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Abstract

In order to improve people's behavior in line with the spirit of fair play, both in the world of athletics and in the social sphere, it is vital to challenge the phenomenon of fair play at all educational levels. All social actors agree that it is possible to establish communities in which fair play behaviors are common, but only with the education that must be provided from a young age. This study aims to investigate high school students' perceptions of fair play, both among those who participate in and among those who do not participate in school sports. A total of 145 female students make up the study's sample, including 104 female students studying in the Mardin province who have previously participated in volleyball at their schools and 41 female students who have not. Aside from the demographic information form created by the researchers, the "Multidimensional Sportsmanship Orientation Scale" was used as a data collection tool in the study. The package program SPSS 21.0 was used to analyze the information that had been gathered. The information collected from the participants was interpreted using frequency, percentage distributions, and nonparametric tests. Significant differences were found in the variables of age (in favor of older age), school type (in favor of imam hatip high school), and mother's employment status (in favor of non-working). Variables such as involvement in school sports, family income, mother's education level, and father's occupation were not found to differ significantly.

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Research Article**Examination of Fair Play Approaches of High School Students who Participate in School Sports and not ***Çetin TAN¹  Yusuf CEYLAN² **Abstract**

In order to improve people's behavior in line with the spirit of fair play, both in the world of athletics and in the social sphere, it is vital to challenge the phenomenon of fair play at all educational levels. All social actors agree that it is possible to establish communities in which fair play behaviors are common, but only with the education that must be provided from a young age. This study aims to investigate high school students' perceptions of fair play, both among those who participate in and among those who do not participate in school sports. A total of 145 female students make up the study's sample, including 104 female students studying in the Mardin province who have previously participated in volleyball at their schools and 41 female students who have not. Aside from the demographic information form created by the researchers, the "Multidimensional Sportsmanship Orientation Scale" was used as a data collection tool in the study. The package program SPSS 21.0 was used to analyze the information that had been gathered. The information collected from the participants was interpreted using frequency, percentage distributions, and nonparametric tests. Significant differences were found in the variables of age (in favor of older age), school type (in favor of imam hatip high school), and mother's employment status (in favor of non-working). Variables such as involvement in school sports, family income, mother's education level, and father's occupation were not found to differ significantly.

Keywords: : Fair play, school sports, volleyball, high school, student**1. INTRODUCTION**

Sport is an important activity that supports physical social, and mental development, as well as providing individuals to struggle, have fun, socialize, stay away from bad habits, have a status. This development is an uninterrupted progress that begins with an individual's birth and continuous until death Education is a concept that includes entire progress (Ergün, 1999). Although formal education programs are created according to the interests, desires, and needs of students, it is a fact that these programs are insufficient in achieving their goals. It is possible to reduce this disability to a minimum by participating in extracurricular activities (Pehlivan, 1998). It is a common idea that these will be a decrease in the academic success of students who participate in sport activities in public (Bailey et al. 2009). Contrary to this common misconception, there are many academic studies that sport activities provide some behaviors that education programs cannot provide students with, which are related to academic education (Bozyiğit & Gökbaraz, 2020; Harackiewicz, 1979). Academic studies indicate that students who participate in schools tend to be better academically and adopt better to school

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(Oldenkamp, 2012). It is also stated that there is an increase in students' skills and abilities in line with their interests, expectations and needs, they acquire regular and systematic work habits, develop a sense of self confidence, comply with the rules of society and gain excitement, enthusiasm, unity and togetherness (Akgül, Göral, Demirel & Üstün, 2012).

The fair play concept, which was first used in England in the late 18th century, means to act honestly in a job that requires effort and to live in a dignified, humane way (Erdemli, 2002). In addition to complying with the rules, fair play is a virtue that commits athletes to act in accordance with the spirit of the sport and compete within the framework of general moral norms (Keating, 1964). There is a truth accepted by everyone which is that basis of everything is education. Based on this main idea, it is an undeniable fact that extracurricular sport activities should be planned as a continuation of education. It is a fact that fair play, which defines social and moral norms, being included in the planning of education will contribute to students being encouraged to social interactions and the development of their social and moral selves (London, Westrich, Stokes-Guinan & McLaughlin, 2015).

Today's school sport activities aim to teach students not only sports but also moral norms that cannot be taught through formal education, with a focus on fair play. In this context, school sports activities have a more vital and socially functional structure, apart from the physical education lesson that the students take during their formal education. In this respect the main goal in school sports should never be to win matches (Orhun, 1992). Unfortunately, in the 21st century, the increasing commercial and political expectations in sports have left the fair play spirit behind. In the face of this negative situation, the idea that starting point should be by primary school students in order to allocate a fair play culture has started to gain importance (Yıldiran, 2005).

2. METHOD

2.1. Research Model

In the research, descriptive survey model was used in quantitative research methods. Descriptive scanning is research conducted on large groups, in which the opinions and attitudes of the individuals in the group about a phenomenon and event are taken, and cases events are tried to be described (Karakaya, 2012: 59).

2.2. Participants

The population of the research consists of students studying at secondary school level in the Mardin province of Turkey in the 2022-2023 academic year. The sample of the study was chosen by random sampling method. Consists of 104 female students who have previously participated in school sports in the volleyball branch and 41 female students who have not participated in school sports before.

2.3. Data Collection Tool

In the addition to personal information form prepared by the researcher to measure demographic characteristics, the "Multidimensional Sportsmanship Orientation Scale" developed by Vallerand, Briere, Blanchard and adopted to Turkish by Gülfe Sezen Balçıklı was used as a data collection tool (Balçıklı, 2009; Vallerand et. al. 1997). Multidimensional Sportsmanship Orientation Scale (MSOS-25) is a 5-point Likert-type scale consisting of 25 items and 5 sub-dimensions. Multidimensional sportsmanship the Turkish version of the orientation scale has 4 sub-factors and 20 items. When the reliability of the scale is tested, Cronbach Alpha values are; Factor 1 (Compliance with Social Norms) 0.86; Factor 2 (Respect for Rules and Management) 0.83; Factor 3 (Commitment to Responsibilities in Sports) 0.91; Factor 4 (Respect for the Opponent) is 0.82. The values range between .82 and .91 and are at a highly reliable level.

2.4. Analysis of Data

SPSS 21.0 package program was used to analyze the data obtained from the scales applied to the students participating in the research. In addition, complementary statistical operations, frequency and percentage calculations were made. Non-parametric tests were used in interpreting the obtained data.

3. FINDINGS

In this section, many variables such as the age of the students participating in the research, the educational status of the family, whether they have participated in school sports before, and the type of the high school the students studied. In addition, the findings of the fair play survey applied to the students are presented in the forms of tables.

Table 1. Demographic information table of the research group

Gender	Frequency	%
Age	Frequency	%
13 years	7	4,8
14 years	11	7,6
15 years	20	13,8
16 years	38	26,2
17 years	53	36,6
18 years and older	16	11,0
School type	Frequency	%
Anatolian High School	49	33,8
Science High School	25	17,2
Vocational High School	29	20,0
İmam Hatip High School	42	29,0
Have you participates in school sports before?	Frequency	%
Yes	104	71,7
No	41	28,3
Family income status	Frequency	%
Low	17	11,7
Middle	108	74,5
High	17	11,7
Very high	3	2,1
Age to start sport	Frequency	%
6-7 years	13	9,0
8-9 years	21	14,5
10-11 years	35	24,1
12-13 years	47	32,4
14 years and older	29	20,0
Mother's working status	Frequency	%
Yes	16	11,0
No	129	89,0
Father's working status	Frequency	%
Officer	28	19,3
Worker	28	19,3
Craft	15	10,3
Farmer	6	4,1
Retired	18	12,4

Self-Employment	50	34,5
Mother's education status	Frequency	%
Illiterate	10	6,9
Literate	43	29,7
Primary School	47	32,4
Secondary School	22	15,2
High School	19	13,1
University	4	2,8
Father's education status	Frequency	%
Illiterate	12	8,3
Literate	6	4,1
Primary School	39	26,9
Secondary School	30	20,7
High School	36	24,8
University	22	15,2

As seen in Table 1, 4.8% of the participating students were 13, %7.6 were 14, %13.8 were 15, 26.2% were 16, 36.6% were 17, and 11% were 18 years old and older. In addition, %71,7 of the participants had participated in school sports before, while %28,3 had not participated in school sports before.

Table 2. Mann Whitney U test result according to the variable of participation in school sports

Scale total score and sub-dimensions	Have you participated in school sports before?	N	Mean	U	p
Total scale	Yes	104	73,39	2091,500	,859
	No	41	72,01		
	Total	145			
Compliance with social norms	Yes	104	73,42	2088,500	,848
	No	41	71,94		
	Total	145			
Respect for rules and management	Yes	104	73,75	2054,500	,732
	No	41	71,11		
	Total	145			
Commitment to responsibilities in sport	Yes	104	74,90	1934,500	,380
	No	41	68,18		
	Total	145			
Respect to opponent	Yes	104	71,30	1955,500	,436
	No	41	77,30		
	Total	145			

Looking at Table 2, no significant difference was found between the groups in the total score and sub-dimensions of the scale, according to the Mann-Whitney U test result for the variable of participation in school sports.

Table 3. The result of Mann Whitney U test for the maternal employment status variable

Scale total score and sub-dimensions		Mother's working				
	status	N	Mean	U	p	
Total scale	Yes	16	56,38		,093	
	No	129	75,06	766,000		
	Total	145				
Compliance with social norms	Yes	16	64,13		,368	
	No	129	74,10	890,000		
	Total	145				
Respect for rules and management	Yes	16	53,09		,043	
	No	129	75,47	713,500		
	Total	145				
Commitment to responsibilities in sport	Yes	16	62,34		,276	
	No	129	74,32	861,500		
	Total	145				
Respect to opponent	Yes	16	56,81		,100	
	No	129	75,01	773,000		
	Total	145				

Looking at Table 3, while there was no significant difference in the total score of the scale according to the result of the Mann-Whitney U test variable, a significant difference was found between the groups in the sub-dimensions of respect for rules and management of the scale. It seems that this difference is in favor of those whose mother do not work.

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Table 4. The result of Kruskal Wallis test for age variable of participants

Scale total score and sub-dimensions		Difference				
	Age	N	Mean	X²	p	
Total scale	13 years ^a	7	69,21	8,829	,116	-
	14 years ^b	11	54,64			
	15 years ^c	20	69,60			
	16 years ^d	38	62,95			
	17 years ^e	53	80,75			
	18 years and older ^f	16	89,75			
Compliance with social norms	13 years ^a	7	68,21	11,809	,037	a-f
	14 years ^b	11	46,77			
	15 years ^c	20	65,88			
	16 years ^d	38	64,53			
	17 years ^e	53	83,53			
	18 years and older ^f	16	87,28			
Respect for rules and management	13 years ^a	7	70,07	4,245	,515	-
	14 years ^b	11	66,09			
	15 years ^c	20	69,10			

	16 years ^d	38	65,03			
	17 years ^e	53	78,08			
	18 years and older ^f	16	86,00			
Commitment to responsibilities in sport	13 years ^a	7	85,79	9,937	,077	-
	14 years ^b	11	76,77			
	15 years ^c	20	79,38			
	16 years ^d	38	54,97			
	17 years ^e	53	79,04			
	18 years and older ^f	16	79,66			
Respect for the opponent	13 years ^a	7	64,21	7,688	,174	-
	14 years ^b	11	51,18			
	15 years ^c	20	70,98			
	16 years ^d	38	67,37			
	17 years ^e	53	78,20			
	18 years and older ^f	16	90,53			

Looking at Table 4, while there was no significant difference between the groups in the total score of the scale according to the Kruskal Wallis test result for the age variable, it was found that there was a significant difference between the groups in compliance with social norms sub-dimensions of the scale. It seems that this difference is in favor of the 15 years and older group.

Table 5. The result of Kruskal Wallis test of the participants' school type variable

	School type	N	Mean	X ²	P	Difference
Total scale	Anatolian High School ^a	49	74,91	14,249	,003	d-b, d-c
	Science High School ^b	25	46,84			
	Vocational High School ^c	29	72,59			
	İmam Hatip High School ^d	42	86,63			
Compliance with social norms	Anatolian High School ^a	49	75,49	10,163	,017	d-b
	Science High School ^b	25	49,72			
	Vocational High School ^c	29	75,19			
	İmam Hatip High School ^d	42	82,44			
Respect for the rules and management	Anatolian High School ^a	49	74,68	11,849	,008	d-b
	Science High School ^b	25	48,54			
	Vocational High School ^c	29	74,81			
	İmam Hatip High School ^d	42	84,35			
Commitment to	Anatolian High School ^a	49	77,18	19,357	,000	a-b,

responsibilities in sport	Science High School ^b	25	41,54	10,458	,015	d-b
	Vocational High School ^c	29	73,43			
	İmam Hatip High School ^d	42	86,55			
Respect for opponent	Anatolian High School ^a	49	75,78	10,458	,015	d-c, d-b
	Science High School ^b	25	54,78			
	Vocational High School ^c	29	64,62			
	İmam Hatip High School ^d	42	86,39			

Looking at Table 5, It was found that there was a significant difference between the groups in the scale total score and scale sub-dimensions according to the school type variable Kruskal Wallis test result. In general, it seems that this difference is in favor of students studying in İmam Hatip High School.

Tablo 6. The result of Kruskal Wallis test of participants' age at starting sports variable

	Age to start sports	N	Mean	X ²	P
Total scale	6-7 years	13	78,77	1,138	,888
	8-9 years	21	64,74		
	10-11 years	35	72,93		
	12-13 years	47	74,52		
	14 years and older	29	74,02		
Compliance with social norms	6-7 years	13	76,62	1,362	,851
	8-9 years	21	68,07		
	10-11 years	35	68,07		
	12-13 years	47	77,14		
	14 years and older	29	74,19		
Respect for the rules and management	6-7 years	13	74,54	5,408	,248
	8-9 years	21	54,02		
	10-11 years	35	78,06		
	12-13 years	47	77,40		
	14 years and older	29	72,81		
Commitment to responsibilities in sport	6-7 years	13	72,23	,786	,940
	8-9 years	21	66,43		
	10-11 years	35	73,64		
	12-13 years	47	75,98		
	14 years and older	29	72,50		
Respect for the opponent	6-7 years	13	77,19	,767	,943
	8-9 years	21	68,02		
	10-11 years	35	76,77		
	12-13 years	47	71,74		
	14 years and older	29	72,21		

Looking at Table 6, according to the results of the Kuruskal Wallis test, the variable of starting sport age, there was no significant difference between the groups in the total score and sub-dimensions of the scale.

4. DISCUSSION and CONCLUSION

In this study aimed at examining the fair play understanding of high school students who participate in school sports in the volleyball branch and those who do not; the majority of the students were in the 16-17 (62.8%) age range, 104 (71.7%) had not participated in school sports before, and 108 (89%) had not worked in any job. When the students participating in the study were evaluated according to the “Multidimensional Sportsmanship Orientation Scale”, it was seen that although there were 5.5% to 13.7% negative opinions on all subjects as ‘it doesn’t describe me at all’, the majority of them obeyed the rules.

In the study titled “A study on the relationship between empathy skills and fair play behaviors of basketball player students at different educational level” conducted by Bozdemir in 2017, a questionnaire was applied to a total 382 athletes, 140 girls and 242 boys, who played basketball in Kastamonu province and Azdavay and Tosya districts during the 2013-2014 academic year. As a result of this study, significant positive difference was found between students’ high school type, grade level, maternal education status and whether they played in the school team or not, and the level performing fair play behaviors. There is a parallelism between Bozdemir’s study and our own study (Bozdemir, 2017).

In the study titled “Investigations of sportsmanship behavior of secondary school students in physical education and sport lesson according to some variables” conducted by Altun and Güvendi in 2019, it seems that the scores of exhibiting positive behaviors in physical education of students who do sports are seen to be significantly higher than the scores of students who do not do sports (Altun & Güvenli, 2019). This situation does not parallel the result of the fair play behaviors between the participation of the students in school sports or not.

In the study titled “Investigation of the attitudes of physical education and sports school students” conducted by Kilci, Goktaş and Özdayı (2018), a questionnaire was applied to 200 students who were actively engaged in sports at Balıkesir University’s physical education and sport college during the 2017-2018 academic year. According to the findings obtained as a result of the survey, there was no significant difference according to age, branch, department of education and family income level variables. It shows parallelism with the family income variable data obtained in our study (Teke, 2018).

In the study titled “Examination of sportsmanship understanding of footballers at different levels” conducted by Kalkavan and Mete in 2018, a questionnaire was applied to a total of 201 football players, 95 of which were amateur athletes playing in the Black Sea Regional Bal League, and 106 of them were professional athletes playing in the professional league. According to the results obtained from the survey, there were significant differences in sportsmanship perceptions according to age, education, years of doing sports and nationality. In our study, the difference in the sub-dimension of compliance with social norms of the scale, in which the age variable was applied shows parallelism with the data obtained in the study of Kalkavan and Mete (2018).

In the “Compliance with social norms” and “respect for the opponent” sections, which are the sub-dimensions of the “Multidimensional Sportsmanship Orientation Scale” conducted with students who participate and do not participate in school sports, it seems that they exhibit less fair play behavior, while it seems that they exhibit more fair play behaviors in the sub-dimension of “respect for rules and management” and “commitment to responsibilities in sport”.

The erroneous thoughts that exist on athletes in society such as ‘hit, break, smash, win the match, be a champion; you should not lose at all costs’ creates pressure on athletes and keeps them

away for exhibiting fair play behaviors. Coubertin stated that the main thing is not to win the match, and pointed at that fair play behaviors are the essence of sports and that societies need these behaviors (URL-1). In addition, the technique of rewarding the successful are used in sports competition is thought to prevent fair play behaviors. Successful athletes should definitely be rewarded, but it is foreseen that the recognition and rewarding of unsuccessful athletes who fight in a gentlemanly manner and exhibit fair play behaviors. It is believed that emphasizing the importance of exhibiting for fair play behavior will help to achieve more positive results. In addition, it should not be overlooked that a legal regulation in this regard could also be important in the reward system.

Ethics Committee Decision

Ethical approval and written permission for this study were obtained from the Social and Human Sciences Scientific Research and Publication Ethics Committee of Fırat University with the decision dated 10/05/2023 and numbered 322391.

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