

Investigation of Fair Behavior Tendencies of Students Studying at the Faculty of Sports Sciences (Isparta and Mersin Province Example)

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Abstract

The aim of this study is to examine the tendencies of students studying at the faculty of sports sciences to show fair behavior. The research is designed in scanning model. 214 students studying at Süleyman Demirel and Mersin University Faculty of Sport Sciences participated in the study on a voluntary basis. Fair Behavior Scale developed by Güleç (2018) was used as the data collection tool. A statistical analysis program was used for the analysis of the data obtained. As a result of the normality test, it was determined that the data were not distributed normally, and accordingly, Mann Whitney U test for paired comparisons and Kruskal Wallis test for multiple comparisons were analyzed. Post-Hoc Tamhane's T2 test was conducted to determine among which variables the significant difference detected in multiple comparisons. According to the findings obtained from the analysis, a statistically significant difference was found among the variables of gender, age, university, department, class, branch and place of birth and grew up in terms of tendencies to show fair behavior. As a result, in this study, it was observed that there was a difference between the tendencies of students studying at sports science faculties of universities to show fair behavior.

Keywords: Fair Behavior, Education, Sports

Introdoction

Makaleler Microsoft Word dosyası; Font: Normal, Times New Roman, 12 punto, tek aralıklı ve önce sonra aralıkları 6nk olmalıdır; paragraflar girintisiz; Tüm kenarlardan 2.5 cm boşluklu; Makale başlığında ilk harfler büyük (Ör. “The Relationship between Multiple Intelligence and Academic Motivation”); Şekiller ve Tabloların isimlerinde ilk harfler büyük (Ör. Şekil 1.Relationship Diagram between Multiple Intelligence and Aacademic Motivation, Tablo 1. Hedef Kitlenin Yıllık Ortalama Gelirleri). Şekil isimleri altta, Tablo isimleri ise üstte verilmelidir. Introdoction

Human behavior is shaped by various needs and basic impulses. Self-efficacy, control, cognitive consistency, harmony, self-esteem, need for meaning and sense of justice are some of these factors (Kılınç & Torun, 2011). A high self-efficacy belief may affect individuals' higher motivation and cognitive consistency by causing them to set higher goals for themselves and to be consistent in their decisions (Azar, 2010). Cognitive consistency; It is based on the judgment that people are in an effort to act in a controlled manner in order to be in the desired psychological state (Buluş, 2001). Control; It is the degree to which an individual accepts individual responsibility as a result of his own behavior and acts fairly (Çoban & Hamamcı, 2006). Justice; It can be considered as an absolute thought that emerges as a result of people's self-judgment and evaluation, evaluates whether their behavior is in line with ethical rules, and criticizes them objectively (Özkan, 1994; Doğangün, 2020).

According to the just world belief, people love the belief of living in a just and fair world, and therefore they think that they live in a just and fair world (Kılınç & Torun, 2011). Just as the members of the society are sensitive to complying with all the rules in general and showing merit to the justice system, they always behave in accordance with fairness in the field of sports. Unsportsmanlike acts outside the rules permitted in sport, which are not specifically permitted and are taken to gain an advantage, are considered morally "wrong". In this sense, our attitudes and behaviors in all areas of life, as well as in the field of sports, should be kept in certain criteria. This will make it easier for people living together to have mutual trust and therefore to live together without any problems. Its appearance in sports is also not different, it is only fooling themselves when people in the same category participating in competitions compete with each other, gaining superiority against their opponents by illegally buying different things from outside (Hasırcı, 2021). The general aim of sports is to raise a youth who is virtuous, gives importance to moral values, is happy, healthy and can produce something in his life (Böyükelhan et al., 2019).

In this study, it is aimed to examine the fair behavior tendencies of the students studying at the faculties of sports sciences.

Method

Model of the Research

The survey model, which is one of the non-experimental quantitative research types, was used in the study. In the non-experimental research model, the researcher does not intervene. The existing situation is examined within the scope of the research as it is (Şata, 2020).

Research Population and Sample

Although 20 universities were reached in the beginning in the research, since there was not enough voluntary participation (the number of volunteers filling the survey was less than ten), the research was limited to the students studying at the Faculty of Sports Sciences of Süleyman Demirel and Mersin University, where the number of volunteer participants was high.

A total of 214 volunteer students, one hundred and eleven (111) students (36.9%) from Süleyman Demirel University and one hundred three (103) students (34.2%) from Mersin University, participated in the research.

Research Ethics

All participants who participated in the research on a voluntary basis were informed in detail about the research. People who fill out the questionnaires, name-surname, etc. They certainly did not state their information. In the research, no behavior or action was taken that would make the participants suffer. The research was conducted in accordance with the ethical principles that must be followed in scientific research.

Data collection tool

It was used with a personal information form containing the demographic information of the participants. The Fair Behavior Scale developed by Güleç (2018) was used as a data collection tool. This scale is designed as a 4-point Likert scale and consists of 40 questions. The validity score of the scale was determined as .89. After the internal-consistency analysis to test the reliability of the scale, the general reliability value of Showing Fair Behavior was .87, and the sub-dimensions of the scale were respectively; .95 in faith-worship sub-dimension; .7 in awareness sub-dimension; .78 in the escrow-accuracy sub-dimension; It was determined as .76 in the sub-dimension of being away from prejudice and .78 in the sub-dimension of avoiding waste.

Data Collection

The data of the research were prepared by the 214 sports science faculty students, who constitute the sample, through the google form and they were filled in on a voluntary basis.

Analysis of Data

It was checked whether the data showed a normal distribution or not. As a result of the analysis, it was determined that the data did not show a normal distribution. Since the data did not show a normal distribution, Mann Whitney-U test, one of the non-parametric tests, was used in comparisons between two variables, Kruskal Wallis-H test was used in comparisons between more than two variables, and in case of a difference between variables, Post-Hoc (Tamhane's test) was used to determine between which variables the difference was. T2) test was used.

Results

Table 1. Percentage distribution of students according to demographic variables

		f	%
Gender	Male	110	51,4
	Female	104	48,6

Age	18-20	118	55,1
	21-23	96	44,9
University	Süleyman Demirel University	111	51,9
	Mersin University	103	48,1
Department	Physical Education and Sports Teaching	135	63,1
	Coaching	44	20,6
	Sports Sciences	35	16,4
Class	First	62	29,0
	Second	60	28,0
	Third	68	31,8
	Fourth	24	11,2
Branch	Team Sports	134	62,6
	Individual Sports	54	25,2
	No Branch	26	12,1
Place of birth	Big City	76	35,5
	Province	61	28,5
	District	77	36,0
	Total	214	100

When the demographic information in Table 1 is examined, it is seen that the percentages of the participants are close to each other in terms of gender, age and university variables.

Table 2. Comparison of students according to gender variable

Scale Sub-Dimensions	Gender	N	Mean Rank	Sum of Ranks	Z	U	P
Faith-worship dimension	Male	110	99,43	10937,50	-1,977	4832,500	,048
	Female	104	116,03	12067,50			
Awareness dimension	Male	110	114,29	12572,00	-1,658	4973,000	,097

	Female	104	100,32	10433,00			
Safety-accuracy	Male	110	108,04	11884,00	-0,132	5661,000	,894
	Female	104	106,93	11121,00			
Be free from prejudice	Male	110	118,26	13008,50	-2,712	4536,500	,006
	Female	104	96,12	9996,50			
The dimension of avoidance of waste	Male	110	108,75	11962,00	-0,330	5583,000	,741
	Female	104	106,18	11043,00			

According to Mann-Whitney-U test results, there was a statistically significant difference between men and women in terms of faith-worship dimension (U= 4832,500, p<0.05) and being away from prejudice (U= 4536,500, p<0.05). (Table 2).

Table 3. Comparison of students according to age variable

Scale Sub-Dimensions	Age	N	Mean Rank	Sum of Ranks	Z	U	P
Faith-worship dimension	18-20	118	101,26	11949,00	-1,648	4928,000	,099
	21-23	96	115,17	11056,00			
Awareness dimension	18-20	118	113,70	13416,50	-1,632	4932,500	,103
	21-23	96	99,88	9588,50			
Safety-accuracy	18-20	118	109,05	12868,00	-,414	5481,000	,679
	21-23	96	105,59	10137,00			
Be free from prejudice	18-20	118	117,56	13872,00	-2,734	4477,000	,006
	21-23	96	95,14	9133,00			
The dimension of avoidance of waste	18-20	118	108,72	12829,00	-,349	5520,000	,727
	21-23	96	106,00	10176,00			

According to the Man-Whitney-U test results, there is a statistically significant difference between the ages of 18-20 and 21-23 years in terms of being away from prejudice (U= 4477,000, p<0.05) (Table 3).

Table 4. Comparison of students according to university variable

Scale Sub-Dimensions	University	N	Mean Rank	Sum of Ranks	Z	U	P
Faith-worship dimension	Süleyman Demirel University	111	99,39	11032,50	-2,006	4816,500	,045
	Mersin University	103	116,24	11972,50			

Awareness dimension	Süleyman Demirel University	111	113,65	12615,50	-1,517	5033,500	,129
	Mersin University	103	100,87	10389,50			
Safety-accuracy	Süleyman Demirel University	111	107,95	11982,50	-,113	5666,500	,910
	Mersin University	103	107,01	11022,50			
Be free from prejudice	Süleyman Demirel University	111	117,45	13037,00	-2,532	4612,000	,011
	Mersin University	103	96,78	9968,00			
The dimension of avoidance of waste	Süleyman Demirel University	111	109,18	12119,00	-,450	5530,000	,653
	Mersin University	103	105,69	10886,00			

According to the Man-Whitney-U test results, there was a statistically significant difference between Süleyman Demirel and Mersin University in terms of faith-worship dimension ($U= 4816,500$, $p<0.05$) and being away from prejudice ($U= 4612,000$, $p<0.05$). It is seen that there is a difference (Table 4).

Table 5. Comparison of the students according to the department variable

Scale Sub-Dimensions	Department	Mean		X^2	df	P	Tamhane's T2
		N	Rank				
Faith-worship dimension	Physical Education and Sports Teaching ^(a)	135	103,86	1,429	2	,489	
	Coaching ^(b)	44	111,36				
	Sports Sciences ^(c)	35	116,67				
Awareness dimension	Physical Education and Sports Teaching ^(a)	135	115,63	6,440	2	,040	a>b*
	Coaching ^(b)	44	91,99				
	Sports Sciences ^(c)	35	95,63				
Safety-accuracy	Physical Education and Sports Teaching ^(a)	135	110,10	1,219	2	,544	
	Coaching ^(b)	44	98,55				
	Sports Sciences ^(c)	35	108,74				
Be free from prejudice	Physical Education and Sports Teaching ^(a)	135	114,42	6,227	2	,044	a>b*
	Coaching ^(b)	44	88,82				
	Sports Sciences ^(c)	35	104,30				
The dimension of avoidance of waste	Physical Education and Sports Teaching ^(a)	135	111,30	1,982	2	,371	
	Coaching ^(b)	44	97,69				
	Sports Sciences ^(c)	35	105,17				

According to Kruskal Wallis test results, there is a statistically significant difference between departments in terms of 'Awareness' and 'Being Free from Prejudice' ($p<0.05$). According to the Post-Hoc (Tamhane's T2) results made to determine between which departments the difference is, it was

determined that the average difference scores of the students in the Physical Education and Sports Teaching department were higher than the students in the Coaching Education department (Table 5).

Table 6. Comparison of the students according to the class variable

Scale Sub-Dimensions	Class	N	Mean Rank	χ^2	df	P	Tamhane's T2
Faith-worship dimension	First ^(a)	62	95,25	3,603	3	,308	
	Second ^(b)	60	111,47				
	Third ^(c)	68	114,37				
	Fourth ^(d)	24	109,77				
Awareness dimension	First ^(a)	62	115,81	4,103	3	,251	
	Second ^(b)	60	113,89				
	Third ^(c)	68	98,26				
	Fourth ^(d)	24	96,23				
Safety-accuracy	First ^(a)	62	109,65	2,829	3	,419	
	Second ^(b)	60	111,95				
	Third ^(c)	68	97,89				
	Fourth ^(d)	24	118,04				
Be free from prejudice	First ^(a)	62	129,41	19,540	3	,000	a>c*
	Second ^(b)	60	105,81				
	Third ^(c)	68	84,55				
	Fourth ^(d)	24	120,15				
The dimension of avoidance of waste	First ^(a)	62	104,65	1,724	3	,632	
	Second ^(b)	60	114,95				
	Third ^(c)	68	102,69				
	Fourth ^(d)	24	109,88				

According to Kruskal Wallis test results, there is a statistically significant difference between classes in terms of being away from prejudice ($p < 0.05$). According to the results of the Post-Hoc (Tamhane's T2) test, which was conducted to determine between which departments the difference was, it was determined that the average difference scores of the first-year students were higher than the third-year students (Table 6).

Table 7. Comparison of the students according to the branch variable

Scale Sub-Dimensions	Branch	N	Mean Rank	χ^2	df	P	Tamhane's T2
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Faith-worship dimension	Team Sports ^(a)	134	103,41				
	Individual Sports ^(b)	54	116,00	1,709	2	,426	
	No Branch ^(c)	26	110,90				
Awareness dimension	Team Sports ^(a)	134	115,08				
	Individual Sports ^(b)	54	92,00	5,767	2	,056	
	No Branch ^(c)	26	100,63				
Safety-accuracy	Team Sports ^(a)	134	110,43				
	Individual Sports ^(b)	54	94,31	3,929	2	,140	
	No Branch ^(c)	26	119,79				
Be free from prejudice	Team Sports ^(a)	134	114,43				a>b*
	Individual Sports ^(b)	54	87,05	8,485	2	,014*	
	No Branch ^(c)	26	114,25				
The dimension of avoidance of waste	Team Sports ^(a)	134	110,96				
	Individual Sports ^(b)	54	97,36	2,310	2	,315	
	No Branch ^(c)	26	110,73				

According to Kruskal Wallis test results, there is a statistically significant difference between branches in terms of being away from prejudice ($p < 0.05$). According to the results of the Post-Hoc (Tamhane's T2) test, which was conducted to determine between which branches the difference was, it was determined that the average difference scores of the students who did team sports were higher than the students who did individual sports (Table 7).

Table 8. Comparison of the students according to the place where they were born and raised

Scale Sub-Dimensions	Place of birth	l	Mean Rank	X^2	df	P	Tamhane's T2
Faith-worship dimension	Big City ^(a)	1	98,34				
	Province ^(b)	1	110,74	2,717	2	,257	
	District ^(c)	1	113,97				
	Big City ^(a)	1	117,07	7,222	2	,027	a>c*

Awareness dimension	Province ^(b) (	114,56		
	District ^(c) (	92,46		
	Big City ^(a) (	107,91		
Safety-accuracy	Province ^(b) (	112,39	,781	2 ,677
	District ^(c) (	103,22		
	Big City ^(a) (	124,88		a>c*
Be free from prejudice	Province ^(b) (	101,53	10,397	2 ,006
	District ^(c) (	95,07		
	Big City ^(a) (	108,69		
The dimension of avoidance of waste	Province ^(b) (	113,99	1,789	2 ,409
	District ^(c) (	101,18		

According to Kruskal Wallis test results, there is a statistically significant difference between the place where he was born and raised in terms of 'Awareness' and 'Being Free from Prejudice' ($p < 0.05$). According to the results of the Post-Hoc (Tamhane's T2) test, which was conducted to determine between which living places the difference was, it was determined that the average difference scores of the students born and raised in the metropolitan city were higher than the students born and raised in the district (Table 8).

According to Kruskal Wallis test results, there is a statistically significant difference between the place where he was born and raised in terms of 'Awareness' and 'Being Free from Prejudice' ($p < 0.05$). According to the results of the Post-Hoc (Tamhane's T2) test, which was conducted to determine between which living places the difference was, it was determined that the average difference scores of the students born and raised in the metropolitan city were higher than the students born and raised in the district (Table 8).

Discussion

In terms of gender variable, a difference was found between the sub-dimensions of belief-worship and being free from prejudice ($p < 0.05$). While these results were in favor of women in terms of belief-worship sub-dimension, it was found that in the sub-dimension of being free from prejudice, they showed results in favor of male students (Table 2). According to the belief-worship sub-dimension, factors such as the way women are raised, the society's perspective on women, and the geographical region where they were born and raised are thought to affect the relevant sub-dimension. According to the sub-dimension of being away from prejudice, it is thought that the perception of women and men in society based on acculturation, and the perception that arises from the free and relatively comfortable

upbringing of men in patriarchal societies affects the tendency of people to be prejudiced. As a result of the study, in the study conducted by Başar (2017), it was determined that there is a difference between the prejudices of women and men, and that men are more prejudiced than women. In the study conducted by Akıncı (2020), it was determined that according to the gender variable, men attach more importance to ethics and justice, while women attach importance to clarification of roles and power sharing.

A significant difference was found between the students aged between 18-20 and other age groups in terms of their tendency to be free from prejudice (Table 3). It is thought that students who are in the process of starting a new life and adapting to a new environment by moving away from their families and older students who have started university before and had the opportunity to experience different subjects and events cause a difference in prejudice tendencies over time. In their study, "Examination of burnout levels of university students" by Gündüz et al. (2012), they found that younger university students had a lower tendency to become depersonalized than older students. The result of the study conducted by Gündüz et al. supports the result of the study.

In terms of the university variable, the emergence of different trends between Mersin University and Süleyman Demirel University between the dimensions of faith-worship and being away from prejudice, the cosmopolitan social structure of Mersin province, which has a metropolitan status, the fact that men and women act together in daily affairs in rural life, women and men interact with each other. The fact that the understanding that they are needy in every aspect is at the forefront especially in the highland life, the fact that this understanding affects the society as a result of acculturation, the society receives a large number of immigrants from the point of view of women and men, many people from ethnic origin live together, it is a city with a shanty culture and settled in rural areas. It can be said that it is caused by the culture and values that exist in the world (Table 4). Es and Ateş (2004) found that there is no difference between the perspective of women and men and prejudice in the results of the research titled Urban management, urbanization and migration: problems and solutions. In a study conducted by Akıncı and Karaoğlu (2020), it was emphasized that schools have important responsibilities in terms of justice perception, as they are institutions that ensure the transfer of socio-cultural values of societies to the next generation and invest in people and the future of society.

There is a significant difference in the belief-worship sub-dimension of the students studying in the physical education and sports teaching department compared to the students studying in the coaching education department (Table 5). It can be said that this difference stems from the students studying in the coaching department and that they must enter the relevant department after the requirement to do sports for at least 3 years, that such a condition is not sought for the students studying in the physical education teaching department and that these students have the opportunity to read and research more. Gürkan et al. (2000) found a significant difference between students in terms of 'religious maturity' values in their study called the values system of physical education teacher candidates. They stated that the students studying in the department of physical education teaching are more religious. When we look at the sub-dimension of being away from prejudice, which is another significant difference, it is seen that the students studying in the physical education and sports teaching department; Emotions, thoughts and behaviors such as self-knowledge, being able to control their emotions, finding solutions to their problems, and learning from mistakes are prominent, sports ethics, sports philosophy and some pedagogical courses they take within the scope of the curriculum, the students studying in the relevant department have empathy compared to the students studying

in the coaching education department. It can be said that it is beneficial for the development of their abilities.

It was determined that there was a significant difference between the tendencies of being away from prejudice of the students studying in the first year compared to the students studying in the third year (Table 6). The reason for this may be that these students have just started university life after an intense and stressful preparation for the university exam, the introduction of general culture and department courses in the first year, and being placed in a university program may have affected the first-year students' being more unbiased towards life. From another point of view, as a result of the interaction of the lower classes with the upper classes over time, the fact that the upper class students were not clear about being objective while conveying their own experiences at university to the lower class students, information about the teachers and the courses, had an effect on the tendency of the upper class and lower class students to be free from prejudice. is thought to be.

In terms of the branch variable, a significant difference was found between the students who do team sports and the students who do individual sports in the dimension of being free from prejudice (Table 7). In this case, it is thought that talents such as finding leadership opportunities, the effects of coaches-coaches on the team, efforts to be a team, and empathy are more effective in students who are engaged in team sports. It is thought that it is effective that the students participating in the study are those who do individual sports-oriented Far East sports, the Far East culture is identified with the spirit of the sport and this affects the person doing the sport, they are only responsible for themselves because they do individual competitions, and they generally have to act in a sense of self. Gould and Carson (2008) found that individual athletes experience problems in emotional states related to preconceptions and stress in their study named life skills development through sport, current situation and future directions.

In terms of awareness and being away from prejudice, factors such as the fact that students born-raised in a metropolitan city have higher scores than students born-raised in the district, geographical location, ease and abundance of access to tools and equipment, intensity of business life, and abundance of opportunities, increase the awareness of these students. may have influenced its further development (Table 8). In the study conducted by Kızar (2019), it is stated that people living in rural areas prioritize basic human values in their university life. As a basic human value, we can say that being without prejudice comes first. Pennington et al. (2009) reveal that life in rural life differs on a provincial or metropolitan basis, in their study called the evaluation of differences between metropolitan and town special education services. Although the ethnic structures of this study and the study are different, it can be said that the results of the two studies are different because people focus on their work in metropolitan cities and everyone is in their own life anxiety.

Conclusion and Recommendations

According to the findings obtained in the research; It has been observed that there is a difference among university students in terms of their tendency to show fair behavior between the variables of gender, age, university, department, class, branch and place of birth. It has been determined that students think and behave differently about fair behavior.

Based on all the above-mentioned information; The tendency of students studying at the faculty of sports sciences to behave fairly varies due to many reasons. These changes; how the religious and family education given at a young age affects people, the lifestyle of the students who are interested in team sports and individual sports, being able to tell the truth

completely and completely under all conditions, fulfilling the assigned duties and responsibilities properly, prejudices are actually an attitude that people gain later, shows that their goods should be protected with care and attention. It has been observed that each individual of the educators has important duties in transferring these behaviors to the students.

The research can be applied to a larger population and sample group. Conducting such a study with a qualitative research method may be effective in obtaining more detailed results. It may be appropriate to evaluate by taking balanced sample groups from all branches of individual sports.

** Bu makale GESPORT Uluslararası kongrede özet metin olarak sunulmuştur.*

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