The Effect of Sports on The Expected Confidence and Yakut Moral Intelligence Levels of University Students

Üniversite Öğrencilerinden Beklenen Güven ve Yakut Ahlaki Zekâ Düzeyleri Üzerinde Sporun Etkisi

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ABSTRACT

This study examined how sports and various variables affect the expected levels of confidence and moral intelligence of university students. The research was conducted using a general survey model. The research group consists of 374 university students in total, 239 female and 135 male. Data collection instruments included a personal ınformation form developed by researchers, along with the expected trust scale and ethical ıntelligence scale. Data were analyzed using SPSS 26.0 software. Depending on the number of categories of the independent variable, independent sample t-test was applied in paired groups, and One-way analysis of variance (ANOVA) and Posthoc Lsd test were applied in multiple groups. The relationship between the two scales was examined using Pearson correlation analysis. The analysis results were interpreted at a significance level of p<0,05. In the study, it was observed that university students' expected confidence and yakut moral intelligence attitudes were influenced by variables such as age, faculty of study, participation in sports, weekly duration of sports activity, type of sport, and age at which sports were started. Additionally, significant positive correlations were found between participants' levels of expected trust and ethical ıntelligence. In conclusion, it was determined that sports significantly contribute to both expected trust and ethical intelligence attitudes.

Keywords: Ethics, Trust, Sports, University Student, Intelligence

ÖZET

Bu çalışmada, üniversite öğrencilerinden beklenen güven ve yakut ahlaki zekâ düzeylerine spor ve çeşitli değişkenlerin nasıl etkilendiği incelenmiştir. Araştırma genel tarama modeli kullanılarak gerçekleştirilmiştir. Araştırma grubu 239 kadın 135 erkek toplamda 374 üniversite öğrencisinden oluşmaktadır. Veri toplama araçları olarak araştırmacılar tarafından geliştirilen kişisel bilgi formu, beklenen güven ölçeği ve yakut ahlaki zekâ ölçeği kullanılmıştır. Veriler SPSS 26.0 programı ile analiz edilmiştir. Bağımsız değişkenin kategori sayısına bağlı olarak ikili gruplarda bağımsız örneklem t-Testi, çoklu gruplarda ise Tek yönlü varyans analizi (ANOVA) ve Posthoc Lsd testi uygulanmıştır. İki ölçek arasındaki ilişki Pearson korelasyon analizi ile incelenmiştir. Analiz sonuçları p<0,05 anlamlılık düzeyine göre yorumlanmıştır. Çalışmada, üniversite öğrencilerinin beklenen güven ve yakut ahlaki zekâ tutumlarının yaş, fakülte, spor yapma durumu, haftalık spor yapma süresi, spor türü ve spor yaşı gibi değişkenlerden etkilendiği görülmüştür. Ayrıca, katılımcıların beklenen güven ve yakut ahlaki zekâ düzeyleri arasında pozitif yönde anlamlı ilişkiler bulunmuştur. Sonuç olarak, sporun hem beklenen güven hem de yakut ahlaki zekâ tutumlarına etken bir değişken olduğu belirlenmiştir.

Anahtar Kelimeler: Ahlak, Güven, Spor, Üniversite Öğrencisi, Zekâ

INTRODUCTION

The concept of trust is difficult to define because it involves many issues at the micro and macro levels, encompassing interpersonal relationships and cultures. (Taylor, 1989; Fukuyama, 1998). Baier (1986) defines trust as accepting other people as they are without expecting harm. Mishra (1996) defines it as respect for the personality qualities of trusted people. Confidence is expected to be shaped by gender differences; success affects self-confidence more in men, and social relationships more in women (NIH, 1993; Stein and ark. 1992; Josephs and ark. 1992; Heatherton and ark. 2003).

Morality is a system of norms that guides the behavior of individuals and has been important since the existence of human beings (Şengün, 2015). Among researchers, morality is defined as a set of rules that people should follow to be good and right (Yavuz, 1994) or as criteria for evaluating human behavior (Ana Britannica, 1986). Miskawayh (1983) divides morality into natural morality, which is derived from temperament, and habits acquired through education. Borba (2001) defines moral intelligence as the capacity to have ethical values and to act correctly in line with these values. Kanoğlu (2019) and Bradshaw (2009) define moral intelligence as the capacity to engage in harmless behavior and to do the right thing at the right time for the right reason, respectively.

What is expected from individuals who do sports focuses on confidence, work discipline, determination, teamwork, fair play and general health (Şahan, 2008). These features help athletes live physically and mentally healthy lives and exhibit ethical behavior. (Şahin, 1998; Uzuner ve Karagün, 2014). Moral intelligence is the ability to exhibit ideas, attitudes and actions that do not harm oneself or others (Kanoğlu, 2019).

Athletes are expected to possess core values such as honesty, fair play, respect and responsibility. These values enable athletes to develop both physically and morally and set a positive example for society. Athletes' high level of moral intelligence contributes to them becoming more successful and respected individuals in their personal and social lives. This study aims to reveal the effects of doing sports and the confidence and moral intelligence expected from athletes.

METHODS

In the research, the survey method was applied in order to collect information in a scientific and systematic way.

Model/Design of the Research: The research was carried out using the screening model. Scanning models are research approaches that are conducted on a few samples selected from a universe covering large groups and aim to examine the past or current situation as it is. These approaches attempt to define the event, object or individual that is the subject of the research, within its own conditions and as it is (Karasar, 2000).

Working Group: The research group consists of 374 university students, 239 female and 135 male, who continue their education at Atatürk University.

Data Collection Tools: In this study, the data collection tool developed by the researcher was; Along with the form containing demographic questions such as gender, department of education, sports practice status, weekly sports practice duration, type of sports practiced and how many years of sports practiced; The Expected Confidence Scale and the Yakut-Moral Intelligence Scale were used.

Expected Confidence Scale (ECS): The Anticipated Trust Scale, developed by Cunha (1985), consists of a total of 15 statements and aims to measure the level of cognitive-based trust that individuals have in the other party. The scale consists of two dimensions. The first dimension is the Expected Malicious Intention dimension, which has 10 statements; The second dimension is the Expected Goodwill dimension, which has 5 statements. The Turkish adaptation of the scale was made by Uymaz (2021) in order to evaluate the Expected Trust, which consists of the Expected Malevolence and Expected Goodwill dimensions in Turkish society.

Yakut-Moral Intelligence Scale (YMIS): The Yakut Moral Intelligence scale, developed by Yakut and Yakut (2021), consists of 20 questions. The factor analysis revealed that the scale consists of 4 factors (Empathy, Conscience, Self-Control, Courtesy). Arithmetic means were used in calculating scale scores. A score close to 5 indicates that the person's moral intelligence level is high; a score close to 1 indicates that this attitude level is low; a score close to 3 indicates that it is at a medium level. As a result of the reliability analysis, it was determined that Cronbach's Alpha internal consistency coefficient was 0.845 and the scale had a high level of reliability.

Analysis of Data: In this study, participants' Expected Confidence and Yakut-Moral Intelligence status were analyzed using SPSS 26.0 package program. Depending on the number of categories of the independent variable, Independent Samples t-test for paired groups, one-way analysis of variance (ANOVA) for multiple groups and LSD test as posthoc tests were applied. Additionally, Pearson correlation analysis was performed to examine the relationship between some variables. The results obtained were evaluated at a significance level of 0.05.

Ethical Aspect of Research: This research was implemented with the decision of Bayburt University ethics committee dated 12.07.2024 and numbered E-15604681-050.04-215086.

RESULTS

Table 1. Descriptive Statistics, Normality and Reliability Analysis Results of Participants' Expected Confidence and Yakut-Moral Intelligence Scale

Alt Boyut	N	X	Sd	Skewness	Kurtosis	Cronbach's alpha
Expected Malicious Intention	374	33,23	6,57	-,353	,248	,817
Expected Goodwill	374	15,52	3,41	-,189	,152	,786
Expected Confidence Total	374	48,76	8,19	-,401	1,115	,805
Empathy	374	19,01	2,85	-,622	1,050	,744
Conscience	374	19,69	3,22	-1,043	1,790	,836
Self-Control	374	17,62	3,49	-,664	1,246	,822
Kindness	374	19,64	3,24	-,951	1,413	,829
Moral Intelligence Total	374	75,97	10,16	-,977	1,890	,905

When the results of the descriptive statistics and normality analyses in Table 1 were examined, it was determined that the kurtosis and skewness values of the data were within the limits (±1; ±2) specified by Tabachnik and Fidell (2007) and George and Mallery (2010). These findings show that the data are suitable for normal distribution. In addition, it was observed that the reliability values of the scale were at high levels both in dimensions and in the total scale.

In Table 2, when the gender variable of the students is examined, it is seen that 135 (36.1%) students are male and 239 (63.9%) students are female; According to the faculty variable, 74 people (19.8%) were students of the faculty of sports sciences and 300 (80.2%) were students of other faculties; According to the variable of sports activity, 156 people (41.7%) did sports and 218 people (58.3%) did not do sports; According to the weekly exercise duration variable, 74 people did it for 1-3 hours (19.8), 32 people did it for 4-7 hours (8.6) and 50 people did it for 8 hours or more (13.3); When the sports type variable is examined, the highest participation rate was from students doing individual sports with 101 people (27.0%), while 55 people (14.7%) were students doing

team sports; When the variable of sports year is examined, it is seen that the highest participation rate is from participants who have been doing sports for 1-3 years with 75 people (20.1%), while the lowest participation rate is from participants who have been doing sports for 7-9 years with 19 people (5.1%).

Table 2. Information on Demographic Variables of Participants

		(N)	(%)
Gender	Female	239	63,9
	Male	135	36,1
Faculty Where You Study	Faculty of Sports Sciences	74	19,8
	Other Faculties	300	80,2
Sports Situation	Yes, I do sports	156	41,7
	No I don't do sports	218	58,3
Weekly Exercise Time	1-3 Hours	74	19,8
	4-7 Hours	32	8,6
	8 Hours and above	50	13,3
Type of Sport You Do	Individual	101	27,0
	Team	55	14,7
How Many Years Have You Been Doing Sports	1-3 Years	75	20,1
	4-6 Years	38	10,2
	7-9 Years	19	5,1
	10 Years and above	24	6,3

This section includes statistical results regarding the findings of the research.

Table 3. Comparison of Participants' Expected Confidence and Yakut-Moral Intelligence Levels Sub-Dimension and Total Scores According to Gender Variable

Scale	Sub-dimensions		N	X	Ss	t	p
Expected Confidence	Expected Malicious Intention	Female	239	33,19	6,54	-,151	,880
		Male	135	33,30	6,66		
	Expected Goodwill	Female	239	15,04	3,19	-3,717	,000*
		Male	135	16,38	3,63		
	Expected Confidence Total	Female	239	48,23	8,08	-1,648	,100
		Male	135	49,68	8,34		
Yakut-Moral Intelligence	Empathy	Female	239	19,17	2,79	1,425	,155
		Male	135	18,73	2,96		
	Conscience	Female	239	19,88	3,17	1,501	,134
		Male	135	19,36	3,29		
	Self-Control	Female	239	17,14	3,55	-3,580	,000*
		Male	135	18,46	3,22		
	Kindness	Female	239	19,51	3,18	-1,008	,314
		Male	135	19,86	3,34		
	Moral Intelligence Total	Female	239	75,71	10,04	-,656	,512
		Male	135	76,42	10,39		

(p<0.05)*

Table 4. Comparison of Participants' Expected Confidence and Yakut-Moral Intelligence Levels Sub-Dimension and Total Scores According to the Department They Study

Scale	Sub-dimensions		N	X	Ss	t	p
Expected Confidence	Expected Malicious Intention	Faculty of Sports Sciences	74	35,05	6,59	2,677	,008*
		Other Faculties	300	32,78	6,50		
	Expected Goodwill	Faculty of Sports Sciences	74	16,91	3,31	3,995	,000*
		Other Faculties	300	15,18	3,35		
	Expected Confidence Total	Faculty of Sports Sciences	74	51,97	8,44	3,832	,000*
		Other Faculties	300	47,97	7,94		
Yakut-Moral Intelligence	Empathy	Faculty of Sports Sciences	74	18,27	3,41	-2,513	,012*
		Other Faculties	300	19,19	2,68		
	Conscience	Faculty of Sports Sciences	74	19,00	3,56	-2,081	,038*
		Other Faculties	300	19,86	3,11		
	Self-control	Faculty of Sports Sciences	74	17,95	3,65	,933	,351
		Other Faculties	300	17,53	3,45		
	Kindness	Faculty of Sports Sciences	74	18,82	3,99	-2,436	,015*
		Other Faculties	300	19,84	3,00		
	Moral Intelligence Total	Faculty of Sports Sciences	74	74,05	12,06	-1,817	,070
		Other Faculties	300	76,44	9,60		

(p<0.05)*

In Table 3, it is seen that there are significant differences according to p<0.05 in the expected goodwill sub-dimension of the expected trust scale and the self-control sub-dimension of the ruby-moral intelligence scale according to the gender of the students and when the values are examined, it is seen that the average scores of men are higher than the scores of women. It was determined that there is no statistically significant difference in the other sub-dimensions of the scales.

In Table 4, it is seen that there are significant differences according to p<0.05 in the expected trust scale according to the departments in which the students study, in the expected goodwill and expected malicious intent sub-dimensions and in the total of expected trust, and when the values are examined, it is seen that the average scores of the students studying at the faculty of sports sciences are higher than those of the students studying at other faculties; in the ruby-moral intelligence scale, there are significant differences in the empathy, conscience and kindness sub-dimensions, and the students of other faculties have a higher average than the students of the faculty of sports sciences. It is seen that there is no statistically significant difference in the self-control and total of the scale.

Table 5. Comparison of Participants' Expected Confidence and Yakut-Moral Intelligence Levels Sub-Dimension and Total Scores According to the Sports Doing Status Variable

Scale	Sub-dimensions		N	X	Ss	t	p
Expected Confidence	Expected Malicious Intention	Yes, I do sports	156	33,97	6,67	1,844	,066
		No I don't do sports	218	32,70	6,47		
	Expected Goodwill	Yes, I do sports	156	16,40	3,35	4,301	,000*
		No I don't do sports	218	14,89	3,32		
	Expected Confidence Total	Yes, I do sports	156	50,37	8,57	3,268	,001*
		No I don't do sports	218	47,60	7,72		
Yakut-Moral Intelligence	Empathy	Yes, I do sports	156	18,95	2,97	-,333	,740
		No I don't do sports	218	19,05	2,78		
	Conscience	Yes, I do sports	156	19,39	3,09	-1,514	,131
		No I don't do sports	218	19,90	3,30		
	Self-control	Yes, I do sports	156	18,14	3,21	2,457	,014*
		No I don't do sports	218	17,24	3,63		
	Kindness	Yes, I do sports	156	19,41	3,44	-1,135	,257
		No I don't do sports	218	19,80	3,09		
	Moral Intelligence Total	Yes, I do sports	156	75,91	10,41	-,097	,923
		No I don't do sports	218	76,01	10,00		

(p<0.05)*

In Table 5, it is seen that there are significant differences according to p<0.05 in the total of expected goodwill and expected trust in the expected trust scale according to the students' sports activities, and when the values are examined, it is seen that the average scores in favor of those who do sports are high, and there is no significant difference in the sub-dimension of expected malevolence; in the Yakut-Moral Intelligence scale, the average scores for those who do sports in the self-control sub-dimension are statistically significant, and there is no statistically significant difference in empathy, conscience, kindness and the total of the scale.
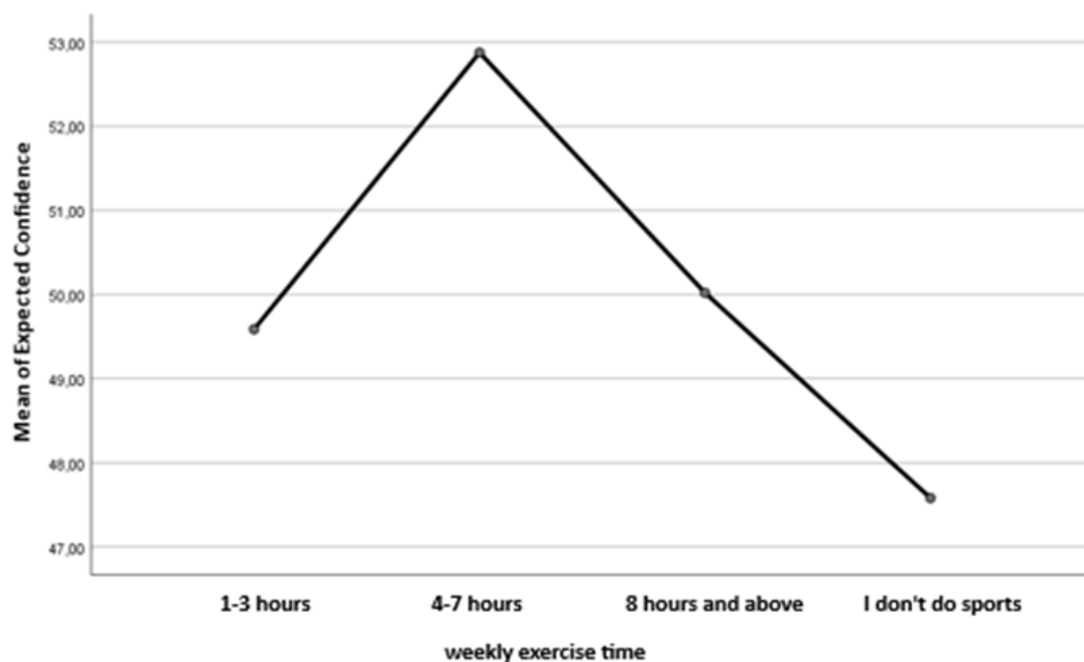
Figure 1. Average Scores of Participants' Expected Confidence Total Scores According to the Weekly Exercise Duration Variable

Table 6. Comparison of Participants' Expected Confidence and Yakut-Moral Intelligence Levels Sub-Dimension and Total Scores According to the Sports Doing Status Variable

Scale	Sub-dimensions		N	X	Ss	f	p	Lsd
Expected Confidence	Expected Malicious Intention	1-3 Hours	74	33,82	7,34	2,372	,070	
		4-7 Hours	32	35,81	4,36			
		8 Hours and above	50	33,06	6,64			
		No I don't do sports	218	32,69	6,48			
	Expected Goodwill	1-3 Hours	74	15,76	3,32	8,181	,000*	a<c
		4-7 Hours	32	17,06	2,92			d<a,b,c
		8 Hours and above	50	16,96	3,48			
		No I don't do sports	218	14,88	3,33			
	Expected Confidence Total	1-3 Hours	74	49,58	9,24	4,992	,002*	d<a,b,c
		4-7 Hours	32	52,87	5,27			
		8 Hours and above	50	50,02	9,00			
		No I don't do sports	218	47,58	7,73			
Yakut-Moral Intelligence	Empathy	1-3 Hours	74	19,33	2,74	1,083	,356	
		4-7 Hours	32	18,71	3,62			
		8 Hours and above	50	18,46	2,84			
		No I don't do sports	218	19,07	2,77			
	Conscience	1-3 Hours	74	19,33	3,39	,969	,408	
		4-7 Hours	32	19,62	2,41			
		8 Hours and above	50	19,28	3,04			
		No I don't do sports	218	19,92	3,30			
	Self-control	1-3 Hours	74	18,06	3,46	3,071	,028*	b>d
		4-7 Hours	32	19,03	2,93			
		8 Hours and above	50	17,70	2,90			
		No I don't do sports	218	17,23	3,63			
	Kindness	1-3 Hours	74	19,34	3,39	1,216	,304	
		4-7 Hours	32	20,12	3,03			
		8 Hours and above	50	19,04	3,71			
		No I don't do sports	218	19,81	3,09			
	Moral Intelligence Total	1-3 Hours	74	76,08	11,30	,605	,612	
		4-7 Hours	32	77,50	9,44			
		8 Hours and above	50	74,48	9,54			
		No I don't do sports	218	76,05	10,01			

(p<0.05)*

In Table 6, it is seen that there are significant differences according to p<0.05 in the total of expected goodwill and expected trust in the expected trust scale according to the weekly sports time of the students, and when the values are examined, it is seen that the average of those who do sports for 4-7 hours is higher than the other times, and there is no significant difference in the sub-dimension of expected malicious intent; in the self-control sub-dimension of the Yakut-Moral Intelligence scale, the average scores in favor of those who do sports for 4-7 hours are statistically significant, and there is no statistically significant difference in empathy, conscience, kindness and the total of the scale.

Table 7. Comparison of Participants' Expected Confidence and Yakut-Moral Intelligence Levels Sub-Dimension and Total Scores According to Sport Type Variable

Scale	Sub-dimensions		N	X	Ss	t	p
Expected Confidence	Expected Malicious Intention	Individual	101	33,01	6,36	-2,488	,014*
		Team	55	35,73	6,85		
	Expected Goodwill	Individual	101	15,98	3,40	-2,178	,031*
		Team	55	17,17	3,11		
	Expected Confidence Total	Individual	101	49,00	8,16	-2,804	,006*
		Team	55	52,91	8,72		
Yakut-Moral Intelligence	Empathy	Individual	101	18,73	2,82	-1,115	,266
		Team	55	19,28	3,23		
	Conscience	Individual	101	19,00	3,21	-2,066	,041*
		Team	55	20,05	2,75		
	Self-control	Individual	101	17,86	3,22	-1,500	,136
		Team	55	18,66	3,15		
	Kindness	Individual	101	19,14	3,50	-1,273	,205
		Team	55	19,87	3,28		
	Moral Intelligence Total	Individual	101	74,74	10,33	-1,820	,071
		Team	55	77,87	10,31		

(p<0.05)*

In Table 7, it is seen that there are significant differences according to p<0.05 in the expected trust scale according to the types of sports that the students do, in the expected goodwill and expected malevolence sub-dimensions and in the total of expected trust, and when the values are examined, the average scores of the students who do team sports are higher than those who do individual sports; in the ruby-moral intelligence scale, there are significant differences in the conscience sub-dimension in favor of those who do team sports, and there is no statistically significant difference in empathy, self-control, courtesy and the total of the scale.

Table 8. Comparison of Participants' Expected Confidence and Yakut-Moral Intelligence Levels Sub-Dimension and Total Scores According to Sports Age Variable

Scale	Sub-dimensions		N	X	Ss	f	p	Lsd
Expected Confidence	Expected Malicious Intention	1-3 Years	75	33,39	6,19	2,735	,029*	c>a,b,e d>e
		4-6 Years	38	33,13	8,03			
		7-9 Years	19	37,63	5,98			
		10 Years and above	24	34,37	5,65			
		I don't do sports	218	32,69	6,46			
	Expected Goodwill	1-3 Years	75	16,16	3,13	5,371	,000*	e>a,b,c,d
		4-6 Years	38	16,05	3,91			
		7-9 Years	19	16,89	2,86			
		10 Years and above	24	17,33	3,45			
		I don't do sports	218	14,90	3,31			
	Expected Confidence Total	1-3 Years	75	49,55	7,69	4,600	,001*	c>a,b,e d>e
		4-6 Years	38	49,18	10,62			
		7-9 Years	19	54,52	7,28			
		10 Years and above	24	51,70	7,97			
		I don't do sports	218	47,59	7,70			
Yakut-Moral Intelligence	Empathy	1-3 Years	75	18,82	2,83	,762	,551	
		4-6 Years	38	18,57	3,37			
		7-9 Years	19	19,57	2,71			
		10 Years and above	24	19,62	2,85			
		I don't do sports	218	19,03	2,79			
	Conscience	1-3 Years	75	19,12	3,28	,973	,422	
		4-6 Years	38	19,47	3,14			
		7-9 Years	19	20,26	2,82			
		10 Years and above	24	19,62	2,49			
		I don't do sports	218	19,88	3,31			
	Self-control	1-3 Years	75	17,28	3,55	4,332	,002*	b>e d>a,e
		4-6 Years	38	18,60	2,83			
		7-9 Years	19	18,78	2,32			
		10 Years and above	24	19,66	2,59			
		I don't do sports	218	17,23	3,62			
	Kindness	1-3 Years	75	19,35	3,86	,541	,706	
		4-6 Years	38	19,13	3,04			
		7-9 Years	19	19,78	2,82			
		10 Years and above	24	19,91	3,20			
		I don't do sports	218	19,78	3,09			
	Moral Intelligence Total	1-3 Years	75	74,58	11,14	1,102	,355	
		4-6 Years	38	75,78	10,12			
		7-9 Years	19	78,42	7,41			
		10 Years and above	24	78,83	9,98			
		I don't do sports	218	75,94	10,03			

(p<0.05)*

In Table 8, it is seen that there are significant differences according to p<0.05 in the total of expected malicious intent, expected good intention and expected trust in the expected trust scale according to the years of students doing sports, and when the values are examined, it is seen that the average of those who have done sports for 7-9 years is higher than other periods, in the self-control sub-dimension of the Yakut-Moral Intelligence Scale, the average scores in favor of those who have done sports for 10 years and above are statistically significant, and there is no statistically significant difference in empathy, conscience, kindness and the total of the scale.
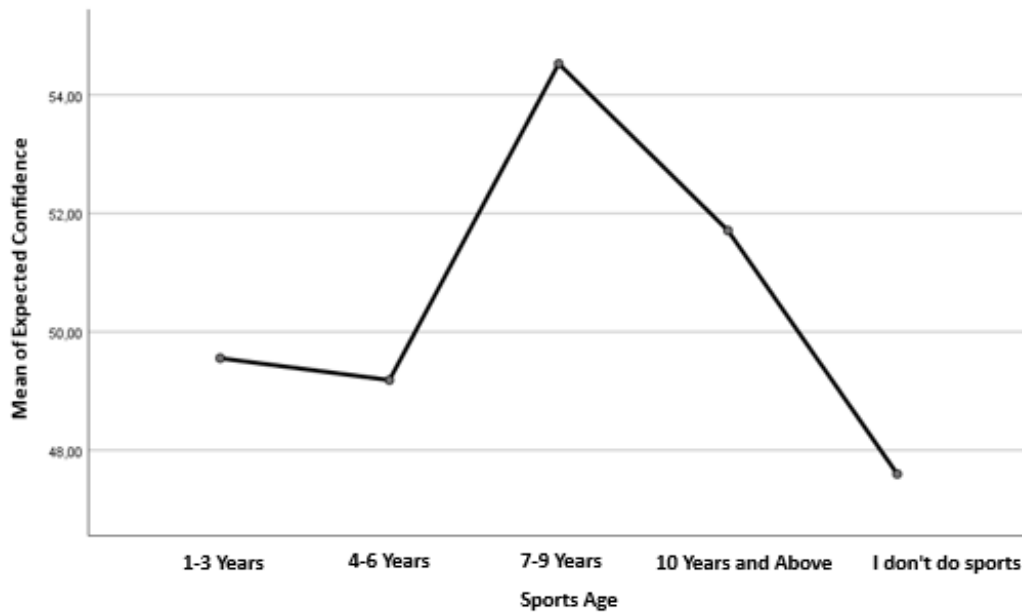
Figure 2. Average Scores of Participants' Expected Confidence Total Scores According to the Exercise Duration Variable

Table 9. Relationship Between Participants' Expected Trust and Yakut-Moral Intelligence Levels

		Moral Intelligence Total
	Pearson Correlation	,250**
Expected Confidence Total	Sig. (2-tailed)	,000
	N	374

**p<05

When Table 9 is examined, a low level (r=.250) positive significant relationship was found between the expected trust and ruby-moral intelligence levels. This result reveals that as the expected trust from the students increases, their moral intelligence levels also increase.

DISCUSSION and CONCLUSION

One of the reasons why there are significant differences in favor of men in the "Expected Goodwill" sub-dimension in Table 3 is that men and women are subjected to different socialization processes from childhood. Men are often encouraged to be more extroverted, risk-taking, and leadership-oriented, while women are guided to be more introverted, cooperative, and agreeable. This may contribute to men being perceived as more trustworthy or well-intentioned (Bussey & Bandura, 1999). Additionally, social prejudices and stereotypes may also influence this outcome. The perception of men as more trustworthy or well-intentioned may be a reflection of social stereotypes, and these biases play an important role in the evaluation of individuals based on their gender (Ridgeway, 2001).

When Table 3 is examined, significant differences are seen in favor of men in the Self-control sub-dimension of the "Yakut-Moral Intelligence" scale. This difference may be due to gender roles. Men are often expected to demonstrate emotional control, independence, and leadership. These societal expectations may contribute to men's development of self-control skills (Eagly & Wood, 2012). Men are trained from an early age to control their emotions and make rational decisions. Additionally, men are encouraged to be more independent and autonomous, while women are guided toward emotional and relational skills. These processes may contribute to men's stronger self-control skills (Bussey & Bandura, 1999).

In Table 4, significant differences were found in favor of sports science students in the Expected Confidence scale in the "Expected Goodwill" and "Expected Malicious Intention" sub-dimensions and in the total Expected Confidence scale according to the departments in which the students study. There may be several reasons for this result. Sports science education teaches students values such as ethics, fair play, teamwork and discipline. This education positively affects the social and ethical behaviors of students, contributing to them being more trustworthy and well-intentioned (Kavussanu & Boardley, 2009). Athletes frequently learn the importance of fair play and ethical behavior during training and competition. This may cause sports science students to adopt these values in their daily lives. Additionally, sports science students tend to be more cooperative and adaptable through team sports and group work (Wann, Melnick, Russell, & Pease, 2001). These collaborative environments increase students' trust in each other, and this trust is evident in their social interactions. As a result, sports science students achieving higher scores in these areas is a result of the education and experience they receive.

In Table 4, when the total scores of the Empathy, Conscience and Kindness Sub-dimensions in the Yakut-Moral Intelligence Scale are examined according to the departments in which the students study, it is seen that the scores of other departments are higher

than the scores of the students of the Faculty of Sports Sciences. The main reasons for these differences can be summarized as the content of the education students receive, differences between disciplines, and the teaching of professional ethical values. For example, students majoring in fields such as health sciences or social work may place greater emphasis on the development of people-oriented skills such as Empathy and Conscience. Because these disciplines are professions that involve direct interaction with people, students are expected to strengthen these skills (Davis, 2018). On the other hand, students studying in fields such as engineering or business may focus more on Kindness and professional ethical values. In these disciplines, problem-solving and professional communication skills are at the forefront, so students are encouraged to learn Kindness and ethical behavior (Martin & Austin, 2010).

In this context, it is seen that interdisciplinary education and professional values are effective in the differences in moral intelligence criteria such as Empathy, Conscience and Kindness depending on the disciplines in which students study. These factors shape and develop the moral intelligence skills that students possess.

In Table 5, it is seen that there are significant differences in favor of those who do sports in the Expected Goodwill sub-dimension and the Expected Confidence Total in the Expected Confidence scale, according to the sports activities of the students. Individuals who play sports generally tend to be disciplined, motivated and prone to teamwork. These characteristics are values learned during the process of doing sports and reflected in daily life (García Ferrando & Puig, 2009). Additionally, it has been observed that individuals who engage in sports improve their stress management and emotional control skills along with physical activity (Biddle et al., 2000). Therefore, it can be thought that these features positively affect the perception of "Expected Confidence" in total and contribute to the perception of individuals who do sports as more reliable and well-intentioned.

Table 5 shows that there are significant differences in favor of those who do sports in the Self-control sub-dimension of the Yakut-Moral Intelligence Scale, depending on the sports activities of the students. The psychological and behavioral effects of sports on individuals may explain these differences. First, it has been observed that individuals with regular exercise habits generally have disciplined and regular lifestyles. Playing sports can help improve self-control skills such as time management and self-control (Lippman, Bulanda, & Wagenaar, 2009). In this context, the tendency of individuals who do sports to be more organized and responsible in their daily lives may enable them to obtain higher scores in the Self-control sub-dimension. Secondly, the process of exercising can also improve stress management skills. Stress hormones released during physical activity can increase the ability of individuals with regular exercise habits to cope with stress (Salmon, 2001). Therefore, the higher scores of individuals who do sports in the Self-control sub-dimension may be due to the development of their ability to effectively cope with stress and develop emotional control.

As a result, it can be thought that factors such as discipline, regular lifestyle and stress management are effective in the emergence of significant differences in favor of those who do sports in the Self-control sub-dimension according to their sports activities.

When the Expected Goodwill sub-dimension and Expected Confidence Total scores in the Expected Confidence scale are examined according to the weekly sports activities of the students in Table 6, it is seen that those who do sports for 4-7 hours per week have higher scores than those who do sports for 1-3 hours and 8 hours and more. The process of exercising encourages you to set aside time regularly and work towards goals. This discipline and goal orientation can positively affect individuals' perceptions of Expected Goodwill and Expected Confidence (Eime et al., 2013). It can also be thought that those who exercise for 4-7 hours per week may be in a more positive mood overall due to the increased endorphins released during physical activity and increased stress management skills. Lower stress levels may contribute to individuals behaving more positively and confidently in their social interactions (Stubbs et al., 2016).

As a result, it can be thought that the reason why Expected Goodwill and Expected Confidence scores of students who do sports for 4-7 hours per week are higher than other groups is that regular sports strengthens individuals' discipline, stress management and psychological resilience.

When Table 6 is examined, significant differences were found in the Self-control sub-dimension of the Yakut-Moral Intelligence Scale according to the weekly sports activities of the students. It was observed that students who exercised for 4-7 hours per week had higher scores in Self-control compared to those who exercised for 1-3 hours and more than 8 hours. It is known that regular moderate exercise improves discipline and self-control skills in individuals. Sports can strengthen time management skills and increase the ability to focus on goals (Eime et al., 2013). Additionally, regular exercise is known to strengthen stress management skills and help maintain emotional balance (Biddle et al., 2000). These findings show that these factors are effective in the development of self-control skills of students who do sports for 4-7 hours per week.

In Table 7, it is seen that students who are interested in team sports have higher scores than those who are interested in individual sports in the Expected Goodwill and Expected Malicious Intention sub-dimensions of the Expected Confidence scale and in the Expected Confidence Total, according to the types of sports they do. There are several possible reasons why students involved in team sports may score higher on the Expected Confidence scale. First, team sports require players to cooperate and learn to work together. This contributes to the development of a high level of trust and goodwill among players (Smith & Mackie, 2007). Additionally, team sports can help individuals expand their social support networks, which in turn increases players' trust in one another (Cohen & Wills, 1985). Working together towards common goals is another important element of team sports. In team sports, players often strive together to achieve a common goal, and this shared goal can increase players' commitment and trust in each other (Carron & Eys, 2012). Additionally, team sports contribute to the development of social skills such as communication, leadership, and empathy, and these skills help build trust between individuals (Eccles & Tenenbaum, 2004). Shared experiences are

another critical component of team sports. Players experience victories and defeats together; these shared experiences create stronger bonds and trust among team members (Newman, 2008). Finally, team sports often foster a sense of trust and connectedness among players, which allows individuals to work together to overcome challenges and trust one another (Weinberg & Gould, 2023). For these reasons, students who are involved in team sports can be expected to score higher on the Expected Confidence scale than those who are involved in individual sports.

Table 7 shows that there are significant differences in favor of team sports in the Conscience sub-dimension of the moral intelligence scale, depending on the type of sports the students do. There are several possible reasons why this result may occur. First, team sports require players to cooperate and learn to work together to achieve common goals. This process can foster a sense of responsibility and the development of Conscience among players (Carron & Eys, 2012). Additionally, team sports allow individuals to interact more with each other. These interactions contribute to the development of emotional and social skills such as empathy and understanding (Eccles & Tenenbaum, 2004). In team sports, players can take on leadership roles, which can increase their sense of responsibility. Leadership promotes honesty, justice, and ethical values, which contribute to the development of Conscience in individuals (Weinberg & Gould, 2023). Additionally, team sports require strict rules and discipline. These rules reinforce the sense of fairness and equality and help players develop their Conscience (Newman, 2008). Team sports allow players to work together to achieve common goals and experience both victories and defeats. These shared experiences help develop strong bonds and a common Conscience among team members (Smith & Mackie, 2007). For these reasons, students interested in team sports can be expected to score higher on the Conscience sub-dimension of the moral intelligence scale.

Table 8 shows that there are significant differences in the Expected Goodwill sub-dimension and Expected Confidence Total in the Expected Confidence scale and in the Self-control sub-dimension in the Yakut-Moral Intelligence Scale, depending on the students' years of doing sports. When the scale scores were examined, it was determined that the scores increased statistically as the years of doing sports increased. There are several possible reasons why this result may occur. First of all, as the duration of sports participation increases, students are likely to be more exposed to the discipline, rules, and ethics of sports. This exposure can strengthen their moral and social values such as goodwill, trust, and self-control (Weinberg & Gould, 2023). Individuals who engage in sports for a long time can internalize values such as empathy, honesty, and justice by gaining more experience in their interactions with teammates and opponents (Carron & Eys, 2012). Additionally, as the duration of sports increases, individuals learn to overcome the difficulties they encounter in the sports environment and develop self-control in the process. Long-term exercise helps individuals learn to control themselves, manage their emotional reactions, and work in a disciplined manner to achieve their goals (Eccles & Tenenbaum, 2004). These skills play an important role not only on the sports field but also in daily life, increasing individuals' moral intelligence and sense of confidence. Finally, as the number of years of sports participation increases, individuals' social circles expand and positive interactions within this circle reinforce individuals' social and moral values. Long-term relationships with teammates and coaches increase individuals' feelings of trust and goodwill and ensure that these values are reflected in their daily lives (Smith & Mackie, 2007). For these reasons, as the years of playing sports increase, students might be expected to score higher on the Expected Confidence scale and the moral intelligence scale.

As a result, it was observed that the Expected Confidence and Yakut moral intelligence attitudes of university students in the study were affected by;

- Gender,
- Faculties they study,
- Sports activities,
- Weekly sports activities,
- Type of sports they do,
- Sports age.
- In addition, positive significant relationships were determined between the participants' "Expected Confidence" and "Yakut-Moral Intelligence" levels.

Recommendations:

1. Considering that gender has an impact on Expected Confidence and moral intelligence, universities should develop equitable and inclusive programs to reduce gender-based differences. These programs should be designed to support the development of confidence and moral intelligence in all students.
2. Considering that the faculties in which students study have an impact on their confidence and moral intelligence, sports and moral development activities that encourage cooperation between faculties should be organized. Such activities can help students develop their social and moral skills by interacting with individuals from different disciplines.
3. It has been determined that sports activity status and sports age have positive effects on confidence and moral intelligence. Therefore, universities should create programs and infrastructures that encourage students to do sports regularly. Opportunities for doing sports should be increased and students' participation in sports activities should be encouraged.
4. Considering that weekly sports time has a positive effect on confidence and moral intelligence, incentives should be provided to increase students' weekly sports time. Universities should facilitate access to sports facilities, support sports clubs and organize events that will help students develop the habit of doing regular sports.
5. Considering that the type of sport played has an impact on confidence and moral intelligence, universities should encourage students to participate in different types of sports. A balance should be established between team sports and individual sports,

and students should be provided with opportunities to do sports according to their interests. This diversity can contribute to the social and moral development of students.

These suggestions may contribute to the creation of a more comprehensive and effective education and sports program by providing strategies to increase the confidence and moral intelligence levels of university students.

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