

Triadic Relationships between Sportspersonship Orientation, Perception of Coach's Sportsperson Behavior and Acceptance of Cheating: Theoretical Approach to Reduce Cheating Behavior of Young Football Players

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Abstract

The aim of this study to examine the direct and indirect effects of sportsmanship orientation and athletes' perception of sportsmanship behaviors of their coaches on their cheating acceptance behaviors. Two hundred thirty-six young football players were included in the study. Data was collected by using Multidimensional Sportspersonship Orientations Scale, Attitudes to Moral Decision-making in Youth Sport Questionnaire, and Sportspersonship Coaching Behaviors Scale. Mediation models including acceptance of cheating, sportspersonship orientation and athletes' perception of sportspersonship from coaches were tested. A path model showing the effect of sportspersonship and athletes' perception of sportspersonship from coaches on cheating behaviors was also tested. The results revealed that some components of sportspersonship orientation has direct and indirect impacts on cheating behaviors which athletes' perception of sportspersonship from coaches mediated. Furthermore, athletes' perception of sportspersonship from coaches had direct and indirect effects on acceptance of cheating which mediated by some components of sportspersonship orientation.

Keywords: Football player, Coach's behavior, Sportspersonship, Cheating in sport

1. Introduction

Sport is a field of research that offers the opportunity to study human behavior and the effects and interactions caused by these behaviors. It is important to examine the effects of behaviors morally, since human behavior in sports has moral consequences. There are several moral perspectives on human behaviors in sport. According to Jones and McNamee [1] sport is a specific type of human interaction, governed not only by rules but also by a moral value and moral structure. Moral behavior in sports can be explained as the behavior of athletes, trainers, referees, spectators and other authorized persons to make the competition within the ethical rules. The term moral behavior is seen as the psychological and physical well-being that expresses behaviors that may be positive or negative [2].

Due to the results of the behaviors in sports competitions, it has been inevitable to consider and evaluate the moral factor in sports. Moral approaches in sport are based on two different theories: Bandura's [3] social cognitive theory of moral thought and action and Rest's [4] four-component social cognitive theory.

Rest [4] argued that what is ultimately important in ethics research is to understand behavior, and to achieve this goal, it is needed to understand the internal processes of behavior. It is stated that a moral action involves four processes: (a) interpreting the situation by recognizing how possible action paths and consequences will affect the well-being of all interested parties; (b) determining what to do in a particular situation; (c) deciding what is desired to do by choosing among competing values; and (d) implementing an action plan.

The second theoretical framework based on important research on sports ethics is Bandura's [3] social learning theory of moral thought and action. According to this theory, during socialization, children develop moral standards from a variety of influences, including approving and rejecting their reactions by significant others to their behavior and observing the behavior of siblings, peers, parents and other adults. Moral standards regulate assessment through self-reactions. In particular, individuals are proud to act in accordance with their moral standards and feel guilty when their actions violate their moral standards. These evaluative self-reactions regulate behaviors by predicting behaviors: People do things to satisfy themselves and refrain from acting in a way that does not approve them [5].

In the light of these theories, various concepts have been developed for the concept of morality in sport studies. There moral concepts include the moral atmosphere of the sport and moral actions [1], Ethics

in sports [6, 7], Morality in sports [8], Moral decision attitude in sports [9], Fair Play [10, 11], Sportsmanship [12, 13], Antisocial and prosocial behavior in sports [14].

There are different factors affecting the athletes' immoral or moral behavior during the competitions. Sage, Kavussanu and Duda [14] reported a positive relationship between the antisocial behaviors exhibited by athletes, and goal orientation and moral identity, while Hodge and Gucciardi [15] explained the relationships between athletes' prosocial and antisocial behaviors and motivational climate, basic psychological needs and moral disengagement. Gilchrist [16] examined the effects of team climate, motivation and morality on antisocial and prosocial behavior in sports. Balçikanlı Sezen and Yıldırım [17] concluded that empathic skill supports prosocial behavior. While Šukys and Jansonienė [18] report that moral values in sports differ according to gender factor, Wang, Yang and Yang [19] stated that morality in sports increased aggressive behavior, Boixados et al. [20] concluded that the fair play attitudes of athletes differ according to motivational climate, satisfaction and perceived ability. Sportsmanship is associated with motivational climate and goal orientation [21], achievement goals [22], moral competence and emotional intelligence [23], leadership types [24], self-control and aggression [25]. Motivational climate [26], achievement goals [27], family [28] and sport type [29] are found to affect moral decision making. Another significant results to be explained in sport studies is the findings of Stoll and Beller [30], indicating that sport media has an influence on forming sport context and moral behaviors.

The relationships between coaches and athletes are another determinant of moral behaviors in sport. Athletes and coaches have a special relationship as coaches spend a lot of time with their players and share intense experience [31]. Since young athletes tend to adopt the values and behaviors provided by the trainer [32], the strengthening of basic moral behavior also depends on coaches [33]. For this reason, coaches play a critical role in moral development in athletes.

In this study, the direct and indirect effects of sportsmanship orientation and athletes' perception of sportsmanship behaviors of their coaches on their cheating acceptance behaviors were examined. It was also aimed to examine the mediation models including these variables. For these purposes, following hypotheses were tested (Figure 7).

Path 1: Sportsmanship orientation directly predicts acceptance of gamesmanship

Path 2: Sportsmanship orientation directly predicts winning in proportion

Path 3: Sportsmanship orientation directly predicts acceptance of cheating.

Path 4: The perception of athlete about coach's sportsperson behavior directly predicts acceptance of gamesmanship.

Path 5: The perception of athlete about coach's sportsperson behavior directly predicts winning in proportion.

Path 6: The perception of athlete about coach's sportsperson behavior directly predicts acceptance of cheating.

Path 7: Winning in proportion directly predicts acceptance of gamesmanship.

Path 8: Winning in proportion directly predicts acceptance of cheating.

Path 9: Sportsmanship orientation directly predicts acceptance of gamesmanship via winning in proportion.

Path 10: Sportsmanship orientation directly predicts acceptance of cheating via winning in proportion.

Path 11: The perception of athlete about coach's sportsperson behavior indirectly predicts acceptance of gamesmanship via winning in proportion.

Path 12: The perception of athlete about coach's sportsperson behavior indirectly predicts acceptance of cheating via winning in proportion.

2. Method

2.1. Participants

The distribution of 236 young football players included in the study by age was 13 (n = 2, 0.8%), 14 (n = 7, 3%), 15 (n = 71, 30.1%), 16 (n = 69, 29.2%), 17 (n = 73, 30.9%), 18 (n = 10, 4.2%), 19 (n = 4, 1.7%). Sports age distribution of football players was 1-3 years (n = 61, 25.8%), 4-6 years (n = 92, 39%), 7 years and above (n = 83, 35.2%). Distribution of athletes' working time with their current coaches was 1-3 years (n = 163, 69.1%), 4-



6 years (n = 54, 22.9%), 7 years and above (n = 19, 8.1%).

2.2. Materials

Multidimensional Sportspersonship Orientations Scale (MSOS): Vallerand et al. [34] developed the original scale and Sezen-Balçıkanlı [35] translated the scale into Turkish. The Turkish version of MSOS has 4 subscales including 20 items. The Cronbach's alpha coefficients of Compliance with Social Norms, Respect for Rules and Officials, Commitment to Responsibilities in Sports, Respect for the Opponent were 0,86, 0,83, 0,91, and 0,82, respectively. In the present study, alpha coefficients for the subscales were 0,78, 0,70, 0,67, 0,70, 0,87, respectively. Confirmatory Factor Analysis revealed good fit for the Turkish version of MSOS ($\chi^2=207,376$, $df=96$, $\chi^2/df=2,160$, $IFI=0,90$, $TLI=0,87$, $CFI=0,90$, $RMSEA=0,068$, $SRMR=0,059$).

Attitudes to Moral Decision-making in Youth Sport Questionnaire (AMDYSQ): Lee et al. [9] developed the tool and Gürpınar [36] translated it into Turkish. The measure was designed to assess moral decision-making of youth athletes. It has 3 sub-dimensions including 3 items for each. The alpha coefficient of Turkish version was 0,76. The alpha coefficients of Acceptance of Cheating, Acceptance of Gamesmanship, and Keeping Winning in Proportion were 0,77, 0,79, and 0,50, respectively, in present study. Confirmatory Factor Analysis revealed acceptable fit for the Turkish version of AMDYSQ ($\chi^2=68,876$, $df=22$, $\chi^2/df=3,131$, $IFI=0,93$, $TLI=0,88$, $CFI=0,93$, $RMSEA=0,092$, $SRMR=0,073$).

Sportspersonship Coaching Behaviors Scale (SCBS): Bolter and Weiss [37] developed the scale to assess adolescent athletes' perception of their coaches' sportspersonship behaviors and revised it in 2013. Sezen-Balçıkanlı, Aktaş, and Sezen [38] translated the scale into Turkish. The scale has 6 subscales including 24 items. The alpha coefficients of total scale were 0,85 while the coefficients of subscales ranged between 0,70 and 0,84. The alpha coefficient for this study was 0,54 for total scale Confirmatory Factor Analysis revealed acceptable fit for the Turkish version of SCBS ($\chi^2=549,288$, $df=233$, $\chi^2/df=2,357$, $IFI=0,87$, $TLI=0,84$, $CFI=0,87$, $RMSEA=0,074$, $SRMR=0,058$).

2.3. Procedure

SEM analyses were conducted to assess the parameter estimates of mediation models and path analysis. CFA analyses were run for each scale structure to see that the model fit the data as suggested by Hu and Bentler [39]. Fit indexes of SRMR, RMSEA, CFI, TLI, IFI were included as well as chi square and degrees of freedom. Pearson correlation and linear regression analyses were conducted to see the linearity between the variables.

4. Results

The mean scores of subscales of sportspersonship orientation ranged between $3,75\pm 0,822$ and $4,53\pm 0,74$. The mean scores of subscales of moral decision making ranged from $2,31\pm 1,14$ to $3,90\pm 0,95$. The mean scores of sportspersonship orientation was $4,10\pm 0,56$ and Perceived Coaches Sportspersonship Behaviors by athletes was $3,58\pm 0,3$.

Table 1. Means, Standard Deviations, Skewness and Kurtosis Scores of Study Variables

Variable	$\bar{X}\pm\sigma_x$	Skew.	Kurt.
Compliance with Social Norms	4.07±0.78	-1,119	1,502
Respect for Rules and Officials	4.06±0.74	-0,852	0,849
Commitment to Responsibilities in Sports	4.53±0.54	-1,523	2,324
Respect for the Opponent	3.75±0.82	-0,422	-0,419
Acceptance of Cheating	2.31±1.14	0,502	-0,827
Keeping winning in proportion	3.90±0.95	-0,945	0,540
Acceptance of Gamesmanship	2.99±1.21	0,97	-1,038
Sets expectations for good sportsmanship	3.71±0.40	-1,507	2,371
Punishes poor sportsmanship	3.01±0.41	0,094	2,085
Teaches good sportsmanship	4.50±0.60	-1,529	2,339
Reinforces good sportsmanship	3.66±0.43	-0,731	0,289
Prioritizes winning over good sportsmanship	2.90±0.75	0,457	-0,557
Models good sportsmanship	3.67±0.46	-1,068	1,625

Sportspersonship Orientation	4.10±0.56	-0,667	0,426
Perceived Coaches Sportspersonship Behaviors	3.58±0.33	0,749	5,704

Table 2. Correlations and regression coefficients between study variables included in mediation analyses

	1	2	3	4	5	6
1. Acceptance of Cheating	1	-.289**	-.304**	-.230**	-.340	-.224**
2. Compliance with Social Norms	-.289**	1				
3. Respect for Rules and Officials	-.304**	.599**	1			
4. Commitment to Responsibilities in Sports	-.230**	.424**	.483**	1		
5. Sportspersonship Orientation	-.340**	.838**	.859**	.602**	1	
6. Perceived Coaches Sportspersonship Behaviors	-.224**	.366**	.290**	.363**	.356**	1

Correlations are vertical, regressions are horizontal, ** $p < 0,01$

As it is seen in table 2, there are significant correlations and regression between study variables.

Figure 1. Triadic relationship between respect for conventions, the perception of athlete about coach's sportsperson behavior, and acceptance of cheating (Model 1)

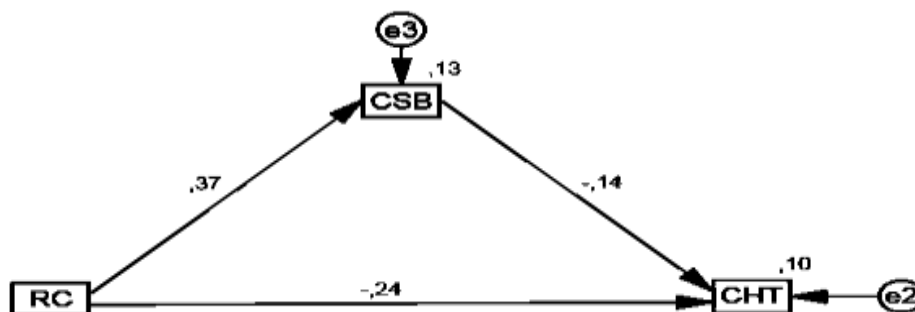


Figure 1 displays the relationship between respect for conventions, acceptance of cheating, and the perception of athlete about coach's sportsperson behavior. The hypothesis was that RC had negative impact on CHT that was mediated by CSB. The table 3 shows the parameter estimates of the mediation model 1.

Table 3. The parameter estimates for mediation model 1

Independent	Dependent	Med./Mod.	Std. Total Effect	Est.	S.E.	Std. Est.	p
RC	CSB		0,366	0,154	0,025	0,366	0,000
RC	CHT		-0,289	-0,345	0,093	-0,238	0,000
CSB	CHT		-0,137	-0,471	0,222	-0,137	,034
RC	CHT	CSB	-0,050	-0,073	0,042	-0,050	0,044

RC positively predicted CSB ($R=0,366$, $p < 0,0001$) and had a negative and direct impact on CHT ($R=-0,238$, $p < 0,0001$). CSB had also negative and direct impact on CHT ($R=-0,137$, $p < 0,05$). RC had a negative and indirect impact on CHT via CSB with a significant total effect coefficient of $-0,050$. The regression coefficient between RC and CHT was $-0,289$, which was reduced by the role of CSB to $-0,238$.

Figure 2. Triadic relationship between respect for rules and officials, the perception of athlete about coach's sportsperson behavior, and acceptance of cheating (Model 2)

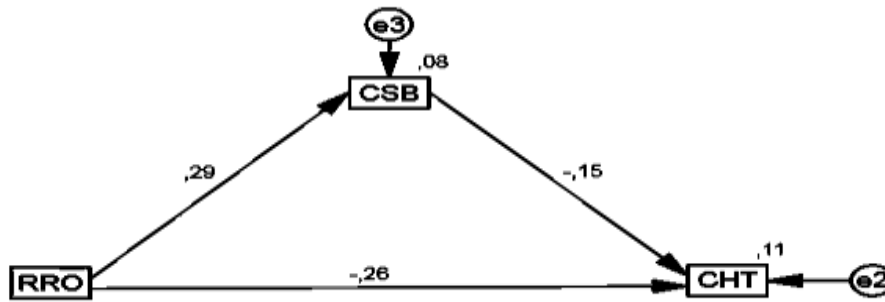


Figure 2 displays the relationship between respect for rules and officials, acceptance of cheating, and the perception of athlete about coach's sportsperson behavior. The hypothesis was that RRO had negative impact on CHT that was mediated by CSB. The table 4 shows the parameter estimates of the mediation model 2.

Table 4. The parameter estimates for mediation model 2

Independent	Dependent	Med./Mod.	Std. Total Effect	Est.	S.E.	Std. Est.	p
RRO	CSB		0,290	0,129	0,027	0,290	0,000
RRO	CHT		-0,304	-0,402	0,096	-0,261	0,000
CSB	CHT		-0,148	-0,511	0,214	-0,148	0,017
RRO	CHT	CSB	-0,043	-0,066	0,041	-0,043	0,014

RRO positively predicted CSB ($R=0,290$, $p<0,0001$) and had a negative and direct impact on CHT ($R=-0,261$, $p<0,0001$). CSB had also negative and direct impact on CHT ($R=-0,148$, $p<0,05$). RRO had a negative and indirect effect on CHT mediated by CSB with a significant total effect coefficient of $-0,043$. The regression coefficient between RRO and CHT was $-0,304$, which was reduced by the role of CSB to $-0,261$.

Figure 3. Triadic relationship between respect for commitment to sport, the perception of athlete about coach's sportsperson behavior, and acceptance of cheating (Model 3)

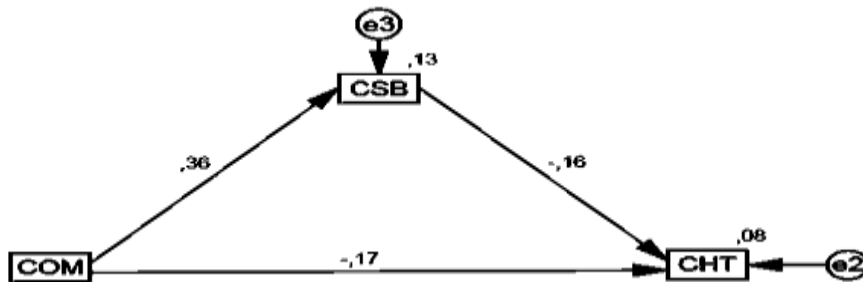


Figure 3 presents the relationship between commitment to sport, acceptance of cheating, and the perception of athlete about coach's sportsperson behavior. The hypothesis was that COM had negative impact on CHT that was mediated by CSB. The table 5 shows the parameter estimates of the mediation model 3.

Table 5. The parameter estimates for mediation model 3

Independent	Dependent	Med./Mod.	Std. Total Effect	Est.	S.E.	Std. Est.	p
COM	CSB		,363	,221	,036	,363	***
COM	CHT		-,230	-,356	,136	-,171	,009

CSB	CHT		-,162	-,558	,225	-,162	,013
COM	CHT	CSB	-,059	-,0123	0,68	-,059	0,028

COM positively predicted CSB ($R=0,363$, $p<0,0001$) and had a negative and direct impact on CHT ($R=-0,171$, $p<0,01$). CSB had also negative and direct impact on CHT ($R=-0,162$, $p<0,05$). COM had a negative and indirect effect on CHT mediated by CSB with a significant total effect coefficient of $-0,059$. The regression coefficient between COM and CHT was $-0,230$, which was reduced by the role of CSB to $-0,171$.

Figure 4. Triadic relationship between respect for respect for conventions, the perception of athlete about coach's sportsperson behavior, and acceptance of cheating (Model 4)

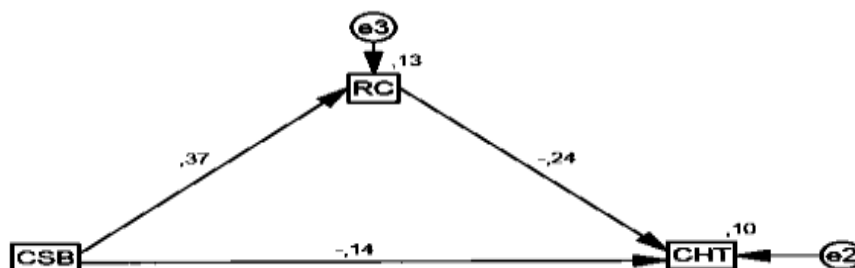


Figure 4 presents the relationship between acceptance of cheating, and the perception of athlete about coach's sportsperson behavior, mediated by respect for conventions. The hypothesis was that CSB had negative impact on CHT that was mediated by RC. The table 6 shows the parameter estimates of the mediation model 4.

Table 6. The parameter estimates for mediation model 4

Independent	Dependent	Med./Mod.	Std. Total Effect	Est.	S.E.	Std. Est.	p
CSB	RC		,366	,869	,140	,366	***
CSB	CHT		-,224	-,471	,222	-,137	,034
RC	CHT		-,238	-,345	,093	-,238	***
CSB	CHT	RC	-,087	-0,300	0,102	-,087	0,010

CSB positively predicted RC ($R=0,366$, $p<0,0001$) and had a negative and direct impact on CHT ($R=-0,137$, $p<0,05$). RC had also negative and direct impact on CHT ($R=-0,238$, $p<0,0001$). CSB had a negative and indirect effect on CHT mediated by RC with a significant total effect coefficient of $-0,087$. The regression coefficient between CSB and CHT was $-0,224$, which was reduced by the role of RC to $-0,137$.

Figure 5. Triadic relationship between respect for respect for rules and officials, the perception of athlete about coach's sportsperson behavior, and acceptance of cheating (Model 5)

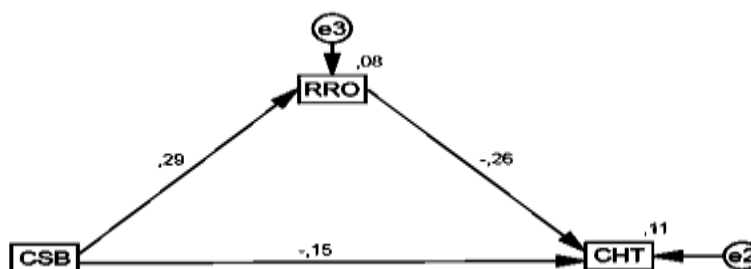


Figure 5 presents the relationship between acceptance of cheating, and the perception of athlete about coach's sportsperson behavior mediated by respect for rules and officials. The hypothesis was that CSB had negative impact on CHT that was mediated by RRO. The table 7 shows the parameter estimates of the mediation model 5.

Table 7. The parameter estimates for mediation model 5

Independent	Dependent	Med./Mod.	Std. Total Effect	Est.	S.E.	Std. Est.	p
CSB	RRO		,290	,649	,136	,290	***
CSB	CHT		-,224	-,511	,214	-,148	,017
RRO	CHT		-,261	-,402	,096	-,261	***
CSB	CHT	RRO	-,076	-0,261	0,099	-,076	0,010

CSB positively predicted RRO ($R=0,290$, $p<0,0001$) and had a negative and direct impact on CHT ($R=-0,148$, $p<0,05$). RRO had also negative and direct impact on CHT ($R=-0,261$, $p<0,0001$). CSB had a negative and indirect effect on CHT mediated by RRO with a significant total effect coefficient of $-0,076$. The regression coefficient between CSB and CHT was $-0,224$, which was reduced by the role of RC to $-0,148$.

Figure 6. Triadic relationship between respect for commitment to sport, the perception of athlete about coach's sportsperson behavior, and acceptance of cheating (Model 6)

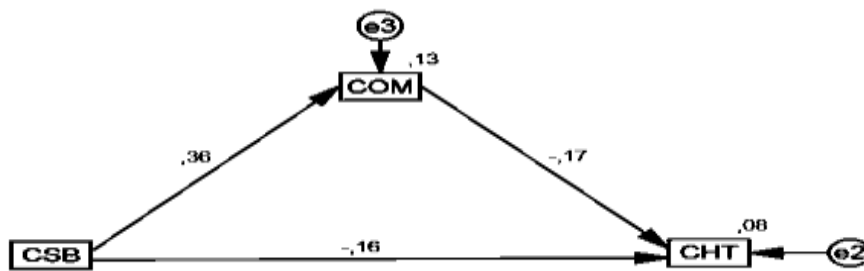


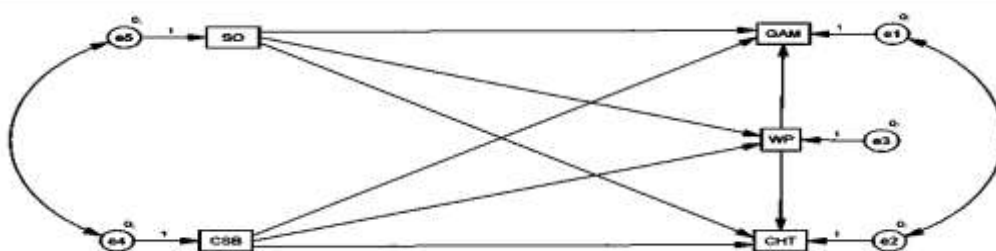
Figure 6 shows the relationship between acceptance of cheating, and the perception of athlete about coach's sportsperson behavior, mediated by commitment to sport. The hypothesis was that CSB had negative impact on CHT that was mediated by COM. The table 8 shows the parameter estimates of the mediation model 6.

Table 8. The parameter estimates for mediation model 6

Independent	Dependent	Med./Mod.	Std. Total Effect	Est.	S.E.	Std. Est.	p
CSB	COM		,363	,599	,097	,363	***
CSB	CHT		-,224	-,558	,225	-,162	,013
COM	CHT		-,171	-,356	,136	-,171	,009
CSB	CHT	COM	-,062	-0,213	0,069	-,062	0,010

CSB positively predicted COM ($R=0,363$, $p<0,0001$) and had a negative and direct impact on CHT ($R=-0,162$, $p<0,05$). COM had also negative and direct impact on CHT ($R=-0,171$, $p<0,01$). CSB had a negative and indirect effect on CHT mediated by COM with a significant total effect coefficient of $-0,062$. The regression coefficient between CSB and CHT was $-0,224$, which was reduced by the role of RC to $-0,162$.

Figure 7. Path model including sportspersonship orientation, acceptance of gamesmanship and cheating winning in proportion, and the perception of athlete about coach's sportsperson behavior



Path 1: Sportspersonship orientation directly predicts acceptance of gamesmanship.

Path 2: Sportspersonship orientation directly predicts winning in proportion.

Path 3: Sportspersonship orientation directly predicts acceptance of cheating.

Path 4: The perception of athlete about coach's sportsperson behavior directly predicts acceptance of gamesmanship.

Path 5: The perception of athlete about coach's sportsperson behavior directly predicts winning in proportion.

Path 6: The perception of athlete about coach's sportsperson behavior directly predicts acceptance of cheating.

Path 7: Winning in proportion directly predicts acceptance of gamesmanship.

Path 8: Winning in proportion directly predicts acceptance of cheating.

Path 9: Sportspersonship orientation indirectly predicts acceptance of gamesmanship via winning in proportion.

Path 10: Sportspersonship orientation indirectly predicts acceptance of cheating via winning in proportion.

Path 11: The perception of athlete about coach's sportsperson behavior indirectly predicts acceptance of gamesmanship via winning in proportion.

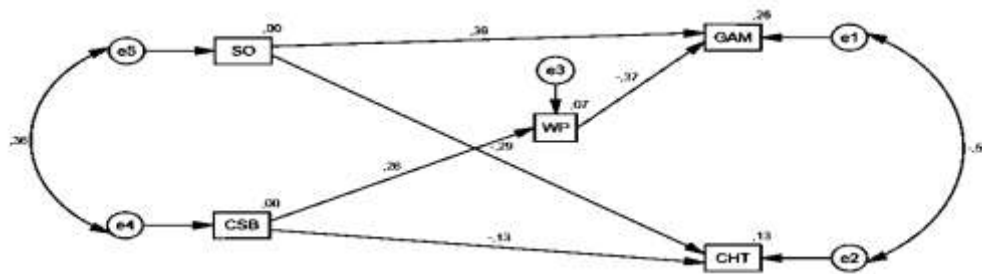
Path 12: The perception of athlete about coach's sportsperson behavior indirectly predicts acceptance of cheating via winning in proportion.

Table 9. The parameter estimates for path analysis

Independent	Dependent	Med./Mod.	Std. Total Effects	Est.	S.E.	Std. Est.	p
1. SO	GAM		0,390	0,852	0,125	0,397	0,000
2. SO	WP		0,057	0,096	0,100	0,057	0,384
3. SO	CHT		-0,298	-0,609	0,128	-0,295	0,000
4. CSB	GAM		-0,107	-0,044	0,217	-0,012	0,841
5. CSB	WP		0,242	0,695	0,187	0,242	0,000
6. CSB	CHT		-0,118	-0,441	0,223	-0,128	0,048
7. WP	GAM		-0,392	-0,499	0,071	-0,392	0,000
8. WP	CHT		0,043	0,051	0,073	0,043	0,000
9. SO	GAM	WP	-0,022	-0,048	0,054	-0,022	0,466
10. SO	CHT	WP	0,002	0,005	0,014	0,002	0,724
11. CSB	GAM	WP	-0,095	-0,347	0,145	-0,095	0,010
12. CSB	CHT	WP	0,010	0,035	0,069	0,010	0,504

The hypotheses of 2, 4, 9, 10, 12 were insignificant and dropped from the model. The revised model was analyzed again. The results for the revised model was shown in table 10.

Figure 8. Path model including sportpersonship orientation, acceptance of gamesmanship and cheating, winning in proportion, and the perception of athlete about coach's sportperson behavior



The figure 8 shows the path analysis between sportpersonship orientation, acceptance of gamesmanship and cheating, winning in proportion, and the perception of athlete about coach's sportperson behavior included in revised model. There were six regression assumptions and two covariances in the path model.

Table 10. The parameter estimates of revised model

Independent	Dependent	Med./Mod.	Std. Total Effects	Est.	S.E.	Std. Est.	p
1. SO	GAM		0,390	0,837	0,117	0,390	0,000
2. SO	CHT		-0,228	-0,597	0,126	-0,295	0,000
3. CSB	CHT		-0,128	-0,440	0,183	-0,128	0,016
4. CSB	WP		0,262	0,753	0,175	0,262	0,000
5. WP	GAM		-0,374	-0,475	0,059	-0,374	0,000
6. CSB	GAM	WP	-0,098	-0,357	0,117	-0,098	0,010

SO directly and positively predicted GAM ($R=0,390$, $p<0,0001$) (path 1) and negatively and directly affected CHT ($R=-0,295$, $p<0,0001$) (path 2). CSB negatively and directly predicted CHT ($R=-0,128$, $p<0,05$) (path 3) while it positively predicted WP ($R=0,262$, $p<0,0001$) (path 4). WP negatively and directly predicted GAM ($R=0,374$, $p<0,0001$) (path 5). CSB had an indirect and negative impact on GAM via WP with the significant total effect of $-0,098$ (path 6). The results supported the six hypotheses. The model produced perfect fit indexes ($\chi^2=1,326$, $df=3$, $\chi^2/df=0,442$, $IFI=1,00$, $TLI=1,00$, $CFI=1,00$, $RMSEA=0,00$, $SRMR=0,01$).

5. Discussion and Conclusion

In present study, we examined the direct and indirect effects of sportsmanship orientation and athletes' perception of sportsmanship behaviors of their coaches on acceptance of cheating behavior. According to the results, young football players acting in accordance with social norms, perceiving that their coaches display sportpersonship, respecting rules and officials tend to be away from cheating behavior. It has been concluded that the observation of the coach behaviors by young football players, who respect and adhere to the traditions of the sport and the elements that constitute the sport, reduces their tendency to accept cheating, even their tendency to this behavior, and the perception of sportsmanship related to the coaching behaviors both increases the young football players' commitment to sports responsibilities. While the perception of sportsmanship obtained from coaching behavior decreases the tendency to cheating behavior acceptance with increasing tradition respect, it also increases the respect of players to social norms, the rules and the official.

Cheating acceptance behaviors of players, acting in accordance with social norms tend to decrease. Loland [40] defined cheating in sports as an attempt to gain an unfair advantage. Vallerand et al. [34] explained compliance with social norms as athletes congratulating the opponent and opponent coach, even if the match is lost. Athletes who comply with social norms are expected to have a low tendency to accept cheating that is considered among immoral behaviors. In addition, athletes who tend to disengage moral behaviors in sports have a high tendency to accept cheating [41]. Coaches behaviors are other determinant of sportpersonship behaviors of athletes. According to Pelaez [42], the fact that coaches have positive moral

behavior increases the tendency of athletes to display ethical behavior while Raakman [43] emphasized that immoral behaviors of the coaches caused unwanted behaviors by athletes.

Present study revealed that young football players respecting rules and officials display low level of acceptance of cheating. According to the social learning theory, most of the learning takes place in the social environment. The athletes will respect the rules, officials and all the elements that constitute the sport with their moral inferences by observing the coaches' behavior. Besides respecting the rules and management, the perception of sportsmanship that the athletes will obtain by deducting from their coaching behavior can reduce their cheating adoption behaviors. Bolter and Kipp [44] concluded that the high level of perceived coaches' sportsmanship behaviors by athletes could result in high level of tendency to prosocial behaviors. Rutten et al. [45] concluded that the fact that adolescent footballers have a high perception of fair play for their coaches can decrease the antisocial behavior of athletes. Cruz et al. [46] found that players who tend to adopt cheating at the beginning of the season decrease their tendencies as a result of coach intervention. It is stated that coaches are an important variable in displaying fair play attitude in athletes [47]. A positive motivational climate created by the trainer increases the tendency of athletes to show prosocial behavior [48]. Also, athletes of high-character coaches tend to be more honorable in the sports environment and to respect other items in the sports environment [49, 50].

Shields et al. [51] examined the weak sportsmanship behaviors of athletes, revealing that athletes' poor sportsmanship behaviors could be the result of coaches' unsportsmanlike behaviors. Vallerand et al. [34] defined the athlete who is committed to the responsibilities in sports as the person who shows his/her effort during the competition even if he/she knows that he/she will lose, who does not give up the struggle even if he/she makes a mistake, and who tries hard outside the competition." In present study, it is obvious that the tendency to commitment to responsibilities in sports, which increases with the perception of the coach, will also decrease the tendency to display an immoral behavior such as accepting the cheating. Likewise, models 5 and 6 show that athletes' perception of sportsmanship from their coaches increases the respect of athletes to social norms, the rules constituting the sport and the officials who apply these rules. According to Bolter and Kipp [44], the high level of sportsmanship orientation perception of athletes from their coaches the more tendency to display prosocial behavior. Prosocial behavior in sports is to have positive behaviors against both teammate and opponent [52]. It is expected that the players who have the characteristics mentioned in the sub-dimensions of sportsmanship orientation [34] are expected to have low tendency to exhibit behaviors that are described as immoral behaviors in sports. The coaches play a crucial role in moving immoral behaviors in sport by educating their athletes.

The fact that the coach has negative moral behavior in sports causes the moral disengagement tendency in athletes [43], while the fact that the coach has positive moral behavior increases the tendency to exhibit moral behavior in athletes [42]. It is stated that coaches are an important variable in displaying fair play attitude in athletes [47]. Studies revealed that coaches have great deal of influences on their athletes' behaviors in several ways [53, 54, 55]. In addition, Shahram, Hossein and Noshin [56] stated that in order for athletes to display sportsmanship behaviors, their coaches should have coaching styles such as ideal effect, inspirational, mental stimulation, and individualized thinking. Kassing and Infante [57] found that when coaches exhibit aggressive communication style, athletes tend to display low sportsmanship behavior. Delrue et al. [58] concluded that the positive and negative behaviors of coaches before the match directly affect the behavior of the players in the match. According to Bolter and Kipp [44], athletes' perceptions of sportsmanship towards their coaches may affect their tendency to adopt either prosocial or antisocial behavior.

The aim of this study was to relationships between sportsmanship orientation, perception of coach's sportsman behavior, and acceptance of cheating in young football players. The results have revealed that coaches have a critical role in reducing unsportsmanlike behaviors in football by education football players who play fair and clean. Adopting immoral behaviors can be avoided by supporting fair behaviors and changing the perceptions of athletes about their coaches' behaviors.

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