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THE INVESTIGATION OF SPORTSMANSHIP BEHAVIOR OF STUDENTS IN PHYSICAL EDUCATION AND SPORTS CLASS ACCORDING TO SOME VARIABLES

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ABSTRACT

This study aims to examine secondary school students' sportsmanship behaviours according to some variables. The study group consisted of 300 students studying at secondary schools in Pamukkale District of Denizli in the 2021/2022 academic year. The form used to collect the relevant data in the study consisted of two parts. Demographic information was used in the first part, and "Sportsmanship Behavior Scale in Physical Education Lesson" comprised 22 items in the second part. 51.7% of the participants are male, and 42.38 are female students. According to the school type variable, those who attend public and private schools are equal (50.0%). While the rate of students doing school sports was 23.6%, the rate of club athletes was 32.4%. As a result of the research, there was no significant difference in sportsmanship behaviour scores according to gender, school type and playing in the school stream ($p>0.05$). It has been determined that the sportsmanship behaviour scores of the students who play sports in club teams are higher than those who are not club athletes. The fact that the athletes were included in the club structure may have been effective in the emergence of this difference. This effect can be explained by the internalization of the situation by the athletes. Sportsmanship behaviour scores do not show a significant difference in the variables of gender, school type and playing in school teams.

Keywords: Attitude, distance education, online education, physical education

INTRODUCTION

To make a comprehensive definition of education, it is a process that comes from the past and prepares individuals for social life. It is the continuous activities carried out with the aim of gaining or developing any skills and knowledge of individuals. The role of education in social life is undeniable. Education should include sports and sports-related skills as well as providing information to the individual (Ceylan, 2006). Education is the process of creating and gaining an individual's intentionally and desired behavior as a result of their own experiences (Erturk, 1994).

Physical education is a branch of education that includes basic movements for the body to be healthy. It is a discipline that not only ensures that individuals are healthier and more beneficial to the society, but also ensures that the person develops spiritually and physically (Acak, 2005, Kucuk & Durmusoglu, 2022). Physical education course is complementary to education programs that develop students' cognitive, physical and affective skills through physical activities (Ministry of National Education, 2009). The generations that will grow up in physical education classes, sportsmanship etc. Educating according to moral values is of great importance. The physical education curriculum includes the concepts of sportive virtue and sportsmanship. (Koc, 2013, Ilhan and Gumusdag, 2022).

Sport is an phenomenon that encompasses specific physical, social, and cognitive activities, often involving risks, with the aim of achieving specific goals within a defined plan or program (Köse and Kirişci, 2020). The concept of sportsmanship, which has been frequently encountered in Turkey in recent years, is a concept that is generally evaluated within sports organizations, but in all areas of life; It is expressed as the basic moral values that symbolize respect for mutual rights, fairness and honesty and should be applied. Sports incorporates features such as love, peace, tolerance, equality and discipline (Tel, 2014).

The personality and cultural characteristics of an individual alongside their education also influence sportsmanship behaviors (Kusan et al., 2022). Sportsmanship is expressed as the behaviors that the spectators expect from the athletes, accepting defeat without objection, not winning with illegal actions, and showing respect towards their opponent. Sportsmanship includes concepts such as being honest, maintaining self-control, and not losing respect while winning or losing. The aim of sportsmanship is to calm the tension during the game (Calayir et al., 2017). We see that the concept of sportsmanship is also used in the sense of Fair Play in some sources (Yildiran, 2004). Yildiran, during primary and secondary school; He emphasizes that he finds it important to start the spirit of fair play in physical education and sports classes in terms of future athletes, coaches, sportsmen, referees, writers and audience members (Yildiran, 2002).

It is essential how sportsmanship behaviour occurs in secondary school students and in which situations it can make a difference. For this reason, secondary school students' sportsmanship behaviours were examined in this study.

METHOD

In this part of the research, information is given about the study group, the data collection tools used in the research, the method followed in data collection and the statistical techniques applied in the analysis of the data.

Research Model

A descriptive survey model, which carries a descriptive nature as its aim is to determine the current situation, was used in the research. Survey models are research approaches that aim to describe a situation as it exists in the past or present. (Karasar, 2015).

Research Group

The group of the research consisted of 300 students studying in secondary schools in Pamukkale District of Denizli in the 2021/2022 academic year.

Data Collection Tools

An information form was used as a Personal Information Form to learn the personal information of the students participating in the research. In the form, students were asked questions about their class, gender, type of school, whether they were club athletes, whether they were part of school teams or not. In order to measure the sportsmanship behaviors of the students in the physical education lesson, the 22-item 5-point Likert-type "Physical Education Lesson Sportsmanship Behavior Scale " developed by Koc (2013) was used. As the scores obtained from the scale increase, it is understood that the sportsmanship levels of the students are better. The scale consists of two sub-dimensions: "Exhibiting Positive Behavior" and "Avoiding Negative Behavior".

Analysis of Data

Descriptive statistics of the obtained data are given as percentage, frequency, mean and standard deviation. Normality test was analyzed with Kolmogorov-Smirnov test and data at 0.05 significance level were tested. It was determined that the data were normally distributed according to school type, gender and grade level variables, and t-test was used for independent groups in t-test.

FINDINGS

The findings obtained in this research have been given in the following tables.

Table 1. Demographic information

Demographic Variables		f	%
Gender	Female	145	48.3
	Male	155	51.7
	Total	300	100
School Type	Private	150	50.0
	State	150	50.0
	Total	300	100.0
Playing status in the school team	Yes	71	23.6
	No	229	76.4
	Total	300	100
Status of being a club athlete	Yes	97	32.4
	No	203	67.6
	Total	300	100

According to Table 1, 51.7% of the participants are male and 48.3% are female. The status of playing in school or club teams is lower than that of not playing.

Table 2. Comparison of students' sportsmanship behaviors

Variables		n	Mean	Sd	t	p
Gender	Female	145	62.65	8.25	-1.99	0.067
	Male	155	64.71	9.54		
School type	Private	150	64.69	9.80	0.786	0.432
	State	150	63.90	7.46		
Playing status in the school team	Yes	71	63.20	7.51	-0.286	0.775
	No	229	63.54	8.87		
Status of being a club athlete	Yes	97	65.79	9.85	2.254	0.025
	No	203	63.33	8.33		

Table 2 showed that there was a significant difference between sportsmanship behavior scores according to whether or not they are club athletes ($p < 0.05$). It was seen that the sportsmanship behavior scores of the students who play sports in club teams were higher than the students who are not club athletes. There was no significant difference between the scores of sportsmanship behavior in the variables of gender, school type and playing not in school teams ($p > 0.05$).

CONCLUSION and DISCUSSION

When the gender variable was examined according to the findings, it was determined that the average scores of sportsmanship behavior of male students were higher than female students in the study. Miller et al., (2004) concluded that the results of their research are in line with the study, and that sportsmanship behaviors vary according to different conditions, and that male students are superior to female students in displaying sportsmanship behavior. On the other hand, in another study, it was found that female students have more respect for opponents compared to male students (Sabah and Çankaya, 2021). While the results in the literature generally revealed that female students' sportsmanship behaviors were higher, in the study, it was concluded that male students' sportsmanship behaviors were higher. This situation can be explained by the fact that the

sample group studied is different, the sample includes students from both public and private schools, and the cultural differences of the place of residence. When we examined the literature, Turkmen and Varol (2015) concluded that, according to the gender variable, the points of avoidance of unsportsmanlike behaviors of female students compared to male students were lower than the points of avoidance of non-sporting behaviors of males, but this situation did not show a significant difference. Koc and Gullu (2016), on the other hand, stated that sportsmanship behaviors in physical education lessons differ according to the gender of the students and the type of sport they are interested in. Koc and Secer (2018) concluded that there is a statistically significant difference in favor of women in the dimensions of sportsmanship behaviors and respect levels of students, avoiding negative behaviors and cosmopolitan respect according to their gender. Cetinoz et al., (2020) Shields et al. (2007), Miller et al. (2004) concluded that, unlike our study, there was no significant relationship between sportsmanship and gender.

When the grade levels of the students were examined, it was observed that there was no significant difference and the scores of sportsmanship behavior were close to each other at all grade levels. Nas (2019) examined the sportsmanship levels of high school students and concluded that there was no statistically significant difference according to their classes. There are findings supporting the study in the literature Turkmen & Varol, 2015; Shields et al., 2007; Kayisoglu et al. 2015) Cetinoz et al., (2020) concluded that, unlike this study, there is a statistically significant difference between class level and sportsmanship understanding. In this study conducted by Hacicaferoglu et al. (2015), in which he examined the sportsmanship behaviors of secondary school students, it was concluded that there were significant differences at the grade level and that the sportsmanship behavior increased as the grade level increased. In addition, when the students' playing status in school and/or club teams was examined in this study, it was found that there was a significant difference between those who took part in club teams and those who did not ($p < 0.05$). In other words, it was revealed that the middle school students' taking part in club teams significantly increased their sportsmanship behavior levels. In addition, another study found that athletes with high levels of leadership orientation act within the framework of fair play (Cevahircioglu and Çakıcı, 2022). On the other hand, Koc and Tamer (2016) found that being a club athlete does not affect the sportsmanship behaviors of middle school and high school female students. When we look at the literature, Nas (2019) concluded that there is a statistically significant difference in the negative sportsmanship factor of high school students in favor of those who are not club athletes. This result is in parallel with our study. This situation can be explained by the fact that the athletes in the club teams train in a more planned and systematic order compared to the school teams. It can be explained by the fact that club athletes participate in more competitions than school teams and feel the spirit of fair play more in these environments. Emotions such as hatred and resentment should not find a place within sports. Therefore, various measures should be taken to cleanse athletes from these negative emotions (Derelioglu and Çankaya, 2021).

In the study, there was no significant difference between the scores of sportsmanship behavior in the variables of playing in school teams. Nas (2019); Ekinci (2018); Koc and Tamer (2016) concluded that there is no statistically

significant difference between their students' participation in school teams and their sportsmanship levels. These results are in parallel with our research.

SUGGESTIONS

As a result, when the studies are examined, it is seen that sportsmanship behavior varies according to the environment and culture, and in some studies, male students in some studies and female students in some studies show that sportsmanship behaviors are higher. Educational levels are institutions where the personalities of students are shaped. For this reason, students should be given positive behaviors at all levels of education.

As seen in this study, it is of great importance for children to support their children to do sports in a club according to their predisposition, competence and willingness levels, considering that playing sports in a club affects their sportsmanship behavior, which is one of the most important parts of their personality, in a positive way.

ETHICAL TEXT

The article adheres to journal writing rules, publication principles, research and publication ethics, and journal ethical standards. Any potential violations related to the article are the responsibility of the author(s). Ethical approval for the article was obtained from the Pamukkale University/Non-Interventional Clinical Research Ethics Committee on November 30, 2021, with decision number E-60116787-020-136927.

Author(s) Contribution Rate:

In this study, the first author's contribution rate is 60%, while the second author's contribution rate is 40%.

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