

Women Football Coaches' Perceptions of Fair Play: A Metaphorical Journey from UEFA A, B and C Licensed Coaches

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Abstract

This study aims to deeply examine the perceptions and attitudes of women football coaches towards the concept of Fair Play through the use of metaphors. The research involved gathering qualitative data from 41 women football coaches holding UEFA A, B, and C licenses through an open-ended questionnaire. The participants described Fair Play using metaphors associated with core values such as justice, balance, honesty, and empathy, revealing the multidimensional nature of the concept. The study demonstrates that Fair Play is not only a sporting principle but also an ethical value that supports social change. In this context, strategic recommendations for the promotion of Fair Play have been proposed. These include fostering discipline, restructuring athlete education based on Fair Play principles, and implementing awareness-raising campaigns in society. This research presents a multidimensional analysis of women football coaches' metaphorical perceptions of Fair Play. It highlights that Fair Play is not merely a value in sports but also a concept grounded in universal values such as justice, equality, and empathy. This underscores the importance of women coaches' leadership roles in establishing a sustainable framework for sports ethics.

Keywords: Fair play, Women football coaches, Metaphor

Kadın Futbol Antrenörlerinin Fair Play Algıları: UEFA A, B ve C Lisanslı Antrenörlerin Metaforik Yolculuğu

Öz

Bu çalışma, kadın futbol antrenörlerinin Fair Play kavramına yönelik algı ve tutumlarını metaforlar aracılığıyla derinlemesine incelemeyi amaçlamaktadır. Araştırma, UEFA A, B ve C lisanslarına sahip 41 kadın futbol antrenöründen açık uçlu bir anket aracılığıyla nitel veriler toplanmıştır. Katılımcılar Fair Play'i adalet, denge, dürüstlük ve empati gibi temel değerlerle ilişkilendirilen metaforlar kullanarak tanımlayarak kavramın çok boyutlu yapısını ortaya koydular. Çalışma, Fair Play'in sadece bir spor ilkesi değil aynı zamanda toplumsal değişimi destekleyen etik bir değer olduğunu ortaya koyuyor. Bu bağlamda Fair Play'in tanıtımına yönelik stratejik önerilerde bulunulmuştur. Bunlar arasında disiplinin geliştirilmesi, sporcu eğitiminin Fair Play ilkelerine göre yeniden yapılandırılması ve toplumda farkındalık artırıcı kampanyaların uygulanması yer alıyor. Bu araştırma, kadın futbol antrenörlerinin Fair Play'e ilişkin metaforik algılarının çok boyutlu bir analizini sunmaktadır. Fair Play'in sadece sporda bir değer olmadığını, aynı zamanda adalet, eşitlik, empati gibi evrensel değerleri temel alan bir kavram olduğunu vurguluyor. Bu, spor etiği için sürdürülebilir bir çerçeve oluşturmada kadın antrenörlerin liderlik rollerinin önemini vurgulamaktadır.

Anahtar Kelimeler: Fair play, Kadın futbol antrenörleri, Metafor

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INTRODUCTION

Fair play, as one of the ethical cornerstones of sports, is not merely a set of rules but also a powerful tool for promoting justice, honesty, and respect among individuals and communities. Particularly in sports like football, which appeal to large audiences, the concept of fair play influences not only on-field success but also shapes societal relationships and cultural transformation (Loland, 2024). The rapidly growing global influence of women's football underscores the importance of ethical practices in this domain. Research indicates that fair play practices in women's football not only enhance technical and tactical success but also promote gender equality (Knijnik, 2024).

The educational dimension of fair play lies in fostering a system where athletes exhibit ethical behavior, becoming role models both on and off the field. Building such a system is a fundamental responsibility for coaches (Nguyen et al., 2024). Within this context, a thorough examination of how women football coaches internalize the concept of fair play and integrate it into their coaching practices can provide significant insights into the development of women's football and sports ethics.

The rise of women's football presents a notable area for exploring the opportunities and challenges encountered by women in leadership roles as coaches. Integrating the concept of fair play into their teams not only establishes codes of conduct on the field but also fosters players' moral development and their responsibility to serve as examples within society. For instance, According to Loland (2024) emphasizes that fair play plays a central role in creating a sports culture that prioritizes ethical gameplay alongside physical performance (Loland, 2024). Similarly, Knijnik (2024) argues that fair play acts as a form of resistance, challenging traditional gender roles within the context of women's football (Knijnik, 2024).

The objective of this research is to explore the perceptions of fair play among women football coaches holding UEFA A and B licenses through a metaphorical approach. The study aims to uncover how these coaches conceptualize and implement the notion of fair play. Additionally, it seeks to evaluate the contribution of these perceptions to the development of women's football and sports ethics. A metaphorical analysis of fair play will not only provide a theoretical perspective but also enable a deeper understanding of the practical experiences and emotional connections of women coaches with this concept.

In this context, examining the concept of fair play from the perspective of women football coaches highlights that sports serve not only as a field of competition but also as a platform for education and the transmission of values. The findings of this study are expected to contribute to the reinforcement of ethical values in women's football and to foster a more inclusive culture in the sport.

Fair play, as a fundamental element of sports ethics, embodies the principles of fairness, honesty, and mutual respect. Emphasizing the social dimension of sports, this concept extends beyond the physical performance of individuals, underscoring their responsibility to develop

ethical values. According to Loland (2024) argues that fair play is not merely about adherence to rules but also about ensuring that sporting competition occurs within a moral framework (Loland, 2024). This perspective reinforces the transformative impact of sports on individuals and societies alike.

In the context of women's football, fair play is viewed as a mechanism of resistance against gender inequality and stereotypes. The ability of women football coaches to instill fair play values in their players and integrate them into overall team dynamics plays a pivotal role in shaping behaviors both on and off the field. According to Knijnik (2024) highlights that women's football provides a platform to challenge societal biases and enable greater visibility for women through sports (Knijnik, 2024). The adoption of a fair play approach by coaches can be seen as a catalyst for this process.

The educational dimension of fair play also gains significance within this framework. Coaches not only need to embody these ethical principles themselves but also impart them to their players, reflecting not only sporting success but also moral leadership. According to Nguyen et al., (2024) assert that fair play strengthens a team's moral atmosphere and serves as the foundation for long-term athletic success.

Understanding the role of fair play in women's football and the approaches coaches take toward this concept reveals not only individual ethical perceptions but also the power of sports in driving social transformation. In this context, the influence of women football coaches on fair play represents a cornerstone that supports the development of both ethical values and sports culture.

Fair play, as one of the most enduring ethical principles in sports, is recognized as a norm that promotes fairness, honesty, and respect. The historical origins of the concept can be traced back to ancient times, when individuals engaged in sports within the framework of fair competition and honorable conduct. While the Olympic Games of Ancient Greece showcased early examples of fair play, its modern interpretation emerged during the 19th century in Britain. This period emphasized the role of sports as an educational tool and highlighted its impact on character development (Dillenburg, 2024).

Fair play is regarded as one of the foundational pillars of the modern Olympic Movement. Under the leadership of Pierre de Coubertin, the revival of the Olympic Games embraced fair play not merely as a model for individual behavior but also as a tool for fostering peace in international relations. Coubertin believed that the values embodied by the Olympics could contribute to the moral development of both individuals and societies (Kelmendi et al., 2024). Within this context, fair play has evolved into a principle that encourages not only athletic excellence but also cultural solidarity and ethical leadership.

The concept of fair play gained significant momentum during the 20th century, as sports organizations and federations began addressing it more comprehensively. International bodies

such as FIFA and UEFA launched various awards, campaigns, and educational programs to promote fair play principles. UEFA's "Respect" campaign, for example, aimed to instill the value of fair play among all football stakeholders (Fitzpatrick & Benedikter, 2024).

The rise of women's football has provided a new framework for evaluating fair play in the context of ethical values. Women footballers and coaches exemplify fair play not only on the field but also as advocates for social equality and justice. According to Knijnik (2024) emphasizes that women's football challenges traditional gender norms, demonstrating how fair play can serve as a tool for justice and equity. The leadership practices developed by women football coaches around fair play reveal its dual role as a hallmark of sports ethics and an instrument for societal change.

In the context of women's football, fair play occupies a vital place in the ethical leadership approaches of coaches. Women football coaches go beyond promoting fair competition by embodying the societal values of sports as role models for their players. According to Nguyen et al., (2024) highlight the critical role of fair play in the moral development of athletes, emphasizing the significant contribution of women football coaches to this process. This perspective positions women's football not merely as a sport but as a platform for social transformation.

The historical evolution of fair play reveals how ethical norms have been embedded within the sports world and how these norms contribute to societal progress. In women's football, the implementation of fair play principles strengthens not only athletic success but also the broader understanding of social equality and justice. Therefore, communicating both the historical and contemporary significance of fair play to wider audiences is essential for ensuring the sustainability of sports ethics.

The adoption of fair play principles by women football coaches transcends individual ethical perceptions. These values shape future athletes through the cultural norms they establish within their teams and the role models they present to society beyond the field. Leadership grounded in fair play transforms sports from a mere physical contest into a platform for social change (Dub n-Huezo & Juarez-Artiga, 2024).

According to Nguyen et al., (2024) women coaches provide not only tactical training but also a model of ethical leadership for their players. This leadership ensures the internalization of fair play values among young athletes and contributes to the evolution of women's football into a value-driven system that resonates with broader audiences (Nguyen et al., 2024). According to Knijnik (2024) highlights that women's football challenges traditional gender norms, leveraging fair play as a tool for justice and equality (Knijnik, 2024). Women coaches teach their players that fair play is not merely a set of rules but a way of life, encouraging athletes to embody these principles in their behavior both on and off the field.

According to Loland (2024) underscores the vital role of women coaches in extending ethical values to wider audiences through their leadership. This influence positions women's football not only as a domain for sporting excellence but also as an instrument for societal transformation (Loland, 2024).

By embracing and imparting fair play values, women football coaches create an impact that extends beyond the sport itself, fostering societal change. This leadership approach not only ensures fair competition but also strengthens individuals' ethical development and the understanding of social equity. Fair play principles contribute to the growth of women's football while enabling women coaches to make a broader societal contribution as role models. In this context, women football coaches are key actors who transform fair play from an ethical value into a powerful tool for social change through sports.

METHOD

Research Model

This study employs a descriptive research design to examine women football coaches' perceptions of the concept of Fair Play. Descriptive research provides an effective methodological framework for understanding and explicating the current states of individuals, groups, or events. The study adopts a qualitative research design, utilizing open-ended questionnaires to collect data from 41 women football coaches holding UEFA A, B, and C licenses.

A phenomenological approach was employed to explore how participants conceptualize Fair Play and the metaphors they use to describe it. Accordingly, an open-ended questionnaire was designed to allow participants to articulate their perceptions freely. The data collected were analyzed using content analysis, leading to the identification of themes that represent various dimensions of Fair Play. Throughout the research process, participants' responses were meticulously examined, revealing that Fair Play is predominantly associated with fundamental values such as justice, balance, honesty, and empathy. The selection of this methodological approach aims to provide a multidimensional understanding of how women football coaches construct meaning around the concept of Fair Play.

Research Groups

The study was conducted with a working group consisting exclusively of women football coaches, without employing a specific sampling method. This approach was chosen for several reasons, including its cost-effectiveness, the ease of accessing data, and the expectation of a high participation rate.

Table 1. Demographic information of the study group

Age Range	<i>f</i>
18-25	10
26-30	19
31-35	7
36-40	3
41+	2
Coaching Experience	
1-5	16
6-10	13
11-15	6
16-20	3
21+	3
Coaching Classification	
UEFA A	3
UEFA B	17
UEFA C	21
Total	41

According to Table 1, the majority of participants fall within the 26–30 age range, and most have 1–5 years of coaching experience, highlighting a concentration of young and relatively inexperienced coaches. From a classification perspective, the UEFA B license is the most common among participants, followed by the UEFA C license. This distribution indicates that the majority of participants possess mid-level coaching certifications and are at the early stages of their professional careers. These findings emphasize the prominence of emerging coaches within the study group, providing a unique perspective on the adoption and integration of fair play principles in the initial phases of a coaching career.

Data Collection Tools

In this study, data were collected using an open-ended questionnaire designed to allow participants to express their thoughts in detail. Open-ended questionnaires provide participants with the opportunity to freely articulate their ideas without predefined response options (Patton et al., 2015). This approach facilitates an in-depth examination of participants' perspectives, enhancing the richness and scope of the research data.

The open-ended questions used in this study included:

- *"If you were to compare fair play to a living or non-living entity, what would it be? Why?"*
- *"How would you self-assess your adherence to the spirit of fair play in your overall behavior?"*
- *"Based on your observations, what are your thoughts on fair play-oriented behaviors toward women football coaches?"*
- *"If you held a position of authority, what measures would you take to promote the spirit of fair play in your country?"*

These questions were designed to deeply explore participants' perceptions, attitudes, and suggestions regarding fair play. The first question in particular aimed to elicit participants' perceptions of fair play through metaphors, an effective tool for interpreting abstract concepts. Metaphors enable individuals to conceptualize and articulate complex ideas in a more concrete and understandable manner (Lakoff & Johnson, 2008). Their use not only provides a profound insight into participants' thought processes but also facilitates a nuanced understanding of multifaceted values like fair play.

The open-ended questionnaire was developed with the input of three field experts during its design phase. Expert opinions played a critical role in ensuring the content validity of the data collection tool and aligning the questions with the study's objectives. Consulting experts to improve validity is recommended to ensure clarity, appropriateness, and accurate measurement of targeted concepts (Creswell & Poth, 2016). Based on their feedback, the questions were refined for scope, linguistic structure, and relevance.

The data collection process was conducted online, with participation being entirely voluntary. This method provided participants with easy access and facilitated a seamless data collection experience.

Ethics Approval

Ethical approval was obtained from Karamanoğlu Mehmetbey University Rectorate Social and Human Sciences Scientific Research and Publication Ethics Committee for this research (Date: 23.10.2024- Number: 222102).

Analysis of Data

The study employed content analysis, a systematic method for identifying key themes, categories, and patterns in unstructured or open-ended data (Miles et al., 2014). This approach enabled an in-depth exploration of participants' responses, facilitating a deeper understanding of the study's core concepts (Yıldırım & Şimşek, 2011).

A thematic coding process was applied to organize the collected data, with each response segmented into meaningful analytical units. Using an inductive analysis approach, themes and codes emerged directly from the data rather than being predetermined (Patton et al., 2015). Responses were structured around key themes related to *Fair Play*, with similar codes categorized accordingly. To streamline data management and analysis, women football coaches were designated as Participant Football Coaches (PFC).

To ensure an adequate research sample, data saturation served as a guiding principle. This occurs when additional data collection yields no new themes or insights, indicating that further responses would not significantly alter the findings (Saunders et al., 2018). As themes and patterns became repetitive without introducing new categories, data saturation was deemed to have been reached, confirming that the sample size was sufficient.

To enhance the validity and reliability of the study, expert opinions were consulted, and a transparent data analysis process was maintained. Direct participant quotations were incorporated to reinforce accuracy. Ethical considerations were upheld by safeguarding participants' identities and ensuring that their responses were handled with care. These methodological steps were implemented to strengthen the scientific rigor and credibility of the research findings.

FINDINGS

Based on the data obtained from women football coaches, the findings are presented regarding their metaphorical perceptions of the concept of Fair Play, their self-assessments of Fair Play-compliant behaviors, their perceptions of Fair Play-oriented behaviors toward women football coaches, and their views and suggestions for promoting the spirit of Fair Play.

Metaphorical Perceptions of Fair Play

The study first asked women football coaches which concepts they associated with Fair Play and the reasons for these associations. The metaphors developed by women football coaches regarding Fair Play are presented in Table 2.

Table 2. Metaphorical Themes of Fair Play by Women's Football Coaches

Sub-Themes	Metaphor	<i>f</i>
Balance and Justice	Scale	3
	Fair	3
	Lion	2
	Representation	2
Reflection and Honesty	Mirror	4
	Empathy	4
	Self-Reflection	3
Relationship and Connection	Bond	2
	Children	2
	Sibling	2
	Friendship	1
Naturel Elements	Water	2
	Sun	2
	White	2
	Sparrow	1
	Bird	1
Human Values	Conscience	1
	Virtue	1
	Kindness	1
	Humanity	1

According to Table 2, the metaphors developed by women football coaches about Fair Play are categorized under five sub-themes: Balance and Justice, Reflection and Honesty, Relationship and Connection, Natural Elements, and Human Values.

Balance and justice; the view that Fair Play ensures balance and preserves justice is addressed under the sub-theme of Balance and Justice. For example, (PFC21) stated, "A scale because it symbolizes balance," while PFC27 highlighted that choosing a celebration that does not humiliate the losing side creates balance and fosters fair competition in future encounters. Similarly, PFC39 compared Fair Play to a living being, saying, "It would be a lion because a lion symbolizes strength and justice," emphasizing justice as a core value.

Reflection and honesty; participants' views on Fair Play being based on mutual reflection, honesty, and empathy are examined under the sub-theme of Reflection and Honesty. PFC8 remarked, "Fair Play is like a mirror because it reflects oneself; you act the way you want others to act towards you." PFC9 supported this view, stating, "Fair Play is like a mirror because it reflects what we do. How we want to see ourselves should guide how we act towards others or situations." PFC4 emphasized empathy, saying, "You should play with the mindset that you should treat your opponent the way you want to be treated."

Relationship and connection; the idea that Fair Play helps build strong bonds and friendships among people is explored under the sub-theme of Relationship and Connection. For instance, PFC29 remarked, "It would be a bond because Fair Play could be described as a communicative bond between two people." PFC37 highlighted the importance of opponents, stating, "What I always tell my players: without opponents, we don't exist; thank goodness for our opponents." PFC40 likened Fair Play to siblinghood, saying, "Even if you fight, you help them up when they fall," emphasizing the value of friendship.

Natural elements; the sub-theme of Natural Elements relates metaphors about Fair Play to nature. For example, PFC1 stated, "I would compare it to water. Wherever it reaches, it brings life and beauty," illustrating the nourishing effect of Fair Play. PFC3 added, "It's like the sun. Without the sun, the world cannot turn," highlighting Fair Play as a fundamental necessity. PFC11 described Fair Play's connection to nature by saying, "If it were an inanimate object, it would be an invisible butterfly. While we know its meaning, whether we practice it from our hearts is another matter."

Human values; lastly, the sub-theme of Human Values captures metaphoric expressions associating Fair Play with human virtues, purity, and goodness. PFC33 stated, "White, because it represents purity and truth," while PFC26 said, "Children. They are honest," symbolizing innocence and honesty.

The metaphors developed by women football coaches reveal diverse aspects of Fair Play, including its role in ensuring balance and justice, its reflective and empathetic nature, its power to forge connections, its representation of human values, and its purity as associated with natural elements. These metaphorical expressions enrich the understanding of Fair Play's multidimensional significance.

Self-assessment on fair play-compliant behaviors; the study examined women football coaches' perspectives on their self-assessment regarding Fair Play-compliant behaviors. Findings

indicate that coaches regard Fair Play as a fundamental value in the educational process and exemplify it through their own behavior, serving as role models for their students. Fair Play is recognized not just as a sporting principle but also as a moral and human value. Coaches prioritize concepts such as respect for opponents, empathy, and justice, integrating these values into their lives and aiming to instill them in their athletes.

Coaches emphasize that fostering Fair Play in students is a cornerstone of the educational process. For instance, PFC26 stated, "Fair Play is definitely the first thing I instill in my students," underscoring its role at the start of training. Similarly, PFC39 remarked, "A coach is reflected in their players. I always teach my players Fair Play first and behave accordingly," highlighting the importance of leading by example. PFC30 added, "I try to teach children how to play morally before football," emphasizing the moral foundations of Fair Play in sports education.

Coaches also highlight that Fair Play is a justice-oriented concept intertwined with moral values. PFC8 noted, "I've always valued winning fairly in my sports life," emphasizing its foundation in fairness, while PFC22 stated, "I think of the concept of justice, values, tolerance, goodwill, sincerity, and ethical behavior," linking Fair Play closely with morality and tolerance. Similarly, PFC6 stated, "It's not just about competition; fairness as a person is equally important," emphasizing Fair Play as a concept rooted in human values.

Coaches generally consider themselves to be Fair Play-compliant individuals and express this openly. PFC34 remarked, "I think I comply with Fair Play," reflecting self-perception as honest and morally upright, while PFC9 noted, "Because I'm naturally optimistic, I can put myself in others' shoes," emphasizing Fair Play's connection to empathy. PFC13 added, "I'm calm, virtuous, and understanding," aligning their personality traits with Fair Play values.

Respect for opponents and empathy are emphasized as significant components of Fair Play. PFC18 stated, "I demonstrate Fair Play behaviors towards my opponents before and after the match, regardless of the result," highlighting a respectful approach. Similarly, PFC32 remarked, "I see the person opposite me as an individual, and this should be done not only in competition but also as a person," emphasizing the connection between Fair Play, empathy, and human dignity. PFC2 stated, "Sometimes we get carried away with the competitiveness. But when I think of contributing to the development of what I serve, I realize Fair Play is a significant factor in that development," reflecting Fair Play's integration of respect and empathy.

Coaches express efforts to improve themselves in fully embodying Fair Play. PFC40 noted, "I think it's improvable, but I strive to remain within the framework of Fair Play," highlighting the need for continuous development. Similarly, PFC15 stated, "Sometimes I think I demonstrate Fair Play in certain situations," expressing their ongoing growth process.

Women coaches emphasize their determination to consistently apply Fair Play. PFC12 stated, "Fair Play to the end," showcasing their commitment to this principle, while PFC38 remarked,

"I think I act in accordance with the spirit of Fair Play," indicating their dedication to making Fair Play a lasting behavior. PFC5 added, "I completely exhibit behaviors in line with Fair Play," reflecting its adoption as a life principle.

In summary, women coaches' approaches to Fair Play encompass various dimensions, including education, justice and morality, self-awareness, respect for opponents and empathy, personal development, and the consistent application of Fair Play. Coaches see instilling the spirit of Fair Play in their athletes as a key responsibility, aiming to strengthen both sports ethics and social values. Their understanding of justice and morality focuses on fairness in competition and tolerance, while their self-awareness leads them to identify as Fair Play-compliant individuals. Viewing Fair Play as both a sporting attitude and a human value, coaches are committed to practicing it consistently and continuously improving within this framework. These comprehensive approaches demonstrate the adoption of Fair Play as both an educational tool and a way of life.

Women football coaches' perceptions of fair play behaviors toward them; the study examined women football coaches' views on Fair Play-oriented behaviors directed toward them. Coaches expressed diverse opinions and experiences regarding the demonstration of Fair Play behaviors. Some participants reported that Fair Play is widely practiced in the sports community and expressed satisfaction with the positive attitudes they encountered. For example, PFC1 stated, "I think Fair Play is widely practiced in many places," while PFC2 remarked, "Fair Play behaviors toward us on the field feel great," highlighting the positive effects of such attitudes. Similarly, PFC40 emphasized, "I believe there are plenty of Fair Play-oriented behaviors in women's football," drawing attention to an optimistic outlook.

However, some coaches believed that Fair Play is not fully implemented in the context of gender equality. PFC12 stated, "I don't think there is Fair Play toward women coaches. Women remain in the background," pointing to gender discrimination. Similarly, PFC16 remarked, "We see that Fair Play behaviors toward women football coaches are almost nonexistent," echoing a critical perspective. PFC36 elaborated further, "I think women face significant material and moral discrimination solely due to their gender. In some statements, women coaches are seen as weaker and inadequate, which creates pressure and attempts to establish authority over them. Therefore, Fair Play behaviors are not adequately demonstrated yet," emphasizing the impact on women.

Coaches also noted that societal perceptions of women influence Fair Play behaviors. PFC15 stated, "I think women coaches are judged regardless of their coaching knowledge, experience, or skills," indicating that women are evaluated more on their gender than their professional competence. PFC27 added, "While we strive to exist here through our profession, a maternal perception is formed because of our gender," highlighting the influence of societal roles on women coaches.

Finally, the view that Fair Play is a value dependent on personal attitudes was frequently expressed. PFC19 stated, "Fair Play doesn't work differently for men or women; it comes down

to the individual," emphasizing that Fair Play is independent of gender and reliant on individual attitudes. PFC21 supported this idea, saying, "It varies by person." Similarly, PFC25 remarked, "Fair Play doesn't differ between men and women; it depends on the individual's attitudes," underlining its basis in personal values.

In summary, women football coaches' perceptions and experiences regarding Fair Play demonstrate diversity. While some noted the prevalence of Fair Play behaviors in the sports community and their positive effects, others emphasized the incomplete application of these values in the context of gender equality and the discrimination faced by women coaches. Additionally, views emerged that Fair Play depends on individual attitudes rather than societal perceptions or gender roles. These findings highlight the need to address Fair Play from both personal and societal perspectives concerning women football coaches.

Suggestions for improving fair play behaviors; in the study, women football coaches shared their opinions on the steps needed to cultivate a Fair Play spirit in individuals if they were given authority. Their suggestions for fostering and institutionalizing the spirit of Fair Play in society included a wide range of strategies, such as discipline, education, rewarding behaviors, equal opportunities, and raising awareness. These comprehensive approaches aim to ensure that Fair Play is embraced not only on the sports field but also across society.

Coaches emphasized the importance of discipline and enforcement. PFC31 stated, "I would impose stricter penalties," arguing for stronger measures against coaches who violate rules. Similarly, PFC35 noted, "I would not allow coaches with three penalties in the same season to continue coaching," highlighting the need to prevent repeated violations.

Coaches stressed the critical role of education and awareness in teaching Fair Play from an early age. PFC24 remarked, "Educating individuals at a young age is very important. Parents also need to be informed," emphasizing the involvement of families. PFC21 added, "Fair Play should be taught starting in elementary school," underscoring the importance of early education. PFC11 suggested, "I would organize seminars for coaches to teach Fair Play to their students," while PFC17 stated, "I would launch social media campaigns to raise awareness," highlighting the role of modern tools in awareness efforts.

Coaches frequently emphasized that Fair Play should be an inseparable part of sports. PFC3 stated, "Sports = Fair Play," emphasizing the intrinsic connection between the two. PFC22 noted, "Positive behaviors in victory and defeat should become habitual," pointing to the sustainability of Fair Play at all levels of sports. Similarly, PFC21 commented, "I would want Fair Play to be applied in every situation."

Support for women and equal opportunities were highlighted as contributing factors to strengthening Fair Play in society. PFC18 stated, "Women football coaches should be supported, and opportunities should be provided instead of criticism," while PFC19 added, "If equal opportunities are provided for women coaches, the spirit of Fair Play will also strengthen."

Sports psychology and media education were also identified as significant factors in promoting and sustaining the spirit of Fair Play. PFC32 noted, "I would ensure training on sports psychology for athletes," emphasizing the importance of psychological support for athletes. PFC36 remarked, "I would provide training for broadcasters to strengthen the language of Fair Play in the media," highlighting the media's role in fostering Fair Play values.

Women football coaches' suggestions for fostering the spirit of Fair Play and making it permanent in society encompassed discipline, education, awareness, equal opportunities, and media. They emphasized the need for effective use of disciplinary and enforcement mechanisms, the importance of starting education at an early age, and the inclusion of families in the process.

The use of social media and awareness campaigns was seen as a valuable tool, reflecting the importance of modern approaches to raising societal consciousness. Furthermore, support for women and equal opportunities were highlighted as critical for strengthening Fair Play, while the role of sports psychology and media in disseminating Fair Play values was also emphasized. These suggestions demonstrate the need to internalize Fair Play not only on sports fields but also in every aspect of society.

DISCUSSION AND CONCLUSION

Metaphorical perceptions of Fair Play demonstrate that participants have transformed it from an abstract concept into a tangible and meaningful framework. It is well-known that metaphors serve as an important cognitive tool in the process of understanding complex and abstract concepts (Lakoff & Johnson, 2008). In this context, metaphors such as "scale," which emphasize justice, highlight the ethical and moral dimensions of Fair Play. Similarly, the metaphor of "mirror" suggests that individuals' behaviors should find reciprocation, indicating that Fair Play is built on mutual reflection and honesty.

These findings align with the ethical behavior norms present in the sports ethics literature (Simon, 2016). Additionally, metaphors such as "water" and "sun" reflect Fair Play's representation of sustainability and positive value creation in sports. Metaphors like "child" and "friendship," which emphasize connection and relationships, support the view that women football coaches' professional ethics differ from male coaches in terms of professionalism and tolerance (Tuzer & Göksel, 2023). These findings illustrate that Fair Play is perceived not only as a sporting principle but also as a concept integrated with nature and human values.

Participants' self-assessments regarding their Fair Play-compliant behaviors indicate a high level of personal awareness and their adoption of Fair Play as both a personal and professional value. These results support studies that argue Fair Play is an applicable value not only in physical competitions but also in education and other aspects of social life (Culpan & Wigmore, 2010). However, evident issues of gender inequality and the limited exposure of women

football coaches to Fair Play behaviors highlight ongoing gender discrimination in the sports community.

Critiques of gender discrimination in the sports literature emphasize the need for greater support for women in sports management, coaching, and officiating (Claringbould & Knoppers, 2012). The experiences of women football coaches in this context reveal that the spirit of Fair Play must be supported by structural equality mechanisms, not just individual attitudes.

Coaches' recommendations for promoting the spirit of Fair Play include starting education at an early age, organizing awareness campaigns, and increasing equal opportunities for women. Findings that Fair Play should become a part of education align with literature emphasizing the role of sports in strengthening individuals' ethical values (Hellison, 2003). In the educational context, it is argued that athletes should develop not only physical skills but also ethical decision-making abilities (Arnold, 1994).

Women football coaches' determination to instill the spirit of Fair Play in their athletes highlights the importance of being role models in sports education. This finding aligns with According to Bandura's (1977) social learning theory, which suggests that the behaviors of coaches provide observable and learnable models for athletes (Bandura, 1977).

Recommendations regarding discipline and enforcement emphasize that Fair Play should be reinforced not only as an individual value but also as an institutional norm. The sports management literature highlights the role of effective sanctions against violations of fair play principles in preventing unethical behaviors (Chelladurai & Madella, 2006). Strengthening disciplinary mechanisms and disseminating the principles of sports ethics can contribute to the widespread adoption of Fair Play both on and off the field.

Participants also noted that Fair Play should be promoted through the media. The influence of social media in raising awareness is widely recognized in the literature (Hutchins & Rowe, 2012). Women coaches' suggestions for social media campaigns underline the role of modern communication tools in enhancing awareness of sports ethics. These recommendations suggest that Fair Play should be advocated not only as a physical activity but also on digital platforms.

The experiences of women football coaches in the context of gender equality highlight the need for Fair Play to be internalized at an individual level, independent of societal perceptions. However, gender inequality remains a barrier to the broader adoption of Fair Play in the sports community. Studies examining the relationship between gender equality and sports ethics emphasize the importance of creating an equitable sports culture (Knoppers & Anthonissen, 2008). In this regard, addressing Fair Play alongside gender equality would be a significant step in strengthening the ethical values of the sports community.

CONCLUSION

In conclusion, the findings of this study have provided a deep understanding of how Fair Play is perceived and embraced by women football coaches. Coaches view Fair Play not only as a sporting principle but also as a personal value and a societal norm. However, structural issues such as gender inequality pose significant barriers to the widespread adoption of Fair Play. This situation highlights the need for policies promoting gender equality in the sports community. The findings align with literature suggesting strategies such as introducing Fair Play through early education, promoting it at a societal level through awareness campaigns, and increasing equal opportunities for women. Comprehensive and holistic policies are required to ensure that Fair Play is embraced both at the individual and institutional levels.

Future research could explore perceptions of Fair Play across different sports and societal contexts, enriching the knowledge base in this area. Additionally, evaluating the impact of initiatives aimed at promoting the spirit of Fair Play could lead to more effective approaches in sports ethics education.

Conflict of interest: As the authors of this article, we declare that there is no personal or financial conflict of interest within the scope of this study.

Declaration of Contribution of Researchers

Research Design- MAH, GT, Collection of Data- MAH, statistical analysis- MAH; Preparation of the manuscript, MAH; GT.

Ethics Approval

Ethics Committee: Karamano lu Mehmetbey University Rectorate Social And Human Sciences Scientific Research And Publication Ethics Committee

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