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## EXAMINING THE PHYSICAL EDUCATION LESSON SPORTSMANSHIP BEHAVIORS OF SECONDARY SCHOOL STUDENTS: KONYA PROVINCE EXAMPLE

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### ABSTRACT

This is a descriptive research study conducted to determine the unfair behaviors of secondary school students. The study was carried out on secondary school students studying at government schools in Konya province in 2017-2018 academic year. Totally 669 students (435 female, 234 male) volunteered to participate in this research study. The age average of the female participants was detected as 12.25, and that of male participants as 12.02. "Physical Education Lesson Sportsmanship Behavior Scale", which was developed by Koç (2013), was used in data collection. SPSS 22.0 statistical package program was used in the analysis of the data obtained. As per the method, arithmetic mean, One-Way analysis of variance (ANOVA) for the multi-group average score comparison,

Independent samples t-test for dual groups were used.

As the conclusion of the research study, it was determined that secondary school students had high scores in physical education lesson sportsmanship behaviors; female students much more tend to avoid from improper behaviors compared to male students; the higher grade and older the student, the less sportsmanship behaviors are observed; having sports education does not have an effect on sportsmanship behaviors; students, whose family members do not deal with sports, much more tend to avoid from improper behaviors; students of male physical education lesson teachers much more tend to avoid from improper behaviors.

**Key Words:** Physical Education, Secondary School, Student, Sportsmanship

## INTRODUCTION

By means of sports, it is possible to get rid of the stress and pressure that rapidly changing life conditions and urbanization cause in individuals. In order to mitigate the negative physical and moral effects of these stress and pressure, and thus to create a healthy society, it is the keystone for development and progress of a nation to render the physical education and sport activities an indispensable habit for the students in formal and non-formal education institutions (Koca, 2006).

Sportsmanship can be explained as the behaviors that are expected from the male or female athletes, coaches or managers. The definition of sportsmanship is, "an individual, who can lose, or be defeated without complaint, who doesn't win with illegal behaviors, and who treats his/her opponent with goodness, generosity, and kindness". Sportsmanship incorporates features such as sincerity, courage, patience, self-control, self-confidence, non-despising, respecting the opinions and truths of others, courtesy, goodness, nobility, honorableness, partnership, and generosity. Among the aims of sportsmanship is to mitigate the tension in the game rather than fueling it. Actually, sportsmanship gains importance as the tension increases and winning becomes important. In brief, sportsmanship necessitates preferring ethical behaviors in success strategies (Shields and Bredemeier 1995).

Considering sports as a social activity, it is a social fact, which creates different kinds of interactions among the individuals, and which reflects value judgments, norms, social structures and processes in socio-cultural context (Weiss 2001). Since it is a social fact, its relation with morals and ethics increasingly gains importance and the researchers are struggling to reveal this relation with its more open aspects.

One of the concepts revealed in this context, Fair-Play briefly expresses fair and honest game. However, this process, which began after the early 20th century with commercialization, politicization, and over-appreciation of the sports in the eyes of the societies, caused the sports atmosphere to become a platform, where virtueless behaviors are learned and displayed (Yıldiran, 2005). In sports settings, an individual is primarily expected to obey the rules, respect the opponent, and value him/her; besides, he/she is expected to participate in the activities with a decent mood and decent

behaviors, respecting equality of opportunity (Siedentop et al., 2004; Hacıcaferoğlu et al., 2015). When these rules and principles are violated, it is impossible to mention about a sportive perspective. After all, such kinds of behaviors are contradictory to the essence of this concept. Today, due to behaviors and implementations contrary to Fair-Play witnessed both in the fields and in the tribunes, individuals cannot make sufficient progress in sports ethics and sports culture (Tanrıverdi, 2012). When the sports education model is examined, it is observed that sports education is related with the development of social skills (Siedentop et al., 2004).

Unfortunately, it is observed that the sports clubs have an important role in learning and reinforcing behaviors contrary to sports ethics displayed in sports settings by the students, who cannot acquire a sense of Fair-Play in physical education and sports classes. In our country, due to the "winning whatever it costs" understanding, which is observed even in the junior age groups, the school sports are tending to shift from the axis of virtue towards the axis of success (Yıldıran, 2005).

In a study conducted on the education of morals in physical education lessons, Kaehler (1985) determined that the students have no information or experience about Fair-Play, and that they were boasting even if they won violating the rules of the game and the principles of the Fair-Play (Yıldıran, 2005).

In fact, when the main objectives of the physical education program of instruction are examined for the primary and secondary schools, it is observed that displaying high performance is not a basic indicator (Orhun, 1992). In our country, that the security forces are being present to prevent undesired behaviors and scenes in sports matches between the secondary schools, is an indicator of how deeply the Fair-Play concept is needed (Pehlivan, 2004).

Therefore, within the scope of physical education and sports lessons, it is aimed to evaluate the sportsmanship behaviors displayed by the secondary school students in Konya province.

## METHOD

This is a descriptive research study conducted to determine the unfair behaviors of secondary school students. The study was carried out on secondary school students studying at government schools in Konya province in 2017-2018 academic year. Totally 669 students (435 female, 234 male) volunteered to participate in this research study. The age average of the female participants was detected as 12.25, and that of male participants as 12.02. the distribution of the research group variables taken into consideration during the study are presented on Table 1.

**Table 1.** Variable distribution regarding the research group.

Variables	Groups	n	%	Variables	Groups	n	%
Gender	Female	435	65.0	Gender of Your Physical Education Teacher	Female Teacher	29	4.3
	Male	234	35.0		Male Teacher	640	95.7
Age	11 y.old	228	34.1	Grade	5.Sınıf	171	25.6
	12 y.old	191	28.6		6.Sınıf	236	35.3
	13 y.old	157	23.5		7.Sınıf	128	19.1
	14 y.old	93	13.9		8.Sınıf	134	20.0
Did you have sports education?	Yes	230	34.4	Does any family member do sports?	Yes	159	23.8
	No	439	65.6		No	510	76.2

In order to collect the data in the study, "Physical Education Lesson Sportsmanship Behavior Scale" was used, which was developed by Koç (2013). It is a five point likert scale, which is comprised of 22 items. Being evaluated in two dimensions called as displaying decent behaviors and avoiding improper behaviors, the scale is used in measuring the sportsmanship behaviors of the secondary school students in physical education classes. The general reliability coefficient of the scale was calculated as 0.88, while reliability coefficients for the sub-dimensions were determined as Factor 1 = 0.86, and Factor 2=0.84.

SPSS 22.0 statistical package program was used in the analysis of the data. As per the method, arithmetic mean, One-Way analysis of variance (ANOVA) for the multi-group average score comparison, Independent samples t-test for dual groups were used.

## FINDINGS

**Table 2.** Comparison of the sportsmanship behavior of the research group regarding *gender* variable.

	Groups	N	Mean	S.D.	t	p
<b>Displaying Decent Behaviors</b>	Female	435	3.69	.81	.542	.588
	Male	234	3.65	.78		
<b>Avoiding Improper Behaviors</b>	Female	435	4.32	.76	2.714	.007
	Male	234	4.15	.75		

The comparison of the scores obtained from the scale sub-dimensions regarding gender variable are given on Table 2. While there was statistically no significant difference for the displaying decent behaviors sub-dimension ( $p>0.05$ ) regarding the gender variable, it was determined that there was statistically significant difference for the avoiding improper behaviors sub-dimension ( $p<0.05$ ) in favor of the female students. Moreover, the general group averages were determined as 3.69 for females and 3.65 for males in displaying decent behaviors sub-dimension, while it was 4.32 for females and 4.15 for males in avoiding improper behaviors sub-dimension.

**Table 3.** Comparison of the sportsmanship behavior of the research group regarding *age* variable.

		Sum of Squares	df	Mean Square	F	p	Different
<b>Displaying Decent Behaviors</b>	Between Groups	60.190	3	20.063	36.701	.000	1-2, 1-3, 1-4 2-3, 2-4
	Within Groups	363.534	665	.547			
	Total	423.724	668				
<b>Avoiding Improper Behaviors</b>	Between Groups	55.450	3	18.483	37.234	.000	1-2, 1-3, 1-4 2-3, 2-4
	Within Groups	330.110	665	.496			
	Total	385.559	668				

Groups; 1<sup>st</sup> group 11 year-old, 2<sup>nd</sup> group 12 year-old, 3<sup>rd</sup> group 13 year-old, 4<sup>th</sup> group 14 year-old

The comparison of the scores obtained from the scale sub-dimensions regarding age variable are given on Table 3. It was determined that there was statistically significant difference for both of the sub-dimensions ( $p<0.05$ ). Post Hoc LSD test was used in order to determine between which groups the significant difference was. According to this test, it was determined that, in both of the sub-dimensions, the ones in the 11 year-old group obtained higher scores compared to the other groups, and that the ones in the 12 year-old group obtained higher scores compared to the ones in 13 and 14 year-old groups.

**Table 4.** Comparison of the sportsmanship behavior of the research group regarding *class* variable

		Sum of Squares	df	Mean Square	F	p	Different
<b>Displaying Decent Behaviors</b>	Between Groups	52.478	3	17.493	31.334	.000	1-2, 1-3, 1-4
	Within Groups	371.246	665	.558			
	Total	423.724	668				
<b>Avoiding Improper Behaviors</b>	Between Groups	89.477	3	29.826	66.988	.000	1-2, 1-3, 1-4
	Within Groups	296.082	665	.445			
	Total	385.559	668				

Groups; 1<sup>st</sup> group 5<sup>th</sup> grade, 2<sup>nd</sup> group 6<sup>th</sup> grade, 3<sup>rd</sup> group 7<sup>th</sup> grade, 4<sup>th</sup> group 8<sup>th</sup> grade,

The comparison of the scores obtained from the scale sub-dimensions regarding class variable are given on Table 4. It was determined that there was statistically significant difference for both of the sub-dimensions ( $p < 0.05$ ). Post Hoc LSD test was used in order to determine between which groups the significant difference was. According to this test, it was determined that, in both of the sub-dimensions, the ones in the 5<sup>th</sup> grade group obtained higher scores compared to the other groups, and that the ones in the 6<sup>th</sup> grade group obtained higher scores – compared to the ones in 7<sup>th</sup> and 8<sup>th</sup> grade groups.

**Table 5.** Comparison of the sportsmanship behavior of the research group regarding *sports education* variable

		Groups	N	Mean	S.D.	t	p
<b>Displaying Decent Behaviors</b>	Yes		230	3.68	.81	.149	.881
	No		439	3.67	.79		
<b>Avoiding Improper Behaviors</b>	Yes		230	4.25	.78	-.097	.923
	No		439	4.26	.75		

The comparison of the scores obtained from the scale sub-dimensions regarding *sports education* variable are given on Table 5. It was determined that there was statistically no significant difference for the sub-dimensions ( $p < 0.05$ ).

**Table 6.** Comparison of the sportsmanship behavior of the research group regarding *having a family member dealing with sports* variable

		Groups	N	Mean	S.D.	t	p
<b>Displaying Decent Behaviors</b>	Yes		159	3.59	.84	-1.556	.121
	No		510	3.71	.78		
<b>Avoiding Improper Behaviors</b>	Yes		159	4.01	.89	-4.156	.000
	No		510	4.33	.69		

The comparison of the scores obtained from the scale sub-dimensions regarding having a family member dealing with sports variable are given on Table 6. Accordingly, while there was statistically no significant difference between the groups for the displaying decent behaviors sub-dimension ( $p > 0.05$ ), it was determined that

there was statistically significant difference for the avoiding improper behaviors sub-dimension ( $p < 0.05$ ) in favor of the ones, whose family members did not deal with sports.

**Table 7.** Comparison of the sportsmanship behavior of the research group regarding *gender of the teacher* variable

	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>t</b>	<b>p</b>
<b>Displaying Decent Behaviors</b>	Female Teacher	29	3.79	.62	.800	.424
	Male Teacher	640	3.67	.80		
<b>Avoiding Improper Behaviors</b>	Female Teacher	29	3.13	1.18	-5.333	.000
	Male Teacher	640	4.31	.69		

The comparison of the scores obtained from the scale sub-dimensions regarding the gender of the teacher variable are given on Table 7. Accordingly, while there was statistically no significant difference between the groups for the displaying decent behaviors sub-dimension ( $p > 0.05$ ), it was determined that there was statistically significant difference for the avoiding improper behaviors sub-dimension ( $p < 0.05$ ) in favor of the ones with male teachers.

## DISCUSSION AND CONCLUSIONS

In the research group, regarding the gender variable, it was determined that there was statistically no significant difference for the displaying decent behaviors sub-dimension ( $p > 0.05$ ) while there was statistically significant difference for the avoiding improper behaviors sub-dimension ( $p < 0.05$ ) in favor of the female students. Therefore, it can be mentioned that the tendency of the female students to avoid from improper behaviors is higher.

Turkmen and Varol (2015) stated that female students tend to avoid behaviors that are unsuitable for sportsmen and exhibit more sporty behavior than boys.

Additionally, when the general group averages were examined (averages were determined as 3.69 for females and 3.65 for males in displaying decent behaviors sub-dimension, while it was 4.32 for females and 4.15 for males in avoiding improper behaviors sub-dimension), it can be stated that the tendencies of the secondary school students towards displaying decent behaviors and avoiding from improper behaviors are

high. Similar results can be seen from studies conducted in the field (Miller et al., 2004; Tasi and Fung 2005; Satcher, 2006; Koç, 2013).

When the comparison of the scores obtained from the scale sub-dimensions regarding age variable was examined, it was determined that there was statistically significant difference for both of the sub-dimensions. It was concluded that, in both of the sub-dimensions, the ones in the 11 year-old group obtained higher scores compared to the other groups, and that the ones in the 12 year-old group obtained higher scores compared to the ones in 13 and 14 year-old groups.

When the comparison of the scores obtained from the scale sub-dimensions regarding class variable was examined, it was determined that there was statistically significant difference for both of the sub-dimensions. Accordingly, it was determined that, in both of the sub-dimensions, the ones in the 5th grade group obtained higher scores compared to the other groups, and that the ones in the 6th grade group obtained higher scores compared to the ones in 7th and 8th grade groups.

Based on the fact that age and class variables increased in parallel with each other, it is observed that the sub-dimensions displayed higher attitudes for both of the variables.

Koç (2013) stated that the average of the students dropped as the class level increased. Turkmen and Varol (2015) stated that as the class level increases in middle school students, the level of sportsmanship behavior decreases.

When the comparison of the scores obtained from the scale sub-dimensions regarding sports education variable was examined, it was determined that there was statistically no significant difference for this variable. Therefore, it can be mentioned that having been received sport education has no influence on sportsmanship behaviors in physical education and lesson.

When the comparison of the scores obtained from the scale sub-dimensions regarding having a family member dealing with sports variable was examined, it was determined that there was statistically no significant difference between the groups for the displaying decent behaviors sub-dimension, while there was statistically significant



difference for the avoiding improper behaviors sub-dimension in favor of the ones, whose family members did not deal with sports. Therefore, it can be mentioned that the individuals whose family members did not deal with sports have higher tendencies to avoid from improper behaviors in physical education lessons. This situation can be explained by that the students, who have not been to sports settings before, and whose family environment has no experience or discourses about sports, tend to avoid from improper behaviors based on misbehavior apprehension.

When the comparison of the scores obtained from the scale sub-dimensions regarding the gender of the teacher variable were examined, it was determined that there was statistically no significant difference between the groups for the displaying decent behaviors sub-dimension, while there was statistically significant difference for the avoiding improper behaviors sub-dimension in favor of the ones with male teachers. This situation can be explained by that the male teachers show more rigid reactions to improper behaviors compared to the female teachers.

As the conclusion, it was determined that secondary school students had high scores in physical education lesson sportsmanship behaviors; female students much more tend to avoid from improper behaviors compared to male students; the higher grade and older the student, the less sportsmanship behaviors are observed; having sports education does not have an effect on sportsmanship behaviors; students, whose family members do not deal with sports, much more tend to avoid from improper behaviors; students of male physical education lesson teachers much more tend to avoid from improper behaviors.

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