

The relationship between physical education and sport values with self-reported personal and social responsibility behaviours

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ABSTRACT

The aim of this research was to determine the level of values related to the subject of physical education and sport with self-reported personal and social responsibility behaviours in students studying in secondary school and to examine the relationship between them. For this purpose, this study, which was carried out with the participation of 1138 secondary school students from 13 different secondary schools in Balıkesir/Turkey, was conducted with a multi-factor predictive correlational design. "Physical Education and Sports Lesson Value Scale" and "Personal and Social Responsibility Behaviours Scale" were used in collecting the data. Pearson correlation analysis and multiple linear regression analysis were used in the analysis of the data. It was determined that students' values related to the subject of physical education and sport with their self-reported personal and social responsibility behaviours were at a high level. When the mean scores in the sub-dimensions of the scale of values related to the subject of physical education and sport are examined, it is seen that the most important values were considered to be awareness and respect, in that order, and that the values with the lowest mean scores were sports culture and national culture and unity. According to the results of multiple linear regression analysis, the values of respect, awareness, healthy life and nutrition, national culture and unity, solidarity, and sports culture explained 42 and 47% of the variance personal and social responsibility, respectively. As a result, it can be said that physical education and sport values are important variables in predicting the self-reported personal and social responsibility behaviours of secondary school students.

Keywords: Values, physical education and sport, personal and social responsibility behaviours.

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INTRODUCTION

Education is the process of achieving desired changes in individuals' behaviour through their own experiences (Ertürk, 1993). In this process, socialization and preserving cultural continuity are two important educational purposes and functions (Şişman, 2018). In schools where education is carried out in a planned and programmed manner, this process is provided through values education. Values, which are regarded as one of the most important psychological variables in the field of social sciences (Whitehead et al., 2013) and are stated to have essential importance in explaining human behaviours (Kuşdil and Kağıtçıbaşı, 2000), are expressed in various ways as principles and core beliefs that act as

a guide for behaviour, standards of certain actions accepted as good or desirable (Halstead and Taylor, 2000), or general principles which individuals use, and which assist them, when preferring one attitude or behaviour over another (Bardi and Schwartz, 2013).

The educational objectives of societies involve raising moral individuals who are equipped with the skills required by the times, who have adopted national, ethical and universal values, and who conform to the society they live in. It is principally the family, and also educational institutions and educators, who are tasked with and responsible for fostering these aims. In this context, from past to present, environments based on

sport, physical education, and physical activity have been expressed many times as an important tool for acquiring values. Wandzilak et al. (1988) state that acquisition of values such as sportsmanship, fair play, and honesty by utilising physical and sporting activities has constituted one of the main targets of physical education teachers and trainers for many years. Shields and Bredemeier (1995) state that sport, which is a reflection of society's value orientations, is an environment in which cultural values are symbolised, and in which many of society's basic values are learned and experienced by young people.

Physical education is defined as learning to act and learning through movements (Tamer and Pulur, 2001). Learning through the movements mentioned here, it can be expressed as providing individuals with desired behaviours in cognitive, affective/social, and psychomotor areas through planned and programmed physical activities (Mirzeoğlu, 2017). The values that form the subject of this research are mostly included in the affective/social of these development areas. Physical education and sports-based environments; building friendship, feeling belonging to a team, acquiring behaviours associated with fair play, acquiring a variety of authentic adventures and experiences, getting a sense of "I accomplished", solidarity and helping others. They are highly effective environments in obtaining satisfaction because it is based entirely on learning by doing and experiencing. What has been learned is permanent and can be transferred more easily to life (Çamlıyer and Çamlıyer, 2011). For this reason, physical education and lessons are environments where many values can be transferred to students because of this feature. It is a very important lesson that must be planned and implemented carefully. Physical education and sport teachers think that their classes are more effective in values education because physical education lesson includes behaviours such as acting together, motivating their peers, fair play, helping each other, taking responsibility, feeling free and comfortable, respecting equality and the rights of others. In addition, teachers claim that physical education lessons are more prominent than other lessons in values education (Görgüt and Tutkun, 2018).

Various studies have been carried out to reveal the values related to physical education and sports lessons. For example, Yıldız and Güven (2013) found that values related to the lesson are sportive virtue, solidarity, self-confidence, sensitivity, responsibility and national culture in their study. In another study by Yücekaya (2017), these values were expressed as "respect", "awareness", "national culture and unity", "healthy life and nutrition", "solidarity" and "sports culture". Apart from physical education and sports lessons that are conducted in schools and dealt with mainly pedagogically, various studies have been carried out to examine the values of youth athletes in out-of-school sports environments, which are generally focused on competition/lose-win.

Some of these studies were conducted by Lee, who was a student of Rokeach, and his colleagues. Some of the important studies on sports-related values were carried out by Rokeach's student Lee and his colleagues (Lee and Cockman, 1995; Lee et al., 2000; Lee et al., 2008). Lee has adopted a value-oriented approach to examine the moral decision-making of children in youth sports (Whitehead et al., 2013). As a result of the studies, it was found that for young athletes, enjoying the activities and achieving personal success is the most important value, and winning is the least important value (Lee et al., 2000; Whitehead and Gonçalves, 2013); in addition, young athletes were found to see competence (eg. achievement and skill acquisition) and moral values (eg. obeying the rules and being fair) more important than status values (e.g. leadership and winning) (Lee et al., 2008; Whitehead and Gonçalves, 2013; Goggins, 2015; Pitts, 2015; Danioni et al., 2017; Gürpınar et al., 2019).

Responsibility, which is a person's moral duty towards him/herself and other individuals (Hellison, 2011), is generally expressed as a commitment to social rules and social role expectations (Wentzel, 1991) and a person's bearing the consequences of his/her own behaviours or of any event entering his/her own area of authority (Turkish Language Society, 2020). In the field of physical education, responsibility is stated to be related to how students learn to be responsible for their own well-being, and how other individuals in fields of sport and in other areas of life learn to contribute to their own well-being. Moreover, Parker and Hellison (2001) express two learning outcomes that reflect responsibility behaviours as i) individuals' taking responsibility for their own well-being by engaging in self-development processes such as goal-setting and self-motivation, and ii) individuals' contributing to others' well-being such as by respecting others' rights and feelings, giving them importance, and giving them assistance.

Hellison (2003, 2011), who argued the importance of environments based on physical activity and sport for ensuring that students become individually and socially responsible individuals, designed the Teaching Personal and Social Responsibility Model (TPSR). The TPSR, which was developed with a field study over a period of more than 30 years, was initially used primarily for meeting the needs of youth people who lived in an urban environment and who did not receive an adequate level of service. The studies revealed that the model had positive effects on students' behaviour and attitudes (Hellison, 2003; Hellison and Martinek, 2006; Hellison and Walsh, 2002). The TPSR basically focuses on two values, namely personal and social responsibility. "Effort" and "self-direction" correspond to personal responsibility goals, while "respect", "caring, and helping" represent goals related to social responsibility. The ultimate goal of the model, however, comprises transferring the values that are learned to areas of life (Hellison et al., 2000; Hellison, 2011).

In the literature, values and the structures with which they are likely to be related have generally been conducted in the context of values in youth athletes and youth sports. While studies conducted on values in recent years focus on the relationships of youth athletes' values with attitudes in sport (Adell Carrasco et al., 2019; Danioni and Barni, 2019; Lee et al., 2008; Lucidi et al., 2017; Stupuris et al., 2013), moral maturity (Karacan-Doğan, 2018), and moral disengagement and aggression (Albouza et al., 2017; Šukys and Jansonienė, 2012), in studies made on personal and social responsibility, the relationships of responsibility with sportsmanship (Gómez-Mármol et al., 2018; Sánchez-Alcaráz et al., 2020), achievement orientations (Ağbuğa et al., 2015; Martins et al., 2017), intrinsic motivation (Li et al., 2008), self-esteem (Ağbuğa, 2014), and attitudes in sport (Martins et al., 2019) are examined. However, the relationship between values in physical education and sport with personal and social responsibility has not yet been examined.

One of the reasons for the study of values is the assumption that they have an effect on the behaviour of the individual and can be used to explain and predict behaviour (Roccas and Sagiv, 2010). However, research on values in the literature is limited. In addition to this, previous studies were carried out on youth sports values as mentioned above. Young athletes who were generally involved in sports clubs were included in these studies. However, the target audience of this research is composed of students who study in secondary schools and have physical education and sports lessons on average 2 hours per week. In this context, the aim of this research was to determine the level of values related to the subject of physical education and sport and self-reported personal and social responsibility behaviours in students studying in secondary school and to examine the relationship between them. In line with this general purpose, answers to the following questions were sought:

1. What is the level of values related to the subject of physical education and sport?
2. What is the level of self-reported personal and social responsibility behaviours?
3. What is the level of the relationship between their values related to the subject of physical education and sport with their self-reported personal and social responsibility behaviours?

MATERIALS AND METHODS

Research model

In this study, which examines the relationship between participants' self-reported personal and social responsibility behaviours and their values regarding the subject of physical education and sport, a multi-factor predictive correlational design was used. In predictive

correlational studies, by examining relationships between variables and based on one of the variables, an attempt was performed to predict the other one (Büyükoztürk et al., 2019).

Participants

A total of 1138 students aged 12-13 from 7th (n = 562) and 8th (n = 576) grades, who were attending 13 different secondary schools in Balıkesir/Turkey, took part in the study. The participants consisted of 607 (53.3%) male and 531 (46.7%) female students. 320 (28.1%) of the students stated that they were athletes, while 818 (71.9%) reported that they had not previously played any sports as licensed athletes. Of the athletes taking part in the study, 117 (36.6%) stated that they had less than one year's experience, 80 (25%) of them had between one- and two-years' experience, and 123 (38.4%) had more than two years' experience of doing sports. All procedures for the present study were approved by Balıkesir University Social and Humanities Ethics Committee and Balıkesir National Education Directorate. The two scales explained below were completed by the participants under controlled and ethically approved conditions.

Measures

Physical education and sport lesson value scale

With the aim of measuring the participants' values related to the subject of physical education and sport, the "Physical Education and Sport Lesson Value Scale" developed by Yücekaya (2017) was used. The scale consists of a total of 23 items in 6 sub-dimensions, which are Respect: "I show my teammates respect in sporting competitions", Awareness: "I take care not to harm nature or the environment in sporting activities", National Culture and Unity: "I am very upset when our national teams are defeated", Healthy Lifestyle and Nutrition: "I take part in sporting activities in order to protect my health", Solidarity: "I give importance to the team spirit and teammates in sporting activities", and Sports Culture: "Physical activity and sport make me happy". Participants' responses to the scale, which was developed as a 5-point Likert type, were rated from 1 = "Never" to 5 = "Always". The scale does not include any negative items. The Cronbach's alpha internal consistency coefficients were calculated as between $\alpha = .71$ to $.75$ for the sub-dimensions and $\alpha = .88$ for the whole scale.

Personal and social responsibility behaviours scale

Filiz and Demirhan (2018) developed the "Personal and

Social Responsibility Behaviours Scale” by utilising 4 items (Items 1, 2, 3 and 8) included in the scale of Li et al. (2008) and the content of Hellison’s TPRS. Participants’ responses to the scale, which is of the 4-point Likert type, are rated from 0 = “Never” to 3 = “Always”. However, in this study, the scale was coded from 1 = “Never” to 4 = “Always”. The scale consists of a total of 14 items and 2 sub-dimensions, namely personal responsibility (7 items) and social responsibility (7 items).

The content of the social responsibility sub-dimension contains two levels included in Hellison’s model: respect for other individuals’ rights and feelings (4 items) and helping and leading them (3 items). The personal responsibility sub-dimension consists of two other levels included in the model: effort/participation (3 items) and self-direction (4 items). No negative items are included in the scale. The Cronbach’s alpha internal consistency coefficients were determined as $\alpha = .75$ for *social responsibility* and *personal responsibility*, and $\alpha = .84$ for the whole scale.

Statistical analysis

For analysis of the data, firstly the z scores related to the data measurements obtained from the participants were calculated, and measurement values outside the range ± 3 were removed from the data set. For testing normality of the measurement values, ± 2 Skewness-Kurtosis criterion was taken into consideration (George and Mallery, 2010), and it was decided that the data set did not deviate excessively from normality. For examination of the relationship between self-reported personal and social responsibility behaviours and values related to the subject of physical education and sport, Pearson correlation analysis was used. In addition, for prediction of self-reported personal and social responsibility behaviours, multiple linear regression analysis was utilised. The correlation coefficients were evaluated as highly correlated between 0.70-1.00, moderately correlated between 0.50-0.70, and weakly correlated between 0.30-0.50 (Büyüköztürk, 2018). In all analyses, $p < .05$ was determined as the level of significance.

RESULTS

When the mean scores related to the sub-dimensions of the scale of values for the subject of physical education and sport and the scale of personal and social responsibility behaviours were examined, it was seen that the mean scores were at a high level (Table 1). The mean scores for values in physical education and sport were determined as: *awareness* ($\bar{X} = 4.67 \pm 0.54$), *respect* ($\bar{X} = 4.54 \pm 0.56$), *solidarity* ($\bar{X} = 4.42 \pm 0.50$), *healthy lifestyle and nutrition* ($\bar{X} = 4.14 \pm 0.66$), *sports culture* ($\bar{X} = 4.07 \pm 0.56$), and *national culture and unity* (\bar{X}

$= 4.07 \pm 0.89$), respectively. Moreover, the mean score for *social responsibility* ($\bar{X} = 3.58 \pm 0.40$) was revealed to be higher than the mean score for *personal responsibility* ($\bar{X} = 3.32 \pm 0.50$).

According to the results shown in Table 1, in which the relationship of participants’ values regarding the subject of physical education and sport with their self-reported personal and social responsibility behaviours were examined, moderately significant positive relationships between the sub-dimensions of both scales were revealed. According to the correlation coefficients, it was seen that there were moderately significant positive relationships between *personal responsibility* with the values of *respect* ($r = .44$), *awareness* ($r = .37$), *national culture and unity* ($r = .31$), *healthy lifestyle and nutrition* ($r = .51$), *solidarity* ($r = .55$), and *sports culture* ($r = .54$). Moreover it was determined that there was a moderately significant positive relationships between *social responsibility* with the values of *respect* ($r = .58$), *awareness* ($r = .44$), *healthy lifestyle and nutrition* ($r = .40$), *solidarity* ($r = .57$), and *sports culture* ($r = .53$) whereas there was a weakly significant positive relationships between *national culture and unity* ($r = .29$).

According to the multiple linear regression analysis that was performed regarding prediction of participants’ self-reported personal and social responsibility behaviours by their values related to the subject of physical education and sport (Table 2), it was seen that both models were significant ($p < .001$). A moderately significant positive correlation was determined between participants’ values and their personal responsibilities ($R = .65$), and it was revealed that the predictive variables explained 42% of the variance related to personal responsibility. According to the standardised regression coefficients, it was determined that the relative importance of the values related to the subject of physical education and sport on *personal responsibility* was for the values of *healthy lifestyle and nutrition* ($\beta = .22$; $t = 7.913$; $p < .001$), *solidarity* ($\beta = .22$; $t = 7.136$; $p < .001$), *sports culture* ($\beta = .18$; $t = 5.692$; $p < .001$), *respect* ($\beta = .09$; $t = 3.309$; $p < .01$), *awareness* ($\beta = .06$; $t = 2.581$; $p < .05$), and *national culture and unity* ($\beta = .06$; $t = 2.508$; $p < .05$), respectively. Similarly, it was seen that the correlation between participants’ values and their social responsibilities was at a moderate level, but that this moderately significant relationship was at a higher level when compared to that for personal responsibility ($R = .69$). Accordingly, the predictive variables explained 47% of the variance related to social responsibility. According to the standardised regression coefficients, it was determined that the relative importance of the values related to the subject of physical education and sport on *social responsibility* was for the values of *respect* ($\beta = .31$; $t = 11.295$; $p < .001$), *solidarity* ($\beta = .23$; $t = 7.938$; $p < .001$), *awareness* ($\beta = .12$; $t = 4.923$; $p < .001$), *sports culture* ($\beta = .11$; $t = 3.777$; $p < .001$), and *national culture and unity* ($\beta = .06$; $t = 2.626$; $p < .01$), respectively.

Table 1. Descriptive statistics and bivariate correlations among all variables.

Variables	Descriptive Statistics		Bivariate Correlations								
	M	SD	1	2	3	4	5	6	7	8	
PESLV	1.RS	4.54	0.56	1.00							
	2.AW	4.67	0.54	.43**	1.00						
	3.NCU	4.07	0.89	.22**	.20**	1.00					
	4.HLN	4.14	0.66	.36**	.33**	.31**	1.00				
	5.SOL	4.42	0.55	.52**	.46**	.33**	.50**	1.00			
	6.SC	4.07	0.56	.55**	.38**	.36**	.56**	.59**	1.00		
PSRB	7.PR	3.32	0.50	.44**	.37**	.31**	.51**	.55**	.54**	1.00	
	8.SR	3.58	0.40	.58**	.44**	.29**	.40**	.57**	.53**	.62**	1.00

** $p < 0.01$; PESLV= Physical Education and Sport Lesson Values; PSRB= Personal and Social Responsibility Behaviours; RS= Respect; AW= Awareness; NCU= National Culture and Unity; HLN= Healthy Life and Nutrition; SOL= Solidarity; SC= Sports Culture; PR= Personal Responsibility; SR= Social Responsibility.

Table 2. Multivariate regression analysis of personal and social responsibility.

	Personal Responsibility Explanatory Model					Social Responsibility Explanatory Model					
	B	SE(B)	β	t	Sig. (p)	B	SE(B)	β	t	Sig. (p)	
RS	.087	.026	.096	3.309	.001**	RS	.226	.020	.313	11.295	<.001***
AW	.065	.025	.068	2.581	.010**	AW	.095	.019	.124	4.923	<.001***
NCU	.035	.014	.062	2.508	.012*	NCU	.028	.011	.062	2.626	.009**
HLN	.171	.022	.224	7.913	<.001***	HLN	.029	.017	.048	1.757	.079
SOL	.205	.029	.223	7.136	<.001***	SOL	.174	.022	.238	7.938	<.001***
SC	.167	.029	.185	5.692	<.001***	SC	.085	.022	.117	3.777	<.001***
R = 0.653, $\Delta R^2 = 0.423$						R = 0.689, $\Delta R^2 = 0.472$					
F (6, 1131) = 139.785, $p < .001$						F (6, 1131) = 170.399, $p < .001$					

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ RS= Respect; AW= Awareness; NCU= National Culture and Unity; HLN= Healthy Life and Nutrition; SOL= Solidarity; SC= Sports Culture.

Although the value of *healthy lifestyle and nutrition* was the most important variable predicting *personal responsibility*, it was revealed that this value did not have a significant effect on *social responsibility* ($\beta = .04$; $t = 1.756$; $p > .05$).

DISCUSSION

It has been stated that physical education and sport lessons have important opportunities for the socio-moral development of students and the lessons are probably the most important physical activity environment for the development of students' moral character (Shields and Bredemeier, 1995). In this study, it was determined that students' values related to the subject of physical education and sport and their self-reported personal and social responsibility behaviours were generally at a high level (Table 1). These findings are supported by the literature (Eroğlu, 2019; Işıkgöz et al., 2018; Sağın and Karabulut, 2019; Yücekaya, 2017). In Physical Education

and Sport Lesson Curriculum in Turkey, from past to present, priority has been given to the acquisition of many values and behaviours by means of physical education, such as responsibility, solidarity, cooperation, fair play, honesty, empathy, recognition and respect for others' rights, being moral, and acting according to the requirements of a healthy lifestyle. Similarly, it is seen that the same matters have also been given priority in the recently reformed Physical Education and Sport Lesson Curriculum (MoNE, 2013, 2017). In line with this framework, the results obtained are encouraging.

When the mean scores in the sub-dimensions of the scale of values related to the subject of physical education and sport are examined, it is seen that the most important values were considered to be awareness and respect, in that order, and that the values with the lowest mean scores were sports culture and national culture and unity (Table 1). In a study conducted by Sağın and Karabulut (2019) with secondary school students, it was found that the value students adopted the most was awareness, and the least they adopted was

national culture and unity. Similar findings have been obtained in other studies (Işıkgöz et al., 2018; Eroğlu, 2019). In another study conducted by Keleş and Yoncalık (2019), they found that the students were the most courage-leadership, taking responsibility, self-confidence and patriotism, on the other hand, the least adopted value was hospitality. In the research of Yücekaya (2017), it was revealed that middle school students adopted the value of awareness more, and the value of sports culture less. On the other hand, the results of the studies on youth sports values show that for young athletes, enjoying the activities and achieving personal success is the most important value, and winning is the least important value (Lee et al., 2000; Whitehead and Gonçalves, 2013); In addition, it was determined that young athletes consider competence and moral values more important than status values (Lee et al., 2008; Whitehead and Gonçalves, 2013; Goggins, 2015; Pitts, 2015; Danioni et al., 2017; Gürpınar et al., 2019). When the sub-dimensions of the personal and social responsibility scale are examined, it is seen that scores for both sub-dimensions are above the average values. These findings show similarity with the literature (Ağbuğa, 2014; Ağbuğa et al., 2015; Buğdaycı, 2019; Filiz and Demirhan, 2018; Gómez-Mármol et al., 2017; Gómez-Mármol et al., 2018; Li et al., 2008; Martins et al., 2017; Martins et al., 2019; Sánchez-Alcaráz et al., 2019; Sánchez-Alcaráz et al., 2020).

In the literature, no study can be found that examines the relationship between values and self-reported personal and social responsibility behaviours. It is seen that in studies conducted on values in recent years, the Youth Sport Values Questionnaire-II (YSVQ-II) (Lee et al., 2008) is generally used. When these studies are examined, it was determined that moral and competence values positively predicted prosocial attitudes in sport, status values positively predicted antisocial attitudes in sport, and moral values negatively predicted antisocial attitudes (Lee et al., 2008); while moral values positively predicted prosocial attitudes and negatively predicted antisocial attitudes, competence values positively predicted prosocial attitudes through task orientation, and status values negatively predicted antisocial attitudes through ego orientation (Lucidi et al., 2017). Moreover, in the study made by Stupuris et al. (2013), it was revealed that there was a positive relationship between moral and competence values with prosocial attitudes and a negative relationship with antisocial attitudes, while there was a negative relationship between status values and prosocial attitudes towards opponents. In the study conducted by Albouza et al. (2017) on moral disengagement, it was revealed that status values predicted moral disengagement in a positive direction, while moral values predicted moral disengagement in a negative direction. Similarly, in the study carried out by Šukys and Jansonienė (2012), a negative correlation between moral disengagement and moral values was

reported.

In the literature, when studies conducted on personal and social responsibility are examined, a positive relationship of personal and social responsibility with sportsmanship and a negative relationship with undisciplined behaviours and aggression at school were found (Gómez-Mármol et al., 2018; Sánchez-Alcaráz et al., 2020). Moreover, in the studies that were made, it was determined that mastery-approach and task orientation positively predicted personal and social responsibility (Ağbuğa et al., 2015, Martins et al., 2017), that there was a positive relationship of intrinsic motivation and self-esteem with personal and social responsibility (Ağbuğa, 2014; Li et al., 2008), and that personal and social responsibility positively predicted socially positive attitudes in sport such as commitment and convention (Martins et al., 2019).

In this study, firstly, according to the results of the correlation analysis (Table 1) performed in order to determine the relationship between participants' values related to the subject of physical education and sport and their self-reported personal and social responsibility behaviours, a moderate, positive relationship was found in the sub-dimensions of both scales. The results of the multiple linear regression analysis (Table 2) performed for the prediction of personal responsibility by values related to the subject of physical education and sport revealed that the predictive variables explained 42% of the variance regarding personal responsibility. According to the standardised regression coefficients, it was determined that the effect sizes of the values related to the subject of physical education and sport on personal responsibility were for the values of healthy lifestyle and nutrition, solidarity, sports culture, respect, awareness, and national culture and unity, respectively. The value of healthy lifestyle and nutrition is related to "the importance of physical education and sport activities for healthy living", "the contribution of sport to healthy living", and "the importance of healthy nutrition". This value has a mostly individualistic characteristic and requires the individual to take responsibility for his/her own well-being. On the other hand, although the solidarity value is conceptually a more collectivist value, at the same time, in terms of content, it also includes "support for friends in sporting activities" and "carrying out one's duty". Therefore, it can be understood that it is closely related with behaviours like "experiencing new duties given", "carrying out tasks without external pressure" and "observing rules". Therefore, it is considered that both values have an important effect in explaining personal responsibility behaviours.

On the other hand, the predictive variables explained 47% of the variance regarding social responsibility. According to the standardised regression coefficients, it was determined that the effect sizes of the values related to the subject of physical education and sport on social responsibility were for the values of respect, solidarity,

awareness, sports culture, and national culture and unity, respectively. Although the value of healthy lifestyle and nutrition was the most important variable predicting personal responsibility, it was revealed that this value did not have a significant effect on social responsibility. The fact that the value related to a healthy lifestyle and nutrition better explains personal responsibility behaviours due to its mostly individual characteristic can be given as a reason for this. Respect and solidarity were listed as the most effective values in predicting social responsibility. The value of respect includes an individual's acknowledging the existence of his/her opponents, teammates and supporters and showing them respect, while the value of solidarity includes carrying out one's duties, supporting one's teammates, giving importance to team spirit and communicating effectively with one's peers. However, social responsibility is related to respect for other's individuals' rights and feelings, giving them importance, assisting them, and leading them. Therefore, considering the content of the values of respect and solidarity, it is considered that they are closely associated with social responsibility behaviours and that for this reason, they have an important effect in explaining social responsibility behaviours.

CONCLUSIONS

In this study, it was determined that students' values related to the subject of physical education and sport and their self-reported personal and social responsibility behaviours were generally at a high level, and that the most important values were considered to be awareness, respect, solidarity, healthy lifestyle and nutrition, sports culture, and national culture and unity, respectively. These results reveal that participants believed in the importance of protecting nature and the environment in sporting activities and careful use of sports equipment, that they acknowledged the existence of opponents, teammates, and spectators and showed them respect, and that they believed in the importance of carrying out their duties in physical education and sporting activities, supporting their teammates, placing emphasis on team spirit, and establishing good communication. Moreover, it was seen that their understanding of issues such as experiencing new duties given and carrying out tasks without external pressure, observing rules, and showing respect for other's individuals' rights and feelings, giving them importance, assisting them and leading them, was high. Another finding made in the research was that there were moderately significant relationships of students' values in the subject of physical education and sport with their levels of self-reported personal and social responsibility behaviours. Finally, the results of the analyses perform in relation to prediction of responsibility behaviours showed that in order of relative importance, the values of healthy lifestyle and nutrition, solidarity,

sports culture, respect, awareness, and national culture and unity significantly predicted personal responsibility, while on the other hand, again based on the degree of importance, the values of respect, solidarity, awareness, sports culture, and national culture and unity, respectively, were important variables in predicting social responsibility. As a result, it can be said that the values related to physical education and sport lessons are important variables in predicting the self-reported personal and social responsibility behaviours of secondary school students.

First of all, the fact that this study was a cross-sectional type and that it includes values and responsibility behaviours that the students reported themselves was one of the limitations of the research. Therefore, future studies with a longitudinal, experimental and observational characteristic will increase the level of validity of the results. It is considered that the planning and implementation by individuals such as teachers and coaches of activities, regarded as important for value preferences and acquisition of values, that will contribute to physical education lessons and to internalisation of students'/athletes' values such as awareness, respect, healthy lifestyle and nutrition, solidarity, national culture and unity, and sports culture in sporting environments, can make a significant impact on the development of their responsibility behaviours. Moreover, teachers can benefit from Sports Education and TPSR for instilling values and behaviours in young people such as fair play, sportsmanship, respect, honesty, sports culture, solidarity and responsibility in physical education and sport lessons.

It should be noted, physical education classes in Turkey "Physical Education and Sport" took place in the curriculum. For this reason, it was thought that it would be appropriate to benefit from the results of the researches on youth sports values. Moreover, it is striking that studies made on values in the related literature primarily contain measurement data obtained from the YSVQ-II. Therefore, in future studies, the values of physical education and sports lessons and potentially related structures can be the subject of more research. When the international literature is examined, it is seen that there are numerous studies that examine the relationships of values with attitudes in sport, moral disengagement and moral maturity, achievement orientations, motivational climate, perceived teacher, trainer and parental values, and aggression in sport, but that in Turkey, these studies are considerably limited. Therefore, the relationships between these variables and the values of physical education and sports lessons can be examined in future studies.

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