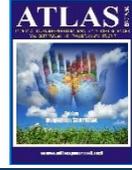




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EXAMINATION OF THE FAIR-PLAY BEHAVIORS OF UNIVERSITY STUDENTS

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ABSTRACT

The purpose of the study is to investigate the fair-play behaviors of university students and to determine the interest of the individuals who study at the faculty of sport sciences to the concept of fair-play. In accordance with this purpose, the study group of the research consists of 64 male, 46 female; a total of 110 student volunteers who study at Istanbul University-Cerrahpasa, Faculty of Sport Sciences. "Multidimensional Sportspersonship Orientation Scale" which was developed by Vallerand et al. (1997) and was adapted to Turkish by Balçıkanlı (2009) was used in order to measure the fair-play behavior of the participants. Shapiro-Wilk normality test was conducted to check whether the sub-dimensions of the scale distributed normally and it was found that not all of the sub-dimensions show a normal distribution ($p < 0.05$). Consequently, Mann-Whitney U and Kruskal Wallis non-parametric tests were conducted to analyze the data. As a result, according to the sub-dimensions of the scale; statistically significant differences were found in the gender, age and grade variables, while no significant difference was found in the department variable. The study is supported by Turkish Modern Pentathlon Federation.

Key Words: Fair-Play, Fair-Play Behaviour, University Students

1. INTRODUCTION

In a civilized competition, the existence of the rival should be considered important. Because of the fact that there will be no competition if there aren't any competitors, solidarity will be ensured only if those who compete see each other as the reason of the existence of competition (Erdemli, 2008).

The introduction of the term "Fair Play" is seen in the late 18th century and the early 19th century in the United Kingdom, in the context of school sports (Erdemli, 2008). The most plain meaning of the concept of Fair Play is to emphasize fair and honest play (Yıldırım, 2005). In other words, Fair Play means a just, honest game, adherence to the rules, respect for the opponent, avoiding an unfair advantage and not attempting to take advantage of the unfair disadvantages of the opponent; adopting the principle of taking pleasure from not only beating the opponent but being together with the opponent, appreciating the elegance of the goals scored by the rival team as well as the goals scored by your team (Pehlivan, 2004).

Fair Play enables the athletes in a competition to respect the rules of the game and beyond that, it allows the competition to continue in unity and solidarity. Fair Play covers not only the competitors, but the spectators, attendants and the media as well. We will be deemed to have adopted this concept only if we exhibit a Fair Play behavior in unity (Fıratlı, 1998). Rules are applied with honesty and respect within the frame of ethical behavior. Fair Play, above all this, suppresses personal interests and ambitions, revealing a truly superior human spirit in life. Fair Play has no limits. It also means sportsmanship. The individual beats his/her ego in sports competitions and shows the ability to compromise directly. The spectators, along with the performers of sports must regulate their behavior according to the moral principles. To do so, it is necessary to adopt Fair Play behavior from a young age (Bozdemir, 2017).

Whilst formal Fair Play is based on the adherence strictly to the rules of the game, informal Fair Play is based on the elimination of unfair efforts, respecting the arbitrament, and competing of athletes under equal terms (Ateşoğlu, 1974).

2. METHODOLOGY

Study Group: 110 referees who were determined with an appropriate sampling method participated voluntarily in the study.

Data Collection Tool: ‘Multidimensional Sportspersonship Orientations Scale’ which was developed by Vallerand et al. (1997) was employed to assess the Fair-Play behaviors of the university students. Adaptation of the scale into Turkish population was done by Balçıklanlı (2009).

Analysis of the Data: The analysis and the evaluation of the data was carried using SPSS 20.0 software. Frequency (f) and percentage (%) tests were used for the demographic data, Shapiro Wilks test was conducted to determine the distribution type of the data and as a result, Mann Whitney U and Kruskal Wallis tests were employed because of the nonparametric test conditions.

3. RESULTS

Tablo 1. Distribution of the Demographic Information of the Participants

Variables	F	%
Gender	Male	58,2
	Female	41,8
	Total	100
Age	18-20	55,5
	21-23	28,2
	24-26	12,7
	27 and above	3,6
	Total	100
Grade	1.grade	30,0
	2.grade	37,3
	3.grade	6,4
	4.grade	26,4
	Total	100
Department	Joint Program	68,2
	Sports Management	20,0
	Coaching	11,8
	Total	100

According to Table 1, 58,2% of the participants in the sample group consist of males, 55,5% of them are at “18-20 Age” range, 37,3% of them are at “2. grade” and 68,2% of them study in the Joint Program department.

Tablo 2. Scale Point Distribution According to Gender of the Participants

SubDimension	Gender	N	Mean Rank	Z	P
Multidimensional Sportspersonship Orientations Scale	Male	64	51.39	-1,595	,111
	Female	46	61.22		

In Table 2, it is shown that according to the analysis results regarding the Fair-Play behaviors of the participants related to their gender at 0.05 significance level, no significant differences were found between multidimensional sportspersonship orientations scale and the fair-play behaviors in terms of gender.

Tablo 3. Scale Point Distribution According to Age of the Participants

Sub Dimension	Age	N	Mean Rank	X ²	p
Multidimensional Sportspersonship Orientations Scale	18-20	61	59,43	6,717	0.81
	21-23	31	48,77		
	24-26	14	45,39		
	27 and above	4	83,13		

Tablo 4. Scale Point Distribution According to Department of the Participants

Sub Dimension	Department	N	Mean Rank	X ²	p
Multidimensional Sportspersonship Orientations Scale	Joint Program	75	57,35	10,339	,006
	Sports Management	22	64,34		
	Coaching	13	29,88		

In Table 3, it is shown that according to the analysis results regarding the fair-play behaviors of the participants related to their age at 0.05 significance level, no significant differences were found between multidimensional sportspersonship orientations scale and the fair-play behaviors in terms of age.

In Table 4, it is shown that according to the results of Kruskal Wallis test that was conducted to determine the fair-play behaviors of the participants, significant differences were found between multidimensional sportspersonship orientations scale and the fair-play behaviors in terms of departments at a 0.05 significance level.

4. DISCUSSION

There is no peace at the origin of nature; there is war. Human being is always in a state war when considered as a part of nature. This is an instinct for humanity. To satisfy this instinct without guns and deaths, the greatest creation that humanity has invented is sport. The essential condition for sport and the athlete is Fair-Play (Arıpınar and Donuk, 2011).

In this study that investigates the effects of Fair-Play, the essential condition for sport and the athlete, on the students of Istanbul University Cerrapasa, Faculty of Sports Sciences, the following conclusions have been reached.

When the fair-play behaviors of the university students investigated according to the variables of age, gender and the department they study at, a significant difference was found regarding the department that the participants study at. Students of Sports Management department scored a higher point than the students of the other departments. It can be suggested that the reason for this fact is that the students of Sports Management department will take part mostly in the management of sports and because of the education they have received in this field, they have more knowledge about Fair-Play than the students of the other departments.

As part of the determination of Fair-Play behaviors of the participants, no significant differences were found regarding the age and gender variables. It can be suggested that the

reason for this is that the students are generally of a certain age range and that both genders receive the same education.

5. SUGGESTIONS

With this study, Fair-Play behaviors of the university students were examined and certain conclusions were reached. However, university and student numbers could be increased in order to further this research. Foundation universities in particular could be included and a comparison between the students of different departments could be made.

A significant difference was found between the Fair-Play behaviors of the university students on department basis with this study. Education regarding Fair-Play that might be seen lacking and the differences between the departments could be minimized.

This study was presented at The 24th Congress of the European Fair Play Movement as oral presentation in Brussels, Belgium.

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