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## Determining the Sportsmanship Levels of Table Tennis Athletes

### Abstract

The aim of this research is to determine the sportsmanship levels of individuals who do table tennis in the youth category in Kyrgyzstan in 2019. Screening method was used in this study. This study has a descriptive and inferential quality. The working group of this research consists of 278 participants, 93 women and 185 men, who are engaged in table tennis in the youth category in Kyrgyzstan in 2019. The study was shaped on the basis of voluntary participation criteria. In this study, the personal information form prepared by the researcher and the Sportsmanship Scale were used to collect data. Personal information form; It consists of questions of gender, sports age, education level, and place of residence. In addition, in order to determine the sportsmanship levels of the participants; a Versatile sportsmanship scale used. The sportsmanship scale is a scale consisting of 20 questions created by Sezen Balçıkanlı (2010) in order to measure the levels of sportsmanship. When the scale was examined, the factor of "Compliance with Social Norms" was grouped as "Respect for Rules and Management" factor, "Commitment to Responsibilities in Sports" and "Respect for the opponent" factor. It is a Likert-type scale in which the respondent ticked one of the five boxes suitable for him/her. It was concluded that the table tennis athletes participating in the study showed a significant difference in demographic variables such as gender, sports age, educational status and place of residence. In shaping the sportsmanship levels of table tennis athletes, it was concluded that gender is in favour of males, in favour of those who are 10 years and above in terms of sports age, in favour of secondary school graduates in terms of education, and in favour of those living in the village in the variable of the place of residence.

**Keyword:** table tennis, sport, sportsmanship.

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## INTRODUCTION

The idea of educating the human body for some purposes, that is, the union of intellectual and spiritual elements, is as old as humanity's existence on earth (Alpman, 1972).

Sports is a biological, pedagogical and social phenomenon that improves a person's physical and mental health, compiles social behaviours and raises mental and motor skills to a certain level. In other words, sport is a factor that provides the mental, physical and spiritual development of the person and socialization and coordination between these elements (Yetim, 2011).

The need to establish relationships with other people around him/her is one of the basic needs of human beings due to his social existence. Relationships with other people, the nature and quality of these relationships, and the feedback that the person receives for himself in this interaction constitute a framework and reference for the person's perceptions about himself (Kaya and Siyez, 2010).

It is known that the term Fair play, which is in English and is frequently used around the world, means "gentlemanly". Gentlemanliness in sports is mostly used as the concept of sportsmanship in our country (Pehlivan, 2004).

Sportsmanship includes sincerity, courage, patience, self-control, self-confidence, not despising others, respecting different ideas and truths, being kind, being good, noble and honourable, partnership and generosity (Keating, 2007). According to the common understanding, sportsmanship is mostly related to normative standards regarding the socio-ethical relationship existing in sport. Sportsmanship includes virtuous behaviour orientations that claim how to act in accordance with the spirit of sports (Stornes and Bru, 2002). Sportsmanship is a form of behaviour that is consistent with social and moral values among sports activities, within the framework of broad and normative principles. In addition, movements made within the framework of sportsmanship are effective in reducing the wrong movements in the competitive sports environment (Gencheva et al., 2017).

Sportsmanship is part of sports tradition. Although it is a concept that is frequently referred to in sports, short explanations are given about its content rather than a definition. Although it is widely assumed that sportsmanship and sportsmanship are related to sport and morality, it is not preferred to define it because of its complex structure (Arnold, 1998). Different definitions with different perspectives have been made for the term sportsmanship, which is used to express moral purposes in the sports environment. Shields and Bredemeier define sportsmanship as the virtue of regulating the drive for competitive play in light of moral goals (Shields and Bredemeier, 1995).

Even though sportsmanship is seen as a concept related to sports, it is a concept related to the order and level in which all areas in social life are connected (Yıldıran, 2011). It is also a term that defines the social, cultural and moral rules of the concept of sports (Yıldıran, 1992). Sportsmanship is the moral dimension of the concept of sports. The aim of the person doing sports is to take the role of sportive struggle in a good fight area, without harming the players of the opponent team and who come to watch. In summary, honesty is being successful. It is a perception that not every method used to avoid losing is correct, it is preferred to be determined instead of ambitious, and good intentions are more prominent (Erdemli, 1996).

When a person is confronted with a person who is in a dangerous or distressing situation, he experiences a conflict between his/her desire to help the person he/she meets and his/her desire to continue his/her goal at the moment, the moral aspects of the individual manifest themselves (Kavussanu et al., 2009). In sports, situations involving moral dilemmas are frequently encountered. Unfortunately, in such dilemma events encountered in sports fields, athletes mostly prefer to do unsportsmanlike actions. Unsportsmanlike movements are experienced especially in professional-level sports and close contact team sports (Bredemeier, 1994; Kavussanu et al., 2009).

The aim of this study is to determine how the sportsmanship levels of table tennis players are shaped.

## **METHOD**

### **Research Pattern**

The research has a descriptive nature and the sportsmanship levels of individuals who do table tennis sport have been examined.

In this study, the research model was created by considering the "scanning model". Screening models are research models that aim to define a past or present situation as it is. The event, person or object, which is the subject of the research, is tried to be conveyed in its own conditions and as it is. It is not intended to change or affect these conditions in any way (Karasar, 2009).

### **Working Group**

The working group of this research consists of 278 participants who play table tennis in the youth category in Kyrgyzstan in 2019.

### **Data Collection Tool**

The "Personal Information Form" developed by the researcher was used to determine the demographic characteristics of the individuals participating in the study. This form; It consists of questions of gender, age, how many years you have been doing sports, your educational status, where you live.

In order to determine the sportsmanship levels of the participants; The versatile sportsmanship scale is a scale consisting of 20 questions created by Sezen Balçıkınlı (2010) to measure the levels of sportsmanship. When the scale was examined, the factor of "Compliance with Social Norms" was grouped as "Respect for Rules and Management" factor, "Commitment to Responsibilities in Sports" and "Respect for opponents" factor. It is a Likert-type scale in which the respondent ticked one of the five boxes suitable for him/her. The score that can be obtained from the scale is minimum 20 and maximum 100. The higher the score, the higher the level of sportsmanship. While all items in the scale were scored positively, no reversal was applied in the scoring of any item. A Likert scale with 5 options was used to measure the sportsmanship levels of athletes. The scale consists of 20 items.

### **Analysis of Data**

The data of the study, which was conducted to provide descriptive information about the individuals participating in the study, were evaluated in the SPSS 21 program. In order to determine the analysis type suitable for the analysis of the data, the normality test (Kolmogorov-Smirnov test) was performed first and it was determined whether they were homogeneous or not. Since the data of the study did not show normal distribution enough to

apply parametric test, Kruskal-Wallis H analysis was used for paired comparisons and Mann-Whitney U analysis for multiple comparisons. In statistical analysis, the level of significance was chosen as  $p < 0.05$ .

**FINDINGS**

Table 1. Analysis Results of the Multidimensional Sportsmanship Orientation Scale According to the Gender Variable of the Research Group

| Gender                                   |       | n   | Rank average | Rank total | Z      | p      |
|--|-------|-----|--------------|------------|--------|--------|
| Compliance with Social Norms             | Woman | 93  | 100.03       | 9303.00    | -5.984 | 0.000* |
|  | Man   | 185 | 159.34       | 29478.00   |        |        |
| Respect for Rules and Management         | Woman | 93  | 121.32       | 11282.50   | -2.744 | 0.006* |
|  | Man   | 185 | 148.64       | 27498.50   |        |        |
| Commitment to Responsibilities in Sports | Woman | 93  | 93.30        | 8676.50    | -7.021 | 0.000* |
|  | Man   | 185 | 162.73       | 30104.50   |        |        |
| Respect for the Opponent                 | Woman | 93  | 110.02       | 10231.50   | -4.393 | 0.000* |
|  | Man   | 185 | 154.32       | 28549.50   |        |        |

\* $p < 0.05$

According to Table 1, a statistically significant difference was observed in the multidimensional sportsmanship orientation scale of the research group according to the gender variable. Compliance with Social Norms ( $Z: -5.984, p < 0.05$ ), Respect for Rules and Management ( $Z: -2.744, p < 0.05$ ), Commitment to Responsibilities in Sports ( $Z: -7.021, p < 0.05$ ) and Respect for the Competitor ( $Z: -4.393, p < 0.05$ ), looking at the mean rank, it was determined that it was in favour of the individuals who were men.

Table 2. Analysis results of the Multidimensional Sportsmanship Orientation Scale According to the Sports Age Variable of the Research Group

| Sport Age                                |                 | n  | Rank average | Df. | X <sup>2</sup> | p      | Difference U                      |
|--|-----------------|----|--------------|-----|----------------|--------|-----------------------------------|
| Compliance with Social Norms             | a)1-2 years     | 82 | 94.11        | 3   | 86.612         | 0.000  | (b>a), (c>a), (d>a), (d>b), (d>c) |
|  | b)3-6 years     | 53 | 122.51       |     |                |        |                                   |
|  | c)7-10 years    | 66 | 132.15       |     |                |        |                                   |
|  | d)Over 10 years | 77 | 205.83       |     |                |        |                                   |
| Respect for Rules and Management         | a)1-2 years     | 82 | 107.26       | 3   | 23.706         | 0.000* | (b>a), (c>a), (d>a), (d>b), (d>c) |
|  | b)3-6 years     | 53 | 140.97       |     |                |        |                                   |
|  | c)7-10 years    | 66 | 146.73       |     |                |        |                                   |
|  | d)Over 10 years | 77 | 166.62       |     |                |        |                                   |
| Commitment to Responsibilities in Sports | a)1-2 years     | 82 | 90.04        | 3   | 86.797         | 0.000* | (b>a), (c>a), (d>a), (d>b), (d>c) |
|  | b)3-6 years     | 53 | 126.50       |     |                |        |                                   |
|  | c)7-10 years    | 66 | 136.73       |     |                |        |                                   |
|  | d)Over 10 years | 77 | 203.49       |     |                |        |                                   |
| Respect for the Opponent                 | a)1-2 years     | 82 | 105.34       | 3   | 57.094         | 0.000* | (c>a), (d>a), (d>b), (d>c)        |
|  | b)3-6 years     | 53 | 117.53       |     |                |        |                                   |
|  | c)7-10 years    | 66 | 134.90       |     |                |        |                                   |
|  | d)Over 10 years | 77 | 194.94       |     |                |        |                                   |

\* $p < 0.05$

According to Table 2, a statistically significant difference was observed in the multidimensional sportsmanship orientation scale of the research group according to the sports age variable. This difference is among the sub-dimensions of the scale: Compliance with Social Norms ( $X^2:86.612, p < 0.05$ ), Respect for Rules and Management ( $X^2:23.706, p < 0.05$ ), Commitment to Responsibilities in Sports ( $X^2:86.797, p < 0.05$ ) and Respect for the Competitor ( $X^2:57.094, p < 0.05$ ). In Tamhane's T2 test, which was conducted to determine the source of the differences, it was observed that the difference was caused by those who had a sports license for 10 years or more, and the average rank of these individuals was higher.

Table 3. Analysis results of the Multidimensional Sportsmanship Orientation Scale According to the Education Level Variable of the Research Group

| Education Status                         |                    | n   | Rank Average | Df. | X <sup>2</sup> | p      | Difference U |
|--|--------------------|-----|--------------|-----|----------------|--------|--------------|
| Compliance with Social Norms             | a)Secondary School | 149 | 174,96       | 2   | 67,116         | 0,000* | a>b          |
|  | b)High School      | 11  | 79,45        |     |                |        | a>c          |
|  | c)University       | 118 | 100,33       |     |                |        |              |
| Respect for Rules and Management         | a)Secondary School | 149 | 159,51       | 2   | 22,126         | 0,000* | a>b          |
|  | b)High School      | 11  | 91,91        |     |                |        | a>c          |
|  | c)University       | 118 | 118,67       |     |                |        |              |
| Commitment to Responsibilities in Sports | a)Secondary School | 149 | 176,53       | 2   | 73,617         | 0,000* | a>b          |
|  | b)High School      | 11  | 75,73        |     |                |        | a>c          |
|  | c)University       | 118 | 98,69        |     |                |        |              |
| Respect for the Opponent                 | a)Secondary School | 149 | 170,89       | 2   | 50,262         | 0,000* | a>b          |
|  | b)High School      | 11  | 104,91       |     |                |        | a>c          |
|  | c)University       | 118 | 103,09       |     |                |        |              |

\*p&lt;0.05

According to Table 3, a statistically significant difference was observed in the Multidimensional sportsmanship orientation scale of the research group according to the Educational Status variable. Compliance with Social Norms ( $X^2:67,116$   $p<0,05$ ), Respect for Rules and Management ( $X^2:22,126$ ,  $p<0,05$ ), Commitment to Responsibilities in Sports ( $X^2:73,617$ ,  $p<0,05$ ), and Respect for the Opponent ( $X^2:50,262$ ,  $p<0,05$ ) were found in the sub-dimensions of this difference. In Tamhane's T2 test, which was conducted to determine the source of the differences, it was observed that the difference was caused by individuals who graduated from secondary school and that the mean rank of these individuals was higher.

Table 4. Analysis Results of the Multidimensional Sportsmanship Orientation Scale by the Research Group According to the Living Place

| Living Place                             |                   | n   | Rank Average | Df. | X <sup>2</sup> | p      | Difference U |
|--|-------------------|-----|--------------|-----|----------------|--------|--------------|
| Compliance with Social Norms             | a)City center     | 87  | 109,24       | 2   | 36,987         | 0,000* | c>a          |
|  | b)District center | 28  | 95,66        |     |                |        | c>b          |
|  | c)Village         | 163 | 163,18       |     |                |        |              |
| Respect for Rules and Management         | a)City center     | 87  | 112,75       | 2   | 33,084         | 0,000* | c>a          |
|  | b)District center | 28  | 93,16        |     |                |        | c>b          |
|  | c)Village         | 163 | 161,74       |     |                |        |              |
| Commitment to Responsibilities in Sports | a)City center     | 87  | 104,45       | 2   | 55,672         | 0,000* | c>a          |
|  | b)District center | 28  | 81,11        |     |                |        | c>b          |
|  | c)Village         | 163 | 168,24       |     |                |        |              |
| Respect for the Opponent                 | a)City center     | 87  | 106,68       | 2   | 38,913         | 0,000* | c>a          |
|  | b)District center | 28  | 96,93        |     |                |        | c>b          |
|  | c)Village         | 163 | 164,33       |     |                |        |              |

\*p&lt;0.05

According to Table 4, a statistically significant difference was observed in the multidimensional sportsmanship orientation scale of the research group according to the place of residence variable. Compliance with Social Norms ( $X^2:36,987$   $p<0,05$ ), Respect for Rules and Management ( $X^2:33,084$ ,  $p<0,05$ ), Commitment to Responsibilities in Sports ( $X^2:55,672$ ,  $p<0,05$ ), and Respect for the Opponent ( $X^2:38,913$ ,  $p<0,05$ ) were found in the sub-dimensions of this difference. In Tamhane's T2 test conducted to determine the source of the differences, it was seen that the difference was caused by the individuals living in the village and the mean rank of these individuals was higher.

## DISCUSSION AND CONCLUSION

The research has been tried to be evaluated in light of the literature information according to the variables that have been evaluated.

In the multidimensional sportsmanship orientation scale of the study group, a statistically significant difference was observed according to the gender variable. It is concluded that this difference is in favour of male participants. Duda et al. (1991) revealed that sportsmanship scores differ according to gender. Tsai and Fung (2005) also revealed that women care more about sportsmanship than men. Again, Akandere et al. (2009) stated that the moral judgment levels of women who do sports are higher than men who do sports. In another study, it is revealed that there is an important relationship between the gender of the research group and their moral judgments (Kaya, 2011). Koç and Güllü (2017) also concluded in their study that women are more sportive than men. While the level of avoiding negative sportsmanship behaviours was better in female students compared to males, very close values were obtained in showing positive behaviours in females and males. Şenel and Yıldız (2016) stated that, as a result of their research, female students studying at physical education and sports college have more sportsmanship tendencies than males and physical education and sports college students who have a high level of physical / kinesthetic intelligence are more prone to sportsmanship behaviours. Yılmaz et al. (2017), in their study examining the sportsmanship orientations of middle school students in terms of their moral development, found that the sportsmanship tendency of female students in physical education and sports lessons was higher than that of male students. These results are not in line with the research findings. A statistically significant difference was observed in the multidimensional sportsmanship orientation scale of the research group according to the sports age variable. It is concluded that this difference is in favour of those who have a sports license for 10 years or more. In the study conducted by Tekeli (2017) on secondary school students, a significant difference was found according to the playing year variable. Again, partially parallel to our research results and in the study conducted by Elik (2017) on footballers, it was determined that the sub-dimension of the multidimensional sportsmanship orientation scale significantly differentiated according to the sports age variable and this differentiation was in favour of amateur football players in the 1-5 year category.

In the multidimensional sportsmanship orientation scale of the study group, a statistically significant difference was observed according to the Educational Status variable. It has been concluded that this difference is in favour of individuals who are secondary school graduates. In their studies on national wrestlers, Güllü and Şahin (2018) found that according to the education variable, associate and bachelor's degree participants expressed a higher level of opinion than high school graduates. Likewise, when Elik (2017) examined the sportsmanship levels and sub-dimensions of amateur football players participating in the study conducted for amateur football players according to the educational status variable, a significant difference was found between the groups in the sub-dimension of compliance with social norms.

A statistically significant difference was found in the multidimensional sportsmanship orientation scale of the research group according to the variable of the place of residence. It is concluded that this difference is in favour of the individuals living in the village. In the study conducted by Elik (2017), it was determined that the multidimensional sportsmanship orientation scale, sub-dimension and total scores of football players did not

differ significantly according to the variable of the place of residence. Çalayır et al. (2017) found that there is a significant difference between the provinces in which hockey sportsmen live and their sportsmanship levels.

As a result, according to the findings obtained as a result of the study, it was determined that the variables of sportsmanship level and gender education level, sports age and place of residence have a positive effect on the level of sportsmanship.

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