

## Relationship Between Sportsmanlike Behaviors and Self-confidence of Physical Education and Sports Students within the Scope of Sports Literacy

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### ABSTRACT

The aim of this study is to analyze the relationship between self-confidence and sportsmanlike behaviors of School of Physical Education and Sports students within the scope of sports literacy. A total of 173 ( $M=22.45$ ,  $SD=1.25$ ) university students, 119 of whom were male ( $M=22.77$ ,  $SD=0.98$ ) and 54 of whom were female ( $M=21.75$ ,  $SD=0.78$ ), participated in the study. "Personal Information Form" and "Self-Confidence Scale" and "Multidimensional Sportspersonship Orientation Scale" were used to collect data in the research. Random sampling method was used to determine the participants of the study. The research data were analyzed using a statistical analysis program. Correlation and multiple regression analysis were used in the analysis of the data. According to the correlation results, the sub-dimensions of MSOS, which are Compliance with the Social Norms, Respect for Rules and Management, Commitment to Responsibilities in Sports, Respect for the Opponent, sportsmanship total score, and the sub-dimensions of the self-confidence scale, internal self-confidence and external self-confidence scores show a positive and significant relationship. Multiple regression analysis results showed that external self-confidence values explained 21% of sportsmanship. As a result, although self-confidence and sportsmanlike behaviors have a strong relationship, it has been seen that external self-confidence is a predictor of sportsmanship. It can be said that the self-confidence levels of individuals increase their sportsmanship levels.

**Key words:** Self-confidence, Sportsmanship, Physical Education And Sports, Sports Literacy, Sports Psychology

### INTRODUCTION

Today, it has been shown with more transparent data that sports develops people physically, cognitively and mentally with the advancement of science and technology. As social life became more diversified, sports started to be used as a method of education and became a life-style. Although there are numerous factors which guide individuals to do sports, factors such as the income of athletes, life-styles and lives, the desire to be known by everyone, the wish for self-realization and respectability are among the primary reasons (Tel, 2014). Sports aims at developing people physically and mentally as well, other than competing individually or as a team. It is stipulated that sports develops people physically if it is done in regular intervals. In addition to physical development, in particular self-confidence is gained by winning athletes. Athletes who are self-confident display spiritual development as well. This shows that development in one area in sports affects other areas (Dikme, 2021).

As an element of culture, sports bring national characteristics to the emergence of the thoughts and behaviors of

the individual and society and by influencing other cultural elements. Sports encourage the people who make up the society to socialize culturally, and it has a great importance in reaching the desired level of social behavior and relations. Body movements seen in sports are also reflected in social movements (Akgül, 2014).

In addition to industrialization and rapid urbanization, the rapid development of information and technology life progresses by adopting different characteristics of social life and social structures. Thus, different sensitivities have emerged in the society towards concepts such as traditions, habits, socioeconomic status and cultural literacy. Social trends determine phenomena such as sports literacy, culture, philosophy of life, belief, morale, and economic well-being. According to contemporary societies, sport is an inseparable part of life. In the remaining and developing societies, the place and importance of sports in social life is not yet at a sufficient level. The approach of societies to sports gives an idea about the general structure and mentality of that society. Developed countries in sports literacy are also modern and advanced countries. Thus, sport is actually seen as a criterion of developed countries (Yetim, 2000).

Self-confidence is the belief that an action can be carried out successfully. Self-confidence, which emerges with the expectation of high success, helps in stirring positive emotions, facilitating concentration, setting goals, increasing effort and focusing on game strategies (Weinberg & Gould, 2015). Self-confidence is the level of belief of athletes that they are mentally and physically sufficient. Athletes who are not self-confident and do not believe in their skills cannot display top level performance. While self-confidence represents realizing and trying a targeted behavior, responsibility, pleasure and enthusiasm, lack of self-confidence brings fear, worry, anxiety and pain into the picture (Biçer, 2018).

Self-confidence can be defined as a feeling which affects each moment of individuals. It is apparent that this creates a great impact on athletes as well. In terms of realizing certain goals and achieving success, self-confidence has great importance in engaging in sports and motivation (Ekinçi et al., 2014). With the development of individuals physically and spiritually through sports, the level of competition has also increased. The increased level of competition has led athletes to be more competitive and increased the interest of the audiences as well. Therefore, not only the competitors, but also the audiences who follow the competitions of athletes have grown. The expectations of these growing audiences have increased each day and athletes who wish to meet these expectations have at times acted contrary to the understanding of sportsmanship (fair-play). Sports, which can be defined as games which are based on mutual pleasure, can get removed from this understanding and the feeling of winning can be replaced with relentless ambition. So much so that, an atmosphere in which all immoral actions can be accepted as normal can be in question.

As sports started taking more place in the world agenda, its popularity has increased and the ambition of winning has been prioritized with this increased popularity. Although athletes are calm individuals in their social lives, they may display some unwanted attitudes and behaviors both in the field and the bleachers with the ambition of winning. Even when athletes win through unethical behaviors, they see themselves as successful when they reach the level a particular sports branch requires. In the process following the reaching the analytical level, the unethical behaviors during competitions have been ignored even if they have been observed (Sezen & Yıldırım, 2007). The concept of sportsmanship is expressed as displaying an honest and fair game in all kinds and levels of sports branches, the respect shown to people's honor and a moral principle. Although sportsmanship is related to sports, it can affect all the other areas of life as well. Although sportsmanship differs from culture to culture, it is a universal phenomenon. It is also defined as the symbol of justice, honesty, understanding and respect (Ekinçi, 2018). Sportsmanship is defined as maintaining the continuity of honesty, justice and obeying the rules on the road to success (Robinson, 2009). Feezell (1986) defines this concept as the competitiveness and honesty of athletes who can think and take responsibility (Feezell, 1986). According to Arnold (1998), sportsmanship is explained through concepts such as being a part of tradition, sportsmanlike, compassionate, friendly, polite, respectful and high-minded (Arnold, 1998).

Self-confidence and sportsmanship are two concepts which have an important place in sports. The concept of self-confidence is regarded as important in terms of steering towards sportsmanlike behaviors beyond reaching the goals set both individually and for the team. In this study, it was aimed at analyzing the relationship between the sportsmanship behaviors and self-confidence levels of athletes.

## **METHOD**

In this section, information on the study model, study group, data collection tools, collection of data and analysis of data sub-sections are presented.

### **Study Model**

This study was carried out in line with the general survey model applied to the students of Ardahan University. The survey model is a research approach which aims at describing a past event or a continuing event as it is. The event, individual or object which is the subject of the study is attempted to be described on its own terms and as it is. General survey models are surveys organized on the whole population or a group, example or sample taken from the population with the purpose of reaching a general judgment in a population made-up of numerous elements (Karasar, 2005).

The population of the study consists of individuals enrolled in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades of School of Physical Education and Sports of Ardahan University. The sample of the study consists of a total of 173 university students ( $M=22.45$ ), 119 of whom are male ( $M=22.77$ ), and 54 of whom are female ( $M=21.75$ ). The scale forms were distributed to the students giving importance to privacy and the students were asked to return the forms within a week. All of the students participated in the study voluntarily. In addition, the required permissions were taken from the Ethics Committee of Ardahan University to carry out the study.

### **Data Collection Tools**

Two scales were used in the study: "Multidimensional Sportspersonship Orientation Scale" and "Self-Confidence Scale". In addition, there are questions about the demographic characteristics of the participants as well.

The questions related to demographic characteristics were prepared by the researcher with the purpose of identifying characteristics such as the grade level of the participants, their level of feeling like an athlete, age, gender and department. The Multidimensional Sportspersonship Orientation Scale (MSOS-25) developed by Vallerand et al. (1997) consists of 25 items and 4 sub-dimensions and it is a 5 point Likert type scale. The original sub-dimensions of MSOS are: Compliance with the Social Norms, Respect for Rules and Management, Commitment to Responsibilities in Sports, Respect for the Opponent and lastly Negative Approach. In this study, Cronbach's Alpha internal consistency value is .88.

The Self-confidence Scale was developed by Akın (2007). There are 33 items in the scale which evaluate the self-confidence level of individuals. The 5 point Likert type scale

was used in the evaluation of the items. According to Akin's study (2007), the Cronbach Alpha internal consistency value of the scale is .94. There are two sub-factors in the scale as internal self-confidence and external self-confidence. The scale's Cronbach Alpha coefficient for the reliability of this study was calculated as .94.

### Statistical Analysis

In the analysis of the obtained data, arithmetic averages (*M*), standard deviation (*SD*), Frequency (*f*) and percentage (%) values of descriptive statistics were calculated. Since it was seen as a result of the analyses that the data displayed normal distribution, the independent groups comparisons were done with Independent Sample t-Test. In the comparison of more than two and unrelated groups, the One Way ANOVA analysis was used. The significance level was accepted as  $p < .05$ .

### FINDINGS

In this section of the study, the findings of the study are presented.

According to Table 1, 173 individuals participated in the study voluntarily. Of these individuals 54 are female (31.2 %) and 119 are male (68.8 %). Of the participants 42.2% are between the ages of 18-21 ( $n=73$ ) and 57.8% are between the ages of 22-26 ( $n=100$ ). 76 students in the study were enrolled in the Physical Education and Sports Teaching Department (43.9%), 97 students were enrolled in Sports Management Department (56.1%). Of the students

**Table 1.** Descriptive statistics results related to the study

Variables	<i>f</i>	%
Gender		
Male	119	68.8
Female	54	31.2
Age		
Ages 18-21	73	42.2
Ages 22-26	100	57.8
Grade		
1 <sup>st</sup> and 2 <sup>nd</sup> grades	72	41.6
3 <sup>rd</sup> and 4 <sup>th</sup> grades	101	58.4
Department		
Teaching	76	43.9
Sports Administration	97	56.1
Sports branch		
Not an athlete	71	41.0
Team sports	72	41.6
Individual sports	30	17.4
Sportive identity		
I completely feel like an athlete	43	25.0
I feel like an athlete	75	43.4
I partially feel like an athlete	55	31.6
	173	100

21 (41.6%) were in 1<sup>st</sup> and 2<sup>nd</sup> grades, 101 were in 3<sup>rd</sup> and 4<sup>th</sup> grades (58.4%). When the sports branches the students were interested in was analyzed, it was determined that 30 of the students were interested in individuals sports (17.4%), 72 were interested in team sports (41.6%) and 71 were not interested in any sports branches (41.0%).

Correlation analysis was done to see the relationship between the variables. The correlation values between sportsmanship scores and self-confidence scores are given in Table 2. In Table 2, as it can be seen from the simple correlation coefficients that with the exception of the relationship between the self-confidence sub-dimensions and total sportsmanship values, when the relationships between scores received from the self-confidence scales consisting of internal self-confidence and external self-confidence sub-dimensions and the sportsmanship scale's compliance to social norms, respect for rules and management, commitment to responsibility in sports and respect for the opponent sub-dimensions were analyzed, all of the relationships are strong and significant in the  $p < .01$  level. According to these results, there is a strong relationship between the scores of the sportsmanship scale and the self-confidence scale.

With the purpose of determining to what extent the inner self-confidence sub-dimension and external self-confidence sub-dimension predict sportsmanship, multiple regression analysis was done (Table 3). The findings of the regression analysis showed that the linear combination of external self-confidence values significantly predicts sportsmanship ( $R^2 = .21$ ,  $F(23.875) = 4.38$ ,  $p < .01$ ). When it is taken into consideration that the other variable, internal self-confidence is not significant in predicting sportsmanship, the relationship of sportsmanship behaviors to the others in the field (opponent, referee, coach and supporters, etc.) can be understood. This finding shows that as the attitudes and behaviors which constitute the external self-confidence of individuals increase, levels of sportsmanship also increase.

### DISCUSSION

When the findings of our study were analyzed, it was seen that there is a significant and strong relationship between sportsmanship behaviors and self-confidence. When the literature was reviewed within the framework of these findings, it was understood that sportsmanship behavior is significantly related to concepts which reflect personal traits of individuals. For instance, there is a positive significant relationship between total sportsmanship behaviors and respect levels of university students (Koç & Seçer, 2018). Self-confidence is an important concept in the sports environment. It is considered that high self-confidence is an important factor in terms of the engagement of individuals with sports in a more active manner and development of efficient communication skills (Esentaş et al., 2017; Atılğan, 2018; Öztürk, 2017; Meray, 2010). Increased self-confidence decreases the negative attitudes of individuals.

It was concluded that the self-confidence levels and careful decision making styles of Physical Education Teachers and Coaches are high, whereas avoidant, postponing and panicky decision making styles are low. It was determined

**Table 2.** Findings related to the correlations of the scales to each other

Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1) Inner Self-confidence	1						
(2) External Self-confidence	0.87**	1					
(3) Compliance to the Social Norms	0.31**	0.32**	1				
(4) Respect for Rules and Management	0.43**	0.43**	0.67**	1			
(5) Commitment to Responsibilities in Sports	0.33**	0.37**	0.51**	0.46**	1		
(6) Respect for the Opponent	0.32**	0.36**	0.41**	0.50**	0.56**	1	
(7) Sportsmanship Total Score	0.43**	0.46**	0.79**	0.80**	0.81**	0.79**	1

n: 173 \*p<.05, \*\*p<.01

**Table 3.** Findings related to the prediction of sportsmanship

Variables	B	Standard Error	$\beta$	t	p
Fixed	2.76	0.24	-	11.4	0.000
Inner Self-confidence	0.09	0.11	0.11	0.79	0.420
External Self-confidence	0.30	0.11	0.36	2.58	0.010

R=0.466, R<sup>2</sup>=0.21, F (23.875)= 4.38, p=0.000

that there is a negative significant relationship between the participants' self-confidence scale in general, internal self-confidence and external self-confidence levels and avoidant, postponing and panicky decision making styles, whereas there is no significant relationship between the careful decision making style (Atılğan, 2018). These results give a clue about the study findings. It has been reported that an increase in individuals' perceived social support levels increases their self-confidence, self-confidence and psychological endurance have a linear relationship and that increased self-confidence increases individuals' psychological endurance as well (Doğan, 2019).

According to another study finding, it was seen that external self-confidence scores significantly predict sportsmanship behavior. When the obtained findings and the literature are compared, it can be seen that there are parallel findings in studies dealing with similar concepts. For instance, it has been determined that the total respect levels of university students predict total sportsmanship behaviors (Koç & Seçer, 2018), whereas in another study, it has been shown that cosmopolitan respect predicts 11 % of positive sportsmanship behavior display dimension and 12% of total sportsmanship behaviors (Koç & Yeniçeri, 2017). Similarly, the researchers determined on sportsmanship that the perceived motivation climate is a good predictor of rules, respect for the opponent and compliance to society (Yousefi et al., 2012). Sportsmanship behaviors are not only caused by personality traits. Environment and other factors also affect individuals' display of sportsmanship behaviors. In a study carried out by Shields et al., it has been reported that the best predictors for behaviors against sportsmanship are coach behaviors, team norms, sportsmanship attitudes and perceived coach attitudes (Shields et al., 2007). Çoruh (2020), in his study on the effects of

social supports perceived by fight sports athletes on their self-confidence and psychological endurance, determined that perceived social support and perceived friend support are predictors of self-confidence levels. Numerous similar study findings can be given as examples in this area (Ryska, 2003; Yousefi et al., 2012; Koç & Güllü, 2017; Koç, 2009; Sevilmiş et al., 2021; Korkmaz & Akın, 2021).

The results show that there is a strong relationship between self-confidence and sportsmanship behaviors and that they support each other. The results show that the level of self-confidence of individuals in interacting with others will increase sportsmanship behaviors as well. Based on this, it is suggested to do experimental studies which increase self-confidence in sports environments in which their effect on sportsmanship behaviors will be analyzed to obtain more concrete data.

## CONCLUSION

As it can be seen from the simple correlation coefficients in Table 2, the relationship between self-confidence sub-dimensions and total sportsmanship values and the scores received from the self-confidence scale consisting of the inner self-confidence and external self-confidence sub-dimensions and the sportsmanship scale's compliance to social norms, respect for rules and management, commitment to responsibility in sports and respect for the opponent sub-dimensions and total sportsmanship scores are strong and significant in the p<.01 level. According to these results, there is a strong relationship between sportsmanship behaviors and self-confidence.

With the purpose of determining to what extent the inner self-confidence sub-dimension and external self-confidence sub-dimension values predict sportsmanship, multiple regression analysis was done (Table 3). The findings of the regression analysis showed that the linear combination of external self-confidence values significantly predicts sportsmanship. On the other hand, internal self-confidence does not have a significant effect in predicting sportsmanship. Sportsmanship behaviors towards others in the field (opponent, referee, coach and supporters etc.) do not have any connection with external self-confidence. According to these results, as attitudes and behaviors which constitute external self-confidence of individuals increase, their sportsmanship levels also increase.



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