

ÖĞRENİM GÖREN SPORCULARIN ŞİDDETE YÖNELİK TUTUMLARI İLE SPORTMENLİK DAVRANIŞLARININ FARKLI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

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Özet: Bu çalışmada Muğla'da farklı liselerde öğrenim gören sporcuların şiddete yönelik tutumları ve sportmenlik davranışlarının farklı değişkenler açısından incelenmesi amaçlanmıştır. Çalışma tarama modeli özellikleri taşıyan nicel bir araştırmadır. Araştırma örnekleminin belirlenmesinde gelişigüzel örnekleme yöntemi kullanılmıştır. Çalışmanın örneklemini, Muğla'da farklı kurumlarda 100 (%52,6) kadın, 90 (%47,4) erkek, toplam 190 öğrenim gören sporcular oluşturmuştur. Araştırmada veri toplama aracı olarak Şiddete Yönelik Tutum Ölçeği ve Çok Yönlü Sportmenlik Davranışı Ölçeği kullanılmıştır. Araştırma verileri SPSS 25.00 istatistik paket programı kullanılarak analiz edilmiştir. Verilerin analizinde frekans ve yüzde analizleri, bağımsız örneklemler t-testi ve ANOVA istatistiki teknikleri kullanılmıştır. Anlamlılık düzeyi .05 olarak belirlenmiştir. Araştırmanın bulgularına göre öğrenim gören sporcuların çok boyutlu sportmenlik yönelimleri alt boyutları ile cinsiyet, sosyal aktivitelere katılım, sınıf düzeyi ve hedef değişkenlerine göre anlamlı farklılık olduğu görülmüştür. Araştırmada şiddete yönelik tutum ile öğrenim gören öğrencilerin cinsiyet değişkenine göre anlamlı farklılık olduğu görülürken, sosyal aktiviteye katılım, sınıf düzeyi ve hedef değişkenine göre anlamlı bir farklılaşma olmadığı saptanmıştır. Sonuç olarak kadınların erkeklere göre daha sportmen davranışlar sergiledikleri aynı zamanda şiddete daha meyilli oldukları görülmüştür. Ayrıca sosyal aktivitelere katılmanın sportmenlik üzerinde olumlu etkisi olduğu, sınıf düzeyleri arttıkça daha sportmen davranışlar sergiledikleri de söylenebilir.

Keywords: Atletizm, Sportmenlik, Tutum, Spora Yönelik Tutum

INVESTIGATION OF ATTITUDES TOWARDS VIOLENCE AND SPORTSMANSHIP ORIENTATIONS OF STUDYING ATHLETES IN TERMS OF DIFFERENT VARIABLES

Abstract: This study aimed to examine the attitudes towards violence and sportsmanship orientations of athletes studying at different high schools in Muğla in terms of different variables. The study is quantitative research with screening model features. A random sampling method was used to determine the research sample. The study sample consisted of 100 (52.6%) women, 90 (47.4%) men, a total of 190 students studying in different institutions in Muğla. The Adolescents Attitude Towards Violence Scale and the Multidimensional Sportsmanship Orientations Scale were used as data collection tools for this study. Research data were analyzed using SPSS 25.00. Frequency and percentage analysis, independent samples t-test and ANOVA statistical techniques were used to analyze the data. The significance level was determined as .05. According to the findings of the study, it was seen that there was a significant difference according to the sub-dimensions of multidimensional sportsmanship orientation of the athletes, gender, participation in social activities, grade level and target variables. In the study, it is figured out that there was a significant difference according to the gender variable of the students studying with the attitude towards violence. However, there was no significant difference according to the participation in social activity, class level and the goal variable. As a result, it has been observed that women exhibit more sportsmanship orientations than men and are more prone to violence at the same time. In addition, it can be said that participating in social activities has a positive effect on sportsmanship, and as their grade level increases, they exhibit more sportsmanlike behaviours.

Anahtar Kelimeler: Atletizm, Sportsmanship, Attitude, Attitudes Towards Sport.

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1. INTRODUCTION

Sportsmanship is the occasional reminder that sport is not all about fights, blame and polarization. However, the fact that it is seen very rarely has made it perhaps the essential thing in the eyes of all of us. Sportsmanship is a universal concept and manifests itself with moral behaviours that are reflected in the general society. Sportsmanship includes courage, patience, sincerity, self-confidence, self-control, not belittling others, respecting the opinions of others, courtesy, nobility, dignity, generosity. For this purpose, the IOC was established in 1926 to spread the principles of sportsmanship (Keating, 2007). A fair play committee has been established within the IOC. Various activities and projects are being developed to serve this purpose better and spread the spirit of fair play (Arıpınar-Donuk, 2011). Sportsmanship can also be taught by implementing sports institutions, schools, community sports and recreational activities, and educational resources (Ford et al., 2012; Arıpınar & Donuk, 2015). In addition, it is a practical life discipline that should be established in family environments and schools (Gökçe, 1991).

It is essential to start sportsmanship studies from physical education lessons for primary and secondary school children and youth, in terms of future athletes, trainers, athletes, referees, writers and audience members (Yıldıran, 2004). Sportsmanship; is also seen as a combination of morality, ethical rules, philosophy and game rules (Koç, 2017a). One of the essential criteria in sportsmanship is the attitude and behaviour of the fans. Violence in sports is at the forefront of attitudes and behaviours. All kinds of negativities against the physical and mental integrity of people are expressed as violence. Violence, which is frequently encountered in social and individual dimensions today, can manifest itself differently. (Ayan S., 2006). The role of mass psychology in violence and aggression in sports is also significant. Violence in sports is a common social problem and is a fair-play violation that occurs in many sports organizations worldwide. Although there are many different reasons for this, it is seen that all problems are in interaction with each other. Fair play means fair play and is a concept that exhibits a behaviour style beyond obeying the rules in sports. The opponent is not seen as an enemy but as a part of the game, and the honour of the opponent is respected even in intense struggle (Ekinçi, 2018). Oppenheim (1992) defines the attitude towards violence as an individual's tendency to react positively or negatively to any stimulus (cited in Şahin & Dişsiz, 2009).

The main purpose of this research is to shed light on the factors affecting an athlete's attitude towards violence and sportsmanship behaviour in terms of demographic information. In addition, tried to give general information about attitudes towards violence and sportsmanship behaviours. Learning what factors make a difference in students' attitudes towards violence and sportsmanship

behaviour is also essential in reaching the goals of physical education classes.

2. METHOD

2.1. Research Model

This research was conducted to examine the attitudes towards violence and sportsmanship behaviours of athletes studying in different high schools in terms of different variables. Although there are many types of non-experimental research, the most well-known example is the survey type (Tabachnick & Fidell, 2015). The scanning model was also used in this study. In this context, the first part of this study aimed to determine the frequency and percentage distributions of the athletes according to their demographic information. The second part of the study examined whether the variables of gender, participation in social activities, grade level and goal differed significantly in students' attitudes towards violence and sportsmanship behaviours.

2.2. Research Group

The universe of this research consists of athletes studying at different high schools in Muğla. The study group was formed from a sample as it was impossible to reach the entire population. The sample of the study was formed according to the convenient sampling method. The appropriate sampling method is the sampling method in which the sample is completed by starting with the most accessible participants to reach the required number of participants in the research (Büyüköztürk et al., 2012; Sönmez & Alacapınar, 2011). The sample group of this research consists of volunteer athletes studying in different high schools and selected according to the random sampling method. 100 (52.6%) participants were female, 190 (47.4%) were male, and 190 were athletes.

2.3. Data Collection Tools

As data collection tools were used: "Personal Information Form", "Adolescents' Attitude Towards Violence Scale" and "Multidimensional Sportsmanship Orientation Scale".

Personal Information Form: The personal information form was tried to reach information about the demographic characteristics of the athletes participating in the research, such as gender, participation in social activities, class, and goal.

Adolescents' Attitude Towards Violence Scale: The Attitudes Towards Violence Scale for Adolescents developed by Çetin (2011) was used in the study. The scale is a self-assessment scale and is applied to adolescents. It was developed to measure the attitudes of adolescents towards physical violence. It is a one-dimensional scale of 10 items,

graded with a 5-point Likert (1 = I strongly disagree - 5 = I completely agree). There is no reverse-scored item. The highest score obtained from the scale is 50, and the lowest score is 10. Higher scores indicate a higher level of violence. The internal consistency reliability coefficient of the scale was found to be .85. The factor loadings of the scale ranged from .58 to .76. The validity and reliability study was carried out on a group of 583 adolescents. The internal consistency reliability coefficient of the scale was found to be .85, and the corrected item-total correlations ranged between .48 and .67.

Multidimensional Sportsmanship Orientation Scale: Scale developed by Vallerand et al. (1997) was adapted into Turkish by Sezen-Balçıklanılı (2010). The Turkish version of the scale, which consists of 20 items and four sub-dimensions, was graded on a 5-point Likert scale. The sub-dimensions of the scale are Compliance with Social Norms, Respect for Rules and Management, Commitment to Responsibilities in Sports and Respect for Competitors. The Cronbach Alpha internal consistency coefficient for the sub-dimensions of the scale ranged from .82 to .91. In this study, the Cronbach Alpha internal consistency coefficient for the whole scale was 0.81, and the reliability of its sub-dimensions ranged between .78 and .84.

2.4. Data Analysis

The analysis of the research data was used: SPSS 25.00 statistical package program. In the analysis of the data obtained from the research, after the frequencies were taken, the skewness and kurtosis normality test and reliability analysis were performed for the reliability of the data. As a result of the skewness and kurtosis normality analysis, it was determined that the data showed normal distribution. The skewness value for the Adolescents' Attitude Towards Violence scale is -.201, and the kurtosis value is .977. The skewness value for the Multidimensional Sportsmanship Behaviors scale is -.655, and the kurtosis value is .117. Büyüköztürk et al. (2014) stated that the values of -1 to +1, skewness and kurtosis are indicators of normality. Since it was determined that the data showed a normal distribution, parametric tests were applied to the research findings. Independent samples t-test in paired groups and one-way analysis of variance (ANOVA) in groups with more than two

were used to examine the differences between groups. In the study, the level of significance was accepted as $\alpha = 0.05$.

3. RESULTS

Table 1. The participants' regarding demographic of information frequency and percentage analysis results

Variables	Categories	N	%
Gender	Female	100	52,6
	Male	90	47,4
Do You Participate in Social Activity?	I agree	143	75,3
	I do not agree	47	24,7
Class	9th grade	46	24,2
	10th grade	63	33,2
	11th grade	39	20,5
	12th grade	42	22,1
	The dream of becoming a national	67	35,3
Goal	Healthy lifestyle	35	18,4
	Professional Career	21	11,1
	Physical Activity	29	15,3
	Social Activity	38	20,0
	Categories	N	%

In Table 1, it was observed that 52.6% of the athletes participating in the research were female and 47.4% were male athletes. When the data on participation in social activities are examined, it is seen that 75.3% of the athletes participate in social activities and 24.7% do not participate in social activities. When the data on the class level of the athletes are examined, it is seen that 24.2% of them are in the 9th grade, 33.2% of them is in the 10th grade, 20.5% is in the 11th grade, and 22.1% is at the 12th grade. According to the goals of the participants, 35.3% had the dream of becoming a national, 18.4% for a healthy life, 11.1% for a professional career, 15.3% for physical activity and 20.0% for social activity.

Table 2. The participants' attitudes towards violence and sportsmanship orientation according to the variable of gender t-test results (N=190)

Variables	Gender	N	X	Sd.	t	p
Attitude towards violence	Female	100	3,30	1,101	2,471	,014
	Male	90	2,91	1,035		
Sportsman-ship orientation	Female	100	4,18	,328	2,422	,015
	Male	90	4,05	,400		
Respect for social convention	Female	100	4,05	,645	-,386	,700
	Male	90	4,09	,603		
Respect for rules and officials	Female	100	4,27	,433	2,826	,005
	Male	90	4,07	,524		
Respect for one's full commitment	Female	100	4,39	,467	2,375	,019
	Male	90	4,22	,519		
Respect for opponents	Female	100	4,01	,697	1,864	,064
	Male	90	3,82	,667		

*p<0.05

When Table 2 is examined, there are significant differences between the multidimensional sportsmanship orientation of the athletes according to the gender variable, according to the average scores of the sub-dimensions of respect for the rules

and officials and Respect for one's full commitment in sports ($p < 0.05$). It was found that the level of attitudes towards violence of the participating athletes differed significantly by gender in terms of their total scores ($p < 0.05$).

Table 3. The participants' attitudes towards violence and sportsmanship orientation according to the variable of social activities ANOVA test results (N=190)

Variables	Social Activities	N	X	Sd.	F	p
Attitude Towards Violence	I agree	143	3,20	1,082	1,958	,052
	I do not agree	47	2,85	1,059		
Sportsmanship Orientation	I agree	143	4,16	,351	3,042	,003
	I do not agree	47	3,98	,389		
Respect for the social convention	I agree	143	4,12	,599	2,012	,046
	I do not agree	47	3,91	,677		
Respect for rules and officials	I agree	143	4,18	,483	,434	,665
	I do not agree	47	4,15	,502		
Respect for one's full commitment	I agree	143	4,35	,490	2,090	,038
	I do not agree	47	4,17	,506		
Respect for opponents	I agree	143	4,00	,667	2,821	,005
	I do not agree	47	3,68	,699		

* $p < 0.05$

When Table 3 is examined, significant differences were found between the levels of multidimensional sportsmanship orientation of the athletes according to the social activity variable, according to the average score of the sub-dimensions of respect for the social convention, respect for one's full commitment and respect for the opponent ($p < 0.05$).

It was determined that the level of attitude towards violence of the participating athletes did not differ significantly in terms of their total scores compared to their participation in social activities ($p > 0.05$).

Table 4. The participants' attitudes towards violence and sportsmanship orientation according to the variable of grade-level ANOVA test results (N=190)

Vairables	Grade-level	N	X	Sd.	F	p
Attitude Towards Violence	9th	46	2,82	,929	1,714	,166
	10th	63	3,28	1,041		
	11th	39	3,11	1,211		
	12th	42	3,19	1,154		
Sportsmanship Orientation	9th	46	3,99	,411	4,225	,006
	10th	63	4,18	,327		
	11th	39	4,05	,385		
	12th	42	4,22	,320		
Respect for the social contract	9th	46	3,96	,693	1,561	,200
	10th	63	4,14	,571		
	11th	39	3,96	,632		
	12th	42	4,17	,601		
Respect for rules and officials	9th	46	4,08	,503	4,655	,004
	10th	63	4,35	,437		
	11th	39	4,04	,535		
	12th	42	4,14	,430		
Respect for one's full commitment	9th	46	4,26	,517	1,334	,265
	10th	63	4,30	,492		
	11th	39	4,24	,485		
	12th	42	4,43	,492		
Respect for opponents	9th	46	3,66	,770	3,805	,011
	10th	63	3,93	,650		
	11th	39	3,96	,551		
	12th	42	4,14	,694		

* $p < 0.05$

When Table 4 is examined, a significant difference was observed between the multidimensional sportsmanship orientation levels of the athletes according to the grade level variable and between the sub-dimensions of respect for the rules and officials and respect for the opponent ($p < 0.05$). It

was determined that the level of attitude towards violence of the participating athletes did not differ significantly in terms of their total scores compared to the class level variable ($p > 0.05$).

Table 5. The participants' attitudes towards violence and sportsmanship orientation according to the variable of goal ANOVA test results (N=190)

Variables	Goal	N	X	Sd.	F	p
Attitude Towards Violence	The dream of becoming a national	67	3,16	1,082	1,710	,150
	Healthy lifestyle	35	3,13	1,007		
	Professional Career	21	3,60	,855		
	Physical Activity	29	2,92	1,290		
Sportsmanship Orientation	Social Activity	38	2,89	1,059	1,546	,191
	The dream of becoming a national	67	4,18	,322		
	Healthy lifestyle	35	4,11	,389		
	Professional Career	21	4,14	,343		
Respect for the social contract	Physical Activity	29	4,13	,258	,556	,695
	Social Activity	38	3,99	,483		
	The dream of becoming a national	67	4,07	,586		
	Healthy lifestyle	35	4,05	,667		
Respect for rules and officials	Professional Career	21	3,93	,738	3,638	,007
	Physical Activity	29	4,04	,603		
	Social Activity	38	4,17	,611		
	The dream of becoming a national	67	4,23	,412		
Respect for one's full commitment	Healthy lifestyle	35	4,10	,514	4,710	,001
	Professional Career	21	4,27	,499		
	Physical Activity	29	4,35	,449		
	Social Activity	38	3,96	,539		
Respect for opponents	The dream of becoming a national	67	4,39	,416	,827	,509
	Healthy lifestyle	35	4,32	,431		
	Professional Career	21	4,50	,427		
	Physical Activity	29	4,33	,513		
	Social Activity	38	4,02	,611		
	The dream of becoming a national	67	4,01	,704		
	Healthy lifestyle	35	3,99	,767		
	Professional Career	21	3,85	,645		
	Physical Activity	29	3,81	,565		
	Social Activity	38	3,82	,693		

* $p < 0.05$

When Table 5 is examined, a significant difference was observed between the sub-dimensions of respect for rules and officials and respect for one's total commitment among the levels of multidimensional sportsmanship orientation according to the goals of the athletes ($p < 0.05$). It was determined that the level of attitude towards violence of the athletes participating in the research did not differ significantly in terms of their total scores compared to the goals of the athletes ($p > 0.05$).

4. DISCUSSION AND CONCLUSION

This study aimed to examine the attitudes towards violence and sportsmanship orientation of athletes studying at different high schools in Muğla in terms of other variables. In the research, according to the gender variable, significant differences were found among the multidimensional sportsmanship orientations of the athletes according to the average scores of the sub-dimensions of respect for the rules and management and commitment to responsibilities in sports ($p < 0.05$). It was found that the attitudes towards violence of the athletes participating in the study differed significantly by gender in terms of their total scores ($p < 0.05$). Esenturk et al. (2015) and Tsai & Fung (2005) found that women's sportsmanship levels were significantly higher than men's. In the study of Koç (2017b), in which he examined the relationship between physical education and sports course sportsmanship orientations, violent tendencies and empathy skills in secondary school students, it was found

that the sportsmanship levels of the students increased significantly in favour of girls and decreased significantly in those who were interested in individual combat sports. Koç & Tamer (2016) examined the effects of some variables on the sportsmanship orientations of female students in Erzincan state secondary and high schools. As a result of the study, it was seen that sportsmanship orientations decreased as the grade level increased. As a result, it is thought that the decrease in sportsmanship orientations is related to the attitude of physical education and sports lessons, especially in female students. Hacıcaferoğlu et al. (2015) examined the contribution of physical education and sports lessons taught in secondary schools to sportsmanship orientations in terms of some variables. In the study conducted on 670 secondary school students, no significant difference was found in terms of the sportsmanship orientations of the students depending on the gender variable. In the study of Beşkat (2016) on football spectators, no significant difference was found in aggression and violence scale scores according to the gender variable.

According to the research, according to the social activity variable, significant differences were found between the levels of multidimensional sportsmanship orientations of the athletes according to the average score of the sub-dimensions of compliance with social norms, commitment to responsibilities in sports and respect for the opponent ($p < 0.05$). It was determined that the level of attitudes towards violence of the athletes participating in the study did

not differ significantly in terms of their total scores compared to their participation in social activities ($p>.05$). In the study of Kuru & Var (2009), which examined the aggressive behaviour of football spectators in the field of sports, no significant difference was found when the averages of the non-sports spectators and the spectators engaged in sports were examined. In a different study, Başaran et al. (2017) found the sportsmanship orientation of BSYO students who do active sports to be significantly lower than those who do not actively do sports.

In another finding of the research, there was a significant difference between the sub-dimensions of respect for the rules and management and respect for the opponent among the multidimensional sportsmanship orientations levels of the athletes according to the grade level variable ($p<.05$). It was determined that the level of attitude towards violence of the participating athletes did not differ significantly in terms of their total scores compared to the class level variable ($p>.05$). Shields et al. (2007) found no significant difference in sportsmanship orientations of 5th-8th grade students according to their gender. In a study conducted with middle school students, Koç (2017b) examined the relationship between physical education and sports course sportsmanship orientations, violent tendencies and empathy skills, and as a result of the research, it was determined that the sportsmanship levels of the students decreased significantly as the grade progressed.

In the study, a significant difference was observed between the sub-dimensions of respect for rules and management and commitment to responsibilities in sports among the levels of multidimensional sportsmanship orientations according to the goals of the athletes ($p<.05$). It was determined that the level of attitude towards violence of the athletes participating in the research did not differ significantly in terms of their total scores compared to the goals of the athletes ($p>.05$). As it is known, performance-approach goals and performance-avoidance goals are known as “goals based on others”, and athletes who focus on these goals find themselves successful when they beat their opponents (Çepikkurt & Kale, 2019). As a result, according to the social activity variable, significant differences were found between the athletes' levels of multidimensional sportsmanship orientations according to the average score of the sub-dimensions of compliance with social norms, commitment to responsibilities in sports, and respect for the opponent. It was determined that the attitude levels of the athletes towards violence did not differ significantly according to their participation in social activities in terms of their total scores. When similar studies are examined, it can be said that the results of our research are similar to the results of other studies. For other research, it would be appropriate to select participants from different branches in different age groups and different regions of our country as a sample group. It is thought that it would be appropriate to investigate the problems that will cause violence. By giving seminars and training in schools and sports infrastructures, the tendency towards violence can be controlled, and sportsmanship orientations can be improved.

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