

Fair- Play Behavior of the Adolescents in Sports

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Abstract

To evaluate the concept of the adolescents regarding the term fair-play behavior and secondly, to examine the role of sports in boosting the concept of fair-play behavior among the participants was the focal point of this research study. Fair-Play has been an umbrella term encompassing a wide range of meanings and scope. The concept of fair-play encircles more than simply complying the rules and adherence to the traditions of the game rather it comprehends the entire gang of values, ethics, morals, principles and standards upholding the integrity and sanctity of the sportsman spirit. Fair-play is the net shell of the behavior of honesty, fairness displaying respect and regards for the players, officials, competitors and spectators. A sample of 298 respondent playing Football, Volleyball, Cricket and athletics was randomly selected from four different schools of district Abbott Abad (KPK). A "Fair Play Scale" was used as a measuring tool for the collection of data. Three main sub-scales of the "Fair Play Scale" including were used for the collection of data. Statistically significant difference has been shown after analysis of the data in the fair-play behavior of the respondents on bases of games, educational level and age. As a result, it is concluded that, in addition to the players, adherence to the fair-play behavior by all the other stakeholders like spectators, parents, coaches, referees, trainers, administrators and organizers is vital to the revival of the real concept of sports.

Keywords: Fair, Play, Behavior, Adolescents, School, Sports

Introduction

Till the second half of the twentieth century, sports and fair-play were the two indispensable facts when cheating and illegal approach were considered to be the obnoxious deeds. During

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that time, these actions were not the part of playing strategy or policy of the coaches and players. However, with the advent of technology and development of civilization, the nature and significance of sport increased many fold. Promotion of health, entertainment, recreation, productive use of leisure were a few primary objectives of participation in sports which have now become secondary ones replaced by the sole objective of winning. It has adverse effect upon the true spirit of sports and has facilitated the emergence of violence and cheating during sports activities (Aksoy et al., 2018). There was a time when sports was considered to be a symbol harmony, understanding, values, sportsmanship and fair-play (Tanrıverdi, 2012). The prevailing ground situation in perspectives of sports has been entirely different; violence, aggression, cheating, foul-play, unfair-means, violation of rules and regulations of the game and misconduct have been part of the game.

In many cases, sports have been playing decisive role in either way; normalizing as well as destabilizing the relationship between the nations in global scenario. Since the inception of the professionalism in the field of sports, approach of the players, coaches, trainers and administrators has undergone significant changes (Balçıkanlı et al., 2017). Latest means and infrastructure, advanced facilities, availability of quality coaching facility and abundance of financial resources are provided for dominating performance in sports at the international arena. In other words, all out efforts are put at stake for reaching the victory stand in the field of action. All the aforementioned factors have adverse effect upon the nature and spirit of sports and the concept of fair-play seems to have been badly shaken. This type of situation has changed the basic philosophy of sports (Sezen & Yıldırım, 2007).

In this research study, an effort has been made to evaluate the concept of the adolescents regarding the term fair-play behaviour and secondly, to examine the role of sports in boosting the concept of fair-play behaviour among the participants. Need of the hour is to set the negative effect of so called professionalism aside and restore the true spirit of fair-play behavior in the field of sports (Adilogullari et al., 2017).

The Concept of Fair-Play

Fair-Play has been an umbrella term encompassing a wide range of meanings and scope. The concept of fair-play encircles more than simply complying the rules and adherence to the traditions of the game rather it comprehends the entire gang of values, ethics, morals, principles and standards upholding the integrity and sanctity of the sportsman spirit (Milovanović et al., 2019). Fair-play is the net shell of the behavior of honesty, fairness displaying respect and regards for the players, officials, competitors and spectators. Basic theme of fair-play offers level playing field to everyone, relying solely upon the supremacy of

the quality of skill and performance of the players rather than employing unfair means for domination in performance (Koszalka-Silska et al., 2021).

Traditionally, the concept of fair-play has remained associated with the notion of adherence to the basic rules, regulations, values and norms of the event and upholding the true spirit of play (Bronikowska et al., 2020). Complying the established norms of the event, observance of respect between the competing sides provides bases for the fair-play in sports (Kowalska, 2018). In broader terms, fair-play behavior refers to extending respect to the officials and competitors from both parties, obeying their decisions and directions associated with the activity and displaying modest and elegant behavior during all types of situations arising in the play. Fair-play behavior requires competitors, spectators, officials, parents and all other stake holders, who are associated with the activity, to comply the aforementioned ethical norms of the play (Bronikowska et al., 2019).

So far as ground reality with reference to the issue of fair-play in sports is concerned, the situation is not an ideal one rather frustrating right from the lower to elite level of competition (Saenz Ibanez et al., 2019). Even at the school level sports competition, winning has now been the primary motive of participation in sports utilizing all fair and unfair means for outdoing the rival. However, organized under conducive environment, sports activities have the potential to induce the sense of tolerance, cooperation, justice, respect for rules, decision of the officials (Kayışloğlu, et al., 2015; Serrano-Durá et al., 2021).

Need of the hour is to introduce separate discipline at the initial level of learning, encompassing all aspects of fair-play behavior rendering the children equipped with the social, moral and ethical values. The essence of fair-play behavior plays very positive and composite role in various fronts of everyday living (Bronikowska et al., 2020). The alternate product of the fair-play behavior can be seen in shape of mutual respect, harmony, understanding, co-existence and coherence. Children of today are the leaders, doctors, engineers, layers, players, referees, coaches, trainers and administrators of tomorrow (Navarro Domínguez et al., 2021). Focusing upon this vital aspect of the practical life of children, educational authorities are required to develop course outlines for the school level children highlighting all aspects of the fair-play behavior.

Methodology

The present study is an effort to examine the factual position with reference to the prevalence of the fair-play behavior among the sports participants different games at the school level. For this purpose, a sample of 289 respondents was randomly selected from four different high schools working in public sector in district Abbott Abad (KPK). Respondents

representing Football 89, Volleyball 62, Cricket 93 and athletics 45 were included in the sample. A Fair Play Scale developed by Efe (2006) consisting of 21 different items regarding fair-play behavior was used as the tool for the measurement of data. Though the scale comprised of four different subscales, the researcher has used the main three subscales included in the scale. These subscales deal with the fair-play behavior of the players' during pre-competition, during-competition and post-competition. The items number 1, 2, 3 and 4 included in the initial phase of the scale cover the pre-competition fair-play behavior in respect of the respondents. Similarly, next seven items number 5, 6, 7, 11, 12, 13 and 14 were related to the fair-play behavior of the respondents during-competition. Items number 17, 18, 19, 20 and 21 were included in the final portion of the scale dealing with the post-competition fair-play behavior of the respondents. Internal consistency coefficients of the sub-scales of the Fair Play Scale were 0.772", 0.776" and 0.833 for pre-match, during-match and post-match fair play respectively. The aggregate test score was 0.861". For intra-group comparisons, Kruskal Wallis Test was used and for inter-group comparisons, Mann Whitney-U Test was used. The level of significance was kept as 0.05, 0.01 and 0.001 for analyses of data.

Results

Table-1. Analyses of data on the bases of level of different Teams

	Category of Teams	N	Order	Mean Ranke	SD	χ^2	P	Difference Between Categories of Teams
Pre-Competition	Early-adolescence	65	1	165.12	3	9.15	0.031*	1-2 p=0.008**, 2-3 p=0.021*
	Middle-adolescence	122	2	198.22				
	Late-adolescents	102	3	218.34				
During-Competition	Early-adolescence	65	1	165.32	3	28.72	0.001***	1-2 p=0.001**, 2-3 p=0.015*, 1-3 p=0.000***
	Middle-adolescence	122	2	169.46				
	Late-adolescents	102	3	209.16				
Post-Competition	Early-adolescence	65	1	185.67	3	7.95	0.022*	1-3 p=0.011** 2-3 p=0.034*
	Middle-adolescence	122	2	213.31				
	Late-adolescents	102	3	201.17				

Significance level: *p<0.05, **p<0.01, ***p<0.001.

A statistically significant difference was observed in the fair play behavior, χ^2 (SD = 3, N = 289) = 9.15, p<0.05 in the fair-play behavior of the respondents representing different categories of teams in the sub-scale of pre-competition. Analyses of the mean ranks of the categories of teams has shown that players included in the team of late-adolescence have the highest mean rank 218.34 whereas players included in the team of early-adolescence have the lowest mean rank 165.12. Significant difference was noted between the players included in the teams of Early-adolescence and Late-adolescents.

Analysis of the fair-play behavior in respect of the respondents representing different categories of teams in the sub-scale of during-competition has confirmed that players

included in the team of late-adolescence have the highest mean rank 209.16, whereas players included in the team of early-adolescence have the lowest mean rank 165.32. Analyses in the fair play behavior has revealed statistically significant difference, X^2 (SD = 3, N = 298) = 28.72, $p \leq 0.001$.

Finally, analysis of the fair-play behavior of the respondents representing different categories of teams in the sub-scale of post-competition, a significant difference, X^2 (SD = 3, N = 289) = 7.95, $p \leq 0.05$ was observed in the fair play behavior. Mean ranks analyses of the categories of teams has shown that players included in the team of middle-adolescence have the highest mean rank 213.31 whereas players included in the team of early-adolescence have the lowest mean rank 185.67. Significant difference was noted between the players included in the teams of Early-adolescence and Late-adolescents

Table-2. Analyses of data on the bases of different teams/games

	Game/ Sport	N	Order	Mean Rank	SD	X^2	P	Difference between teams
Pre- Competitio n	Football	89	1	188.11	3	9.12	0.001***	3-4 p=0.000*** 1-3 p=0.014*, 2-4 p=0.011*,
	Volleyball	62	2	204.16				
	Cricket	93	3	224.83				
	Athletics	45	4	165.50				
During- Competitio n	Football	89	1	151.17	3	27.62	0.000***	2-4 p=0.000***, 3-4 p=0.000*** 1-2 p=0.000***, 1-3 p=0.000***, 1-4 p=0.009**,
	Volleyball	62	2	230.28				
	Cricket	93	3	260.22				
	Athletics	45	4	116.19				
Post- Competitio n	Football	89	1	218.34	3	7.95	0.121***	1-2 p=0.021*, 1-3 p=0.000***, 2-4 p=0.014*, 3-4 p=0.000***
	Volleyball	62	2	190.28				
	Cricket	93	3	183.29				
	Athletics	45	4	192.76				

Note: * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$.

Analyses of the data presented in the above table show that significant difference exists in the fair-play behavior of the respondents during pre-competition representing different games, X^2 (SD = 3, N = 298) = 9.12, $p \leq 0.001$. In addition to that, analyses further revealed that this difference existed among Cricket and Football players ($U=5824.50$, $p \leq 0.05$) & Cricket & athletes ($U=2381.00$, $p \leq 0.01$) and athletes & Volleyball ($U=3256.50$, $p \leq 0.001$).

Analysis of the fair-play behavior in respect of the respondents representing different games in the sub-scale of during-competition has confirmed that significant difference was noted, X^2 (sd=3, N = 298) = 27.62, $p \leq 0.001$. Significant difference was shown between athletes and Football players ($U=3385.50$, $p \leq 0.01$), athletes & Volleyball players ($U=1378.50$, $p \leq 0.001$), athletes and Cricket players ($U=1543.00$, $p \leq 0.001$). The analysis has further revealed that significant difference was noted in fair-play behavior of Volleyball & Football players ($U=2679.50$, $p \leq 0.001$), Cricket & Football players ($U=2999.00$, $p \leq 0.001$). The mean rank of the respondents representing athletics has been the lowest among the other games in all sub-scales with significant difference. Analyzing the post-match fair-play behavior of the

respondents representing different games, no statistical difference was noted, X^2 (sd=3, n=397) =8.75, $p \geq 0.05$.

Discussion

Game-wise analysis has confirmed that significant difference was observed in subscale of pre-competition regarding the fair-play behavior of respondents. Mean ranks analyses of the categories of teams has shown that players included in the team of late-adolescence have the highest mean rank 218.34 whereas players included in the team of early-adolescence have the lowest mean rank 165.12. Significant difference was noted between the players included in the teams of Early-adolescence and Late-adolescents. Around half of the sports participants at school level exhibit fair-play behavior in the pre-competition scenario (Opstoel et al., 2020; Yildirim, 2017). In another study Bozdemir (2017) has concluded that pre-competition fair-play behavior may vary with the educational level of the participants. These findings are in line with the findings of the present study.

Game-wise analysis has confirmed that significant difference was found in the subscale of during-competition regarding the fair-play behavior of the respondents. Analyses of the mean ranks of the categories of teams has shown that players included in the team of late-adolescence have the highest mean rank 209.16 whereas players included in the team of early-adolescence have the lowest mean rank 165.32. It has further been revealed in the analyses that significant change in the fair-play behavior of the respondents was observed in relation to the rise in the level of team and this all is most likely to be associated with the staying for a prolong duration in the sports environment. The same findings have been endorsed by Bozdemir (2017) who has confirmed that students of the lower grade show more positive fair-play behavior in contrast to the students from higher grade.

Analysis has confirmed that respondents included in the middle-adolescence and early-adolescence teams have shown the mean-rank of 273.31 and 185.67 (highest and lowest) respectively. Observance of the fair-play behavior during the post-competition also decreases as the educational level and age of the respondents' increases. Research has confirmed that participation in sports has not only impact upon the mental and physical aspects but it also has impact upon moral aspect, either way positive or negative which may also be associated with the increase in age and maturity (Cruz et al., 2018; Doehne et al., 2018). Taking the available literature in consideration, it is concluded that decrease in the post-competition fair-play behavior of the respondents is linked with the increase in age and rise in the grade level. However, in contrast, Bronikowska et al. (2019) have documented that professionals have higher level of fair-play behavior as compared to the amateur and, in this case, age factor has not affected the results of the study. Summary of the analyses confirms that game-wise,

significant statistical difference was observed in the fair-play behavior in the pre-competition and during-competition scenario. The order of the final score in the mean-rank from top to bottom was Cricket, Volleyball, Football and athletics respectively.

Conclusion

The present study has revealed that there exists co-relation among the sports age, level of education, game and display of fair-play behavior. However, there are a few studies which don't support the findings of the present study in one or more factors. Observance of the fair-play behavior by all the stakeholders including competitors, spectators, parents, coaches, referees, trainers, administrators and organizers is the foremost requirement of the hour which will definitely lead to the restoration of the real concept of sports.

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