 | 38 | 3.27 | 1.20 | | | | |
| | 3 | 35 | 3.16 | 1.43 | Within Groups | 328 | | |
| | 4 | 39 | 3.45 | 1.35 | | | | |
| | 5 | 71 | 3.73 ^d | 1.23 | | | | |
| | 6 | 59 | 3.47 | 1.22 | | | | |
| | 7 | 20 | 2.59 ^g | .81 | | | | |
| | Total | 335 | 3.43 | 1.26 | Total | 334 | | |
| Employee Empowerment | 1 | 73 | 4.35 ^a | .46 | Between Groups | 6 | 2.398 | .02 |
| | 2 | 38 | 4.22 | .43 | | | | |
| | 3 | 35 | 4.20 | .54 | Within Groups | 328 | | |
| | 4 | 39 | 4.26 | .50 | | | | |
| | 5 | 71 | 4.04 ^d | .57 | | | | |
| | 6 | 59 | 4.23 | .47 | | | | |
| | 7 | 20 | 4.25 | .52 | | | | |
| | Total | 335 | 4.22 | .51 | Total | 334 | | |

$p < .05$, Post Hoc Tukey analysis is indicated by letters. 1 (Marmara Region-a), 2 (Black Sea Region-b), 3 (Aegean Region-c), 4 (Mediterranean Region-d), 5 (Central Anatolia Region-d), 6 (Eastern Anatolia Region-e) and 7 (Southeastern Anatolia Region-g).

It was determined that there was no statistically significant difference between the total score mean obtained from the Scale of Human Rights Attitude in Sports and the region of residence variable (table 3). $F_1(328) = .93$, $p > .05$. When comparing the total score mean obtained from the Organizational Virtue Scale with the region of residence variable, it was determined that there was a significant difference and this difference was in favor of the Central Anatolia Region. $F_2(328) = .01$, $p < .05$. In addition, a significant difference was detected in the total mean score obtained from the Employee Empowerment Scale in favor of the Marmara Region according to the region of residence variable. $F_3(328) = .02$, $p < .05$.

Table 4
Examining the Relationship Between the Human Rights Attitudes in Sports Scale, Organizational Virtue Scale and Employee Empowerment Scale with Pearson Product Moment Correlation

| Scales | Human Rights in Sport | Organizational Virtue | Employee Empowerment |
|-----------------------|-----------------------|-----------------------|----------------------|
| Human Rights in Sport | 1 | .195** | .368 |
| Organizational Virtue | .195** | 1 | .188** |
| Employee Empowerment | .368** | .188** | 1 |

** $p < .001$

When Table 4 was examined, a low-level positive relationship was detected between the human rights attitude in sports scale and the organizational virtuousness scale ($r = .195$, $p < .05$). A moderate positive relationship was detected between human rights in sports and Employee empowerment ($r = .368$, $p < .05$). Additionally, a low-level positive significant relationship was detected between the participants' organizational virtuousness scale and the Employee empowerment scale ($r = .188$, $p < .05$).

Table 5
Regression Analysis Results on the Effect of Human Rights Attitude in Sports and Organizational Virtue on Employee Empowerment

| Independent Variables | β | t | p | F | adjR ² |
|---|---------|--------|--------|---------------|-------------------|
| (Constant) | | 5.168 | .000** | | |
| Human Rights in Sport | .37 | 7.223 | .000** | 52.167 | .13 |
| Dependent Variable: Employee Empowerment | | | | Method: Enter | |
| (Constant) | | 49.745 | .000** | | |
| Organizational Virtue | .19 | 3.487 | .000** | 12.157 | .03 |
| Dependent Variable: Employee Empowerment | | | | Method: Enter | |
| Independent Variables | β | t | p | F | adjR ² |
| Human Rights in Sport | .34 | 6.675 | .000** | | |
| Organizational Virtue | .12 | 2.331 | .000** | 29.148 | .15 |
| Dependent Variable: Employee Empowerment | | | | Method: Enter | |

** $p < .001$

When Table 5 was examined, a statistically significant effect was detected in the relationship between human rights attitudes in sports, organizational virtuousness and employee empowerment, $\beta_1 = .37$; $p < .05$, $\beta_2 = .19$; $p < .05$. When the Squared Multiple Correlations (adjR²) value stated in the table was examined, it can be said that human rights have 13% explanation power for employee empowerment and organizational virtue has 3% explanation power for employee empowerment. In addition, when another Squared Multiple Correlations (adjR²) value stated in the table was examined, it was determined that human rights and organizational virtue had a 15% explanatory power on employee empowerment.

Discussion and Conclusion

In this research, in which the effects of human rights in sports and organizational virtuousness levels of academicians working in the basic field of sports sciences on employee empowerment were examined, an attempt was made to express the study results by correlating the relevant literature. Within the framework of the research, firstly, academicians' towards human rights attitudes in sports, organizational virtuousness and employee empowerment levels were explained. Finally, the analysis results of the participants' mean scores from the above-mentioned scales according to demographic variables were included. Correlation and regression analysis results were emphasized in order to determine the relationship between independent and dependent variables.

It was determined that there was no statistically significant difference between the participants' mean score obtained from the HRASS and the administrative task variable. It was assumed that this result stemmed from the fact that managers' attitudes and behaviors towards human rights should be oriented towards human rights elements (Kepenekçi, 1999). There

was no statistically significant difference between the academics' mean score obtained from the OVS and the administrative task variable. When the relevant literature was examined, there were studies that support (Aktay & Ekşi, 2009; Demirel & Akdemir, 2023) and did not support (Şahin et al., 2013; İşsever et al., 2016; Yıldız, 2019) the results of this research. It was thought that this difference in favor of teachers and administrators within the Ministry of Youth and Sports was due to the excess number of work years. A statistically significant difference was detected between the participants' mean score obtained from the EES and the administrative task variable. When the literature was examined, there were studies that contain results parallel to the results of this study (Çavuş, 2008; Amen, 2015; Taşlıyan et al., 2015; Candan et al., 2016; Turan & Mızrak, 2019). It was thought that academics took administrative tasks made them felt more competent within the institution, felt more autonomous in their work, and have more influence on the decisions they made within the institution. From this point of view, it can be stated that academics with administrative duties were became more powerful.

There were no statistically significant relationship was detected between the academics' mean score obtained from the HRASS and the title variable. When the literature was examined, no study was found examining the difference between human rights in sports and the title variable. The reason for this situation was that, as stated in the Universal Declaration of Human Rights (1948), all individuals were equal before the law in terms of human rights in terms of many factors such as gender, race and title. In addition, as stated in the UNESCO (2015) International Charter on Physical Education, Physical Activity and Sports, all living individuals can participate in physical education and physical activity without any conditions and people can benefit from these activities to the extent they wish. In the light of the information given above, it can be said that the participation of academics working in the field of sports sciences in sports activities and the use of sports facilities and equipment were protected as a result of international agreements. No statistically significant relationship was found between the mean score obtained by the participants from the OVS and the title variable. When the relevant literature was examined, results were found against this research (Ugwu, 2012; Magnier-Watanabe, et al., 2017). The sample of the study conducted by Ugwu (2012) consisted of bankers, and the sample of the study conducted by Magnier-Watanabe et al. (2017) consisted of employee working in the factory. In the study conducted by Magnier-Watanabe, it was stated that department heads in the middle position in the hierarchical sense act as a bridge between employees and managers and that the problem in their virtuousness levels may be related to the level of welfare and working conditions. Based on this point, it was thought that the results were different because the working environments of academicians working at the university were different and the hierarchical structure does not have similar features. A statistically significant relationship was determined between the academicians' mean score obtained from PDS and the title variable. A significant difference was detected between the professor and the lecturer in favor of the professor, between the associate professor and the research assistant in favor of the associate professor, and between the professor and the research assistant in favor of the professor. In addition, the mean scores obtained by the participants from the EES increased from research assistant to professor. In the study on employee empowerment conducted on academicians in 2015, Amen (2015) found a significant difference between employee empowerment and the title variable in favor of the professor. In Taşlıyan et al. (2015) research, a significant difference was found between employee empowerment and the title variable. In the light of the information given above, it can be stated that as the titles of working individuals develop and change in their professional lives, employee empowerment occurs.

No statistically significant relationship was found between the participants' mean score obtained from the HRASS and the region of residence variable. When the literature was examined, no study was found that investigated the relationship between human rights in sports and the region where individuals live. In the light of the information given, the concept of human rights was an element of rights acquired by individuals in a regional sense, starting with Magna Carta in England, and over time, thanks to many declarations such as the British Petition of Rights, the British Declaration of Rights, the French Declaration of Human and Citizen Rights, the American Declaration of Rights and the Universal Declaration of Human Rights. It has become international and a right that all individuals living in the world can acquire. In this context, it was thought that individuals' access to human rights and human rights in sports was not related to the region where they live. A statistically significant relationship was determined between the mean score obtained by academicians working in the field of sports sciences from the OVS and the region of residence variable. It was determined that the significant relationship was in favor of academics working in the Central Anatolia Region. When the relevant literature was examined, no research was found examining the differences between organizational virtuousness and the region variable. The increase in the rate of migration from rural to cities and even from cities to metropolitan cities since the 1980s has caused social disorders, economic problems, and political and cultural conflicts (Sever, 2019). The majority of the population and industrial

enterprises in our country were seen in the Marmara Region (İşseveroğlu & Gençoğlu, 2011). In this context, it was likely that the people of our country can move from villages to cities and from cities to metropolitan cities due to their anxiety about finding a job. The disruption of social norms and orders can be described as an inevitable end due to many reasons such as migration situations and the disappearance of borders between countries, which was one of the effects of globalization. It was thought that the results in favor of academics working in the Central Anatolia Region in this research were due to the fact that social rules and family structures have changed less compared to the Marmara Region. A statistically significant relationship was found between the academicians' mean score obtained from PDS and the region of residence variable. There was a significant difference in favor of individuals working in the Marmara Region. When the literature was examined, the research conducted by Çakmak (2022) determined that there was no statistically significant difference between the employee empowerment of people working in the telecommunications sector and the place of residence. It can be stated that the reason for this result was that the cities where the research was conducted were located in the same region. In Turkey, where individualization has increased over time, it was thought that individuals thought from an individual perspective and their lifestyle was formed in this way. Considering the population density of Turkey, the Marmara Region comes first with 24,465,689 people and the Central Anatolia Region comes second with 12,705,812 people. It can be thought that the spread of the capitalist way of thinking, people feeling lonely in modern business life, and the rapid development of the competitive environment have forced academics to be strong in their business lives (Mustafayeva & Bayraktaroğlu, 2014; Sever & Paksoy, 2019; Republic of Turkey Ministry of Internal Affairs, 2019). It can be stated that the results of this research stemmed from the fact that the population density was in favor of the Marmara Region and individualization was becoming more widespread day by day. It was determined that there was a low level, positive and significant relationship between academicians' HRASS and PDS. When the literature was examined, no research was found examining the relationship between human rights and organizational virtuousness in sports. As a matter of fact, human rights were the set of rights that people acquire from birth. It was thought that virtue plays an important role in the development of individuals in their social and professional lives. It can be stated that human rights and organizational virtue in sports complement each other. When individuals associate their innate personality, social and solidarity rights with the basis of optimism, trust, kindness, honesty and forgiveness in their professional lives, the awareness level of the employee working in the institution can increase, and the communication processes of the employees within the institution can increase and the effectiveness and efficiency of the organization can be sustained. It was thought that it may affect it in some way. Misbehaviors that may occur within the organization can be resolved with the dimension of individuals' personality and solidarity rights, and through forgiveness, the process of solving problems within the organization can be accelerated, thus preventing any damage that may be caused to the organization. In addition, it was envisaged that academics' adoption of concepts such as personal rights, social rights, courtesy and honesty can play an important role in the success of organizations by affecting both the creation of an environment of trust within the institution and the optimism of individuals. A moderately positive and significant relationship was found between the participants' HRASS and PDS. When the relevant literature was examined, no research was found examining the relationship between human rights and employee empowerment in sports. It was thought that the relationship between human rights and employee empowerment in sports affects each other. It was thought that the more academics internalize their personal and social rights, the more effective and independent they can be within the institution. It can be stated that individuals' level of awareness about the rights transferred to them by the authorities through international agreements and constitutions in their countries plays a role in both making sense of the workflow within the institution and reflecting their competencies to the organization. In this context, it was envisaged that academics' knowledge and practice of human rights and taking initiative in processes within the organization can increase the impact and adequacy of their work. A low-level, positive and significant relationship was detected between the ESS and PDS scores of academics working in the field of sports sciences. When the relevant literature was evaluated; there were studies supporting the results of this research examining the relationship between employee empowerment and organizational virtuousness (Bright et al., 2014; Akbolat et al., 2017; Tapan, 2019; Say, 2022). It was thought that the relationship between organizational virtuousness and employee empowerment has an important place in the development of institutions while preserving their existing structures. The trust that academics have in their colleagues contributes to the understanding of communication processes within the organization. It can be stated that ensuring the relations between individuals working within the institution on the basis of courtesy and tolerance can increase the impact of the activities carried out in the workflow of the institution. It was thought that as academics' self-confidence increased, they can feel more effective and autonomous within the institution.

The relationship between academics' attitudes towards human rights in sports and organizational virtuousness and

employee empowerment was examined. A statistically significant relationship was found between the participants' human rights in sports and organizational virtuousness and employee empowerment. In line with the results of the research, it was determined that human rights and organizational virtue in sports explained employee empowerment by 15%. When the relevant literature was examined, no study was found examining the relationship between human rights in sports, organizational virtuousness and employee empowerment. The relationship between human rights in sports and organizational virtuousness was discussed in the previous section and in the light of the information given above; the degree to which academics internalized their innate rights affected both their personal rights and social rights. These rights were a necessity to determine at what points academicians have rights within the institution and the limitations of these rights. It was thought that the concepts of human rights and virtue have become inseparable parts intertwined with each other. The solidarity rights sub-dimension, which was one of the sub-dimensions of human rights in sports, can be associated with trust and courtesy, which were the sub-dimensions of organizational virtue. It can be stated that academicians acting with team spirit and solidarity in the activities to be carried out within the institution can ensure that the relationship between them was established on the basis of trust and courtesy. It was possible to say that as a result of the relationships formed and shaped within the organization in line with this foundation, the impact of the work that academics can do and the meaningfulness of the work they can perform can increase. It was also thought that academics' knowledge of their social rights and acting accordingly may lead to an increase in optimism levels among employees within the institution. It can be stated that in organizations where optimism was used, the impact and meaningfulness of the work done can increase. It was possible to say that academics' awareness of personality and solidarity rights has an impact on providing an environment of trust within the organization and the forgiveness of individuals. By providing an environment of trust within the organization, employees can feel a greater sense of independence. At the same time, by providing an environment of trust, the level of forgiveness can increase. It was thought that the problems that may occur in organizations with a forgiving feature can be prevented and the meaningfulness and adequacy of the work done can be increased.

According to the above-mentioned results, it was thought that the survival of institutions, their sustainable development, and the generation of academics who shape the future as virtuous individuals who were sensitive to human rights can be factors in our country's rise to the level of contemporary civilizations. In this regard, by supporting academics to increase their awareness of their personal, social and solidarity rights, ensuring that their attitudes and behaviors within the institution were virtuous, and ensuring that academics have self-confidence in the work they can do, can both strengthen their commitment to the organization and strengthen them. It was thought that academics' forgiveness, kindness and optimism levels in the face of problems that may occur within the organization can directly affect the success rate of the institution. As a matter of fact, it seemed possible that these characteristics can affect the effectiveness, autonomy and competence of academicians within the organization, and when these conditions were met, staff empowerment of academicians can occur.

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