

Investigation of Sportsmanship Orientations of Students Studying at the Faculty of Sports Sciences

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Abstract

Aim: This research aims to examine the students studying at the faculty of sports sciences and physical education and sports colleges by different variables according to the multidimensional sportsmanship scale. **Materials & Methods:** The universe of the research consists of students studying at the faculty of sports sciences at 7 Aralık Üniversitesi and physical education and sports colleges. The sample of the study consists of a total of 453 students, 210 male and 243 female, who were randomly selected from among the students. A personal information form developed by the researchers was used to collect information about the independent variables. The Turkish version of the multidimensional sportsmanship orientation scale developed by [Vallerand et al. \(1997\)](#) was used as a data collection tool to measure students' sportsmanship orientation the scale whose validity and reliability study was conducted by [Balçıkın \(2010\)](#). While evaluating the findings obtained in the study, SPSS 25 was used for statistical analysis. While evaluating the study data, descriptive statistical methods were used. Independent sample T-Test and ANOVA Test were used in the analysis of the data. In the analyses, the level of significance was determined as $p < 0.05$. **Results:** In the findings, it was determined that while there was a significant difference according to the age variable of the department and the variable of active sports involvement, there was no significant difference on the sportsmanship orientation in terms of the gender variable and the variable of the department they studied. **Conclusion:** When we examine the multidimensional sportsmanship orientations of the faculty of sports sciences and physical education and sports school students in terms of different variables, it has been concluded that the older students exhibit more sportsmanship attitudes, and the students who do active sports have more sportsmanship orientations than those who do not do sports.

Keywords: Student, University, Sports, Sportsmanship

Introduction

Sports is an important phenomenon that supports people physiologically, psychologically, and sociologically in their lives, and it unites individuals in a common ground as well as many other norms.

Sportive events (competitions, tournaments, etc.) consist of processes such as achieving a determined goal. In addition to providing physical and mental development to the individual, sportive activities can also provide the individual with gains such as struggle, excitement, competition, and victory. However, the desire to earn excessively sometimes causes individuals to go beyond the sports rules. Such situations go beyond the educational aspect of sports such as respect, peace, and socialization, may lead to aggressive, irritating and disturbing behaviors. Violent events that appear both on the fields and in the stands are important in terms of questioning the extent to which the socialization and educational aspects of sports can be realized ([Tanriverdi, 2012](#)).

The concept of sportsmanship, which has been frequently encountered in Turkey in recent years, is not only a concept that is generally evaluated within sports organizations, but it is also expressed as the basic moral values that symbolize respect for mutual rights, fairness and honesty in all areas of life ([Tel, 2014](#)).

The concept of sportsmanship is defined as being loyal to the rules of the game, not complaining when defeated, acting respectfully to the opponent and the game, not seeking unjust victory, and staying within the limits of gentlemanliness. In addition, sportsmanship includes personality traits such as self-management, anger control, sincerity, kindness to others, and patience. The aim in sportsmanship can be explained as keeping the game in balance rather than increasing the tension ([Çalayır et al., 2017](#)).

The increased special interest in sports is directly related to the enormous growth of financial factors within the sports industry. The convergence of commercial relations and sports has caused the understanding of sportsmanship (fair play) to be negatively affected. This unfavorable situation caused it to differ and be affected in all competitions, from the smallest competitions to international tournaments ([Şahin et al., 2015](#)).

The present study aims to examine the students studying at the faculty of sports sciences and physical education and sports schools in terms of different variables according to the multidimensional sportsmanship scale.

Material & Method

This research aims to examine the students studying at the faculty of sports sciences and physical education and sports schools by different variables according to the multidimensional sportsmanship scale. Descriptive survey model was used as the research method.

The questions to be answered during the research are as follows:

- Is there a difference in the multidimensional sportsmanship orientations of the participants in terms of the department they study?
- Is there a difference in the multidimensional sportsmanship orientations of the participants in terms of gender variable?
- Is there a difference in the multidimensional sportsmanship orientations of the participants in terms of the age variable?
- Is there a difference in the multidimensional sportsmanship orientations of the participants in terms of the active sports involvement variable?

Universe and Sample Group

The universe of the research consists of students studying at the faculty of sports sciences and physical education and sports colleges of our universities. The sample of the study consists of a total of 453 students, 210 male and 243 female, who were randomly selected from among the students.

Data Collection Tool

A personal information form developed by the researchers was used to collect data about the independent variables.

The Turkish version of the multidimensional sportsmanship orientation scale developed by [Vallerand et al. \(1997\)](#). The scale whose validity and reliability studies were conducted by [Balçıkan \(2010\)](#) was used as a data collection tool. The answers given on the multidimensional sportsmanship scale are “a) I strongly disagree” (1), “b) I disagree” (2), “c) I am undecided” (3), “d) I agree” (4) and “e) I strongly agree” (It is a 5-point Likert-type scale in the form of 5).

The Cronbach alpha reliability coefficient for the overall scale was found to be 0.89. When the Cronbach alpha reliability coefficients related to the sub-dimensions of the scale were examined, it was determined that “Respect for Rules and Management (RRM) 0.71 - Respect for Competitors (RC) 0.70 - Compliance with Social Norms (CSN) 0.86 - Commitment to Responsibilities in Sports (CRS) 0.72”.

Data Analysis

While evaluating the data in our study, SPSS Statistics 25 program was used for statistical analysis. While analyzing the study data, descriptive statistical methods (Frequency, Mean, Standard Deviation, Percentage) were used. While evaluating the hypothesis tests, first of all, Skewness and Kurtosis values were examined to determine the normality of the data. Since the data obtained were between +1.5 and -1.5, it was accepted that the data formed a normal distribution ([Tabachnick & Fidell, 2013](#)). Therefore, Independent Samples T-Test and One Way ANOVA Test were used. When comparing multiple groups, Levene’s Test was applied and Scheffe’s test, one of the Post-hoc tests, was used. The results were accepted as 95% confidence interval and the level of significance was accepted as $p < 0.05$.

Findings

Table 1 Frequency and Percentage Distribution of Students' Demographic Information

Variable	Sub-variable	f	%
Department	Physical Education & Sports Teaching	156	34,4
	Coaching Training	207	45,7
	Sports Management	90	19,9
Gender	Male	210	46,4
	Female	243	53,6

Age	18-20	183	40,4
	21-13	156	34,4
	24-26	51	11,3
	27 and more	63	13,9
Active Sports Involvement	Yes	267	58,9
	No	186	41,1

When the table is examined, it is seen that most of the students study in the Department of Coaching Education (45.7%), while female students are more common than male students (53.6). Considering the age groups, it is observed that the students between the ages of 18-20 (40.4%) are in the majority, while the students who do active sports are more (58.9%).

Table 2 One-Way Analysis of Variance (ANOVA) Results of Students in Terms of Department Variable

Variable	Groups	N	\bar{x}	ss	F	p	Significant Difference
Compliance with Social Norms (CSN)	a. Physical Education & Sports Teaching	156	4,47	,7569	1,905	,150	-
	b. Coaching Training	207	4,60	,5706			
	c. Sports Management	90	4,55	,4917			
Respect for Rules and Management (RRM)	a. Physical Education & Sports Teaching	156	4,33	,7114	3,341	,036*	a-b
	b. Coaching Training	207	4,48	,5413			
	c. Sports Management	90	4,45	,4465			
Commitment to Responsibilities in Sports (CRS)	a. Physical Education & Sports Teaching	156	4,63	,4275	1,124	,326	-
	b. Coaching Training	207	4,70	,4766			
	c. Sports Management	90	4,68	,3506			
Respect for Competitors (RC)	a. Physical Education & Sports Teaching	156	4,14	,8357	,692	,501	-
	b. Coaching Training	207	4,23	,6481			
	c. Sports Management	90	4,21	,53699			
Multidimensional Sportsmanship Scale	a. Physical Education & Sports Teaching	156	4,39	,58227	2,315	,100	
	b. Coaching Training	207	4,50	,45595			
	c. Sports Management	90	4,47	,36159			

p<0,05*

When the significance is examined according to the department variable of the students, it is seen that the p<0.05 in the sub-dimension of Respect for Rules and Management (RRM) is significant in terms of

the multidimensional sportsmanship scale and its sub-dimensions. No significance was found in the general average of the other sub-dimensions and the sportsmanship scale.

Table 3 T-Test Results of Students in Terms of Gender Variable

Variable	Groups	N	\bar{x}	ss	F	p
Compliance with Social Norms (CSN)	Male	210	4,5657	,54427	,546	,585
	Female	243	4,5333	,69496		
Respect for Rules and Management (RRM)	Male	210	4,4543	,57700	,883	,378
	Female	243	4,4049	,60656		

Commitment to Responsibilities in Sports (CRS)	Male	210	4,6636	,43130	-,674	,501
	Female	243	4,6914	,44318		
Respect for Competitors (RC)	Male	210	4,2343	,77346	1,007	,314
	Female	243	4,1679	,62862		
Multidimensional Sportsmanship Scale	Male	210	4,4789	,48516	,640	,523
	Female	243	4,4494	,49302		

p<0,05*

When the gender variable of the students is examined, when the T-test comparisons are examined in terms of the multidimensional sportsmanship scale and its sub-dimensions, no significance was found in the p value.

Table 4 One-Way Analysis of Variance (ANOVA) Results in Terms of Students' Age Variable

Variable	Groups	N	\bar{x}	ss	F	p	Inter-groups
Compliance with Social Norms (CSN)	a.18-20	183	4,5344	,65538	5,894	,001*	b-c b-d
	b.21-23	156	4,4231	,72946			
	c.24-26	51	4,7294	,33184			
	d.27 and over	63	4,7524	,31049			
Respect for Rules and Management (RRM)	a.18-20	183	4,5082	,52192	3,592	,014*	a-b
	b.21-23	156	4,3115	,72814			
	c.24-26	51	4,5176	,37985			
	d.27 and over	63	4,4095	,51108			
Commitment to Responsibilities in Sports (CRS)	a.18-20	183	4,7246	,46669	3,783	,011*	-
	b.21-23	156	4,6163	,46452			
	c.24-26	51	4,8000	,30984			
	d.27 and over	63	4,6000	,32329			
Respect for Competitors (RC)	a.18-20	183	4,1934	,66163	8,373	,000*	a-d b-d c-d
	b.21-23	156	4,0615	,80020			
	c.24-26	51	4,1765	,60352			
	d.27 and over	63	4,5714	,44556			
Multidimensional Sportsmanship Scale	a.18-20	183	4,4902	,46706	4,857	,002*	b-d
	b.21-23	156	4,3523	,59563			
	c.24-26	51	4,5559	,27815			
	d.27 and over	63	4,5833	,31508			

p<0,05*

When the age variable of the students, and the results of the multidimensional sportsmanship scale and the one way ANOVA test are examined in terms of sub-dimensions, the Multidimensional Sportsmanship Scale and its sub-dimensions Respect for Rules and Management Sub-dimension (RRM), Respect to the Competitor Sub-dimension (RC), Compliance with Social Norms Sub-dimension (CSN) and Commitment to Responsibilities in Sports Sub-dimension (CRS) were significantly correlated (p<0.05).

Table 5 T-Test Results in terms of Active Sports Involvement Variable of Students

Variable	Groups	N	\bar{x}	ss	F	p
Compliance with Social Norms (CSN)	Yes	267	4,6315	,50074	,3,408	,002*
	No	186	4,4290	,76308		
Respect for Rules and Management (RRM)	Yes	267	4,5348	,47567	4,709	,000*
	No	186	4,2742	,70234		
Commitment to Responsibilities in Sports (CRS)	Evet	267	4,7556	,39290	4,596	,000*
	No	186	4,5677	,47401		
Respect for Competitors (RC)	Yes	267	4,1933	,65220	-,197	,844
	No	186	4,2065	,76403		
Multidimensional Sportsmanship Scale	Yes	267	4,5283	,39060	3,444	,001*
	No	186	4,3694	,59166		

p<0,05*

When the Active Sports Involvement variable of the students and the T-test results are examined in terms of the multidimensional sportsmanship scale and its sub-dimensions, a significant relationship was found in the Multidimensional Sportsmanship Scale and the Sub-dimensions of Respect for Rules and Management (RRM), Compliance with Social Norms Sub-dimension (CSN), and Commitment to Responsibilities in Sports (CRS) (p<0.05). No significance was found in the Respect for Competitors (RC).

Discussion and Conclusion

The multidimensional sportsmanship levels of the students studying at the Faculty of Sports Sciences and Physical Education and Sports Schools were examined in terms of their department, gender, age and active sports involvement, and the results were compared in the light of the information in the related literature.

When we examine the level of sportsmanship in terms of the variable of the department they study, a significant difference was found in the sub-dimension of Respect for the Rules and Management. However, no significant results were found in the other sub-dimensions and the general average scores of the sportsmanship scale. Examining the literature, [Uysal \(2022\)](#) could not find a significant relationship between sportsmanship and department. Similarly, [Bakırcı \(2023\)](#) could not reach any significance between Sportsmanship and the variables of department and class level. This study yielded very similar results to the present study.

When we examined the sportsmanship levels in terms of gender variable, no significant difference was found in the multidimensional sportsmanship scale and its sub-dimensions. When we examined the studies in the related literature, it is seen that they had similar results with the present study ([Duda et al., 1991](#)), ([Coulomb-Cabagno & Rascle, 2006](#)), ([Gümüş et al., 2016](#)). Looking at the literature again, [Tel et al. \(2017\)](#) concluded from their studies on sportsmanship that the understanding of sportsmanship does not differentiate between genders. These findings are in parallel to the findings of the present study.

When we examined the sportsmanship levels in terms of the age variable, there was a significant difference in the sportsmanship scale and its sub-dimensions. When we examined this difference, it was concluded that the average sportsmanship scores of the older individuals were higher than the younger individuals. When the information in the literature is examined, in his study on the students of sports sciences faculty, [Uysal \(2022\)](#) found a significant difference in sportsmanship levels in favor of students aged 25 and over compared to individuals in younger age groups. In his study, [Yıldırım and Göral \(2019\)](#) concluded that among the students who attended the courses held in the youth center, older individuals had higher respect scores. Since these studies show similar results with the research we have done, they support our results.

When we examined the sportsmanship levels according to the variable of active sports involvement, a significant relationship was found between the students' active sports involvement scores and

sportsmanship. It was concluded that students who actively do sports have higher sportsmanship scores than those who do not. Looking at the literature, [Akandere et al. \(2009\)](#) concluded in their study that students who do sports have more positive moral approaches than those who do not. On the contrary, [Şahin and Yıldırım \(2023\)](#) did not find a significant difference between active sports involvement and sportsmanship in their study.

As a result, when we examine the multidimensional sportsmanship orientations of the students at the faculty of sports sciences and physical education and sports school in terms of different variables, it has been concluded that the older students exhibit more sportsmanship attitudes, and the students who do active sports have more sportsmanship orientations than those who do not do sports. It was concluded that the department variable and the gender variable did not create a distinctive difference in sportsmanship orientation.

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