

A STUDY ON THE SPORTSMANSHIP BEHAVIORS OF FEMALE STUDENTS IN PHYSICAL EDUCATION COURSE ACCORDING TO DIFFERENT VARIABLES³

Yakup KOÇ¹

Kemal TAMER²

ABSTRACT

The aim of this study is to examine the effect of some sportive features of elementary and high school female students on their physical education course sportsmanship behaviors.

The sample of the study consists of totally randomly selected 706 female students in Erzincan in 2013-2014 school year. In the study, "Physical Education Course Sportsmanship Behavior Scale" (PECSBS) and a survey which includes features of students related to physical education course and sports developed by Koç (2013) for elementary school students were used. The validity and reliability of the scale for high school students were also measured. It was also tested whether the scores of female students obtained in the sportsmanship scale differed according to their sportive features. In the analysis of the data, SPSS 15 and LISREL 8,7 programs were consulted.

As a result of confirmatory factor analysis in order to test factor structure, consistency values were found to be admissible. Reliability of Cronbach Alpha internal consistency of the scale was .88. It was found that the scale was valid and reliable and could be used for high school students. In the light of the data collected, female students' sportsmanship behaviors according to some factors differed

Keywords: Sportsmanship, Behaviors, Female Students, Physical Education Course

KIZ ÖĞRENCİLERİN BEDEN EĞİTİMİ DERSİ SPORMENLİK DAVRANIŞLARININ FARKLI DEĞİŞKENLERE GÖRE İNCELENMESİ

ÖZ

Bu çalışmanın amacı; sınıf seviyesi ve sporla ilgili farklı özelliklerin kız öğrencilerinin beden eğitimi dersi sportmenlik davranışlarına etkisini incelemektir.

Araştırma örneklemini 2013-2014 eğitim öğretim yılında Erzincan il merkezindeki devlet okullarına devam eden ve rastgele seçilen toplam 706 kız öğrenci oluşturdu. Araştırmada Koç (2013), tarafından ortaokul öğrencileri için geliştirilen "Beden Eğitimi Dersi Sportmenlik Davranışı Ölçeği (BEDSDÖ)" ile öğrencilerin beden eğitimi dersi ve sporla ilgili bazı özelliklerini içeren anket uygulandı. Ölçeğin lise öğrencileri için geçerlik ve güvenilirlik çalışması yapıldı. Kız öğrencilerin sportmenlik ölçeğinden aldığı puanlar sınıf düzeyleri ile farklı değişkenlere göre (okul takımlarında oynama, spor kulübünde oynama, okul ve kulüp dışında spor yapma, televizyonda maç izleme, gazetede spor haberlerini takip etme) test edildi. Verilerin değerlendirilmesinde SPSS 15 ve LISREL 8,7 programları kullanıldı.

Ölçeğin faktör yapısını test etmek amacıyla yapılan doğrulayıcı faktör analizi (DFA) sonucunda; uyum değerleri, kabul edilir düzeyde olduğu görüldü. Ölçeğin tamamının iç tutarlılık güvenilirliği Cronbach Alpha .88 olarak hesaplandı. Ölçeğin lise öğrencileri için de kullanılabilecek, geçerli ve güvenilir bir ölçek olduğu anlaşıldı. Elde edilen veriler ışığında kız öğrencilerin, sportmenlik davranışlarının bazı etkenlere göre farklılaştığı görüldü.

Anahtar Kelimeler: Sportmenlik, Davranış, Kız Öğrenci, Beden Eğitimi Dersi

¹ Erzincan University Physical Education and Sports (ykoc79@gmail.com)

² Gazi University Faculty of Sports Sciences

³ This study was presented International Association of Physical Education and Sport for Girls and Women (IAPESGW) Regional Symposium: International Gender Issues and Sport. 4-5 September 2014. Hacettepe University, Faculty of Sport Sciences, Ankara/Turkey

INTRODUCTION

Today, with its widely known name “fair play” is also termed as sportsmanship. Sportsmanship term is used together with “fair play” (Wikipedia, the free encyclopedia, 2014; Keating, 2007) as well as “sportspersonship” (Hassandra, Bekian & Sakellariou, 2007) in the international literature.

Sportsmanship is defined as an aspiration or ethos by which a sport or activity will be enjoyable with proper consideration of fairness, ethics, respect, and a sense of fellowship (Ellis, Henderson, Paisley, Silverberg & Wells, 2004).

Sportsmanship can be explained as the behavior expected from sporting individuals. According to Gill (2000); sportsman is a person who can loss or be defeated without complaining, does not win with illegal behavior and acts against his/her opponent in a true, generous and kind way.

Sportsmanship attitude manifests with behavior. Sportsmanship behavior draws attention rather in cases of unfair, unsporting behavior exhibited. A wide range of factors can be mentioned in the emergence of sportsmanship behavior. Studies emphasize on several causes in the emergence of unsporting behavior. Among them, many factors have a role including sportsmen acting with the philosophy of “winning at all costs” (Vallerand, & Losier, 1994; Christine & Kim, 2005), trainers using verbal aggressive communication (Hassandra, Bekian & Sakellariou, 2007) and coaches emphasizing only on winning and losing (Miller, Roberts & Ommundsen, 2003). In their study investigating the role of personal attitudes and social impact on exhibition of the low level of sportsmanship behavior; Shields, La Voi, Bredemeier, & Power, (2007) found that the most decisive roles were the level of unsporting behavior of trainers and spectators; respectively. The authors were underlined the subsequent decisive factors as team norms, sportsmanship attitudes and familial norms; respectively. Studies have demonstrated

that several factors such as professionalism (Hon, 1994), increased physical contact (Kampf, 2005; Tucker, & Parks, 2001), motivational factors (Stornes & Ommundsen, 2004) and sports type of interest (Lee, Whitehead & Ntoumanis, 2007) have effects on increased unsporting behavior. On the other hand, it has been shown in the studies that factors such as reinforcement of correct behavior, healthy environment, having experience with good leaders (Christine & Kim, 2005) and developing a mastery climate (Miller, Roberts & Ommundsen, 2003) are effective on decreasing unsporting behavior.

In addition, sportsmanship developing programs for children and youth were implemented in various studies and achieved success (Cecchini, Montero, Alonso, Izquierdo & Contreras, 2007; Lodl, 2005; Wells, Arthur-Banning, Paisley, Ellis Roark & Fisher, 2008; Wells, Ellis, Paisley, & Arthur-Banning, 2005).

Physical education courses in schools are an ideal tool in order to raise a generation having ethical values and gain behavior appropriate to sportsmanship (Laker, 2001). Hence, we can see that, this has been effectively implemented in the sportsmanship applications in 19th century England (Loland, 2002).

Today, as in amateur and professional sports, there are meaningful increases observed in behavior inappropriate to sportsmanship also in school sports (Yıldiran & Sezen, 2006). Increased negative sportsmanship behavior has been found to reduce the enjoyment of games in students (Wells, Arthur-Banning, Paisley, Ellis, Roark & Fisher, 2008). Similarly, in a study by Özdevecioğlu and Yalçın (2010) with sportsmen; a significant negative correlation was found between aggression of sportsmen and sportive satisfactory. In turn, low level of satisfactory may cause withdrawal from sportive activities over time. Therefore, lack of pleasure in physical education course has the danger of sedentary lifestyle especially for female students. This is likely to increase obesity

problem that has already become widespread.

It was seen in researches that in upper classes attitudes of female students to physical education course are downward trend. (Koç, 2009; Güllü, 2007). The reasons of this decline are to be examined widely. It is also thought that the declining of sportsmanship behaviors of female students is interrelated to the attitude of physical education course. Physical education course satisfies most of sportive activities of female students. In that case, staying permanent high attitudes of female students to physical education course is important. Therefore, measurement of

MATERIALS & METHODS

The sample of the study consists of totally randomly selected 706 female students 476 of whom are elementary school, and 230 of whom are high school students. All of the students participated in this research were studying at state schools in the province of Erzincan in 2013-2014 school year.

In the study, "Physical Education Course Sportsmanship Behavior Scale" (PECSBS) developed by Koç (2013) for elementary school students and a survey which includes features of students related to physical education course and sports were conducted.

PECSBS consists of 22 items and two subscales. The first subscale consisting of 11 items is related to the "Realization of Appropriate Behavior (RAB)" while the second subscale composed of 11 items concerns "Avoidance from Inappropriate Behavior (AIB)" PECSBS was scored on a 5-point Likert scale with "never" (1) and "always" (5) serving as end points. AIB subscale items were reverse scored. The total score obtained in the scale was assessed as "Total Sportsmanship Behavior (TSB)". RAB subscale can be exemplified by the item "I apologize from my opponent when I get nervous and break the rules of the game during the physical education course" and AIB subscale can be exemplified by the item "I make fun of the

physical education course sportsmanship behaviors and its investigation according to some variables are of a great necessity. In the study, the variables that could affect their development of sportsmanship except physical education courses were tested

The aim of this study is to examine the effect of their grade levels and some sportive features (joining school sports teams, joining sports clubs, doing sports except in school and sports clubs, watching match on television, reading sports news) of elementary and high school female students on their physical education course sportsmanship behaviors.

members of the rival team whenever I win against them during the physical education course. The minimum score which can be taken from the scale is 22 (average 1) and the maximum score is 110 (average 5). The maximum and minimum points that can be taken separately from AIB subscale and RAB subscale are 11 (average 1) and 55 (average 5); respectively. The student's average scores, increase in parallel with their sportsmanship. Validity (specialist opinions, pretest, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA)) and reliability (Cronbach Alpha internal consistency of the scale) of the scale were carried out for female high school students.

The survey inquires some sportive features of students related to physical education course and sports including playing in school teams, playing in sports clubs, doing sports out of school and sports clubs, watching match on television and reading sports news. It was also tested whether the scores of female students obtained in the sportsmanship scale differed according to their sportive features.

For data showing normal distribution, parametric test (t-Test) were used while for those showing no normal distribution, non-parametric tests (Mann Whitney U Test and Kruskal Wallis Test) were employed. In the

analysis of the data, SPSS 15 and LISREL 8,7 programs were consulted.

RESULTS

In the factor analysis of PECSBS for high school students (n= 230), KMO value was found .87 and Bartlett test was significant ($p < .001$). Total variance both factors accounted for was found to be 40.12%. Item-total correlation values ranged between .36 and .62. To test the factor structure obtained through EFA, the results of CFA suggested the following values $X^2/sd=1.73$, $RMSEA= .057$, $CFI= .96$,

$AGFI= .85$ and $NNFI=.95$. As a result of confirmatory factor analysis in order to test factor structure, consistency values were found to be admissible. No items were excluded. Reliability of Cronbach Alpha internal consistency of the scale (TSB) was .80 and for RAB was .78. It was found that the scale was valid and reliable and could be used for high school students.

Table 1. The Comparison of Students' Average Scores of Physical Education Course Sportsmanship Behavior (PECSBS) According to Their Grade Levels (Kruskal Wallis Test)

Factor	Grade Level	N	Min	Max	Median	Mean Rank	Chi-Square	P	Post hoc test (Mann Whitney U)
AIB (Avoidance from Inappropriate Behavior)	5	118	2,09	5,00	4,63	462,64	77,361	,000**	5-7*, 5-9** 5-10**, 6-9** 6-10**, 7-9** 7-10** 8-9** 8-10**
	6	121	2,18	5,00	4,45	431,70			
	7	140	2,09	5,00	4,45	370,58			
	8	88	2,00	5,00	4,45	406,74			
	9	155	1,18	5,00	3,91	221,73			
	10	75	1,00	5,00	3,82	191,77			
RAB (Realization of Appropriate Behavior)	5	118	2,45	5,00	4,45	447,44	175,594	,000**	5-7*, 5-9** 5-10**, 6-9** 6-10*, 7-9** 7-10* 8-9** 8-10*
	6	121	2,00	5,00	4,27	397,49			
	7	140	2,18	5,00	4,18	348,58			
	8	88	2,00	5,00	4,27	372,14			
	9	155	1,45	5,00	3,82	260,56			
	10	75	1,27	5,00	3,82	272,31			
TSB (Total Sportsmanship Behavior)	5	118	2,50	5,00	4,55	470,56	154,663	,000**	5-7**, 5-9** 5-10**, 6-9** 6-10* 7-9** 7-10** 8-9** 8-10**
	6	121	2,55	5,00	4,32	424,00			
	7	140	2,55	5,00	4,27	359,83			
	8	88	2,50	5,00	4,27	394,24			
	9	155	1,68	5,00	3,86	227,34			
	10	75	1,14	5,00	3,81	214,86			

* $P < 0.05$ ** $P < 0.001$

In female students' physical education course sportsmanship behaviors, significant differences were found in both subscales for their grade levels ($P < .001$). Those who study especially in 9th and 10th grades were found to show less sportsmanship behaviors. Sportsmanship values of elementary school students were significantly higher than those of high school students (Table 1).

Table 2. The Comparison of Students' Average Scores of PECSBS According to Their Joining School Sports Teams (t-Test)

Factor	Group	N	\bar{X}	sd	T	p
AIB	Yes	91	4,295	,641	-0,240	0,81
	No	605	4,314	,727		
RAB	Yes	91	4,178	,613	1,072	0,28
	No	605	4,095	,694		
TSB	Yes	91	4,236	,541	0,460	0,65
	No	605	4,205	,619		

Table 3. The Comparison of Students' Average Scores of PECSBS According to Their Joining Sports Clubs (t-Test)

Factor	Group	N	\bar{X}	sd	T	p
AIB	Yes	65	4,301	,702	-,150	,881
	No	630	4,315	,718		
RAB	Yes	65	4,211	,653	1,276	,202
	No	630	4,097	,687		
TSB	Yes	65	4,256	,621	,628	,530
	No	630	4,206	,608		

No statistically significant differences were found for independent variables like students' playing in school sports teams and sports clubs (Table 2, 3).

Table 4. The Comparison of Students' Average Scores of PECSBS According to Their Doing Sports Except in School and Sports Clubs (Mann Whitney U Test)

Factor	Group	N	Min	Max	Median	Mean Rank	Z	P
AIB	Yes	489	1,27	5,00	4,64	375,91	37695,000	,000**
	No	208	1,00	5,00	4,36	285,73		
RAB	Yes	489	2,00	5,00	4,27	367,39	41865,500	,000**
	No	208	1,27	5,00	4,00	305,78		
TSB	Yes	489	1,73	5,00	4,41	375,97	37666,500	,000**
	No	208	1,14	5,00	4,10	285,59		

** P<0.01

Also it was found that there were statistically significant differences between students' average PECSBS scores and their joining sports activities except doing sports in school or a sports club. Those who do sports except in schools or sports clubs were found to have higher average PECSBS scores (P< .001) (Table 4).

Table 5. The Comparison of Students' Average Scores of PECSBS According to Students' Watching Match on Television (Mann Whitney U Test)

Factor	Group	N	Min	Max	Median	Mean Rank	Z	P
AIB	Yes	417	1,00	5,00	4,45	321,49	46907,000	,000**
	No	279	1,18	5,00	4,64	388,87		
RAB	Yes	417	1,27	5,00	4,18	336,03	52970,500	,045*
	No	279	1,73	5,00	4,36	367,14		
TSB	Yes	417	1,14	5,00	4,27	326,06	48814,000	,000**
	No	279	1,86	5,00	4,45	382,04		

* P<0.05 ** P<0.01

Furthermore it was found that female students who not watch matches on television had statistically significant higher average AIB, RAB and TSB scores (P< .05)(Table 5). It can

be interest deserving that, rate of the students watching match on TV was lower than those don't watch.

Table 6. The Comparison of Students' Average Scores of PECSBS According to Students' Reading Sports News (t-Test)

Factor	Group	N	\bar{X}	Sd	t	p
AIB	Yes	224	4,234	,718	-1,982	,048*
	No	473	4,349	,713		
RAB	Yes	224	4,140	,692	,853	,394
	No	473	4,092	,681		
TSB	Yes	224	4,187	,629	-6,83	,495
	No	473	4,220	,600		

* p<0.05

And it was found in this research that students who not read sports news have statistically significant higher average PECSBS scores only in "Avoidance From Inappropriate Behavior" (AIB) subscale (P< .05). No statistically significant differences were found for RAB and TSB scores according to reading sports news (Table 6).

DISCUSSION

It was found that the scale was valid and reliable and could be used for female high school students. Although the scale used in the study was developed for physical education course, its factor structure was found to be consistent with structure of the other surveys and scales in the literature which have been developed related to sportsmanship. "Multidimensional Sportpersonship Orientations Scale" (MSOS) which was developed by Vallerand, Briere, Blanchard & Provencher (1997) and widely used in the literature consists of 4 dimensions with one of them was termed as "negative approach". Although this scale is widely used in the literature, it is criticized for its psychometric features and measurement of negative behavior limited with only 5 items in one of 5 dimensions (Lee, whitehead & Ntoumanis, 2007; Lynn E. McCutcheon, 1999; Stornes & Ommundsen, 2004). Indeed, Hassandra, Bekian & Sakellariou (2007) termed subdimensions of the same scale in the form that they developed for Greece as "the prosocial score (positive behaviors)" and "antisocial score (negative behaviors). Similarly, Stornes & Bru, (2002) raised the number of dimensions to 6 with 2 negative dimensions in the same scale which they edited for Norway. Additionally,

Gürpınar (2009) constructed the survey that he created on unsporting behavior. In female students' physical education course sportsmanship behaviors, significant differences were found in both subscale for their grade levels (P< .001). Those who study especially in 9th and 10th grades were found to show less sportsmanship behaviors (Table 1). Literature shows that there is a negative correlation between age and grade level and behaviors regarding sportsmanship. In their study investigating sportsmanship orientations of female and male high school basketball and volleyball players, Tasi & Fung (2005) stated that elderly players care about sportsmanship less than the younger ones. In addition, young sportswomen were found to care more about sportsmanship. On the other hand, in a study by Shields, D., La Voi, N., Bredemeier, B. and Power, F. (2007), investigating determinative role of personal attitudes and social impact on exhibition of low sportsmanship behavior, no significant difference was found in sportsmanship behavior among the students of grades 5, 6, 7 and 8, in terms of their gender and grades. However, level of sportsmanship was decreased as the grade was increased. The results were found to be parallel with ours (Table 1).

No statistically significant differences were found for independent variables like students' playing in school teams, sports clubs (Table 2, 3). Contrary to all expectations, there are studies regarding professional sports players' exhibit lower levels of behaviors in terms of sportsmanship and character. For example; Satcher (2006) investigated sportsmanship and characters in high school students through social and moral considerations. As a result, the author found that moral character scores of non-sportsman students were significantly higher than sportsman students. In a study by Hayes (2006) comparing social and moral characters with task and ego orientation in college students, it was concluded that non-sportsman students supported the concepts of fairness, honesty and responsibility more than sportsman students and while sportsmen supported the concepts such as commitment to team and devotion, they advocated devious and dishonest actions in matches, the more a person was oriented by ego the more that person showed devious and dishonest actions in order to demonstrate his/her ability to defeat others and the students having higher social characters believed less in the events regarding moral character. According to the results of a study by Stephens (1993) investigating lie, hurting and cheat actions in female football players aged between 10 and 14 years, sportswomen stated that their dishonest actions were resulted from the same actions showed by their friends against themselves. In contrary, in their study Akandere, Baştuğ and Güler (2009) found that students who were doing sports had a significantly higher level of moral judgment than those were not sporting. It is understood from all of the sports literature that, despite this is the expected and intended conclusion, expectations are not realized in amateur and professional sports. Also it was found that there were statistically significant differences between students' average PECSBS scores and their joining sports activities except doing sports in school or a sports club. Those who

do sports except in schools or sports clubs were found to have higher average PECSBS scores ($P < .001$) (Table 4).

Higher level of sportsmanship values contrary to expectations in the students who were engaging in sporting activities in the informal settings was one of the remarkable findings of this study. This result is thought to be attributable to the informal sport settings being innocent in gaining negative behavior and having no feeling of "winning at all costs". Furthermore it was found that female students who not watch matches on television had statistically significant higher average PECSBS scores ($P < .05$) (Table 5).

In his study on football super league professional players, Gümüşdağ (2004) demonstrated that, sportsmen apply the behavior that they previously have seen in games. As a result of a study by Arslan and Yıldırım (2008) on professional and amateur football players, negative behavior of the players against referee negatively affects spectators by 71.4%. Students who witnessed on TV the negative behaviors exhibited in professional sports are thought to have increased possibility of exhibition these behaviors.

And it was found in this research that students who not read sports news have statistically significant higher average PECSBS scores only in "Avoidance From Inappropriate Behavior" (AIB) subscale ($P < .05$) (Table 6). When following the sports news in newspapers, news encouraging negative behavior is thought to affect students to exhibit inappropriate behavior. Media has many things to do on this issue. With similar thoughts Young (2012), argued that media lies behind expression of violence as a reason whether in the field or not.

In the light of the data collected, female students' sportsmanship behaviors according to some factors differed. In sportsmanship practices to be planned for physical education course, it was found that these factors should be taken into consideration. It is established that, in the physical education and sports programs, the more negative sportsmanship behaviors

increase, the lesser fun they have become. We need to decrease negative sportsmanship behaviors in the sports activity to enable youths to have the most enjoyable experience possible (Wells, etc. 2008). If the physical education courses became more boring, a new threat particularly for the girls could arise. This threat which can be named as "sedentary life" can give way to bigger problems by increasing the level of obesity.

CONCLUSIONS

As a result of confirmatory factor analysis in order to test factor structure, consistency values were found to be admissible. Reliability of Cronbach Alpha internal consistency of the scale was high. It was found that the scale was valid and reliable and could be used for high school students. In the light of the data collected, female students' sportsmanship behaviors according to some factors differed. Sportsmanship behaviors were found to decrease as the grade of class increases. Decreased sportsmanship behavior is believed to be associated with attitude

exhibited against physical education course, especially among female students. Additionally, sporting in a school team or sports team was understood not to affect the level of sportsmanship. However, it was remarkable that, sportsmanship behaviors were significantly higher among the female students who were engaging to sportive events out of school and sports club. We believe that, especially informal physical education and sportive activities decrease the need of female students for orientation to negative behavior or delay their learning of negative behavior examples. Furthermore, sportsmanship behavior scores were found to be decreased in the students who were watching match on TV and following the sports news in newspapers. It was demonstrated that necessary measures should be taken especially to eliminate negative effects of media factor on sportsmanship behavior. It is suggested to research the relationship between the students' physical education course sportsmanship behaviors and their socio-economic and diverse ethical values.

REFERENCES

1. Akandere, M., Baştuğ, G. & Güler, E.D., "Effect of participation in sports on moral development of child in secondary school" *Niğde University Physical Education and Sports Sciences Journal*. 3(1), pp.59-67, 2009. [In Turkish with English Abstract].
2. Arslan C. ve Yıldırım E., "Investigation of the factors being affected from soectators of amateur and professional football players" *Celal Bayar University Journal of Physical Education and Sport Sciences*; 4(1): pp.12-21, 2009. [In Turkish with English Abstract].
3. Büyüköztürk, S., *Sosyal Bilimler İçin Veri Analizi El Kitabı*. (dördüncü baskı). Pegem Akademi Yayıncılık, Ankara, 2004. [In Turkish]
4. Cecchini, JA, Montero, J., Alonso, A., Izquierdo, M. & Contreras, O. "Effects of personal and social responsibility on fair play in sports and self-control in schoo-aged youths" *European Journal of Sport Science*, 7(4): pp.203-211, 2007.
5. Christine, N. & Kim, YS., "Improving socialization through sport an analytic reiew of literature on aggression and sportsmanship" *Physical Educator*, 62(3.), 2005.
6. Ellis, G.D., Henderson, H.L., Paisley., Silverberg, K.E., & Wells, M.S., "Bringing sportsmanship back to your youth sports leagues", *Parks & Recreation*, 39, pp.46-51, 2004.
7. Erdemli, A., *Temel Sorunlarıyla Spor Felsefesi*, E Yayınları, İstanbul, 2002. [In Turkish]
8. Gill DL. *Psychological Dynamics of Sport and Exercise*. Second Edition. Human Kinetics; 2000.
9. Güllü, M., Investigating the attitudes of the secondary education students towards the physical education lesson. *Doctoral Dissertation*, Gazi University, Health Sciences Institute, Ankara. 2009. [In Turkish with English Abstract].
10. Gümüşdağ H., Fouls in professional football and their evaluation in terms of aggressiveness theories. *Doctoral Dissertation*, Gazi University, Health Sciences Institute, Ankara. 2004. [In Turkish with English Abstract].
11. Gürpınar, B., Unsportsmanlike behaviors that basketball and soccer referees' meet and analyzing that behaviors about some variables. *Doctoral Dissertation*, Gazi University, Health Sciences Institute, Ankara. 2009. [In Turkish with English Abstract].
12. Hassandra, M., Bekian, A & Sakellariou, K. "Physical education teacher's verbal aggression and student's fair play behaviors", *Physical Educator*, 64(2). 2007.
13. Hayes RN., Comparisons of social and moral character and their relationship to task and ego orientations among college athletes. *Doctorate Thesis*. University of Arkansas. 2006.
14. Hon, J., "Teaching fair play: The Essence of Sport", *Journal of Physical Education*, 65 (7), pp.70-73. 1994.
15. Kampf S., A study of division 1 men's college basketball official's perceptions of sportsmanship. *Doctorate Thesis*. New York: State University of Buffalo, 2005.

16. Keating JW., *Sportsmanship as a moral category*. In: Morgan WJ, (Editor) *Ethics in Sport*. pp. 141-152. Human Kinetics, 2007.
17. Koç, Y., "Sportspersonship Behavior Scale in Physical Education Course: Validity Reliability Study", *Erzincan University Journal of Education Faculty*, 15(1), 96-114, (2013). [In Turkish with English Abstract].
18. Koç, Y. Investigation of primary and secondary school students' physical fitness and their attitudes towards physical education lesson. *Doctoral Dissertation*, Gazi University, Health Sciences Institute, Ankara. 2009. [In Turkish with English Abstract].
19. Laker, A., *Developing personal, social and moral education through physical education - a practical guide for teachers*. Routledge, London and New York, 2001.
20. Lee, M. J., Whitehead, J. & Ntoumanis, N., "Development of the attitudes to moral decision-making in youth sport questionnaire (AMDYSQ)", *Psychology of Sport and Exercise*, 8(3), pp.369-392. 2007.
21. Lodl, K. "Development a game plan for good sportsmanship" *New Direction for Youth Development*. 108(9), pp.127-134. 2005.
22. Loland, S., *Fair play in sport - a moral norm system (ethics and sport)*, Routledge, London and New York, 2002.
23. Mc Cutcheon, LE., "The multidimensional sportspersonship orientations scale has psychometric problems", *Journal of Social Behavior and Personality*, 14(3), pp.439-444. 1999.
24. Miller, B.W, Roberts, GC & Ommundsen, Y., "Effect of motivational climate on sportspersonship among competitive youth male and female football players" *Scandinavian Journal of Medicine & Science in Sport*, 13, pp.1-10. 2003.
25. Özdevecioğlu, M. & Yalçın Y., "The effect of sports satisfaction on stress and aggression levels in sportsman" *Niğde University Journal of Physical Education and Sport Sciences*, 4(1), pp.63-76. 2010. [In Turkish with English Abstract].
26. Satcher ND., Social and moral reasoning of high school athletes and non-athletes. *Doctorate Thesis*. The University of Southern Mississippi. 2006.
27. Shields, D., La Voi, N., Bredemeier, B. & Power, F. "Predictors of poor sportspersonship in youth sports: personal attitudes and social influences" *Journal of Sport & Exercise Psychology* 29(6), pp.747-762. 2007.
28. Stephens DE., Goal orientation and moral atmosphere in youth sport: an examination of lying hurting and cheating behavior in girl's soccer. *Doctorate Thesis*. Berkeley: University of California, 1993.
29. Stornes, T., & Bru, E. "Sportspersonship and perceptions of leadership. An investigation of adolescent handball players' perceptions of sportspersonship and relations with perceived leadership" *European Journal of Sport Science*, 6(2), pp.1-15., 2002.
30. Stornes, T., & Ommundsen, Y., "Achievement goals, motivational climate and sportspersonship: a study of young handball players", *Scandinavian Journal of Educational Research*, 48, pp.205-221. 2004.
31. Tasi E. Fung L. Sportspersonship in youth basketball and volleyball players. *The Online Journal of Sport Psychology*. 7 (2), 2005. Retrieved April 17, 2013, from <http://www.athleticinsight.com/Vol7Iss2/Sportspersonship.htm>
32. Tucker, LW, & Parks, JB., "Effects of gender and sport type on intercollegiate athletes' perceptions of the legitimacy of aggressive behaviors in sport", *Sociology of Sport Journal*, 18 (4), pp.403-413. 2001.
33. Vallerand, RJ, Briere NM, Blanchard CM. & Provencher PJ., "Development and validation of the multidimensional sportspersonship orientations scale", *Journal of Sport & Exercise Psychology*, 19(2): pp.197-206, 1997.
34. Vallerand, RJ, & Losier, GF., "Self-determined motivation and sportspersonship orientations: an assessment of their temporal relationship", *Journal of Sport and Exercise Psychology*, 16, pp.229-245. 1994.
35. Wells, M. S., Ellis, G. D., Paisley, K. P., & Arthur-Banning, S. G., "Development and evaluation of a program to promote sportspersonship in youth sports", *Journal of Park and Recreation Administration*, 23(1), pp.1-17. 2005.
36. Wells, SM, Arthur-Banning, SG, Paisley, KP, Ellis, GD, Roark, MF. & Fisher, K., "Good (youth) sports: using benefits-based programming to increase sportspersonship", *Journal of Park and Recreation Administration*, 26(1): pp.1-21, 2008.
37. Wikipedia, the free encyclopedia, 2014
38. Yıldırım, İ. & Sezen, G., "The evaluation of the perceptions of the teacher trainees of physical education towards the concrete events including the conflict between fairness and professionalism", *Gazi University Educational Faculty Journal*, 11(3), pp.3-14. 2006. [In Turkish with English Abstract].
39. Yılmaz, V. & Çelik, HE., *Lisrel ile yapısal eşitlik modellemesi-1*, Pegem A. Yayıncılık, Ankara, 2009. [In Turkish]
40. Young, K. *Sport, Violence and Society*, New York: Routledge. 2012.