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Attitudes to Moral Decision Making of the Student Athletes in Secondary and High School Level According to Sport Variables

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Abstract

The aim of this study was to assess the relation between Acceptance of Cheating, Acceptance of Gamesmanship and Keep Winning in Proportion and, education level, gender, sport experience, sport branch and sport type of the student athletes. The study group are in secondary and high schools and have done any sport to be licensed The study group included 594 student athletes (362 boys and 232 girls) with a mean age of 15.6 (Range: 11-19; SD = 2.11 years) from secondary and high schools. Attitudes to Moral Decision-Making in Youth Sport Questionnaire was used as data collection tool. Significant differences were found according to gender, sport experience, education level, sport branch and sport type. The present results demonstrated moral decision making scores are higher in girls than boys; secondary school students than high school students; noncontact sports than contact sports and inexperienced student athletes than experienced student athletes. In addition, significant differences were found according to the attitudes to moral decision making scores of the student athletes engaged in different sports branches.

Keywords

Cheating
Gamesmanship
Moral decision-making
Youth sport

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Introduction

Sports have become an important part of youth sports because of the social interaction, discipline, training, and other advantages they tender. Simultaneously, because they are rule-based exercises, they offer multiple solutions for moral dilemmas (Bredemeier & Shields, 1994). According to Turkey's national youth and sports policy document (2012), Turkey is one of the countries with a young and dynamic population in the world. These young people should be correctly routed through sports and other activities to protect them from harmful habits. Also to gain the moral and ethical values to children is regarded as important in terms of youth and sports policies.

Since the Ancient Greeks, the idea of "competitive sports provide for promoting character" has been around for a long time, and then become more popular in modern age. It is believed that muscles and morals develop simultaneously through participation in team sports. Today, "Sport builds character" became a popular idea in a wide range of educational institutions. (Bredemeier & Shields, 2006). Sport participation has commonly been accepted to promote the development of prosocial behavior or sportspersonship. Sport is supposed to provide a vehicle for learning to

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collaborate with teammates, discuss and find solutions to moral conflicts develop self-control, exhibit courage and learn virtues such as teamwork and fairness (Weiss & Bredemeier, 1990). Increasing numbers of studies in recent years were dealing with moral issues in sport. Does participation in sport actually promote good character? Shields and Bredemeier answered this question that "No amount of research can answer such a broad and vague question. Sport experiences are infinitely varied, and the term character can be defined and operationalized in numerous ways. Every sport context is unique, as is every sport participant. " (Shields & Bredemeier, 2007). On the other hand, Kavussanu (2008) argued that the nature of sport provides broad possibilities for both prosocial behavior, designated as any voluntary act performed with the goal of helping another person (e.g., helping an injured player), and antisocial behavior, designated as any voluntary act intended to disadvantage another person (e.g., trying to injure another athlete).

The influence of sport participation on character and moral behaviors outside of the sporting context is uncertain. There are some researches that have reported a negative relationship between sport participation and delinquency (Segrave & Hastad, 1982; Segrave, Moreau, & Hastad, 1985) However; there are some researches that have reported a positive relationship between sport participation and delinquency (Gardner et.al. 2009; Chiffriller et.al, 2013). Also Begg et.al. (1996) indicate that increased delinquency was associated with individual sports participation and not with team sports participation. On the other hand, to measure and assess the attitudes of youths in sport context has been a main interest among researchers, especially after the mid-80s. The problem was not only the difficulty in finding the sufficient scales to the object of study, but also in defining a conceptual framework that gives consistency to the validation mechanisms of moral decision making and, at the same time, allows the intervention of educational agents (Gonçalves et.al., 2010). Afterwards, the evaluation of moral attitudes with scales towards fair play and sportspersonship among young athletes has been the subject of researchers (Boixadós & Cruz, 1995, Vallerand et.al., 1997). Subsequently, many scales designed to measure moral attitudes in sport context in the names of Attitudes to Moral Decision Making in Youth Sport (Lee et.al., 2007), Moral Disengagement in Sport (Boardley & Kavussanu, 2007), The Prosocial and Antisocial Behavior in Sport (Kavussanu & Boardley, 2009) and Moral Content Judgment In Sport (Proios, 2010) and a significant increase occured in the research about morality in sport. The important aim of morality researches within the sport context is to describe factors that may be involved in the occurrence of unethical behaviors. These scales include examples of dilemmas, attitudes to that dilemmas and common sport scenarios that come up in sport cases.

One of the scales developed over time, is Attitudes to Moral Decision Making in Youth Sport Questionnaire which was developed by Lee et. al. (2007). The specialty of this scale is the measurement of the not desirable features in youth sports such as cheating and gamesmanship. Why measurement of cheating is so important? In a research Lickona (1996) highlighted that one of the most important problem in American society was increasing dishonesty like cheating, lying and stealing and for a good character education the dishonesty and other moral problems should be solved with the eleven principles of character education (see more for Lickona, 1996). This problem is actually is a major problem for other societies around the world as American society. The term cheating and gamesmanship may be difficult to define both conceptually and functionally. Cheating refers to "breaking the rules to get an unfair advantage and trying to get away with it without being penalized"(Loland, 1998). Gamesmanship has been described as "Pushing the rules to the limit without getting caught, using whatever dubious methods possible to achieve the desired end" (Lumpkin et. al., 2003). There are also different types of studies in the literature made by using whole of or a part of this scale. Palou et.al (2013) stated that, task climate created by coach was negatively related to the acceptance of gamesmanship and cheating, but ego climate created by coach was related to higher acceptance. Motivational climate created by parents was not related to acceptance of cheating or gamesmanship. Koul (2012) indicated that willingness to cheat behavior is higher in boys than girls. Ponseti et.al (2012) remark that, acceptance of cheating and gamesmanship is higher in boys than girls also according to sport type soccer is higher than basketball and handball. Wagnsson et.al.

(2012) found that there were a positive relations between Worry Conducive Climate and Acceptance of Cheating and negative relations between Learning and Enjoyment Climate and Acceptance of Cheating created by both mother and father. Kaye and Ward (2010) expressed that cheating is more in boys than girls; sophomores than freshmen; seniors than juniors; and contact sports than non-contact sports. Lee et.al (2007) also point out that acceptance of cheating and acceptance of gamesmanship scores are significantly higher in boys than girls; older (ages 14-16) than younger (ages 11-13) and team sport athletes than individual sport athletes. Keeping winning in proportion was found higher in girls.

When we look at the researches we can easily see that morality researches became popular for the last 2 decades in the world, mostly in United States or European countries. In Turkish literature, this topic is a new area. Because of the lack of instruments in Turkish language that measures moral behaviors in youth sport, there is almost no research about moral behaviors in sport. Finally the aim of this research is evaluating the moral decision making attitudes of the student athletes according to, education level, gender, sport experience, sport branch and sport type. This study contributes to our understanding of adolescents and their attitudes towards unethical sports behavior and moral decisions. Such knowledge might be valuable to coaches, trainers, teachers and parents when planning developmental programs for youth players. Also it point out moral problems peculiar to sport type. Also the results can be used in cross cultural comparisons.

Method

Research Model

This study planned on the basis of Causal Comparative Research Model. With this research method, a finished case affected the outcomes of the reasons are laid out.

Study Group

The study group consists of student athletes between 6-12th (6th=54; 7th=41; 8th=76; 9th=119; 10th=112; 11th=74; 12th=118 person); grade making any sport with license and studying in secondary and (171 person) high school (423 person) in Antalya and Ankara in the academic year of 2012-2013. While choosing the study group, appropriate sampling method was used (Büyüköztürk et.al., 2011). 620 students participated in the study. After being eliminated scales those that do not appropriately marked; totally 594 students' data were evaluated (362 boys, 232 girls; Mean age = 15,6±2.11; range 11-19; mean sport experience = 4,01±2,59 range = 1-14). Students who participated in the study are to be licensed with 18 different sport branches (basketball=97; soccer=200; handball=99; volleyball=135; athletics=9; american football=2; badminton=4; boxing=1; fencing=7; wrestling=10; judo=2; karate=3; kickboxing=4; muay thai=1; taekwondo=3; tennis=2; wushu=3 and swimming=12 person). The study group voluntarily participated to study. Implementation of the scale took approximately 10 minutes.

Data Collection Tool and Analysis

The Attitudes To Moral Decision-Making In Youth Sport Questionnaire (AMDYSQ), which was developed by Lee, Whitehead and Ntoumanis (2007) was used as the data collection tool in order to measure the youth athlete's ethical decision makings. The Turkish cultural adaptation of the scale was made by Gürpınar (2014). The original study is a 3 factor 9 item and a 5 point likert type scale and scored between strongly disagree (1) to strongly agree (5). The sub dimensions of the scale are acceptance of cheating (I would cheat if I thought it would help me win), acceptance of gamesmanship (I sometimes try to wind up the opposition) and keep winning in proportion (Winning and losing are a part of life). 6 of the items (items 1, 2, 4, 5, 6 and 8) of the scale have negative meaning and 3 of the items (items 3, 7 and 9) of the scale have positive meaning. While scoring the positive items strongly agree is scored with 5 and strongly disagree is scored with 1. While scoring the negative items strongly agree is scored with 1 and strongly disagree is scored with 5. Received high scores from the scale means athlete have high level of moral decision-making; received low scores from the scale means athlete have high low of moral decision-making.

Data analyses were made with SPSS 18. MANOVA was used for the comparative statistics. Bonferroni test was used for multiple comparisons. Homogeneity of variance-covariance matrices are determined by Box's M test. Also frequency and descriptive statistics were calculated.

Results

Attitudes to moral decision making of the student athletes were examined according to the gender, education level, sport branch, sport experience and sport type. Being not statistically significant of the Box's M test - necessary for doing MANOVA -it indicates the homogeneity of variance-covariance matrix is achieved. In cases, where the numbers of subjects are too many, significance criteria is recommended to be taken as ,001. for this test (Pallant, 2005). Accordingly, the covariance matrix of all the analyzed parameters were met homogeneity assumptions.

Examination of the attitudes to moral decision-making scores of the student athletes according to gender

In order to identify the attitudes to moral decision making of the student athletes from different gender, a scale applied to the students and the results are shown in Table 1.

Table 1. N, Mean And Sd Values of The Attitudes to Moral Decision Making of The Students According to Gender

Scale	Gender	N	Mean	Sd
Acceptance of Cheating	Girl	232	3,97	1,07
	Boy	362	3,74	1,12
	Total	594	3,83	1,10
Acceptance of Gamesmanship	Girl	232	3,41	1,03
	Boy	362	2,88	1,03
	Total	594	3,09	1,06
Keep Winning in Proportion	Girl	232	4,34	0,77
	Boy	362	4,09	0,90
	Total	594	4,18	0,86

As shown in Table 1, girls' scores are higher than boys in all sub dimensions. The one way MANOVA were applied to determine whether the differences between the scores were statistically significant or not. The results are shown in Table 2.

Table 2. MANOVA of Acceptance of Cheating, Acceptance of Gamesmanship and Keep Winning in Proportion Scores According to Gender

Effect	λ	F	Hypothesis df	Error df	P	η2
Intercept	,031	6189,21	3,00	590,00	,000	,969
Gender	,923	16,43	3,00	590,00	,000	,077

MANOVA was used to examine the scores obtained by the student athletes in the study on the overall scale and its sub-dimensions (Table 2). The results of the MANOVA indicates that attitudes to moral decision-making of the student athletes significantly differ according to the gender variable ($F (3, 590)= 16,43$, $p= .000$; Wilk's $\lambda= 0.923$, $\eta p2 = .077$). At the same time, their scores in the sub dimension of acceptance of cheating ($F (1, 592)= 6,39$, $p= .012$; $\eta p2 = .011$), acceptance of gamesmanship ($F (1, 592)= 37,88$, $p= .000$; $\eta p2 = .060$) and keep winning in proportion ($F (1, 592)= 12,31$, $p= .000$; $\eta p2 = .020$) were significantly in favor of the females. It can be said that acceptance of cheating and acceptance of gamesmanship is fewer and keep winning in proportion is more in girls than boys.

Examination of the attitudes to moral decision-making scores of the student athletes according to education level

Attitudes to moral decision making scores of the student athletes from different education level are given in Table 3.

Table 3. N, Mean And Sd Values of The Attitudes to Moral Decision Making of The Students According to Education Level

Scale	Education Level	N	Mean	Sd
Acceptance of Cheating	Secondary	171	3,96	1,11
	High	423	3,78	1,10
	Total	594	3,83	1,10
Acceptance of Gamesmanship	Secondary	171	3,33	1,12
	High	423	2,99	1,02
	Total	594	3,09	1,06
Keep Winning in Proportion	Secondary	171	4,21	0,97
	High	423	4,17	0,81
	Total	594	4,18	0,86

As shown in Table 3, secondary school students' scores are higher than high school students' scores in all sub dimensions. The one way MANOVA were applied to determine whether the differences between the scores were statistically significant or not. The results are shown in Table 4.

Table 4. MANOVA of Acceptance of Cheating, Acceptance of Gamesmanship and Keep Winning in Proportion Scores According to Education Level

Effect	λ	F	Hypothesis df	Error df	P	η2
Intercept	,037	5084,73	3,00	590,00	,000	,963
Education Level	,980	4,04	3,00	590,00	,000	,020

The results of the MANOVA indicates that attitudes to moral decision-making of the student athletes significantly differ according to the education level variable (F (3, 590)= 4,04, p= .000; Wilk's λ= 0.980, ηp2 = .020). Concurrently, the education level variable did not have any significant effect upon the sub dimensions of acceptance of cheating (F (1, 592)= 3,01, p= .083; ηp2 = .005) and keep winning in proportion (F (1, 592)= 0,21, p= .651; ηp2 = .000) scores of student athletes. Their scores in the sub dimension of acceptance of gamesmanship (F (1, 592)= 12,17, p= .001; ηp2 = .020) were significantly in favor of the secondary school students. It can be said that acceptance of gamesmanship is fewer in secondary school students than high school students.

Examination of the attitudes to moral decision-making scores of the students according to sport branch

The attitudes to moral decision-making scores of the student athletes who make different branches of sport are shown in Table 5.

Table 5. N, Mean And Sd Values of The Attitudes to Moral Decision Making of the Students From Different Sport Branches

Scale	Sport Branch	N	Mean	Sd
Acceptance of Cheating	Basketball	97	3,76	1,21
	Soccer	200	3,57	1,15
	Handball	99	3,79	1,02
	Volleyball	135	4,21	0,92
	Other	63	4,03	1,06
	Total	594	3,83	1,10
Acceptance of Gamesmanship	Basketball	97	2,94	1,07
	Soccer	200	2,86	1,04
	Handball	99	3,24	1,02
	Volleyball	135	3,44	1,04
	Other	63	3,06	1,03
	Total	594	3,09	1,06
Keep Winning in Proportion	Basketball	97	4,26	0,83
	Soccer	200	3,94	1,00
	Handball	99	4,23	0,71
	Volleyball	135	4,41	0,68
	Other	63	4,28	0,81
	Total	594	4,18	0,86

The MANOVA was applied to determine whether the differences between the scores of the student athletes from different sport branches were statistically significant or not. The results are shown in Table 6.

Table 6. MANOVA of the Attitudes to Moral Decision-Making Scores of the Student Athletes According to Sport Branch

Effect	λ	F	Hypothesis df	Error df	P	η2
Intercept	,033	5790,00	3,00	587,00	,000	,967
Sport Branch	,900	5,27	12,00	1553,35	,000	,035

The results of the MANOVA indicates that attitudes to moral decision-making of the student athletes significantly differ according to the sport branch variable (F (12, 1553)= 5,27, p= .000; Wilk's λ= 0.900, ηp2 = .035). Bonferroni test was made to determine the source of differentiation and only the significant parameters are given in Table 7.

Table 7. MANOVA of Acceptance of Cheating, Acceptance of Gamesmanship and Keep Winning in Proportion Scores According to Sport Branch

Dependent Variable	SS	df	MS	F	Sig	η2	Sig.Dif.
Acceptance of Cheating	36,641	4	9,160	7,856	,000	,051	V>B,F,H; D>F
Acceptance of Gamesmanship	31,840	4	7,960	7,357	,000	,048	V>B,F; H>F
Keep Winning in Proportion	20,463	4	5,116	7,253	,000	,047	B,V>F

**(P<0,01); B=Basketball, S=Soccer, H=Handball, V=Volleyball, O=Other Sports, SS=Sum of Squares, MS= Mean Square

The scores of the student athletes in the sub dimension of acceptance of cheating (F (4, 589)= 7,856, p= .000; ηp2 = .051), acceptance of gamesmanship (F (4, 589)= 7,357, p= .000; ηp2 = .048) and keep winning in proportion (F (4, 589)= 7,253, p= .000; ηp2 = .0347) were statistically significant. If assessed in general statements; attitudes to moral decision making of the soccer players' scores are seen to be lower than athletes who play other sports. Also attitudes to moral decision making scores of the volleyball players are seen to be higher than athletes who play other sports.

Examination of the attitudes to moral decision-making scores of the students according to sport type

The scores of the attitudes to moral decision making of the student athletes from different sport type is given in Table 8.

Table 8. N, Mean And Sd Values of The Attitudes to Moral Decision Making of The Students From Different Sport Type

Scale	Sport Type	N	Mean	Sd
Acceptance of Cheating	Contact	432	3,70	1,14
	Non-Contact	162	4,14	0,92
	Total	594	3,83	1,10
Acceptance of Gamesmanship	Contact	432	2,95	1,05
	Non-Contact	162	3,47	1,01
	Total	594	3,09	1,06
Keep Winning in Proportion	Contact	432	4,09	0,90
	Non-Contact	162	4,42	0,68
	Total	594	4,18	0,86

The one way MANOVA were applied to determine whether the differences between the scores were statistically significant or not. The results are shown in Table 9.

Table 9. MANOVA of Acceptance of Cheating, Acceptance of Gamesmanship and Keep Winning in Proportion Scores According to Sport Type

Effect	λ	F	Hypothesis df	Error df	P	η2
Intercept	,035	5398,20	3,00	590,00	,000	,965
Sport Type	,926	15,76	3,00	590,00	,000	,074

Differences between the types of sports caused to evaluate the situation from another perspective (Table 9). Sports which contains physical contact and one on one combat is taken contact sports and sports which does not contain physical contact is taken non-contact sports. The results of the MANOVA indicates that attitudes to moral decision-making scores of the student athletes significantly differ according to the sport type variable (F (3, 590)= 15,76, p= .000; Wilk's λ= 0.926, ηp2 = .074). Also, their scores in the sub dimension of acceptance of cheating (F (1, 592)= 24,57, p= .000; ηp2 = .040), acceptance of gamesmanship (F (1, 592)= 29,30, p= .000; ηp2 = .047) and keep winning in proportion (F (1, 592)= 18,01, p= .000; ηp2 = .030) were significantly in favor of the athletes who make non-contact sports. It can be said that acceptance of cheating and acceptance of gamesmanship is fewer and keep winning in proportion is more in athletes in non-contact sports than athletes in contact sports.

Examination of the attitudes to moral decision-making scores of the student athletes according to sport experience

The scores of the attitudes to moral decision making of the student athletes from different sport experience is given in Table 10.

Table 10. N, Mean And Sd Values of The Attitudes to Moral Decision Making of The Students From Different Sport Experince

Scale	Sport Experience	N	Mean	Sd
Acceptance of Cheating	1-3 years (Inexperienced)	282	3,95	1,06
	4 and above (Experienced)	312	3,72	1,14
	Total	594	3,83	1,10
Acceptance of Gamesmanship	1-3 years (Inexperienced)	282	3,29	1,08
	4 and above (Experienced)	312	2,91	1,02
	Total	594	3,09	1,06
Keep Winning in Proportion	1-3 years (Inexperienced)	282	4,16	0,91
	4 and above (Experienced)	312	4,21	0,81
	Total	594	4,18	0,86

The one way MANOVA were applied to determine whether the differences between the scores were statistically significant or not. The results are shown in Table 11.

Table 11. MANOVA of Acceptance of Cheating, Acceptance of Gamesmanship and Keep Winning in Proportion Scores According to Sport Experience

Effect	λ	F	Hypothesis df	Error df	P	η2
Intercept	,031	6096,98	3,00	590,00	,000	,969
Sport Experience	,964	7,24	3,00	590,00	,000	,036

The results of the MANOVA indicates that attitudes to moral decision-making of the student athletes significantly differ according to the sport experience variable (F (3, 590)= 7,24, p= .000; Wilk's λ= 0.964, ηp2 = .036). At the same time, the sport experience variable did not have any significant effect upon the sub dimensions of keep winning in proportion (F (1, 592)= 0,46, p= .498; ηp2 = .001) Their scores in the sub dimension of acceptance of cheating (F (1, 592)= 6,38, p= .012; ηp2 = .011) and acceptance of gamesmanship (F (1, 592)= 21,68, p= .000; ηp2 = .032) were significantly in favor of the inexperienced student athletes. It can be said that acceptance of cheating and acceptance gamesmanship is fewer in inexperienced student athletes.

Discussion, Conclusion and Suggestions

The purpose of this study was to examine whether attitudes to moral decision making of the student athletes differs with respect to educational level, gender, sport experience and sport type. First purpose of this study was to evaluate the gender differences on moral attitudes. Within the sample examined, boy student athletes' scores were found to have lower than girl student athletes. This result of gender differences is in line with previous research (Koul, 2012; Ponseti et.al, 2012; Kaye and Ward, 2010; Lee et.al 2007, Givernau and Duda, 2002; Duda et. al., 1991). Weiss and Bredemeier (1990) also indicated that boys are more accepting the aggression in sport and thus, tend to be more tolerant of unsportsmanlike conduct. We can interpret these result that girls do not support cheating, gamesmanship and like to keep winning in proportion. Substantially, they like to join a sport event that play by the rules, do not take advantage of others and realize that other things in life are more important. Thus, it can be said that girls in this research adopting an ethical approach to their sports participation more than boys. Gender differences can be explained with the different attitudes and behaviors that are imposed for the two genders based on traditional views of masculinity and femininity or the consequence of a differential socialization of males and females that tend to impose distinct behaviors for both gender. However, to investigate the causes of these differences and working on to provide measures to eliminate them may be useful.

A secondary purpose of this study was to compare the attitudes to moral decision making of the student athletes according to educational level and sport experience. Acceptance of cheating and gamesmanship is higher in high school and experienced student athletes than secondary school and inexperienced athletes. Kavussanu et.al. (2006) compared 3 age groups (under 17, 15 and 13) and stated that the oldest group displayed a significantly lower number of prosocial behaviors than the youngest group and a greater number of antisocial behaviors than the other two groups. Kaye and Ward (2010) indicated that cheating is more in sophomores than freshmen; seniors than juniors. Lee et.al (2007), also suggested that acceptance of cheating and acceptance of gamesmanship scores of older (ages 14-16) athletes were significantly more than younger (ages 11-13) athletes. Similar results of this study are reported in the literature. Also there are many researches indicate that aggression is increased when competitive level rises (Coulomb-Cabagno & Rascle, 2006). These findings indicate that as student athletes' progress through adolescence, they engage in more antisocial acts such as cheating and gamesmanship. Because victory is becoming more and more important in higher competitive levels it is possible to say that older or experienced student athletes are engage in antisocial acts if it would offer their team an advantage.

The third purpose of this research was to compare the attitudes to moral decision making of the student athletes according to the variables of sport. It can be obviously seen that student athletes' attitudes to moral decision making scores who play volleyball is higher than the other sport types in all subscales. Also in all subscales the soccer players' scores are lower than the other sport types. This results cause to evaluate the sport type from another perspective. Because volleyball is a noncontact and soccer is a contact sport, this interesting difference between the sport branches, brought up the idea of separating the sport branches into two as contact and noncontact. Lee et.al (2007) stated that team sport athletes' attitudes to moral decision making scores are lower than individual sport athletes. In this study, team sports and individual sports difference would be tested however due to the difference between the numbers of athletes in two types (533 team, 61 Individual), this comparison failed statistically. Tsai and Fung (2005), suggested that volleyball players are found to have a higher regard for sportspersonship than basketball players. Tucker, and Parks (2001), also expressed that aggressive behaviors are lower in contact and noncontact sports than collision sports. According to the literature and the results of this study; when the contact rate increases in sport also antisocial behaviors increase. Upton (2011), remark that attitudes to cheating of those connected with sport is regarded as part of the game. What kind of pressures or sport climate causes such antisocial attitudes as cheating and gamesmanship. In this case, such a problem arises. Are the athlete's moral and value judgments similar that of those who sees a behavior as cheating or who sees the same behavior as not

cheating? Sometimes hard fouls or movements of the players did, can be seen as a tactical foul and this movement is perceived by everyone as ordinary and simple. Sometimes when a player do not make a faul to opponent in order to save a score or when a player see that the opponent is unjustly penalized and try to rectify the situation, their teammates, trainer or supporters criticize him/her. Because some sport types are more popular than others there may be a pressure to win in that sport type and this situation may direct the athletes to antisocial behaviors. In accordance with defended reasons, soccer might include more antisocial behaviors than other sports. Increasing the rate of contact in the game will lead to an increase in collusion and thus because of the difficult conditions winning become more important and on behalf of winning unfair advantages and tricks may increase. Future researches may investigate the connection between sport climate and moral attitudes or wining pressure and moral attitudes.

According to these findings, significant difference is observed according to the variables of gender, educational level, sport branch, sport type and sport experience for the attitudes to moral decision making scores of the student athletes. Student athletes should be overly raised awareness of the antisocial behaviors that arise in sport context. In this awareness family, teachers and coaches have a great responsibility. Sport competitions are an environment where skills is raced in and during this race no one should resort to antisocial behavior, such as cheating and gamesmanship also the idea of fairness is more important than winning should be emphasized.

This study has been designed to present the current status of the attitudes to moral decision making levels of the student athletes in Turkey. According to Bandura et.al. (1967), children repeatedly observe the standards and behavior patterns not only of parents, but also of siblings, peers, and other adults. If players think their best friend and teammates approve of an unsportsmanlike act, they are more likely to endorse such behavior Also according to Social Learning Theory of Bandura (1977), it is reasonable to suggest that athletes may learn cheating, aggression and other antisocial behaviors through the influences of primary social groups such as their teammates and coaches. Athletes learn and accept team norms during the sport life. Every sport context has a unique environment. So the environmental differences between the sport branches may lead to antisocial behaviors. In light of these results, future researches might design to investigate the relationships between the attitudes to moral decision making and perceived motivational climate or goal orientations.

Finally, it is more important that student athletes should have the right attitude, sport ethics and moral standards, which will help athletes, enhance their moral value judgments Similarly, when athletes pay attention to morality in sport, they will understand the meaning of sportsmanship and fair play. It is necessary to realize that positive youth development through sport is not spontaneous, but conversely, is dependent upon a numbers of factors that must be regarded when designing youth sport futures.

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