

ROLE OF ETHICS AND MORALITY TO DEVELOPMENT OF PLAYER'S BEHAVIOR FOR BETTER OUTCOMES IN SPORT

Aqib Ashraf

Department of Sport Sciences & Physical Education,
The University of Punjab, Lahore,

Alamgir Khan,

Department of Sport Sciences & Physical Education,
The University of Punjab, Lahore

Muhammad Zafar Iqbal Butt

Department of Sport Sciences & Physical Education,
The University of Punjab, Lahore

ABSTRACT:

Ethics and morality are generally considered the most important areas in sports not only limited to some basic areas such as sportsmanship, sports leadership and enhancement of sports performance through training and nutrition but other ethics and morality are generally considered a chief factor which has influential effects on the behaviors of the players physically as well as psychologically. The objective of this particular research study was to assess the role of ethics and morality in the development of players' behaviors for better outcomes in sports. The population of this particular research study was comprised of all the students of the Department of Sports Sciences and Physical Education, University of the Punjab, Lahore, Pakistan and thus the researcher selected one hundred and fifty (150) students as a sample of the study by using an available sampling technique. For the collection of data, the researcher developed a closed form of questionnaire comprised of relevant questions which was gone through the process of validity and reliability. The collected data were processed through a statistical package for social sciences (SPSS, version-26) and thus suitable statistical tools were applied according to parametric data. Based on data analysis and findings, the researcher concluded that a greater number of players agreed that ethics and morality play an important role in developing a player's behaviors. To sum up the whole discussion it concluded that ethics and morality make player's personality more effective.

Keywords: Ethics, Morality, Player, Behavior, Sport

INTRODUCTION:

Sport has always been viewed as a competitive forum that allows for participants to learn lessons and gain benefits as an outcome (Poulus et al., 2022). Historically, sport has been viewed as a way for individuals to gain moral lessons and to exercise discipline which would translate into positive life experiences (Camiré et al., 2022). Competitive sports are filled with rules, laws and regulations that attempt to provide a set of norms to ensure that its participants can compete on a level playing field. Ethics is based on well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues (Kant, 2022).

A more ethical approach to athletics is sportsmanship. Healthy competition is viewed as a way to develop character, virtue, and personal honor under a sportsmanship model. It fosters a culture of mutual respect and trust among rivals as well as in society at large. Sportsmanship is about pursuing victory with honor by putting in one's best effort, not only about winning. Fairness, honesty, responsibility, and respect are the four essential values needed for ethics in sports (Milanović et al., 2021).

Morality and ethics play a complex and wide-ranging role in sports. It includes problems that potentially threaten the foundation of fair play, like doping, match-fixing, and corruption. Furthermore, there are significant ethical questions raised by the way athletes are treated, especially with regard to their rights, welfare, and safety. Careful thought must also be given to how sports affect society, including problems like racism, misogyny, and nationalism (Morgan, 2024).

Sports ethics are crucial because they create a healthy atmosphere and prevent wrongdoing like doping and match-fixing. Additionally, it guarantees that everyone involved athletes, coaches, referees, and spectators behave fairly and with respect (Balsam, 2023).

The foundation of sports ethics is fair play, which includes principles like justice, honesty, and respect. Athletes, coaches, and officials all contribute to a polite and upbeat athletic environment when they follow the fair play principles. On the other hand, unethical actions like cheating, doping, or unsportsmanlike behavior can harm players' and organizations' reputations as well as compromise the integrity of sports (Gusliana et al., 2024).

Finding a balance between the necessity to maintain ethical standards and the drive to win is one of the biggest problems in sports ethics. Teams, coaches, and athletes are frequently under tremendous pressure to perform well, which can result in unethical actions like cheating or doping. Athletes and teams may uphold their integrity, gain the respect of their peers and supporters, and support a civil and constructive sports culture by putting ethics and fair play first (Owusu, 2022).

As in life, people must decide based on many different factors as to how closely they will adhere to the rules that govern the sport or game in which they participate (Martowicz et al., 2023). Some athletes seek to gain an unfair advantage by cheating or disregarding the set of rules and norms that have been set (Pike, 2024).

In planning the outline for this paper and gathering research and data, there needed to be a starting point to work from relative to the importance of Sport Ethics. Ethics play a role in the various aspects of the sporting experience including sport policies, institutions and behaviors of all involved (MacIntosh & Burton, 2024).

Other ideas have emerged, including one by Butcher and Schneider (2001) where they define sportsmanship as “a respect for the game, a devotion or commitment to a sport that transcends triumphs and failures”. Defines sportsmanship as “a matter of being good (character) and doing right (action) in sports” (Koç and Esentürk, 2018). Others would argue that cheating does not diminish one’s respect for sport and is mutually exclusive from “respecting the game.” A closer look at this dynamic is expected to yield an outcome where different environments, intrinsic and extrinsic factors influence various athletes differently (Saal, 2024).

The study will look at many different aspects of the role of ethics morality in sports, with the main emphases being placed on competition and peer interaction and the influence of coaches and parents on those who participate in sports.

METHODOLOGY OF THE STUDY:

The population of this particular research study was comprised of all the students of the Department of Sports Sciences and Physical Education, University of the Punjab, Lahore, Pakistan and thus the researcher selected one hundred and fifty (150) students as a sample of the study by using an available sampling technique. For the collection of data, the researcher developed a closed form of questionnaire comprised of relevant questions which was gone through the process of validity and reliability. The collected data were processed through a statistical package for social sciences (SPSS, version-26) and thus suitable statistical tools were applied according to parametric data disagree.

RESULTS:

Table-1
The response of players about the Statement No. 1

Statement No. 1		Observed Number	Expected Number	Chi-Square	Sig.
Sports program have the ability to assist development of ethics and moral.	Strongly Agree	79	30.0	173.667 ^a	.000
	Agree	58	30.0		
	Neutral	10	30.0		
	Disagree	1	30.0		
	Strongly Disagree	2	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 1. Table no. 1 showed that 79% players were strongly agreed, 58% were agreed, 10% were neutral, 1% were disagreed and 2% were strongly disagreed.

Table-2
The response of players about the Statement No. 2

Statement No. 2		Observed Number	Expected Number	Chi-Square	Sig.
Sports prepare us to become a good person and good citizen.	Strongly Agree	54	30.0	109.533 ^a	.000
	Agree	62	30.0		
	Neutral	32	30.0		
	Disagree	1	30.0		
	Strongly Disagree	1	30.0		
	Total	150			

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 2. Table no. 2 showed that 54% players were strongly agreed, 62% were agreed, 32% were neutral, 1% were disagreed and 1% were strongly disagreed.

Table-3
The response of players about the Statement No. 3

Statement No. 3		Observed Number	Expected Number	Chi-Square	Sig.
In sports ethics and moral values makes a player loyal.	Strongly agree	49	30.0	72.711 ^b	.000
	Agree	59	30.0		
	Neutral	22	30.0		
	Disagree	15	30.0		
	Strongly disagree	4	30.0		
	Total	149			

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 3. Table no. 3 showed that 49% players were strongly agreed, 59% were agreed, 22% were neutral, 15% were disagreed and 4% were strongly disagreed.

Table-4
The response of players about the Statement No. 4

Statement No. 4		Observed Number	Expected Number	Chi-Square	Sig.
In sports, good training and morality makes a player powerful towards his/her goals.	Strongly agree	57	30.0	96.867 ^a	.000
	Agree	60	30.0		
	Neutral	22	30.0		
	Disagree	8	30.0		
	Strongly disagree	3	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 4. Table no. 4 showed that 57% players were strongly agreed, 60% were agreed, 22% were neutral, 8% were disagreed and 3% were strongly disagreed.

Table-5
The response of players about the question no 5

Statement No. 5		Observed Number	Expected Number	Chi-Square	Sig.
In sports, ethical training raises the quality of player.	Strongly agree	53	30.0	75.333 ^a	.000
	Agree	54	30.0		
	Neutral	31	30.0		
	Disagree	7	30.0		
	Strongly disagree	5	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 5. Table no. 5 showed that 53% players were strongly agreed, 54% were agreed, 31% were neutral, 7% were disagreed and 5% were strongly disagreed.

Table-6
The response of players about the statement no 6

Statement No. 5		Observed Number	Expected Number	Chi-Square	Sig.
Players learn their responsibilities and duties from sport.	Strongly agree	42	30.0	72.467 ^a	.000
	Agree	63	30.0		
	Neutral	28	30.0		
	Disagree	11	30.0		
	Strongly disagree	6	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 6. Table no. 6 showed that 42% players were strongly agreed, 63% were agreed, 28% were neutral, 11% were disagreed and 6% were strongly disagreed.

Table-7
The response of players about the statement no 7

Statement No. 7		Observed Number	Expected Number	Chi-Square	Sig.
Players learn fairness key honesty from sports.	Strongly agree	34	30.0	57.533 ^a	.000
	Agree	57	30.0		
	Neutral	40	30.0		
	Disagree	14	30.0		
	Strongly disagree	5	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 7. Table no. 7 showed that 34% players were strongly agreed, 57% were agreed, 40% were neutral, 14% were disagreed and 5% were strongly disagreed.

Table-8
The response of players about the statement no 8

Statement No. 8		Observed Number	Expected Number	Chi-Square	Sig.
Players learn integrity from sport.	Strongly Agree	32	30.0	62.133 ^a	.000
	Agree	58	30.0		
	Neutral	42	30.0		
	Disagree	14	30.0		
	Strongly Disagree	4	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 8. Table no. 8 showed that 32% players were strongly agreed, 58% were agreed, 42% were neutral, 14% were disagreed and 4% were strongly disagreed.

Table-9
The response of players about the statement no 9

Statement No. 9		Observed Number	Expected Number	Chi-Square	Sig.
Players learn to respect others in society from sport.	Strongly Agree	31	30.0	44.533 ^a	.000
	Agree	51	30.0		
	Neutral	44	30.0		
	Disagree	17	30.0		
	Strongly disagree	7	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 9. Table no. 9 showed that 31% players were strongly agreed, 51% were agreed, 44% were neutral, 17% were disagreed and 7% were strongly disagreed.

Table-10
The response of players about the statement no 10

Statement No. 10		Observed Number	Expected Number	Chi-Square	Sig.
Sports help to promote cultural values of a society by participation in sports.	Strongly Agree	40	30.0	50.467 ^a	.000
	Agree	54	30.0		
	Neutral	33	30.0		
	Disagree	20	30.0		
	Strongly disagree	3	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 10. Table no. 10 showed that 40% players were strongly agreed, 54% were agreed, 33% were neutral, 20% were disagreed and 3% were strongly disagreed.

Table-11
The response of players about the statement no 11

Statement No. 11		Observed Number	Expected Number	Chi-Square	Sig.
Involvement in sports developed the discipline in player's life.	Strongly agree	46	30.0	68.333 ^a	.000
	Agree	59	30.0		
	Neutral	28	30.0		
	Disagree	12	30.0		
	Strongly disagree	5	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 11. Table no. 11 showed that 46% players were strongly agreed, 59% were agreed, 28% were neutral, 12% were disagreed and 5% were strongly disagreed.

Table-12
The response of players about the statement no 12

Statement No. 12		Observed Number	Expected Number	Chi-Square	Sig.
Right path is developed for players through sports accountability.	Strongly Agree	36	30.0	57.933 ^a	.000
	Agree	59	30.0		
	Neutral	34	30.0		
	Disagree	17	30.0		
	Strongly disagree	4	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 12. Table no. 12 showed that 36% players were strongly agreed, 59% were agreed, 34% were neutral, 17% were disagreed and 4% were strongly disagreed.

Table-13
The response of players about the statement no 13

Statement No. 13		Observed Number	Expected Number	Chi-Square	Sig.
Sports teach self-respect to players.	Strongly agree	41	30.0	48.133 ^a	.000
	Agree	53	30.0		
	Neutral	31	30.0		
	Disagree	22	30.0		
	Strongly disagree	3	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 13. Table no. 13 showed that 41% players were strongly agreed, 53% were agreed, 31% were neutral, 22% were disagreed and 3% were strongly disagreed.

Table-14
The response of players about the statement no 14

Statement No. 14		Observed Number	Expected Number	Chi-Square	Sig.
Sports teach self-control to players.	Strongly Agree	43	30.0	45.067 ^a	.000
	Agree	52	30.0		
	Neutral	31	30.0		
	Disagree	17	30.0		
	Strongly disagree	7	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 14. Table no. 14 showed that 43% players were strongly agreed, 52% were agreed, 31% were neutral, 17% were disagreed and 7% were strongly disagreed.

Table-15
The response of players about the statement no 15

Statement No. 15		Observed Number	Expected Number	Chi-Square	Sig.
Sports teach humanity to players.	Strongly agree	40	30.0	40.533 ^a	.000
	Agree	52	30.0		
	Neutral	32	30.0		
	Disagree	18	30.0		
	Strongly disagree	8	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 15. Table no. 15 showed that 40% players were strongly agreed, 52% were agreed, 32% were neutral, 18% were disagreed and 8% were strongly disagreed.

Table-16
The response of players about the statement no 16

Statement No. 16		Observed Number	Expected Number	Chi-Square	Sig.
Sports decrease the activism in player's social life.	Strongly agree	16	30.0	24.533 ^a	.000
	Agree	47	30.0		
	Neutral	39	30.0		
	Disagree	31	30.0		
	Strongly disagree	17	30.0		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 16. Table no. 16 showed that 16% players were strongly agreed, 47% were agreed, 39% were neutral, 31% were disagreed and 17% were strongly disagreed.

Table-17
The response of players about the statement no 17

Statement No. 17		Observed Number	Expected Number	Chi-Square	Sig.
Sports make player more civilized person in society.	Strongly agree	32	30	44.467 ^a	.000
	Agree	51	30		
	Neutral	43	30		
	Disagree	18	30		
	Strongly disagree	6	30		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 17. Table no. 17 showed that 32% players were strongly agreed, 51% were agreed, 43% were neutral, 18% were disagreed and 6% were strongly disagreed.

Table-18
The response of players about the statement no 18

Statement No. 18		Observed Number	Expected Number	Chi-Square	Sig.
Players learn aggressive strategies from sport.	Strongly Agree	26	30	28.467 ^a	.000
	Agree	53	30		
	Neutral	26	30		
	Disagree	32	30		
	Strongly disagree	13	30		
Total		150			

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 18. Table no. 18 showed that 26% players were strongly agreed, 53% were agreed, 26% were neutral, 32% were disagreed and 13% were strongly disagreed.

Table-19
The response of players about the statement no 19

Statement No. 19		Observed Number	Expected Number	Chi-Square	Sig.
Sports grow the sense of judgment in players.	Strongly Agree	43	30	38.600 ^a	.000
	Agree	46	30		
	Neutral	36	30		
	Disagree	19	30		
	Strongly disagree	6	30		
Total		150			

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 19. Table no. 19 showed that 43% players were strongly agreed, 46% were

agreed, 36% were neutral, 19% were disagreed and 6% were strongly disagreed.

Table-20
The response of players about the statement no 20

Statement No. 20		Observed Number	Expected Number	Chi-Square	Sig.
Due to sports culture crime ratio decrease in society.	Strongly Agree	33	30	31.200 ^a	.000
	Agree	48	30		
	Neutral	37	30		
	Disagree	25	30		
	Strongly disagree	7	30		
	Total		150		

Significant level = 0.05

Chi-Square test was constructed to see the significance differences about the response of players for statement no. 20. Table no. 20 showed that 33% players were strongly agreed, 48% were agreed, 37% were neutral, 25% were disagreed and 7% were strongly disagreed.

DISCUSSION:

This research study investigates the importance of ethics and morality in shaping a player's behavior in sports and how these principles contribute to achieving better outcomes in athletic performance. Ethics refers to a set of guiding principles or standards that help determine what is right and wrong, fair and unfair, good and bad. In sports, ethics guides decisions related to fairness, integrity, respect for rules, and ensuring that athletes engage in behaviors that are morally acceptable. Morality refers to an individual's personal beliefs, values, and principles regarding right and wrong. Morality is often influenced by cultural, societal, and religious factors. In the context of sports, a player's moral beliefs might influence their behavior on and off the field, such as their approach to competition, respect for opponents, and

adherence to rules. The study suggests that ethics and morality play a crucial role in developing a player's behavior. By adhering to ethical principles, athletes are more likely to demonstrate discipline (sticking to rules and standards) and self-control (managing emotions, impulses, and actions). This behavior ultimately helps them perform better in sports, as maintaining a high level of self-regulation can improve focus, decision-making, and fairness during competition. The study was conducted with students from the Department of Sport Sciences and Physical Education at the University of the Punjab in Lahore. These students likely provided insights into how ethics and morality influence the behavior of athletes, given their academic background in sports science. The study's findings emphasize the importance of integrating ethics and morality into sports training and education. When athletes are taught the value of ethical behavior and moral decision-making, they are more likely to demonstrate sportsmanship and fair play, avoid engaging in unethical practices like cheating or doping and show greater resilience and control under pressure, leading to better results. The results of the study show that ethics and morality help athletes maintain discipline and self-control, both essential for achieving success in sports. This aligns with the work of Legg (2021) and Amoroso et al. (2024), who emphasized that these values contribute to players' ability to stay disciplined and controlled. The study also highlights that ethics and morality are vital in improving players' overall behavior, which leads to better performance and outcomes in sports. This finding supports the predictions made by Wang (2024), who argued that these principles are integral to the development of a player's behavior for better sporting achievements. Additionally, Constantin et al. (2021) explored similar themes and found that ethics and morality are instrumental in maintaining discipline, self-control, and contributing to better performance.

CONCLUSION:

Based on data analysis and findings the researcher concluded that ethics and morality provide players to maintain discipline and self-control also ethics and morality develop player's behavior for better outcomes in sports.

RECOMMENDATION:

Following are the recommendations made by the researcher

- Players should play with ethics.
- Players should be trained with ethical values of the sport.
- Government and authorities should arrange training camps to develop player's behavior through ethical training.

REFERENCES:

- Poulus, D. R., Coulter, T. J., Trotter, M. G., & Polman, R. (2022). A qualitative analysis of the perceived determinants of success in elite esports athletes. *Journal of sports sciences, 40*(7), 742-753.
- Camiré, M., Newman, T. J., Bean, C., & Strachan, L. (2022). Reimagining positive youth development and life skills in sport through a social justice lens. *Journal of Applied Sport Psychology, 34*(6), 1058-1076.
- Kant, I. (2022). *Ethics*. DigiCat.
- Milanović, L., Randelović, N., Živković, D., & Savić, Z. (2021). Ethics and sports, ethics in sports, sports ethics: Aspects of consideration of different authors. *Fizičko vaspitanje i sport kroz vekove, 8*(2), 16-32.
- Morgan, W. J. J. (2024). *Ethics in sport*. Human Kinetics.
- Balsam, J. S. (2023). INTRODUCTION: DEFINING AND PROTECTING SPORTS INTEGRITY. Available at SSRN 4905832.
- Gusliana, H. B., Ardiyanto, S. Y., Widiyanto, W. E., Setyawan, H., Putro, B. N., Darmawan, A., & Radulovic, N. (2024). Ensuring fairness and transparency in sports through compliance to legal principles and ethical standards. *Retos: nuevas tendencias en educación física, deporte y recreación, (60)*, 204-216.
- Owusu Asamoah, C. (2022). Reconciling fair play with athletes' rights to inclusion in elite sport: A regulatory conundrum.
- Martowicz, M., Budgett, R., Pape, M., Mascagni, K., Engebretsen, L., Dienstbach-Wech, L., & Erdener, U. (2023). Position statement: IOC framework on fairness, inclusion and non-discrimination on the basis of gender identity and sex variations. *British journal of sports medicine, 57*(1), 26-32.

- MacIntosh, E., & Burton, L. (2024). *Organizational behavior in sport management*. Human Kinetics
- Schneider, A. J., & Butcher, R. (2001). An ethical analysis of drug testing. *Doping in elite sport: the politics of drugs in the Olympic Movement*. Champaign-Urbana, IL: Human Kinetics, 129-52.
- Koç, Y., & Esentürk, O. K. (2018). Opinions of Physical Education Teachers on the Concept of Sportsmanship. *Journal of Education and Learning*, 7(1), 71-79.
- Saal, K. (2024). *INTRINSIC MOTIVATORS FOR PARTICIPATION AND PERSISTENCE IN INTERCOLLEGIATE ATHLETICS* (Doctoral dissertation, Murray State University).
- Legg, E. (2021). The purpose of sport: Perspectives of players, coaches, parents, and administrators. *Managing Sport and Leisure*, 26(1-2), 80-92.
- Amoroso, J. P., Coelho, L., Boulton, R. A., González-Toro, C. M., Costa, F., Christodoulides, E., & Calmeiro, L. (2024). Assessing ethical behavior and self-control in elite ultimate championships: a cross-sectional study using the spirit of the game scoring system. *Frontiers in sports and active living*, 6, 1297821.
- Wang, C. (2024). Ethical Leadership of Basketball Coaches and Moral Development of Athletes: A Feasible Program for the Development of Sports Ethics. *Journal of Education and Educational Research*, 8(1), 165-177.
- Constantin, P. N., Stanescu, R., Pelin, F., Stoicescu, M., Stanescu, M., Barkoukis, V., & Vershuuren, P. (2021). How to Develop Moral Skills in Sport by Using the Corruption Heritage? *Sustainability*, 14(1), 400.