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EXAMINATION OF THE SOCIAL-EMOTIONAL AND MORAL DEVELOPMENT LEVELS OF LICENSED MIDDLE SCHOOL STUDENTS COMPETING IN DIFFERENT SPORTS

Sinan AĞLAR

PhD Student, Ağrı İbrahim Çeçen University, Ağrı, Türkiye, sinanaglarr@gmail.com,
ORCID: 0009-0002-1488-5877

Öner GÜLBAHÇE

Prof. Dr., Ağrı İbrahim Çeçen University, Ağrı, Türkiye, [ogulbahce\[at\]agri.edu.tr](mailto:ogulbahce[at]agri.edu.tr)
ORCID: 0000-0002-3565-0877

Gökhan BAYRAKTAR

Prof. Dr., Ağrı İbrahim Çeçen University, Ağrı, Türkiye, gbayraktar@agri.edu.tr
ORCID: 0000-0002-8408-3143

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ABSTRACT

Social and emotional development refers to the process of establishing healthy relationships with others, recognizing and managing emotions, demonstrating empathy, developing self-awareness, and acquiring social skills. Moral development, on the other hand, describes the ability to distinguish between right and wrong, develop a sense of conscience, and adhere to ethical values and rules. Sports provide a platform that supports individuals' social, emotional, and moral development, reinforcing values such as empathy, self-discipline, fair play, cooperation, and responsibility. This study aimed to examine the social-emotional and moral development levels of licensed middle school students engaged in different sports branches, considering variables such as gender, age, sports experience, educational level, and type of sport. A total of 171 students, including 62 girls and 109 boys studying at various middle schools in Van province, participated voluntarily in the study. The results revealed that, in the sub-dimension of positive social behavior, the social-emotional and moral development levels of female students were higher than those of male students. It was also found that students participating in Muay Thai demonstrated higher levels of social-emotional and moral development compared to those involved in kickboxing and wrestling. Additionally, a weak and negative relationship was observed between sports experience and social-emotional and moral development levels in the sub-dimension of self-control. Based on these findings, it can be suggested that gender roles, the educational and sports discipline understanding of the culture in which the sport emerges, and the duration of sports experience may play influential roles in emotional and moral development.

Keywords: Empathy, self-control, self-esteem, respect

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Corresponded Author: PhD Student Sinan AĞLAR, Ağrı İbrahim Çeçen University, Ağrı, Türkiye, sinanaglarr@gmail.com.

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INTRODUCTION

Combat sports are disciplines in which individuals utilize technical and tactical skills, either requiring or not requiring physical contact with their opponent, without relying on support from others (Yıldırım, 2011). These sports not only enhance physical abilities but also have significant impacts on social skills, emotional awareness, and moral maturity. Combat sports are known to contribute to strengthening individuals' social interactions, improving their emotional intelligence, and fostering behaviors in line with ethical principles. Sports, in general, provide a platform that supports individuals' social-emotional and moral development, reinforcing values such as empathy, self-discipline, fair play, cooperation, and responsibility (Shields and Bredemeier, 1995).

Social-emotional development refers to the process of forming healthy relationships with others, recognizing and managing emotions, demonstrating empathy, developing self-awareness, and acquiring social skills. This process advances through interactions within social environments such as family, peer groups, and schools, starting from childhood. Social-emotional skills play a critical role in achieving personal and social success and harmony (Goleman, 1995). Supporting these skills is particularly vital for elementary school students in their growth and developmental phases. Failure to meet the needs of this age group may delay their social and emotional development, leading to undesirable behaviors such as disrespect for others, interrupting conversations, and imposing their own opinions (Kavussanu, 2008). Social-emotional development is interconnected with mental, physical, and moral development, playing a decisive role in the formation of personality and character. The emotional and social characteristics of an eight-year-old child may change at ages 10–12, with individual differences becoming more pronounced during this process (Özdemir et al., 2012).

Moral development refers to the process of distinguishing between right and wrong, developing a conscience, adhering to ethical values, and reflecting these values in behavior. This process involves learning and internalizing values such as justice, honesty, and responsibility. According to Lawrence Kohlberg's theory of moral development, individuals' levels of moral reasoning evolve throughout their lives (Weiss and Smith, 2002). Both social-emotional and moral development assist individuals in contributing to societal life and maintaining their presence as individuals with positive values. Moral development changes with age, and focusing on this area during early years has been shown to support the development of positive traits such as collaboration and fairness in children. Moreover, it helps prevent undesirable behaviors such as lying and contributes to a balanced developmental process. In the context of sports, the concept of morality is often expressed as sportsmanship. Research indicates that early involvement in sports enhances children's moral maturity and that students who participate in sports exhibit higher ethical judgments than those who do not (Güler, 2006; Akbuğa, 2018; Arslan, 2018; Evli, 2018).

Bozgün and Baytemir (2019) note that social-emotional development and morality have been topics of interest worldwide for a long time. However, studies on these topics have only recently gained momentum in our country. This situation highlights the potential of research examining the contributions of combat sports to

social-emotional and moral development to enhance both scientific knowledge and educational practices. Understanding the social and moral gains of these sports, which positively influence children's character development, across different age groups is essential.

The purpose of this study is to determine the effects of combat sports on the social-emotional and moral development of elementary and middle school students and to address the gap in the literature in these areas. The research seeks to answer sub-problems such as the impact of empathy, social skills, moral values, and demographic factors. The main problem of the research is the existence of a scientific gap in determining the effects of combat sports on these developmental areas.

Theoretical Framework

Social Development

Social development encompasses the relationships individuals form with others and the knowledge and emotions they develop toward them, spanning from birth to adulthood. In other words, socialization is the process through which individuals adopt behaviors in line with the norms and values of their surrounding adult community (Binbaşıoğlu, 1982). In today's modern world, sports are a vital tool that supports individuals' physical, emotional, and social development, strengthens unity and togetherness, and facilitates teamwork. Additionally, sports act as a phenomenon that reinforces societal membership and a sense of belonging (Göde and Alkan, 1998). Sports allow individuals to escape their narrow worlds, influenced by other environments, beliefs, and ideas, enabling collaboration. In this sense, sports support the creation and strengthening of new friendships and social cohesion (Çaha, 2000).

Social-emotional development refers to the process of establishing healthy relationships with others, recognizing and managing emotions, demonstrating empathy, developing self-awareness, and acquiring social skills (Santrock, 2009; 2011). Participation in sports contributes not only to personal physical development but also to socialization. As an activity that allows individuals to integrate into active social settings, sports play a significant role in fostering socialization. In essence, combat sports stand out as a crucial domain that supports not only the physical skills of students but also their social development (Lakes and Hoyt, 2004). Sports such as Muay Thai, Kickboxing, Boxing, Taekwondo, Karate, Wushu, Judo, and Wrestling effectively instill fundamental values like discipline, self-confidence, respect, and responsibility in students. These sports help students develop the ability to collaborate within a group, express themselves, and cultivate empathy toward others. Furthermore, students involved in combat sports tend to excel in being accepted by their social environments, forming a sense of group belonging, and building healthy relationships with peers (Zivin et al., 2004). Physical activities also contribute to reducing stress and maintaining emotional balance, positively affecting these students' social adaptation. As a result, combat sports are an essential factor that supports the physical and social development of middle school students (Vertonghen and Theeboom, 2010).

Emotional Development

Emotional development involves the capacity to recognize and control one's feelings while understanding the emotions of others. Combat sports require athletes to maintain emotional stability, particularly enhancing their ability to remain composed under pressure during competitions. Mayer and Salovey first defined emotional intelligence (EQ) as a subcategory of social intelligence, encompassing the ability to recognize one's own and others' emotions, distinguish between them, and use this knowledge to guide thoughts and behaviors (Mayer and Salovey, 1990).

Emotions are an integral part of physical and mental health as well as interpersonal relationships. Individuals who can express their feelings and understand the emotions of others are more likely to lead happier and more successful lives, highlighting the increasing importance of emotional intelligence (Certel et al., 2011). Emotional intelligence is defined as the ability to analyze one's own and others' emotions and ideas and effectively direct thoughts and behaviors based on this analysis (Mayer and Salovey, 1990). In summary, combat sports enhance young people's ability to cope with stress while strengthening social interactions. Teamwork and friendships contribute to the development of students' emotional intelligence. Combat sports help students improve their emotion regulation skills and manage negative emotions effectively.

Moral Development

Morality refers to the set of value judgments used to evaluate individuals' attitudes and behaviors in human relationships, distinguishing between what is considered "good" and "right" or "bad" and "wrong" (Aktan, 2009). Moral development, on the other hand, is the process by which individuals accept and internalize societal norms and values, live in harmony with others, and personalize these principles and values through their own perspectives (Bayraktar & Süleymanoğulları, 2020).

Moral development is a fundamental aspect of personality development, closely linked to the awareness of right and wrong formed throughout a child's socialization process. As this development progresses, individuals are expected to regulate themselves in accordance with social norms and traditions (Selçuk, 1995). Kohlberg emphasized that individuals across all cultures use shared ethical elements such as equality, justice, love, respect, and authority (Onur, 2000).

In sports, the concept of morality is often embodied by fair play, which includes values such as kindness, sportsmanship, virtue, respect for rights, appreciation of what is good and beautiful, honesty, and equality. Fair play is considered the foundation of sports and plays a crucial role in promoting democratic life and the future of sports through school sports programs (Pehlivan, 2004). In essence, combat sports not only provide individuals with physical skills but also offer opportunities to show respect to others, adhere to rules, and understand the spirit of sportsmanship. Students learn to behave sportsmanlike toward their opponents while also grasping the importance of collaborating with teammates. This process strengthens students' social

relationships, allowing them to better understand themselves and others. Consequently, combat sports serve as an effective tool to support the moral development of middle school-aged individuals.

METHOD

Research Model

In this research, a survey model, one of the quantitative research techniques, was used as the method to collect participants' opinions on the events or phenomena studied (Karasar, 2015). To examine the differences in social-emotional and moral development levels of licensed middle school students participating in various sports branches by gender, an Independent Samples t-test was employed. To investigate the relationship between age and sports experience, the Pearson Correlation Test was applied, and for examining differences between educational levels and sports branches, the ANOVA test was used.

Population and Sample

The sample group of the research consisted of 171 students (62 girls and 109 boys) from the 5th, 6th, 7th, and 8th grades of schools affiliated with the Ministry of National Education in Erciř, Van, during the 2022–2023 academic year. These students were licensed athletes associated with the Erciř Sports Club. A non-probabilistic sampling method was employed to obtain a broader data pool and examine the research topic more comprehensively. This method enhanced the representativeness of the students participating in the study and improved the generalizability of the results.

Data Collection Tools

The survey technique, widely used in screening methods, was utilized for data collection (Nachmias and Nachmias, 1996). In addition to the "Personal Information Form" created based on the opinions of researchers and experts, the "Social-Emotional and Moral Development Scale (SEMD)" developed by Ji et al. (2013) and adapted to Turkish culture by Bozgün and Baytemir (2019) was employed.

Before administering the surveys, participants were informed, and valid data were transferred to the appropriate software for analysis. The scale comprises six sub-dimensions—Positive Social Behavior, Honesty, Self-Development, Self-Control, Respect at School, and Respect at Home—spanning 28 questions in a 4-point Likert format (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree). The minimum possible score on the scale is 28, while the maximum is 112. Higher average scores indicate higher levels of social-emotional and moral development among participants. The Cronbach's Alpha reliability coefficient for the scale is 0.88. For internal consistency, an alpha value of 0.70 or higher is considered acceptable (Özdamar, 2004).

Research Ethics

The study was approved by Ağrı İbrahim Çeçen University’s Scientific Research Ethics Committee on November 29, 2024, under decision number E-95531838-050.99-118574. Participants were provided with the necessary explanations before the survey and participated on a voluntary basis.

Data Analysis

During the research process, valid survey forms completed by participants were transferred to SPSS 26 software. Reliability and normality assumption analysis results for the dataset, which contained no missing or erroneous data, are presented in Tables 1 and 2.

Table 1. Reliability Analysis Results for Sub-Dimensions of Social-Emotional and Moral Development

Sub-Dimensions	Cronbach's α	\bar{x}
Positive Social Behavior	,838	3,449
Honesty	,800	3,448
Self-development	,871	3,519
Self-control	,813	3,106
Respect at School	,833	3,540
Respect at Home	,841	3,447

Cronbach's Alpha values for all sub-dimensions fall within the reference range of $0.80 \leq \alpha < 1.00$ (DeVellis, 2003), indicating a high level of reliability for the study.

Table 2. Results of Normality Assumption Analysis

	Positive Social Behavior	Honesty	Self-development	Self-control	Respect at School	Respect at Home
N	171	171	171	171	171	171
Skewness	-,404	-,409	-,928	-,309	-,952	-1,005
Standard Error of Skewness	,186	,186	,186	,186	,186	,186
Kurtosis	-,260	-,814	,251	-,461	,718	1,747
Standard Error of Kurtosis	,369	,369	,369	,369	,369	,369

When Table 2 is examined, it can be seen that the skewness and kurtosis values obtained in all subdimensions fall within the range of $-1.5 \sim +1.5$ (Tabachnick & Fidell, 2013). Since it was determined that the data set follows a normal distribution, parametric tests were used in the statistical analyses of the study.

Validity and Reliability

In the data analysis, descriptive statistical methods were used to assess criteria such as frequency, mean, percentage distribution, and standard deviation. To determine the differences in participants' social-emotional and moral development levels by gender, an Independent Samples T-Test was applied. To examine the differences between class level and sports type, a One-Way Analysis of Variance (ANOVA) was used. Pearson

Correlation was applied to analyze the relationship between age and sports age. The results were evaluated for statistical significance at the $p < .05$ level

Descriptive Statistics

For descriptive statistics, frequency, mean, percentage distribution, and standard deviation values were calculated. The following statistical methods were used in the examination of social-emotional and moral development levels:

1. **Independent Samples T-Test:** To examine differences by gender.
2. **One-Way Analysis of Variance (ANOVA):** To examine differences between class level and sports type.
3. **Pearson Correlation Test:** To analyze the relationship between age and sports age.

In the dataset where normality assumptions were met, parametric tests were preferred. The results were evaluated for statistical significance at the $p < .05$ level (Tabachnick & Fidell, 2013).

FINDINGS

In this section, the statistical analysis results of the obtained data are presented in tables.

Table 3. Descriptive Statistics Distribution

Variabl	Category	N	%	\bar{x}	ss	Lowest	Highest
Gender	Girl	62	36,3	-	,482	-	-
	Boy	109	63,7			-	-
Age	-	171	-	12,421	1,388	9	17
Sport age	-	171	-	4,523	1,736	1	8
Grade level	5th grad	38	22,2			-	-
	6th grad	32	18,7			-	-
	7th grad	52	30,4	-	-	-	-
	8th grad	49	28,7			-	-
Sport branch	Boxing	14	8,2				
	Muaythai	42	24,6				
	Kick Boxing	21	12,3				
	Judo	12	7,0	-	-	-	-
	Wushu	18	10,5				
	Wrestling	22	12,9				
	Taekwondo	21	12,3				
	Karate	21	12,3				

When Table 3 is examined, it can be seen that most of the athletes who participated in the study are male, with an average age of 12.421 ± 1.388 . The analysis results indicate that the participants in the 7th and 8th grade levels are predominantly overrepresented, and their average sports age is 4.523 ± 1.736 years. The results also show that the majority of the athletes compete in the Muay Thai discipline.

Table 4. Independent Samples T-Test Results for Gender Differences in Sub-Dimensions of Social-Emotional and Moral Development Processes

Subdimensions	Cinsiyet	N	\bar{X}	ss	t	p
Positive Social Behavior	Girl	62	3,540	,402	2,249	0,026*
	Boy	109	3,397	,397		
Honesty	Girl	62	3,454	,459	,146	0,884
	Boy	109	3,444	,469		
Self-development	Girl	62	3,536	,509	,348	0,728
	Boy	109	3,509	,477		
Self-control	Girl	62	3,028	,673	-1,281	0,202
	Boy	109	3,151	,562		
Respect at School	Girl	62	3,616	,400	1,614	0,108
	Boy	109	3,497	,494		
Respect at Home	Girl	62	3,540	,477	1,749	0,082
	Boy	109	3,394	,548		

When Table 4 is examined, it is observed that after analyzing the relationship between participants' gender and their social-emotional and moral development levels, a statistically significant difference was found only in the "positive social behavior" subdimension. It was determined that female students had higher social-emotional and moral development scores compared to male students.

Table 5. Pearson Correlation Test Results by Age in the Subdimensions of Social-Emotional and Moral Development

	Age	Positive Social Behavior	Honesty	Self-development	Self-control	Respect at School	Respect at Home
Age	r	1	,026	-,050	,071	-,082	-,041
	p	-	,735	,518	,359	,288	,594
Positive Social Behavior	r	,026	1	,667**	,756**	,531**	,693**
	p	,735	-	,000	,000	,000	,000
Honesty	r	-,050	,667**	1	,778**	,651**	,748**
	p	,518	,000	-	,000	,000	,000
Self-development	r	,071	,756**	,778**	1	,646**	,769**
	p	,359	,000	,000	-	,000	,000
Self-control	R	-,082	,531**	,651**	,646**	1	,599**
	p	,288	,000	,000	,000	-	,000
Respect at School	r	-,041	,693**	,748**	,769**	,599**	1
	p	,594	,000	,000	,000	,000	-
Respect at Home	r	-,056	,574**	,776**	,688**	,632**	,706**
	p	,468	,000	,000	,000	,000	,000

* p<,001 ** p<,005

When Table 5 is examined, the Pearson correlation analysis results indicate that no statistically significant relationship was found between the participants' age and the subdimensions of social-emotional and moral development.

Table 6. Pearson Correlation Test Results Based on Sports Age in the Subdimensions of Social-Emotional and Moral Development

		Sport age	Positive Social Behavior	Honesty	Self-development	Self-control	Respect at School	Respect at Home
Sport age	r	1	-,041	-,057	-,038	-,151*	-,009	-,021
	p	-	,594	,462	,621	,049	,912	,789
Positive Social Behavior	r	-,041	1	,667**	,756**	,531**	,693**	,574**
	p	,594	-	,000	,000	,000	,000	,000
Honesty	r	-,057	,667**	1	,778**	,651**	,748**	,776**
	p	,462	,000	-	,000	,000	,000	,000
Self-development	r	-,038	,756**	,778**	1	,646**	,769**	,688**
	p	,621	,000	,000	-	,000	,000	,000
Self-control	r	-,151*	,531**	,651**	,646**	1	,599**	,632**
	p	,049	,000	,000	,000	-	,000	,000
Respect at School	r	-,009	,693**	,748**	,769**	,599**	1	,706**
	p	,912	,000	,000	,000	,000	-	,000
Respect at Home	r	-,021	,574**	,776**	,688**	,632**	,706**	1
	p	,789	,000	,000	,000	,000	,000	-

* P<,001 ** P<,005

When Table 6 is examined, a weak and negative statistically significant relationship was found between the participants' sports age and the social-emotional and moral development levels in the self-control subdimension (p = .49 < .05).

Table 7. ANOVA Test Results by Grade Level in the Subdimensions of Social-Emotional and Moral Development

Subdimensions	Grade level	N	\bar{X}	ss	F	p
Positive Social Behavior	5th grad	38	3,491	,4434	,510	0,676
	6th grad	32	3,375	,4190		
	7th grad	52	3,461	,3639		
	8th grad	49	3,452	,4082		
Honesty	5th grad	38	3,515	,4756	1,350	0,260
	6th grad	32	3,375	,4758		
	7th grad	52	3,515	,4216		
	8th grad	49	3,371	,4864		
Self-development	5th grad	38	3,526	,5598	1,490	0,219
	6th grad	32	3,367	,4918		
	7th grad	52	3,596	,4514		
	8th grad	49	3,530	,4553		
Self-control	5th grad	38	3,210	,5798	1,744	0,160
	6th grad	32	3,023	,6168		
	7th grad	52	3,201	,5710		
	8th grad	49	2,979	,6390		

Respect at School	5th grad	38	3,600	,4484	,800	0,496
	6th grad	32	3,506	,4219		
	7th grad	52	3,584	,4683		
	8th grad	49	3,469	,5025		
Respect at Home	5th grad	38	3,539	,4881	1,359	0,257
	6th grad	32	3,335	,5259		
	7th grad	52	3,509	,5144		
	8th grad	49	3,382	,5638		

When Table 7 is examined, the analysis of the participants' grade levels and their social-emotional and moral development levels shows that there is no statistically significant difference.

Table 8. ANOVA Test Results by Sports Type in the Subdimensions of Social-Emotional and Moral Development

Subdimensions	Sport branch	N	\bar{X}	ss	F	p	Fark
Positive Social Behavior	Boxing	14	3,333	,363	2.544	0.016	2>6 (Ort. Fark=,319) 2>3 (Ort. fark=,337)
	Muaythai	42	3,615	,355			
	Kick Boxing	21	3,277	,362			
	Judo	12	3,388	,445			
	Wushu	18	3,453	,494			
	Wrestling	22	3,295	,337			
	Taekwondo	21	3,460	,456			
	Karate	21	3,547	,358			
Honesty	Boxing	14	3,328	,389	1.110	0.359	-
	Muaythai	42	3,514	,455			
	Kick Boxing	21	3,342	,447			
	Judo	12	3,500	,515			
	Wushu	18	3,444	,520			
	Wrestling	22	3,490	,430			
	Taekwondo	21	3,285	,475			
	Karate	21	3,590	,479			
Self-development	Boxing	14	3,500	,416	1.151	0.334	-
	Muaythai	42	3,589	,493			
	Kick Boxing	21	3,452	,367			
	Judo	12	3,354	,607			
	Wushu	18	3,472	,623			
	Wrestling	22	3,511	,404			
	Taekwondo	21	3,392	,556			
	Karate	21	3,726	,410			
Self-control	Boxing	14	2,928	,566	1.065	0.388	-
	Muaythai	42	3,148	,579			
	Kick Boxing	21	3,011	,567			
	Judo	12	3,020	,607			
	Wushu	18	3,166	,600			
	Wrestling	22	3,329	,490			
	Taekwondo	21	2,928	,829			
	Karate	21	3,178	,559			
Respect at School	Boxing	14	3,414	,467	.697	0.674	-
	Muaythai	42	3,566	,493			
	Kick Boxing	21	3,514	,360			
	Judo	12	3,500	,366			
	Wushu	18	3,577	,530			
	Wrestling	22	3,518	,426			
	Taekwondo	21	3,447	,596			
	Karate	21	3,704	,393			

Respect at Home	Boxing	14	3,250	,470	2.072	0.431	-
	Muaythai	42	3,506	,495			
	Kick Boxing	21	3,297	,510			
	Judo	12	3,395	,505			
	Wushu	18	3,611	,543			
	Wrestling	22	3,488	,404			
	Taekwondo	21	3,226	,719			
	Karate	21	3,678	,426			

1-Boxing, 2-Muay Thai, 3-Kickboxing, 4-Judo, 5-Wushu, 6-Wrestling, 7-Taekwondo, 8-Karate

After the ANOVA test, it was found that there was a significant difference in the "positive social behavior" subdimension between the participants' sports type and their social-emotional and moral development levels. Athletes competing in Muay Thai had higher social-emotional and moral development levels, with an average difference compared to athletes in kickboxing and wrestling

CONCLUSION and DISCUSSION

This study examined the social-emotional and moral development levels of licensed middle school students who engage in different sports disciplines, considering variables such as gender, age, sports age, grade level, and sports type. The research found that, in terms of gender, female students demonstrated higher social-emotional and moral development, particularly in the "positive social behavior" subdimension, compared to male students. This finding aligns with previous studies in the literature, which suggest that women tend to score higher in traits like empathy, sensitivity, and social adaptability (Eisenberg & Mussen, 1989). The higher performance of female students in social-emotional competencies could be seen as a result of societal roles and gendered socialization processes, which play a critical role in understanding the differences in social-emotional development between boys and girls. Researchers like Goleman (1995) and Kavussanu (2008) have highlighted that women often perform better in social skills and emotional intelligence, and this study supports those findings, particularly showing that female students excel in skills like empathy, self-control, and cooperation. These differences can be linked to societal gender roles and socialization processes. Previous findings that women perform better in empathy and social skills (Kavussanu, 2008) are consistent with the results of this study. Understanding these differences can guide the development of gender-sensitive sports programs and strategies that address the specific needs of each gender.

Regarding the sports type variable, it was found that students competing in Muay Thai had higher social-emotional and moral development levels compared to those in kickboxing and wrestling. Muay Thai, which emphasizes physical endurance as well as self-discipline, self-respect, and other personal development aspects, may explain this result (Zeng & Leung, 2007). In contrast, the more individualistic and competitive nature of kickboxing and wrestling may limit participants' social-emotional development. However, this finding suggests that the impact of sports types on individuals may depend on the application method and sports culture.

In terms of the self-control subdimension, the findings indicated a weak and negative relationship between sports age and social-emotional and moral development processes. This suggests that prolonged sports participation, particularly in individual sports where the focus is on personal performance, may negatively

impact self-control due to factors like competition and stress (Hodge & Lonsdale, 2011). This highlights that the effect of sports on social-emotional development may not always be positive, and individual differences and the sport environment play a determining role in these effects.

Educational and Practical Implications:The findings of this study offer important practical implications for sports pedagogy and coaching practices. It is essential to design sports education programs that support individuals' social-emotional and moral development, taking into account individual differences.

In conclusion, this research demonstrates that licensed middle school students' social-emotional and moral development levels are influenced by factors such as gender, sports type, and sports age. The findings provide valuable insights for sports pedagogy and coaching practices. The study takes a multidimensional approach to the impact of sports on individuals' social, emotional, and moral development, and lays a solid foundation for future research in this area.

In this context, it should be emphasized that sports have significant effects not only on the physical but also on the emotional and social dimensions of individuals. Increasing research that supports individuals' self-awareness, empathy, self-control, and ethical values can contribute to strengthening developments in this area. Future studies that examine the impact of sports on the psychological, social, and ethical dimensions of individuals in greater depth will expand the knowledge base in this field.

The critical role of sports in shaping individuals' character underscores the importance of increasing opportunities for participation in sports from childhood. Sports education programs should be designed considering individual differences, allowing students to adopt approaches that support their social, emotional, and moral development. Specifically, these programs should be designed to incorporate gender differences and the unique impacts of different sports disciplines. Additionally, increasing the implementation of practices that support self-control and social-emotional skills in sports environments can optimize students' development in these areas.

SUGGESTIONS

-Gender-sensitive programs recommend that sports programs include specialized strategies to address the social-emotional and moral development needs of both female and male students.

-Sport-specific approaches can be used to design programs that optimize the contribution of different sports disciplines to social and emotional skills, considering the unique characteristics of each sport.

-Supportive policies in sports environments are needed to increase the implementation of practices that reduce the negative effects of competition and support the development of social-emotional skills.

-Factors related to sports age: The effects of prolonged sports participation on social-emotional development should be investigated in more detail, and new applications should be developed to manage stress and competition factors during this process. Psychological education and awareness programs should be implemented, especially to support self-control skills in young athletes

-Training and coaching practices involve training coaches to support athletes' social-emotional and moral development. Educational materials should be prepared that take into account gender differences, the specific needs of sports disciplines, and individual differences.

-Suggestions for future research: Quantitative and qualitative studies should be conducted that address the impact of sports on individuals' social-emotional and moral development from a multidimensional perspective. Research is needed that links the effects of sports disciplines on personality development with cultural, socioeconomic, and environmental factors. Longitudinal studies should be conducted to better understand the contributions of sports to emotional and social development, not just physical development.

-Social awareness raising: Awareness-raising campaigns and informational activities should be carried out regarding the role of sports in social and emotional development. Projects that highlight the fact that sports are not just a physical activity but also an important tool in individuals' social and moral development should be implemented.

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Idea or Notion	Sinan AĞLAR
Literature Review	Sinan AĞLAR
Yöntem	Sinan AĞLAR, Öner Gülbahçe
Data Collecting	Sinan AĞLAR, Öner Gülbahçe Gökhan, BAYRAKTAR
Data Analysis	Gökhan BAYRAKTAR
Findings	Sinan AĞLAR, Öner Gülbahçe,
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