

Examination of Sportsmanship Behaviours of Physical Education And Sports
Course on Students

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ORIGINAL ARTICLE

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Abstract

The study group of the research consisted of 260 students, 143 females and 117 males, who voluntarily participated in the study and were attending Düzce Konuralp Middle School. The "Physical Education Class Sportsmanship Behavior Scale (PEC-SBS)" developed by Koç (2013) was used in the study. The scale is a 22-item 5-point Likert scale with two sub-dimensions: exhibiting appropriate behavior and avoiding inappropriate behavior. The effect of Physical Education and Sports classes on students' sportsmanship behaviors was examined in terms of some variables within the scope of the research. The obtained data was analyzed using the SPSS 20.0 package program. Although the Kolomogorov Smirnov and Shapiro Wilk test results were significant ($p < 0.5$), parametric tests were applied because the data had skewness and kurtosis values between -1.5 and +1.5. ANOVA test was used for three or more variables, and the t-test was used for binary variables in the analysis. According to the results of the statistical analysis, significant differences were found in both sub-dimensions according to the Class variable, and in terms of gender, significant differences were found in the sub-dimensions. However, no significant difference was found in General Sportsmanship Behaviors. In terms of athlete license status variable, no statistically significant difference was observed in General Sportsmanship Behaviors. In terms of the variable of following sports channels, statistically significant differences were found in favor of those who answered "Yes" in both the Avoiding Inappropriate Behaviors sub-dimension and the General Sportsmanship Behaviors. In conclusion, it can be said that Physical Education and Sports class generally have a positive impact on middle school students' sportsmanship behaviors and are an important tool in helping them learn about the concept of sportsmanship.

Keywords: Sportsmanship, Student, Physical education and sports

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**Beden Eğitimi ve Spor Dersinin Öğrenciler Üzerindeki
Sportmenlik Davranışlarının İncelenmesi**

Öz

Bu çalışma; Beden Eğitimi ve Spor dersinin öğrenciler üzerindeki sportmenlik davranışlarının incelenmesi amacı ile yapılmıştır. Araştırmanın çalışma grubunu Düzce Konuralp Ortaokulunda öğrenim gören öğrencilerinden ve çalışmaya gönüllü olarak katılan, 143 kız ve 117 erkek olmak üzere toplamda 260 öğrenci oluşturmaktadır. Çalışmada, Koç (2013) tarafından geliştirilen Beden Eğitimi Dersi Sportmenlik Davranışı Ölçeği (BEDSDÖ) uygulanmıştır. Ölçek, uygun davranışlar sergileme ve uygunsuz davranışlardan kaçınma olarak iki alt boyutlu ve 22 maddelik 5 likertli bir ölçektir. Araştırma kapsamında, Beden Eğitimi ve Spor dersinin öğrenciler üzerindeki sportmenlik davranışlarına etkisi bazı değişkenler açısından incelenmiştir. Elde edilen veriler SPSS 20.0 paket programından yararlanılarak analiz edilmiştir. Kolmogorov Smirnov ve Shapiro Wilk test sonuçları anlamlı ise de, verisetinin Basıklık-Çarpıklık değerleri -1.5 ile +1.5 arasında değer aldığı için Parametrik testler uygulanmıştır. Üç ve daha fazla değişkenler için ANOVA testi, İkili değişkenler için ise T-Testi uygulanarak analiz edilmiştir. İstatiksel analiz sonuçlarına göre, cinsiyet açısından alt boyutlarda, sınıf değişkenine göre iki alt boyutta da anlamlı farklar bulunmuştur. Genel Sportmenlik Davranışlarında anlamlı bir farka ulaşılamamıştır. Sporcu lisans durumu değişkeni açısından Genel Sportmenlik Davranışlarında istatiksel olarak anlamlı bir fark görülmemiştir. Spor kanallarını takip etme değişkenine göre Uygunsuz Davranışlardan Kaçınma alt boyutunda ve Genel Sportmenlik Davranışları "Evet" cevap verenler lehine istatiksel olarak anlamlı farklılıklara rastlanmıştır. Sonuç olarak; Beden Eğitimi ve Spor dersinin, ortaokul öğrencilerin sportmenlik davranışlarına genel olarak olumlu anlamda etki ettiğini ve sportmenlik kavramını öğrenmelerine katkı sağlayan önemli bir araç olduğunu söylenebilir.

Anahtar kelimeler: Sportmenlik, Öğrenci, Beden eğitimi ve spor

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Introduction

Sport, which has a positive impact on individuals' physiological and psychological health, also contributes to their social existence (Yetim, 2014). Sport is an important concept that affects individuals mentally, emotionally, and psychologically, encompassing positive emotions such as responsibility, tolerance, joy, love, virtue, discipline, excitement, as well as negative emotions such as sadness, fear, and stress, in addition to physical development. Fairplay is the most important sports concept that stands out among these concepts. In its early stages, as a concept, fair-play carried the meaning of respect and value shown to the individual, but over time, it has been adopted as a moral value principle in all kinds of sports as a reason to play fairly and honestly (Pehlivan, 2004).

"Sportsmanship is more commonly used in our country as a concept for fair play. (Mikail et al., 2017).

Sportsmanship is defined as morally acceptable attitudes and behaviors in sports resources (Cremades, 2014).

Sportsmanship is generally associated with normative standards regarding socio-moral relationships in sports (Stornes et al., 2002)."

Sportsmanship is an entity that reflects and includes emotional and behavioral aspects such as self-confidence, patience, courage, sincerity, self-control, respect for the opinions and truths of others without belittling them, partnership, nobility, kindness, honorability, and generosity (Keating, 2007).

Indeed, the win-at-all-costs mentality in sports has led athletes away from the concept of sportsmanship in today's world (Yildiran, 2005). The idea that any means are acceptable in the pursuit of success contradicts the spirit of sportsmanship (Tanrıverdi, 2012). Furthermore, this obsession with winning sometimes leads athletes to act outside the rules of the sport. Such situations can lead to aggressive, disturbing, and disruptive behavior, which contradicts the educational aspect of sports such as respect, peace, and socialization. This situation is being questioned (Tanrıverdi, 2012). This desire to win at all costs is the underlying reason for athletes to act outside the rules of sport. Generally, athletes who compete in a sports competition have the goal of winning and overcoming their opponent (Tanrıverdi, 2012).

As sports move away from the original goal of achieving success, athletes become more focused on the outcome, which can lead to aggressive, disruptive, and disturbing behavior, causing questions about the educational and socializing aspects of sports (Tanrıverdi, 2012). When athletes compete with a single-minded focus on winning, they often lose sight of the human emotions and

behaviors that should be an integral part of sportsmanship and instead engage in a cut-throat struggle to win at all costs, often at the expense of ethical competition and fair play.

The aims related to sportsmanship and ethical behavior are included in the primary and secondary school physical education curriculum in our education system (Mikail et al., 2017).

The first basic education place for an individual in terms of sports is the physical education and sports class in secondary education curriculum. It is also an important opportunity for individuals' psychomotor, cognitive, and affective behaviors, along with their sociological and social developments (Certel et al., 2020).

One of the positive results that physical education classes provide for individuals is the ability to exhibit behaviors that are appropriate to the spirit of sports, in addition to the basic principles of sports (Koç, 2013).

Based on these findings, it is evident that learning and exhibiting sportsmanship behaviors is important for becoming a good individual and athlete, highlighting the significance of physical education and sports classes. In light of this information, the aim of the study was to investigate the effects of physical education and sports classes on middle school students' sportsmanship behaviors.

Materials and Methods

Problem Statement

The question "Does Physical Education and Sports class have an effect on sportsmanship?" forms the problem statement of this research.

The aim and significance of the research

The aim of this study is to determine the effect of Physical Education and Sports classes on students' sportsmanship behavior and to raise awareness about this issue. The importance of the study lies in the understanding of the concept of sportsmanship from basic education onwards and its observance in students' behavior. In this context, it can be said that the study is a scanning model research.

Assumptions

It is assumed that the students of Konuralp Middle School in Düzce province responded to the scale sincerely and accurately, reflecting the true state of their behavior.

Limitations

This research is limited to the students of Konuralp Middle School in Düzce province.

Study group

The study group of this research consists of 143 girls and 117 boys a total of 260 students at Konuralp Middle School in Düzce. The study group of the research was determined by the "simple random sampling method" (Karasar, 1995).

Data Collection Tool

Physical Education Class Sportsmanship Behavior Scale (PECSBS)

In the study, "Physical Education Class Sportsmanship Behavior Scale (PECSBS)" developed by Koç (2013) was used as the data collection tool. The scale is a 5-point Likert scale ranging from "Never=1" to "Always=5" for each item. The highest possible score that can be obtained from the scale is 110 and the lowest is 22. A high score from the scale indicates positive attitudes, while a low score indicates negative attitudes. The Alpha Cronbach of the scale was found to be 0.85. For this study, the Cronbach Alpha value of the scale was determined as 0.80.

The scale consists of 22 items and is composed of 2 sub-dimensions. The sub-dimensions and items that constitute the scale are as follows:

1. Sub-dimension: Displaying Appropriate Behaviors: "This sub-dimension consists of 11 items (1, 2, 4, 7, 9, 11, 12, 14, 16, 19, and 21) that assess participants' demonstration of sportsmanship behaviors.",

2. Sub-dimension : Avoiding Inappropriate Behaviors: "This sub-dimension includes 11 items (3, 5, 6, 8, 10, 13, 15, 17, 18, 20, and 22) that assess participants' avoidance of inappropriate behaviors for sportsmanship."

Scale Implementation

The "Physical Education Class Sportsmanship Behavior Scale (PEC-SBS)" was administered to the students of Duzce Konuralp Middle School with their consent, with permission obtained from the school principal.

Research Design

This study is a quantitative research that employs a descriptive scanning model to examine the current state of sportsmanship behaviors (Karasar,1995).

Data Analysis

Table 1

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Gender	,366	259	,000	,633	259	,000
Grade	,173	259	,000	,855	259	,000
Athlete license status	,442	259	,000	,544	259	,000
Following sports channels status	,377	259	,000	,616	259	,000

Descriptives

		Statistic	Std. Error
		Gender	Skewness
	Kurtosis	-1,477	,302
Grade	Skewness	,005	,151
	Kurtosis	-1,367	,302
Athlete license status	Skewness	,282	,151
	Kurtosis	-1,108	,302
Following sports channels status	Skewness	1,002	,151
	Kurtosis	-1,368	,302

Descriptive statistics were used to examine the sportsmanship behaviors using the "Physical Education Class Sportsmanship Behavior Scale (PEC-SBS)" and personal information. A normality test was applied to investigate whether there were significant differences in the sub-dimensions of the PEC-SBS according to gender, grade level, athlete license status, and sports channel follow-up questions. As the Kolmogorov Smirnov and Shapiro Wilk test results were significant ($p < 0.5$), parametric tests were applied since the Kurtosis-Skewness values were between -1.5 and +1.5. For multiple categorised variables, ANOVA was used, and for only two categorised variables, T-Test was applied. According to the variance distributions, The LSD Test (Least Significant Difference) test was used to determine the source of the differences in the ANOVA test results. The SPSS 20.0 package program was used for data analysis, and the significance level was set as $p < 0.05$.

Results

In this section, the findings of the research are presented in tabular form.

Table 2

Demographic information of the participants in the study

Variable	Group	F	%
Gender	Female	143	55
	Male	117	45
Grade	5th grade	65	25
	6th grade	65	25
	7th grade	65	25
	8th grade	65	25
Athlete license status	Yes	65	25
	No	195	75
Following sports channels status	Yes	155	59,6
	No	105	40,4

Looking at Table 2, it can be observed that the students who participated in the research consisted of 143 females and 117 males, 65 in the 5th grade, 65 in the 6th grade, 65 in the 7th grade, and 65 in the 8th grade according to their grades. There were 65 students with a sports license and 195 without. Additionally, 155 students followed sports channels while 105 did not.

Table 3

T-Test Results of BEDSDÖ Scores by Gender Variable

	Gender	n	x	sd	t	p
Appropriate Behaviors	Female	143	41,09	9,48	2,53	0,01*
	Male	117	38,14	9,12	2,54	
Avoiding Inappropriate Behaviors	Female	143	17,58	6,74	-5,76	0,00*
	Male	117	23,06	8,57	-5,63	
General Sportsmanship	Female	143	58,85	8,28	-2,11	0,03*
	Male	117	61,21	9,63	-2,08	

p<0.05

According to the T-Test results for the BEDSDÖ scores by Gender variable in Table 3, significant differences were found between females and males in terms of displaying appropriate behaviors, avoiding inappropriate behaviors, and general sportsmanship. These differences indicate that females had statistically significantly higher scores than males in the appropriate behavior sub-dimension, while males had statistically significantly higher scores than females in the avoiding inappropriate behavior sub-dimension and general sportsmanship. (p<0.05)

Tablo 4

ANOVA Results for BEDSDÖ Scores by Grade Variable

	Grade	n	x	sd	F	p	Lsd
Appropriate Behaviors	5	65	39,93	9,22	5,15	0,00*	6 > 5
	6	65	43,27	7,47			6 > 8
	7	65	38,63	9,35			6 > 7
	8	65	37,21	10,50			
Avoiding Inappropriate Behaviors	5	65	18,64	7,41	3,99	0,00*	8 > 5
	6	65	18,09	7,06			8 > 6
	7	65	21,71	8,22			7 > 6
	8	65	21,81	8,96			
General Sportsmanship	5	65	58,58	9,01	1,43	0,23	-
	6	65	61,36	7,63			
	7	65	60,71	8,90			
	8	65	59,03	10,09			

p<0.05*

When looking at Table 4, it can be seen that students' scores on the scale vary according to their class variable in terms of exhibiting Appropriate Behaviors, with 6th graders scoring significantly higher than 5th, 7th, and 8th graders. Similarly, in terms of Avoiding Inappropriate Behaviors, 8th graders score significantly higher than 5th and 6th graders, while 7th graders score significantly higher than 6th graders. There is no statistically significant difference between classes in terms of the General Sportsmanship dimension.

Table 5

T-Test Results of BEDSDÖ Scores by Athlete License Status

	Athlete license status	n	x	sd	t	p
Appropriate Behaviors	Yes	64	41,56	9,65	1,76	0,08
	No	195	39,17	9,31	1,72	
Avoiding Inappropriate Behaviors	Yes	64	20,40	8,28	0,37	0,71
	No	195	19,97	8,05	0,36	
General Sportsmanship	Yes	64	61,96	8,12	2,09	0,03*
	No	195	59,27	9,17	2,22	

p<0.05*

There was no significant difference in exhibiting Appropriate Behaviors and Avoiding Inappropriate Behaviors based on the athlete license status of the students participating in the study. However, there was a significant difference in the General Sportsmanship dimension in favor of licensed students (p<05).

Table 6

T-Test Results of BEDSDÖ Scores by Sports Channel Following Status

	Following sports channels status	n	x	sd	t	p
Appropriate Display of Behaviors	Yes	155	39,80	9,53	0,06	
	No	104	39,72	9,34	0,06	0,94
Avoiding Inappropriate Behaviors	Yes	155	21,21	7,91	2,79	
	No	104	18,37	8,10	2,77	0,00*
General Sportsmanship	Yes	155	61,01	8,91	2,36	
	No	104	58,33	8,89	2,36	0,01*

p<0.01*

There was no significant difference in exhibiting Appropriate Behaviors based on the students' following of sports channels status. However, significant differences were found in the Avoiding Inappropriate Behaviors and General Sportsmanship behavior factors. These differences favored those who follow sports channels, with significant differences found in Avoiding Inappropriate Behaviors and General Sportsmanship behavior factors (p<05).

Discussion

The aim of this study was to examine the sportsmanship behaviors of students in Physical Education classes at Duzce Konuralp Middle School. The sportsmanship behaviors of Duzce Konuralp Middle School students were compared by gender, grade level, athlete license status, and following sports channels.

According to the T-test results for the BEDSDÖ scores based on the Gender variable presented in Table 2, the "P" values of the scores for each factor were found statistically significant for Appropriate Behaviors Display, Avoidance of Inappropriate Behaviors, General Sportsmanship. These differences favor female students for Appropriate Behaviors Display, and male students for Avoidance of Inappropriate Behaviors and General Sportsmanship scores (p<0.05).

In the study conducted by Karafil and colleagues in 2017, significant differences were found in the Avoidance of Inappropriate Behaviors and General Sportsmanship sub-dimensions according to gender, with male students having higher scores. Our study showed parallelism with these findings, but no significant difference was found in the Appropriate Behaviors Display sub-dimension, therefore no parallelism was found in this factor (Karafil, et al., 2017).

In the study conducted by Özdemir in 2019, a significant difference in favor of female students was found in the sub-dimension of Displaying Appropriate Behaviors. In our study, we also found a significant difference in favor of females in this factor, thus showing parallelism. In the sub-dimensions of Avoiding Inappropriate Behaviors and General Sportsmanship, significant differences

in favor of females were found. In contrast, in our study, significant differences in favor of males were found (Özdemir, 2019).

There are studies that show and do not show parallelism with the results of the literature and the results of the study. Tsai et al. (2005), Çalayır et al. (2017), Esenturk et al. (2015), Güvendi et al.(2019), Koç et al. (2017) concluded that women's sportsmanship levels are higher than men's in their study.

According to the T-test results for the Class variable in Table 3, the "P" values of BEDSDÖ scores by students' class are statistically significant for the Appropriate Behavior Display factor, the Avoidance of Inappropriate Behaviors factor and the General Sportsmanship factor. The analysis results show significant differences in the Appropriate Behavior Display and Avoidance of Inappropriate Behaviors sub-dimensions. It is observed that 6th graders received statistically significantly higher scores than 5th, 7th, and 8th graders in the Appropriate Behavior Display sub-dimension, and 8th graders received statistically significantly higher scores than 5th and 6th graders, while 7th graders received statistically significantly higher scores than 6th graders in the Avoidance of Inappropriate Behaviors sub-dimension. There was no statistically significant difference between the classes in terms of the scores obtained from the General Sportsmanship behaviors ($p < .05$).

Koc et al. (2017) found a significant difference at the grade level in their study.10. The two sub-dimensions and the total scores of sportsmanship of the classes are higher than the 9th and 11th grades.

In Özdemir's study in 2019, it was found that 8th graders scored higher than 5th graders in the Subscale of Displaying Appropriate Behaviors, 6th graders scored higher than 7th graders in the Subscale of Avoiding Inappropriate Behaviors, and 8th graders scored higher than 5th graders in General Sportsmanship behaviors, and there was a statistically significant difference. In our study, significant differences were also observed in the subscales, but no statistically significant difference was found in General Sportsmanship behaviors (Özdemir, 2019).

Türkmen et al. (2015) observed in their study that there was a decrease in the scores of sportsmanship behaviors as they went up to the upper classes, but this decrease did not make a statistically significant difference.

In Ekinçi's 2018 study, it was found that the 5th and 6th grades scored significantly higher than the 8th grade in the sub-dimension of Displaying Appropriate Behaviors, and also that the 5th and 6th grades scored significantly higher than the 8th grade in the sub-dimension of Avoiding Inappropriate Behaviors. Additionally, the 5th and 6th grades scored significantly higher than the 8th

grade, and the 6th grade scored significantly higher than the 7th grade in General Sportsmanship behaviors. Since significant results were found in both factors overall, it can be said that Ekinci's study supports our study's parallelism (Ekinci, 2018). Again, Yapıcı (2019), Erden et al. (2017) and Aras (2019) found statistically significant differences between the sportsmanship behaviors of the class variable in their studies.

According to the T-test results for the scores of students based on their athlete license status in Table 4, the "P" values for the Displaying Appropriate Behaviors factor was 0.08, for Avoiding Inappropriate Behaviors was 0.71, and for General Sportsmanship was 0.03. According to the results, a significant difference was only observed in the General Sportsmanship behaviors, and licensed students had a higher score in this dimension ($p < .05$).

In the study conducted by Karafil and colleagues in 2017, significant differences were found in the General Sportsmanship factor, and these differences were observed in students with a sports license, indicating parallelism with our study. However, no significant differences were observed in the factors of Displaying Appropriate Behaviors and Avoiding Inappropriate Behaviors, and therefore, no parallelism was found in these factors (Karafil ve ark, 2017).

On the other hand, Saygılı et al., (2015) concluded in their study that students who do sports exhibit more positive behaviors in terms of both positive personality traits and academic success than students who do not do sports.

Similar to our study, Doğan (2011) and Cengiz et al. (2018) found a statistically significant difference between licensed sports and sportsmanship behaviors in their studies. We can say that the students who play licensed sports together with the sports media, take the athletes they watch and follow as an example, and that both their visibility and recognition and economic gain positively affect the attitudes of the students towards sports.

According to the T-test results for the Sports Channels Following Status in Table 5, "P" values for the scores of BEDSDÖ in terms of students' Sports License status are statistically significant for the Appropriate Behavior Display factor, the Avoidance of Inappropriate Behaviors factor and the General Sportsmanship factor. Differences in these factors were found in favor of the Sports Channels Following group for Avoidance of Inappropriate Behaviors and General Sportsmanship behaviors ($p < .05$).

In their study, Kartal et al. (2018) found a significant difference in favor of those who follow the sportsmanship behaviors of the students who follow the sports media in the secondary school

students who attend the physical education lesson compared to those who do not. In this context, it shows a parallelism with our study.

In Tekeli's study conducted in 2017, no significant difference was observed in any factor in the follow-up of Sports Channels variable.

Ünsal and Ramazanoğlu (2013) conducted their research. that the sports media of the participating individuals did not contribute positively to the understanding of fair-play and the development of sports. They determined the result that they expressed an opinion in the direction of

In the study conducted by Sarıca in 2019, it was revealed that students who follow sports media have higher attitudes towards sports than those who do not follow sports media. It can be said that high attitudes towards sports will have positive effects on sportsmanship behaviors due to the development of values such as stance, play and respectful play, which are in the spirit of sports.

Conclusion

The comparison of sportsmanship behavior scores of Konuralp Middle School students in Physical Education class revealed that in the factor of Displaying Appropriate Behaviors, female students had higher levels of statistical significance compared to male students, while in the Avoiding Inappropriate Behaviors and General Sportsmanship factors, significant differences were in favor of male students ($p < 0.05$).

This difference based on gender is due to the fact that attitudes of female and male students towards sportsmanlike behaviors are not equally balanced.

In the comparison of the Sportsmanship Behaviors scores of Konuralp Middle School students in Physical Education classes, it was observed that the class variable was statistically significantly higher for the 6th graders in the Appropriate Behavior Display factor compared to the 5th, 7th, and 8th graders, and for the 8th graders in the Avoidance of Inappropriate Behaviors factor compared to both 5th and 6th graders, while the 7th graders were significantly higher than the 6th graders. However, there was no statistically significant difference between the General Sportsmanship and other classes ($p < 0.05$).

The comparison of the sportsmanship behavior scores of the students of Konuralp Middle School in Physical Education Course showed no significant difference in the factors of exhibiting appropriate behaviors and avoiding inappropriate behaviors according to the variable of having a Sports License. However, a significant difference was found in the General Sportsmanship behavior

factor. This difference was in favor of licensed students in General Sportsmanship. Licensed students show more sportsmanship behaviors compared to other groups ($p < 0.05$).

Comparing the Sportsmanship Behavior scores of Konuralp Middle School students in Physical Education class, no significant difference was observed in the Proper Behavior Display factor according to the variable of following Sports Channels. However, significant differences were found in the Avoidance of Inappropriate Behavior and General Sportsmanship behavior factors. These differences were in favor of those who follow Sports Channels. Students who follow Sports Channels have a more developed perception of sportsmanship compared to other groups ($p < 0.05$). In light of these results, it can be said that Physical Education and Sports classes have a generally positive impact on middle school students' sportsmanship behaviors and are an important tool in helping them learn the concept of sportsmanship.

Recommendations

- 1- Studies similar to this study can be carried out in other schools and provinces.
- 2- Such a study can be repeated by diversifying the variables.
- 3- This type of study can be applied by expanding the population and sample group.
- 4- The test can be repeated with the retest method

Ethics Committee Permission Information

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