

Examination of Youth Team Athletes' Social Values According to Some Variables

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Abstract

In this study, it was aimed to examine of youth team athletes' social values according to some variables. The study was carried out by screening model and includes in range of 9-17 years 273 youth team athletes who take part in individual and team sports such as Taekwondo, Handball, Badminton, Wrestling, Volleyball and Football.

"A tool for Measuring Values: Multi-Dimensional Social Values Scale" developed by Bolat (2013) and "Demographic Characteristic Questionnaire" were used.

For statistical analysis of the data obtained from the study, arithmetic mean and standard deviation were applied. Since the variable did not meet the normal distribution and homogeneity conditions, t-test and ANOVA test were applied from the parametric tests and significance level of .05 was selected for statistical significance.

As a result of the study, according to the age variable, statistically significant differences were found in the Family Values, Scientific Values, Working-Job Values, Religious Values, Traditional Values and Political Values sub-dimensions of 11-12 age group athletes. There was a significant difference in Scientific Values, Working-Job Values, Religious Values and Traditional Values sub-dimension scores of the athletes according to gender variable. It was also found out that team athletes' scores of Family Values, Scientific Values, Religious Values and Traditional Values sub-dimension were higher than individual athletes.

Keywords: sports and values, youth team athletes and values, sports, physical education

1. Introduction

Human being is a highly developed living thing and it is the whole thing that makes it important, the set values that you put forth. The emotions, thoughts and inferences that people have developed as a result of their experiences have led him to take an attitude towards life. Behavioral criterion resulting from these stereotyped attitudes created the values. Since the settled past, people have interacted with other people and human communities. The values that arise from this interaction have developed and spread among people generated the values system (Bolat, 2013).

Values can guide to the appropriate ways of thinking and behaving in society and the preference or evaluation of behaviors and events. In this respect, it is thought that values draw the frame of behavior that is characterized as "social" by the society. Thus, it is thought that the individuals living in the society have the opportunity to exhibit their thoughts and behaviors in an appropriate manner and have been subject to social audit through values. As a result of this situation, it can be said that individuals can make more courageous decisions to comply with custom, ritual, morals, and traditions and to do right behavior (Kart, 2017).

The values that contain the different criteria are the principle, the rule and the guidance for the human life. Values are chosen from among the options considering the results, displayed as behavior, transformed into a lifestyle, approved by giving importance by society. The process of acquiring the values that begin with the birth of man is reshaped and differentiated by the influence of the development and experiences of life-long values (Kaur & Panju, 2012: 24).

Values are not phenomenon that people bring with their birth. Values are often gained through education in the lifetime. For this reason, the acquisition or transfer of value is an educational issue in itself (Yeşil & Aydın, 2007: 71). From this point of view, it is possible that by adopting values through moving the cultural heritage, the most important task of education, to the future with the community development and the socialization of people to be part

of society. It is possible to acquisition of human values through education values assistance and takes decisions in the guidance of these values (Tezgel, 2006: 638).

The strongness of the education systems and the successful delivery of value transfer are important in terms of social continuity. The framework of the educational approach and system of the countries is formed by defining the social, economic and cultural conditions and lines of those countries. The education system cannot be imported or exported from one country to another. For this reason, nations are obliged to establish and maintain an appropriate understanding of education. In this respect, countries have to improve and renew their understanding of education in accordance with social, common, economic and cultural changes (Ekinci, 1990: 9).

It is believed that sport is important in the development of children and young people, and it is ensured that children participate in sport and physical activity with a considerable time and resources that are good or badly spent in many cultures and nations. It is accepted that the sport has a natural influence that shapes and influences children and young people. Concepts such as honesty, endeavoring, learning to work with people, accepting to win and losing, and of course internal qualities to develop an active healthy lifestyle are some of the characteristics that sports have provided to children and youth. It is also important for sports practitioners to know that children have value priorities and that they do not think like adults.

Since values are considered universal in the sense of firsts that govern all aspects of our lives, they should also direct participation in the sport. For example, some athletes may value success based on the competition; important to others, others may value skill and friendship development. However, the concept of values and the role of values are not extensively researched in sport psychology, and the number of studies that use values as a basic concept in fair play studies is limited. Despite many refers in the literature, it has become a small, sustainable initiative to adopt a (a)"concept of attractiveness", (b) to prepare an appropriate scale based on this principle, or (c) to clearly distinguish values from their attitudes. Nonetheless, in recent years, sports psychologists have shown increased interest in their values and have begun to investigate these missing aspects. This has resulted in the publication of studies on values in youth team sports, particularly in Europe.

The use of the term "value" in the sense of objects that serve a purpose, for example, has gained considerable attention in sports and health psychology, being valuable of sports has also attracted considerable attention within sports and health psychology. However, while this focus may have directed attention from a concept of "value" to a guiding principle, this characterizes much of the work on "values" in contemporary psychology.

Determination of value systems can be instrumental in comparing the value priorities of young people in real life and in sport, in different sport branches, in different sports content. Discussing the relationship between the values of the athletes and the values perceived and expressed by the important people will advertise to the role of parents, teachers, coaches and sports institutions and sense of value transfer in sports.

1.1 Values and Sports

From past to present, the subject of value is being study in every field from economy to education, from philosophy to sociology (Akbaş, 2004; Tezcan, 1974). The concept of value has not reached a common definition that everyone accepts despite this great disinterest. Every thinker who works on this field has defined the value from his point of view (Bolat, 2013).

While people assign a meaning to the objects around them, they use their own criteria. These criteria are sometimes reflective of sense organs and sometimes emotional states. Humans use the properties they have acquired through the sense organs when describing the objects. Individuals are influenced by the impression that they have an emotional attachment while giving importance and value to the object. These emotional impressions are called "value" (Yeşil & Aydın, 2007: 66).

In our country, Erol Güngör, who deals with the value and emphasizes the importance of this concept, defines "value is a component of our understanding, feelings and knowledge about a certain part of our world as a belief." Güngör (2000) also defines the value as "the belief that something is desirable or impossible".

Fitcher defines "values in sociological sense, groups or society, measures of people, behavioral models, measures of significance of goals and other socio-cultural things" (Fitcher, 1990: 131). When we look at the definition of value of these two important people, it is possible to reach the result that the information about human beings can be obtained with the help of values, that is, it can help us to define human (Bolat, 2013).

Social values defined as "the basic judgments, values, which bring together the members of the society, keep them together, and keep the society alive" (TDK) or "abstract examples that are kept in mind and put limits on people's

attitudes and actions" (Dönmezer, 1984: 249) are the most important means by which an individual is a member of a community. Social values set the bases that regulate the relations of the people who make up the society. "The rules to be followed, whether from previous generations or from our side, the consort, cannot live in peace and co-operation, unless people have a common understanding in this regard, peace and cooperation are the basis of the whole society's life" (Güngör, 2008: 19).

Individuals are thought to use the values they have as a result of social interaction and education, reflecting them in their behaviors, realizing their personal goals, and influencing their interpersonal interactions. In this context, it can be said that the individuals have decided their preferences and choices in the light of their own values (Kart, 2017).

The values that a person who is a social being brings to life in social life constitute social values. The most distinctive feature of man is that it is not necessary to live alone, but to live a community life. The social values that arise from this and which regulate the social life give a structure to the relations of the society with the individuals and to the relations of the individuals with the society (Güngör, 2008; Bolat, 2013).

Values have been an important topic in the social sciences, because they have examined the aims, targets and standards that people and societies desire. Values in daily life mean things like world desire for peace, personal salvation, and honesty. In sports, values include not only success criteria such as winning and playing well but also fair-play, sportsmanship, friendship or tolerance, which are related to the quality of the interaction during the activity.

In general, misinformation about the use of sports and physical activity has been given to reduce anti-social behaviors and promote positive social behaviors. For example, it has traditionally been assumed that participating in sport is automatically a positive social and moral development in the person and promotes cultural development, but this does not coincide with the results of the study because it is more detailed and does not immediately compromise. In a review of sport ethics research, Shields and Bredemeier reported that negative effects between participation in some team sports and ethical reasoning, but they also considered that positive results could grow up under the right conditions (Gürpınar, 2014).

Hellison (2003) strongly rejects the concept of automatic transfer of values. Introducing socially acceptable values effectively requires understanding and constantly targeted intervention. The increasing concern that commercialization of sports, along with accompanying problems, leads to anti-social behaviors in adult sports and that unethical behaviors will spread into infrastructure sports is an important issue

Cliffort and Feezell (2010) argued that the fair play rules were no longer introduced to young players and that the moral language needs to be re-excavated to respect others and the game itself.

2. Method

In this study, the screening model, the most commonly model used in the context of the descriptive research and performed on large groups, was used. It is a model in which incidents and phenomena are described within their own conditions and the attitudes and opinions of individuals in the group are examined (Alemdağ and Öncü, 2015, 290). Screening research models are "screening arrangements which population consisting of a plurality of elements, in all populations or a group of samples or sample selected from in order to reach a general judgment about the population" (Altunışık, Coşkun, Bayraktaroğlu and Yıldırım, 2010: 30).

2.1 Population and Sample of the Study

Population of the study includes in range of 9-17 years youth team athletes who take part in Taekwondo, Handball, Badminton, Wrestling, Volleyball and Football branches.

In the sample, there were 273 youth team athletes, 65 females and 187 males who take part in these sport branches. Simple random sampling method was used in determining the sample (Karasar, 2009).

Table 1. Frequency and Percentage Distribution of the Young Team Athletes' according to their Demographical Characteristics

| | Categories | <i>f</i> | % |
|----------|-------------------|----------|-------|
| Age | 9-10 | 13 | 5,1 |
| | 11-12 | 73 | 29 |
| | 13-14 | 53 | 21 |
| | 15-16 | 76 | 30,2 |
| | 17+ | 37 | 14,7 |
| Gender | Female | 65 | 25,8 |
| | Male | 187 | 74,2 |
| Branches | Individual Sports | 111 | 44 |
| | Team Sports | 141 | 56 |
| Total | | 252 | 100,0 |

2.2 Data Collection

After obtaining the report of the ethics committee from Ahi Evran University Social and Scientific Researches during the data collection process of this research, necessary permissions were obtained from the federations of the determined sports branches and national youth team athletes have been reached in Ankara province. After briefing the athletes about the questionnaire, scales were given to volunteer athletes and expected answers.

In the study, "A tool for Measuring Values: Multi-Dimensional Social Values Scale" developed by Bolat (2013) and "Demographic Characteristic Questionnaire" were used.

Multi-Dimensional Social Values Scale has a 5-Point Likert design, and consists of 42 items. There are 6 social value dimensions in the scale. These are, Family Values Dimension, Scientific Values Dimension, Work-Job Values Dimension, Religious Values Dimension, Traditional Values Dimension, Political Values Dimension. (Bolat, 2013)

2.3 Data Analysis

SPSS 19 statistical program was used in the analysis of the data. For statistical analysis of the data obtained from the study, arithmetic mean and standard deviation were applied. Since the variable did not meet the normal distribution and homogeneity conditions, t-test and ANOVA test were applied from the parametric tests and significance level of .05 was selected for statistical significance.

3. Finding

Table 2. ANOVA Test Results According to Age Variable of Athletes' Social Value Sub-dimension Scores

| | Age | N | \bar{X} | s | Source of Variance | SS | df | Mean Square | F | p | Difference |
|--------------------|-------|----|-----------|------|--------------------|---------|-----|-------------|-------|------|------------|
| Family Values | 9-10 | 13 | 23,23 | 3,44 | Inter Group | 424,37 | 4 | 106,09 | | | |
| | 11-12 | 73 | 20,89 | 4,98 | In-group | 4262,94 | 247 | 17,25 | | | |
| | 13-14 | 53 | 23,45 | 5,14 | Total | 4687,31 | 251 | | 6,14 | ,000 | 2-4 2-5 |
| | 15-16 | 76 | 23,85 | 2,96 | | | | | | | |
| | 17+ | 37 | 23,97 | 2,87 | | | | | | | |
| Scientific Values | 9-10 | 13 | 21,69 | 3,09 | Inter Group | 440,40 | 4 | 110,10 | | | |
| | 11-12 | 73 | 20,21 | 5,26 | In-group | 4287,44 | 247 | 17,35 | | | 2-4 |
| | 13-14 | 53 | 21,52 | 4,61 | Total | 4727,85 | 251 | | 6,34 | ,000 | 2-5 3-5 |
| | 15-16 | 76 | 22,97 | 3,21 | | | | | | | |
| | 17+ | 37 | 23,83 | 2,88 | | | | | | | |
| Work-Job Values | 9-10 | 13 | 29,92 | 2,92 | Inter Group | 1747,72 | 4 | 436,93 | | | |
| | 11-12 | 73 | 25,94 | 6,40 | In-group | 6649,35 | 247 | 26,92 | | | 1-2 2-3 |
| | 13-14 | 53 | 29,45 | 5,43 | Total | 8397,07 | 251 | | 16,23 | ,000 | 2-4 2-5 |
| | 15-16 | 76 | 32,28 | 4,56 | | | | | | | |
| | 17+ | 37 | 32,05 | 3,71 | | | | | | | |
| Religious Values | 9-10 | 13 | 25,00 | 3,65 | Inter Group | 976,64 | 4 | 244,16 | | | |
| | 11-12 | 73 | 21,05 | 5,74 | In-group | 4876,92 | 247 | 19,74 | | | 1-2 |
| | 13-14 | 53 | 23,50 | 4,40 | Total | 5853,56 | 251 | | 12,36 | ,000 | 2-4 2-5 |
| | 15-16 | 76 | 25,72 | 3,71 | | | | | | | |
| | 17+ | 37 | 25,62 | 2,87 | | | | | | | |
| Traditional Values | 9-10 | 13 | 22,92 | 3,77 | Inter Group | 758,01 | 4 | 189,50 | | | |
| | 11-12 | 73 | 21,08 | 6,13 | In-group | 4804,97 | 247 | 19,45 | | | 2-4 |
| | 13-14 | 53 | 23,39 | 3,65 | Total | 5562,98 | 251 | | 9,74 | ,000 | 2-5 |
| | 15-16 | 76 | 25,10 | 3,36 | | | | | | | |
| | 17+ | 37 | 25,37 | 3,25 | | | | | | | |
| Political Values | 9-10 | 13 | 34,53 | 5,45 | Inter Group | 399,02 | 4 | 99,75 | | | |
| | 11-12 | 73 | 33,31 | 6,94 | In-group | 8735,65 | 247 | 35,36 | | | |
| | 13-14 | 53 | 35,98 | 6,55 | Total | 9134,67 | 251 | | 2,82 | ,026 | 2-5 |
| | 15-16 | 76 | 36,01 | 5,26 | | | | | | | |
| | 17+ | 37 | 36,37 | 4,06 | | | | | | | |

*p= 0.05 significant level. **Groups: 1:** 9-10, **2:** 11-12, **3:** 13-14, **4:** 15-16, **5:** 17+

As can be seen from the data obtained in Table 2, there is a significant difference in the "Family Values" sub-dimension scores of the athletes according to the age variable. [$F_{(4-247)} = 6,14; p < ,05$]. The scores of the 11-12 age groups are found to be lower than those of the age group of 15-16 years and 17 years and above.

According to the age variable, there is a significant difference in the scores of the "Scientific Values" sub-dimension of the athletes. [$F_{(4-247)} = 6,34; p < ,05$]. The scores of 11-12 age groups are determined to be lower than 15-16 age groups with 17 and over age group scores. It was also found that scores of 13-14 age groups were lower than scores of 17 and above age group.

According to the age variable, there is a significant difference in the scores of the "Working-Job Values" sub-dimension of the athletes [$F_{(4-247)}= 16,23$; $p<,05$]. It was determined that the lowest point average belonged to 11-12 age groups and the difference between the mean of the other groups was significant.

According to the age variable, there is a significant difference in the "Religious Values" sub-dimension scores of the athletes [$F_{(4-247)}= 12,36$; $p<,05$]. It was determined that the lowest point average belonged to 11-12 age groups and the difference between the mean of the other groups was significant.

According to the age variable, there is a significant difference in the scores of the "Traditional Values" sub-dimension of the athletes have a significant difference [$F_{(4-247)}= 9,74$; $p<,05$]. The scores of the 11-12 age groups were found to be lower than those of the age group of 15-16 years and 17 years and above.

According to the age variable, there is a significant difference in the "Traditional Values" sub-dimension scores of the athletes [$F_{(4-247)}= 9,74$; $p<,05$]. The scores of 11-12 age groups were found to be lower than 15-16 age group, 17 and above age group scores.

According to the age variable, there is a significant difference in the "Political Values" sub-dimension scores of the athletes [$F_{(4-247)}= 2,82$; $p<,05$]. 11-12 age group scores were found to be lower than age group scores of 17 and above.

Table 3. T-Test Results According to Gender Variable of Athletes' Social Values Dimensions Scores

| Sub-dimensions | Gender | N | X | S | df | t | p |
|--------------------|--------|-----|-------|------|-----|-------|-------|
| Family Values | Female | 65 | 23,56 | 2,65 | 250 | 1,460 | ,059 |
| | Male | 187 | 22,66 | 4,75 | | | |
| Scientific Values | Female | 65 | 23,76 | 3,53 | 250 | 3,082 | ,000* |
| | Male | 187 | 21,29 | 4,41 | | | |
| Working-Job Values | Female | 65 | 31,75 | 4,49 | 250 | 3,395 | ,000* |
| | Male | 187 | 28,98 | 6,01 | | | |
| Religious Values | Female | 65 | 24,95 | 3,72 | 250 | 2,148 | ,014* |
| | Male | 187 | 23,47 | 5,11 | | | |
| Traditional Values | Female | 65 | 25,00 | 2,87 | 250 | 3,014 | ,000* |
| | Male | 187 | 22,98 | 5,10 | | | |
| Political Values | Female | 65 | 35,50 | 4,90 | 250 | ,473 | ,592 |
| | Male | 187 | 35,09 | 6,38 | | | |

As can be seen from the data obtained in Table 3, according to the age variable, there is a significant difference in the scores of Scientific Values, Working-Job Values, Religious Values and Traditional Values sub-dimensions. It is determined that scores of female athletes are higher than males.

Table 4. t-test Results According to Sport Branches Variable of Athletes' Social Values Sub-dimensions Scores

| Sub-dimensions | Variables | N | \bar{X} | S | df | t | p |
|--------------------|-------------------|-----|-----------|------|-----|-------|-------|
| Family Values | Team Sports | 111 | 23,98 | 2,61 | 250 | 3,612 | ,000* |
| | Individual Sports | 141 | 22,04 | 5,14 | | | |
| Scientific Values | Team Sports | 111 | 22,67 | 3,98 | 250 | 2,435 | ,016* |
| | Individual Sports | 141 | 21,34 | 4,52 | | | |
| Working-Job Values | Team Sports | 111 | 30,43 | 4,22 | 250 | 1,795 | ,074 |
| | Individual Sports | 141 | 29,12 | 6,72 | | | |
| Religious Values | Team Sports | 111 | 25,00 | 3,57 | 250 | 3,415 | ,001* |
| | Individual Sports | 141 | 22,95 | 5,46 | | | |
| Traditional Values | Team Sports | 111 | 25,03 | 3,44 | 250 | 4,765 | ,001* |
| | Individual Sports | 141 | 22,30 | 5,20 | | | |
| Political Values | Team Sports | 111 | 35,45 | 5,53 | 250 | ,599 | ,549 |
| | Individual Sports | 141 | 35,00 | 6,41 | | | |

As shown in Table 4, according to the sport branch variable, there is statistically significant difference in the scores of Family Values, Scientific Values, Religious Values and Traditional Values sub-dimensions. It has been determined that the scores of the athletes take in the team sports are higher than those take in the individual sports."

4. Discussion and Result

As a result of the study carried out to examine the social values of youth team athletes in terms of some variables, statistically differences were observed in the Family Values, Scientific Values, Work Values, Religious Values, Traditional Values and Political Values subscales of 11-12 age group athletes compared to other age groups (Table 2; $p < .05$). It was found that the value scores of this age group were lower than the scores of other ages.

Saracoğlu, Gencel, Altın (2014) found that the religious and traditional values of young people were higher. In the study of Gürkan, Çamlıyer and Saracaloğlu (2000), it was determined that the values were independent of the age variable. It can be assumed that the result is due to the fact that different measuring instruments have been used and that different groups have been studied. In addition, when the characteristics of the developmental period of the individuals are examined, the period of 11-12 years corresponds to the beginning of the adolescence period in the literature and it can be considered as the reason of the sociological effect that the adolescence period has formed on the individual.

Adolescence (11-18 years) is a period when physical changes are experienced. The physical growth and development, which is slowed down in childhood, accelerates again in adolescence and reaches the adult structure at the end of this period. In this period, adolescents waver between the rules they learned in childhood and the value judgments that adults need to develop. In the emotional sense, there is a tendency not to be self-confident in the adolescent. Other people worry about the emotions and thoughts about the adolescents, and physiological changes during this period can also cause great emotional stress on the adolescent.

In the study, female athletes were found to have higher scores in Scientific Values, Work Values, Religious Values and Traditional Values subscale scores than male athletes (Table 3, $p < .05$). This result can be considered as a result of the traits of Turkish society, the tasks assigned to women in society, and the fact that these values are important values of Turkish family structure. According to Erkan and Erkan (2007), the world view of the Turkish people is determined not by the elements of the technological field, but by the elements of the cultural field.

In the literature, there were no studies about youth team athletes and appropriate gender groups, but similar and different studies were found. Güngör (1993) stated that gender perceptions may change depending on the role that the society has as a woman or as a role in the work of the society, that the attitude and value differences according to gender are cultural differences. In the study of Zavalı (2004) found that in the sub-dimension of women's social values, Saracaloğlu et al. (2014) found that family values, scientific values, religious values, traditional values differed significantly in favor of women. In the study conducted by Saracaloğlu, Uca, Baydilek and Coşkun (2012), it was revealed that the values of the preservice teachers differed according to the sex, the values of female teacher candidates were higher in Coşkun and Yıldırım (2009) and Altunay and Yalçınkaya (2011). This result supports research findings.

Sarı (2015), Keçeci, Bolat and Çermik (2014), Çalışkan, Yasul and Ulaş (2017) found that there was no significant relationship between gender variables and values, yet in his study Dogan (2018) on folk dancers, it is clear that traditional values are high in men. Similarly, Bacanlı (2002) found that traditional values were higher in men. These findings do not support research findings. The different results for these studies can be derived from the fact that the sample group was different or different measurement tools were used.

Another finding in the study is that the scores of Family Values, Scientific Values, Religious Values and Traditional Values sub-dimension of the athletes who take in team sports are higher than those of individual athletes (Table 4, $p < .05$). This conclusion can be interpreted as that the athletes who take in team sports are more dependent on the family values, care about the religious and traditional values more than the individual athletes and the scientific aspects are better.

The period of adolescence is a period when tasks and responsibilities are started to be removed from childhood and become an adult. Along with physical changes of adolescence, cognitive, emotional, sexual changes and developments, social factors affect adolescent development. In this process, the adolescent is able to research and seek by thinking and discussing or suspicion of the phenomenon of religion, creating a positive or negative attitude towards the religion. In addition, the phenomenon of religion plays a very important role in individual and social life. Because, religion is not only participates in the life of the individual as a system of belief, but also affects his personality and development at the same time as much as adopted. Religion also has the power to control human

behavior, interpersonal relations and social rules, and to power human life (Yıldız & Çapar, 2010]. Although the individual progresses to be an adult in adolescence, he still continues his life and education under the roof of mother and father. The effect of this situation also has an impact on family, scientific and traditional values.

Saraç and Kircıgil (2014) emphasize that volleyball players are interested in family values and they want to spend time with them on special occasions, Akgül (2014) stated that the individuals who sports in the study group were affected by religious beliefs at the beginning of the sport, Doğan and Yetim (2011) points out that the contribution of sports to national and cultural development in his study, Güven (1992) argues that individuals play in sports are at a high level of commitment to social values, and that they gain individuals who believe in collectivity, discipline, rule and social peace beyond medals and cups, Balcıoğlu, Özbek, Sungur, Sivrikaya and Tekin (2005) found that the athletes thought that success was more important and valuable than money, that they did not want to get status with money, pre-screened the success, Özyalvaş (2010) found that there was an increase in the academic motivation of the students who had more interest and attitude to the physical education lesson, and accordingly, there was a positive relationship between the attitude towards physical education lesson and the academic achievement motivation.

As a result of the study, according to the age variable, statistically significant differences were found in the Family Values, Scientific Values, Working-Job Values, Religious Values, Traditional Values and Political Values sub-dimensions of 11-12 age group athletes. There was a significant difference in Scientific Values, Working-Job Values, Religious Values and Traditional Values sub-dimension scores of the athletes according to the gender variable. It was also found out that team athletes' scores of Family Values, Scientific Values, Religious Values and Traditional Values sub-dimension were higher than individual athletes.

5. Recommendations

- Studies can be done to determine the value characteristics of athletes in different sports branches.
- It can be carried out a research to gain values on scientific values, work values, religious values and traditional values with educational games for youth team Male athletes.
- Considering the developmental characteristics of the individual, it can be carry out the social values of the youth who do and do not play sports.
- Examination of the value characteristics of the athletes can also be done with the different evaluation scales mentioned in the literature.
- Qualitative studies can be done in this area to learn how sports affect individuals' value characteristics.
- Value trainings can be given especially in the field of sports to young athletes.

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