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Investigation of Secondary School Students' Attitudes toward Violence with Physical Education Lessons' Sportspersonship Behaviours

Abstract

The aim of this study is investigation of secondary school students' attitudes toward violence with physical education lessons' sportspersonship behaviours according to certain independent variables. A total of 209 (age= 12.18 ± 1.06) students, 108 females and 101 males, participated in the research. The data analysis included descriptive statistics, T-test, Pearson moments multiplication correlation analysis, and one-factor variance analysis (ANOVA). In the study analyses show that secondary school sportspersonship levels are high and they are not participate to attitudes toward violence. There is avoidant, low level, meaningful relation between avoiding negative behaviours and attitudes toward violence. In addition, students exhibiting Sportspersonship behaviours were found to be higher than students who played in the school team, and students who did not participate in the sport were more likely to avoid Sportspersonship than students who were not active in the competition. As a result, it is thought that educational institutions can help to reduce violence while increasing the Sportspersonship behaviours by encouraging the orientation of the students to the school teams in order to improve the Sportspersonship and moral values of the students.

Keyword: physical education, violence, sportspersonship, student, school.

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INTRODUCTION

Physical education and sport classes are part of a fundamental education for all individuals in society and provide an opportunity to develop desired behaviours in the society (Yapan, 2007). Sports in physical education classes have an important role to help children and adolescence to internalise solidarity, cooperation, rule consciousness, sharing, justice, compassion, and charity (Kayışoğlu, Altınkök, Temel, & Yüksel, 2015). Sportspersonship is considered an important ethical concept and educational principle because it contains ideas like playing by the rules, respect, right, justice, gentlemanliness, and rejects deceit, lies, and breaking the rules (Yapan, 2007). Sportspersonship is related to normative standards, complies with socio-ethical behaviours in sports, and explains the virtuous behaviour for the spirit of sport and how these behaviours could be applied (Baklıkçıhanlı, & Yıldırım, 2011). In our country, Sportspersonship is identified with different concepts. Fair-play and gentlemanship are other terms (Pehlivan, 2004). According to Kaya (2011) fair-play plays an important role for children and adolescence for promoting behaviours such as compassion, ethics, virtues, and respect. Furthermore, as fair-play is emphasised in schools, social development can be promoted, and this concept could be important for development for young individuals. The fundamental source for frequency of fair-play behaviour is school rather than the intrinsic behaviour of individuals. Encouraging efforts for these behaviours are invisible in purpose-oriented education, success-oriented school sport environment, exercises, trainer education, or similar education environment (Yıldırım, 2002). Within schools, organising sports activities that enable individuals to spend fun time and engage with other individuals rather than competition and winning is believed to be educational when considering the development characteristic of children and adolescence (Pehlivan, 2004). In this context, it is important to start Sportspersonship development during elementary and middle school age physical education classes to raise future sportsman, trainers, referees, authors, and audiences (Yıldırım, 2004). The World Health Organisation defined violence as using intentional force or threat of using the force against oneself, other individuals, or towards a group that would result (or has high possibility of such results) in injury, death, psychological harm, growth retardation or inattention (Krug et al., 2002). Generally, acts of violence are often visible among 15-16-year-old adolescence (Özönder, 2005). Therefore, the school environment, where adolescents spent most of their time, is important (Pilz, 2002). The atmosphere and culture of the school, characteristics of students and school employees, physical and social properties of school are affective on developing aggressive and violent behaviours (Yavuzer, 2011). Sports education enables individuals to express feelings during movements. In sport helps to control such feelings by expressing emotions such as aggression, anger, and jealousy. Sports education and game activities are tools to release stress and tension (Göral, & Yapıcı, 2001). Therefore, physical education classes in schools and off-class sports activities are of special importance. On one hand, school sport activities educate children and adolescents as to purposes of sports. On the other hand, these activities aim to educate them in positive ways by adopting sports (Orhun, 1992). The aim of this study is investigation of secondary school students' attitudes toward violence with physical education lessons' sportspersonship behaviours according to certain independent variables.

METHOD

This study adopted the relational survey model to evaluate and reflect upon the relationship between Sportspersonship behaviour in physical education classes and violence

perspectives of middle school using independent variables. Relational survey models are research models that aim to determine the presence and/or extent of change between two or more variables.

Population and Sample

The population of this study consisted of İstanbul, European Side Middle school students. The sample consisted of 209 students which were 108 females and 101 males and had average age of $\bar{X}_{age} = 12.18 \pm 1.06$.

Data Collection

In this study, three different measurement tools were adopted. These tools were "Sportspersonship behavior scale in physical education course", "Attitude Towards Violence Scale", and "Personal Information Form".

Sportspersonship Behavior Scale in Physical Education Course: This scale was developed by Koç (2013) for middle school students and is 5-point Likert type scale. The original scale consisted of 22 items which were 11 "Exhibiting Proper Behaviour" (EPB) factors (item 1, 2, 4, 7, 9, 11, 12, 14, 16, 19, and 21), and 11 negatively scored "Avoiding Improper Behaviour" (AIB) factors (item 3, 5, 6, 8, 10, 13, 15, 17, 18, 20, and 22). To understand scale factor clearly and interpret the abbreviations easily, "Exhibiting Proper Behaviour" (EPB) factor was changed to "Exhibiting Positive Behaviour" (EPB) and "Avoiding Improper Behaviour" (AIB) factor was changed to "Avoiding Negative Behaviour" (ANB) that has the same meaning. "I will help my opponent to get up if he/she falls" could be given as example to EPB factor where "I will cheat to win" could be given as example to ANB factor. Evaluation of the scale was prepared to measure the frequency of the behaviours in the items and were listed as "(5) Always, (4) Frequently, (3) Sometimes, (2) Rarely, and (1) Never". ANB factors were inversely scored. Total score from the scale was evaluated as "Total Sportspersonship" (TS). Lowest possible score from the scale was 22 (average 1) and highest possible score from the scale was 110 (average 5). Separate scores from Factor 1 and Factor 2 could be lowest 11 (average), and highest 55 (average 5). As the total score from the scale increased, this indicated higher Sportspersonship levels among students.

Attitude Towards Violence Scale: was developed by Çetin (2011). This scale consisted of 10 items and was a single-dimension 5-point Likert scale where possible lowest score in the 10-item scale was 10 and possible highest score in the scale was 50.

Data Analysis

In the data analysis, for distribution of personal characteristics of the participants in the sample group, frequency, percentage values, average, and standard deviation values were calculated as descriptive statistics. Additionally, to compare the personal characteristics of the participants and attitudes towards violence for independent samples, this study developed two groups that were sub-dimensions obtained by combining the questions in the survey, independent samples t-test and on variables with more than two groups, one-way ANOVA test were applied. To determine if there was any difference between groups after the variance analysis and where these differences occurred, Tukey test, one of the comparative tests, was applied. The confidence interval was selected as 95% and values under $p < 0.05$ were considered statistically significant.

FINDINGS

The results of this study were examined to evaluate and reflect upon the relationship between Sportspersonship behaviour in physical education classes and violence perspectives of middle school using independent variables, as indicated below.

Table 1. Scale Score Distribution

Scales	Item Number	n	Av ± Std. Dev.	Min.	Max.
Sportspersonship Total Score	22	209	90.25±12.74	56.00	110.00
Physical Education Class Sportspersonship Scale	Exhibiting Positive Behaviour	11	42.87±8.55	13.00	55.00
	Avoiding Negative Behaviour	11	47.38±6.35	26.00	55.00
Attitude Towards Violence Scale	Attitude Towards Violence Total Score	10	24.82±8.73	10.00	50.00

Based on the average score of the scales, it was stated that middle school students had high Sportspersonship levels and avoided violence based behaviour (Table 1).

Table 2. Correlation Results of Total Scale Scores

	Sportspersonship Total Score	Exhibiting Positive Behaviour	Avoiding Negative Behaviour
Attitude Towards Violence	r	-.114	-.164*
	p	.099	.018
Total Score	n	209	209

There was a negative, low significance relationship between the *Avoiding negative behaviour* sub-dimension of physical education Sportspersonship scale and the *Attitude towards violence total score* of attitude towards violence scale (Table 2).

Table 3. t-Test Results for Gender of Sportspersonship and Violence Scales

	Gender	n	Av ± Std. Dev.	t	p
Sportspersonship Total Score	Female	108	93.75±10.63	4.267	.000
	Male	101	86.51±13.76		
Exhibiting Positive Behaviour	Female	108	44.19±8.27	2.337	.021
	Male	101	41.45±8.67		
Avoiding Negative Behaviour	Female	108	49.55±4.62	5.449	.000
	Male	101	45.05±7.11		
Attitude Towards Violence Total Score	Female	108	25.81±9.87	1.705	.087
	Male	101	23.76±7.23		

Sportspersonship total score ($t=4.26$, $p<0.05$), *Exhibiting positive behaviour* ($t=2.33$, $p<0.05$), and *Avoiding negative behaviour* ($t=5.44$, $p<0.05$) sub-dimensions of physical education Sportspersonship scale had significant differences for gender variable (Table 3).

Table 4. t-Test Results of Doing Sports of Sportspersonship and Violence Scales

	Do you do sport?	n	Av ± Std. Dev.	t	p
Sportspersonship Total Score	Yes	111	88.93±13.63	-1.595	.112
	No	98	91.74±11.54		
Exhibiting Positive Behaviour	Yes	111	42.40±8.71	-.836	.404
	No	98	43.39±8.39		
Avoiding Negative Behaviour	Yes	111	46.53±6.74	-2.076	.039
	No	98	48.34±5.77		
Attitude Towards Violence Total Score	Yes	111	25.05±8.77	.406	.685
	No	98	24.56±8.72		

Avoiding negative behaviour ($t=-2.07$, $p<0.05$) sub-dimension of physical education Sportspersonship scale indicated significant differences for students doing sports (Table 4).

Table 5. Anova Results of Doing Sports of Sportspersonship and Violence Scales

		n	Av ± Std. Dev.	F	p	Tukey
Sportspersonship Total Score	Club	43	84.20±15.17	4.71	.003	K-Y K-O* K-D
	Summer school	55	91.01±12.11			
	School team	14	95.28±10.62			
	Other	97	91.77±11.43			
Exhibiting Positive Behaviour	Club	43	40.62±8.28	1.77	.153	
	Summer school	55	42.74±8.49			
	School team	14	45.92±10.78			
	Other	97	43.49±8.26			
Avoiding Negative Behaviour	Club	43	43.58±7.90	7.15	.000	K-Y K-O* K-D
	Summer school	55	48.27±5.25			
	School team	14	49.35±3.60			
	Other	97	48.27±5.88			
Attitude Towards Violence Total Score	Club	43	26.95±8.07	1.60	.190	
	Summer school	55	23.07±8.75			
	School team	14	25.00±9.67			
	Other	97	24.84±8.78			

Sportspersonship total score ($F=4.71$, $p<0.05$), and *Avoiding negative behaviour* ($F=7.15$, $p<0.05$) sub-dimensions of the physical education Sportspersonship scale indicated significant differences for doing sport variable (Table 6). When the Sportspersonship total score and avoiding negative behaviour of sub-dimension of physical education Sportspersonship scale were investigated, highest differences were observed in club and school team sports players ($p<0.05$), (Table 5).

Table 6. t-Test Results of Experiencing Injury of Sportspersonship and Violence Scales

		Did you experience any injury?	n	Av ± Std. Dev.	t	P
Sportspersonship Total Score	Yes		121	88.71±13.26	-2.068	.040
	No		88	92.37±11.74		
Exhibiting Positive Behaviour	Yes		121	41.85±8.93	-2.018	.045
	No		88	44.26±7.84		
Avoiding Negative Behaviour	Yes		121	46.85±6.74	-1.420	.157
	No		88	48.11±5.75		
Attitude Towards Violence Total Score	Yes		121	24.19±8.52	-1.230	.220
	No		88	25.69±8.99		

Sportspersonship total score ($t=-2.06$, $p<0.05$), and *Exhibiting positive behaviour* ($t=-2.01$, $p<0.05$) sub-dimension of physical education Sportspersonship scale indicated significant differences for experiencing injury variable (Table 6).

DISCUSSION AND CONCLUSION

This study was conducted to investigate secondary school students' attitudes toward violence with physical education lessons' sportspersonship behaviours according to certain independent variables.

The data analysis showed that middle school students had high Sportspersonship behaviour and avoided violent behaviours. In line with these results, Korkmaz, Korkmaz, and Özkaya (2007) stated that behaviours that disrupted the learning environment were mild, could be resolved and this was connected with the content of physical education classes.

Furthermore, their study found that students that can move based on their interests had exhibited behaviours lower in physical education classes in which playing and moving requirements were met. When the study of Sezer, Ektirici, Özbal, and Atlı (2015) investigated the sub-dimensions of Physical Education Sportspersonship Behaviour Scale, the lowest average was obtained in the "Avoiding Improper (Negative) Behaviour" sub-dimension and the highest average was obtained in the "Exhibiting Proper (Positive) Behaviour" sub-dimension. The results of Korkmaz et al. could explain the high Sportspersonship behaviour and the avoiding violent behaviour findings in this study. Kayışoğlu et al. (2015) found high Sportspersonship behaviour among middle school students. The authors indicated that this could be an effect specific to socio-cultural, regional, and sample groups and emphasised the need for more extensive research to investigate Sportspersonship behaviour.

Based on the correlation analysis, there was a negative, low significance relationship between avoiding negative behaviour sub-dimension of physical education Sportspersonship behaviour scale and attitude towards violence total score. This result means that when secondary school students' attitudes toward violence increase, their avoiding from negative behaviors levels are decrease. Koç and Güllü (2007) found negatively significant relationship between physical education class Sportspersonship behaviour of female and male students (Avoiding negative behaviours, Exhibiting positive behaviours, and Total Sportspersonship) and aggression values. Additionally, there was a negative significant relationship between physical education class Sportspersonship behaviour of students and aggression values. It was suggested that the decrease in aggressive behaviour of students could play an important role to develop Sportspersonship behaviour.

Based on the gender of the students, there were significant differences in favour of female students for physical education Sportspersonship total scores, exhibiting positive behaviour, and avoiding negative behaviour. Accordingly, it could be stated that female students exhibit more Sportspersonship behaviour compared to male students. Türkmen and Varol (2015) identified that female students avoided non-Sportspersonship behaviours and male students had the tendency to embrace these behaviours for success. Additionally, the authors determined that female students exhibit more Sportspersonship behaviour compared to male students. Koç (2013) determined that exhibiting Sportspersonship behaviour level of female students were higher than male students. Koç and Güllü (2017) identified significant differences between genders for avoiding negative behaviour, total Sportspersonship, and violence values. Accordingly, it was clear that females had higher Sportspersonship and lower aggression values than male students. While avoiding negative behaviour levels of female students were higher than male students, both male and female students indicated similar results for exhibiting positive behaviour. The findings of that study were in line with the findings of this study. Hacicaferoğlu, Selçuk, Hacicaferoğlu, and Karataş (2015) stated that there was no statistical difference in terms of gender for physical education and sport class of middle school students and feeling Sportspersonship behaviour. Therefore, the values for female and male students were similar for feeling Sportspersonship behaviour in physical education and sport classes.

Based on the doing sports state of the students, there was a significant difference for avoiding negative behaviour sub-dimension of Sportspersonship. Accordingly, students that have never attended sports under official rules had higher avoiding from negative situations in physical education classes compared to students who were actively involved in sport. Most of the literature supported the findings of this study. However, there were researchers

with opposing views. Akandere, Baştuğ, and Güler (2009) stated that the ethical level of student involved in sports is higher than students not involved; they commented that sport positively affected ethical level. Volk and Lagzdings (2009) indicated that female athletes were subjected to oral bullying and threats in sports environment more than in the school environment. Gümüş, Saraçlı, Karakullukçu, Doğanay, and Kurtipek (2016) stated that when the interest of the team was considered, students with licence cared fair-play less than other students and players with licence approved deceptive and misleading behaviours. Recent violence events in competitions between students indicated that students were motivated with the “winning no matter what” principle (Yıldıran, 2002). In this context, it is important for physical education and sport teachers, trainers, and institutions that train managers should convert education and teaching programs to include sport ethics and philosophy (Pehlivan, 2004).

Based on the sport category, there was a significant difference between Sportspersonship total score and avoiding negative behaviour. Accordingly, it was seen that students in club teams had higher Sportspersonship behaviour compared to students in school team. Participating structured social activities such as sportive activities and school clubs strengthens the understanding of children to comply with social norms (Hirschi, 1969). However, the competitive environment that students are subjected leads sports students to have warrior spirit. Competitive behaviour in competition environment could be satisfactory for certain sports players. However, these behaviours could be problematic for less competitive and less talented sports players. Peguero stated that student who participated in school sport activities had a higher possibility to be bullied compared to students who avoid participation. Same study indicated that students who participated in school sport activates were suffering from bullying. When students experience such behaviours, they often responded with negative behaviour patterns (Peguro, 2008).

Based on the previous injury states of students, there was a significant difference between physical education Sportspersonship scale total score and exhibiting positive behaviour sub-dimension. Accordingly, students that have experienced sport injuries had lower Sportspersonship scores. Similar to the results of this study, İkizler, Balcıoğlu, and Atay (1996) conducted a study on sports player who are involved in individual sports. This study indicated that sports players who had experienced multiple sport related injuries had lower aggression and hostility tendencies compared to sport player with no previous sport injury. Contrary to the prevention-aggression hypothesis, it is believed that sport players had developed auto-control mechanism related to previous injuries.

Koç (2017) suggested an application to teach Sportspersonship behaviour in physical education classes. The application was named as “Structuring Sportspersonship in Plays of Children” (SSPC). In the first three weeks of the application, in-class lectures, and activities (providing theoretical knowledge), in the following four weeks, sport field or sport saloon activities and on the 8th week of the application, activities based on practice were planned. It is believed that this application suggestion should be presented to teacher candidates in undergraduate education and should be delivered to teachers in forms of service seminars. It is expected that as the teacher applied this program, with the support of Ministry of National Education, Sportspersonship behaviour would be further developed among students. It is suggested that the feasibility, effectiveness, and sustainability of SSPC application that was prepared to increase physical education class Sportspersonship behaviour of students should be experimentally tested. Kirbaş, Taşmektepligil, and Üstün (2007) stated that young people

with tendency for violence had low interests in sports and low success rates in school classes. Additionally, it was understood that class content and off-class sport activities were below the level to address the expectation of young people. According to Kırbaş et al., to prevent violence in school environment, systematic education programs should be organised for families, young people, and educators. Additionally, sportive and other social activities should be included in the school environment to help children to relax and use free-time in the best ways possible. Physical conditions should be created accordingly. As a result, it was observed that students who have not competed in official competition were avoiding negative situations in physical education classes more than students who were involved in such competitions. Furthermore, students in clubs had more positive behaviour in terms of sportive ethics and Sportspersonship compared to students in school teams. It is believed that conduction studies to develop Sportspersonship and ethical values of students in education setting could help reducing violence as well as increasing the Sportspersonship behaviour as students are directed towards school teams.

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