



Investigation of attitudes towards their branches and sport orientation of different types of competitive

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Abstract

The aim of the study is to investigate the attitudes and sport orientations of martial artists in different sectors in relation to gender, age, education level and sport experience. In this sense, the Attitudes Towards Challenge Sports and Multidimensional Sportsmanship Orientation Scale” was used as a data collection tool in the study. The study group consisted of a total of 310 active athletes, 236 male and 74 female athletes who actively participated in competitions. SPSS 28.0 program was used for data analysis. The t-test for independent samples and the ANOVA -test were used to compare the variables. According to the results of the study, no significance was found in the gender variable in the attitude of martial artists towards their branches. However, a statistically significant difference was found in the dimension of “respect for rules and management” according to the gender variable. In the sub-dimension “Respect for the opponent”, significance was found in favor of female athletes. In the “sub-dimension “Ambition” of athletes in different age groups, a significant value was found between age groups. In this context, the present results show that there are significant differences between athletes of different age groups in some subdimensions. While significant differences were found between age groups in the sub-dimensions of “ambition” and “respect for opponent”, there were no significant differences between age groups in other sub-dimensions. These results suggest that age may have an influence on the characteristics of athletes’ sportsmanship orientation. At the same time, although it was found that different levels of education could affect athletes’ attitudes toward martial arts, it was also clear that there were differences among different levels of education on the subdimensions of “sportsmanship orientation.”

Keywords: Attitude, competition sports, fair play, sportsmanship orientation

Farklı türden mücadele sporcularının branşlarına yönelik tutumları ve sportmenlik yönelimlerinin incelenmesi

Öz

Çalışmanın amacı farklı branşlardaki mücadele sporcularının, cinsiyet, yaş, eğitim düzeyi ve spor deneyimi değişkeninde, branşlarına yönelik tutumları ve sportmenlik yönelimlerinin incelenmesidir. Bu anlamda araştırmada veri toplama aracı olarak “Mücadele Sporlarına İlişkin Tutum ve Çok Boyutlu Sportmenlik Yönelimi Ölçeği” kullanılmıştır. Araştırma grubu faal olarak müsabakalara katılan 236 erkek ve 74 kadın sporcudan oluşan toplamda 310 aktif sporcudan oluşmuştur. Verilerin analizinde SPSS 28,0 programı kullanılmıştır. Değişkenlerin karşılaştırılmasının yapılması amacıyla Bağımsız Örneklem t-Testine ve ANOVA testine başvurulmuştur. Araştırmanın bulgularına göre mücadele sporcularının branşlarına yönelik tutumlarında cinsiyet değişkeninde anlamlılık bulunmamıştır. Ancak cinsiyet değişkenine göre “Kurallar ve Yönetime Saygı” boyutunda istatistiksel olarak anlamlı bir fark saptanmıştır. “Rakibe Saygı” alt boyutunda kadın sporcular lehine anlamlılık tespit edilmiştir. Farklı yaş gruplarındaki sporcuların “İsteklendirme” alt boyutunda, yaş grupları arasında anlamlı değere ulaşılmıştır. Bu bağlamda elde edilen bulgular, farklı yaş gruplarındaki sporcular arasında bazı alt boyutlarda anlamlı farklılıklar olduğunu göstermektedir. “İsteklendirme” ve “Rakibe Saygı” alt boyutlarında yaş grupları arasında belirgin farklar tespit edilirken, diğer alt boyutlarda yaş grupları arasında anlamlı farklılık saptanmamıştır. Bu sonuçlar, yaşın sporcuların sportmenlik yönelim özellikleri üzerindeki etkisinin olabileceğini düşündürmektedir. Aynı zamanda farklı eğitim düzeylerinin, sporcuların mücadele sporlarına ilişkin tutumları üzerinde etkili olabileceği yönünde ilişki belirlenirken, farklı eğitim düzeylerinin “Sportmenlik Yönelimi” değişimleri alt boyutlarında bazı tutumsal farklılıkların olduğu yönünde belirginlik göstermiştir.

Anahtar Kelimeler: Fair Play, mücadele sporları, sportmenlik yönelimi, tutum

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Genişletilmiş Türkçe Özet makalenin sonunda yer almaktadır.

INTRODUCTION

Among the various disciplines of sports, each of the martial arts contains various techniques and disciplines in itself (Koçak & Balçıkanlı, 2021; Arslan & Erail, 2023). Martial arts, which is an individual sport that requires high concentration intensity, emerged in the past as a means of self-protection and food supply in people's wars. Combat sports such as taekwondo, judo, boxing, kickboxing, wrestling, muay thai, karate, which include many physical fitness parameters and are very common in the world, are called combat sports in Turkey. The general feature of these sports is the use of defense techniques specific to these sports. For example, in kickboxing, techniques that involve physical contact with the opponent based on kicks and punches are used. However, other techniques are used in wrestling or judo. In addition to having a well-developed technique and conditioning in wrestling, one must also have tactical skills to attack and attack bravely (Yanar et al., 2017; Turgut, 2022). In this sense, it can be said that one of the priorities of each sport is to recognize the movements of the opponent in defensive sports and react accordingly (Bektaş & Demir, 2022). Thanks to the regular participation of individuals in martial arts, which have become very popular today in terms of significance level, results have been obtained that contribute to the increase of life satisfaction and general psychological well-being as well as general physical development (Fukuda et al., 2011; Erail et al., 2023). In addition, martial arts can teach athletes important values such as respect, discipline, and sportsmanship (Kuśnierz, et al., 2017).

In general, the definition of sportsmanship in other sports and martial arts is a behavior that includes values such as respect for the opponent, acting according to the rules of the game, gentlemanly, honesty, fairness and fair play. These behaviors are important to the needs of athletes with their grievances and expectations, and they commit to the ethical values of the sport. Simply put, the concept of sportsmanship is about how athletes are guided to play the game. There are various theoretical approaches to understanding sportsmanship (Balçıkanlı, 2010). Sportsmanship is a comprehensive and rule-abiding behavior associated with social and moral values within sports activities; the functions of sportsmanship also support the reduction of inappropriate behavior under competitive conditions (Ulukan, 2021). Sportsmanship is an important value not only in competitive sports, but in all sports and in all aspects of life. The dimension of sportsmanship of athletes shows that sports are not only a means of competition but also a means of character development. Sportsmanship of athletes is a form of behavior that coaches and sports children should teach their students and athletes. Therefore, the concept of

sportsmanship in competitive sports is an important issue that athletes and coaches should pay attention to (Yıldıran, 2005).

Although it is a concept that refers to all areas of social life, the comprehensive definitions of ‘fair play’, whose affiliation is more emphasized in sports, mostly refer to ‘athletes’, although all reference groups around sports have a share in its realization or non-realization (Yıldıran, 2011). In today’s sports media, it can be observed that the visibility of martial arts has increased. In this sense, it can be said that the number of participants and organizations has increased in response to media exposure. In addition, the amount of income offered to individuals through participation in today’s organizations, martial arts that are believed to have changed in this context, and the commitment of the athletes in question to ethical values are considered important in the axis of sport. During the 20th century, the increase in commercial and political demands on sports has pushed moral values into the background and caused amateurism to lose value to professionalism (Gümüş, 2019). From this point of view, when examining the relevant literature, it can be assumed that new research is needed on “attitudes of professional athletes toward their industries” and “sportsmanship orientation” at the same time”. In this framework, an attempt was made to investigate the attitudes and sportsmanship orientation of martial artists in different industries toward their industries in terms of gender, age, education level, and sports experience.

METHOD

Research group (population-sample)

The sample of the study consisted of a total of 310 individuals, including 236 male and 74 female athletes over the age of 18, who were interested in combat sports in Turkey.

Data collection tools

The “Attitude Scale Towards Combat Sports (MUSITOE)” (Kayapınar et al., 2016) was used as an instrument for data collection in the study, a validity and reliability study was conducted in 2016. The scale consists of three sub-dimensions and a total of 23 items. These sub-dimensions are satisfaction (9 items), pleasure (6 items), and aspiration (8 items). There are no negative (reverse) items in the scale. The scale is of Likert type and is scored between 1 (strongly disagree) and 5 (strongly agree). It is explained that the subcomponent of the original scale; satisfaction Cronbach’s alpha=0.59, pleasure subcomponent Cronbach’s alpha=0.48 and aspiration Cronbach’s alpha=0.44, the overall reliability coefficient was determined with Cronbach’s 0.73. The higher the total scale value, the more negative the respondents’ attitude towards martial arts, while low values are positive.

Multidimensional Sportsmanship Orientation Scale: The Multidimensional Sportsmanship Orientation Scale (MSOS) developed by Vallerand et al. (1997) and translated into Turkish by Balçıklı (2010) was used to determine the sportsmanship orientation of the athletes participating in the study. The scale is of 5-point Likert type and consists of 20 items. The scale includes the sub-dimensions “adherence to social norms”, “respect for rules and management”, “commitment to responsibility in sport”, “respect for opponent”. The Cronbach alpha values are as follows: Adherence to social norms, 86; Respect for rules and management, 83; Commitment to responsibility in sport, 91; Respect for opponent, 82 (Balçıklı, 2010). In this study, the Cronbach Alpha value of the scale was calculated as 91.

Data collection/processing method

The research is a quantitative study and was conducted in a descriptive survey model.

Data analysis

SPSS 28.0 program was used for data analysis. Whether the obtained data met the prerequisites of parametric tests for normality determination was decided by examining Skewness and Kurtosis values. Independent Sample t-test and ANOVA tests were used to compare the variables. Scheffe test was used for multiple comparisons. The significance level was set as 0.05 for the comparison of all variables.

FINDINGS

Table 1. Comparison of the sub-dimensions of the attitudes towards competitive sports scale according to gender

Scale of attitudes towards competitive sports	Gender	N	$\bar{X} \pm S.d.$	t	p
Satisfaction	Male	236	4.41±0.46	-0.284	0.776
	Woman	74	4.42±0.64		
Pleasure	Male	236	4.55±0.42	-0.705	0.481
	Woman	74	4.59±0.59		
Aspiration	Male	236	4.25±0.50	-1.064	0.288
	Female	74	4.32±0.59		

In the “satisfaction” category, the mean score for men and women was 4.41 and 4.42, respectively, and no statistically significant difference was found ($t = -0.284$, $p = 0.776$). In the “pleasure” category, the mean score of males was 4.55 and the mean score of females was 4.59. There was no statistically significant difference ($t = -0.705$, $p = 0.481$). In the “Aspiration” category, the mean score of males was 4.25 and the mean score of females was 4.32. No statistically significant difference was found ($t = -1.064$, $p = 0.288$).

Table 2. Comparison of sub-dimensions of changes in sportsmanship orientation according to gender

Changes in sportsmanship orientation	Gender	N	$\bar{X} \pm S.d.$	t	p
Compliance with social norms	Male	236	4.37±0.66	-1.436	0.152
	Woman	74	4.50±0.61		
Rules and respect for management	Male	236	4.24±0.62	-3.793	0.001*
	Woman	74	4.50±0.48		
Commitment to responsibilities in sport	Male	236	4.54±0.55	-1.186	0.236
	Woman	74	4.62±0.43		
Respect for the opponent	Male	236	4.01±0.82	-1.180	0.240
	Woman	74	4.13±0.78		

*=p<0,05

The table shows that in the category of “adherence to social norms,” the mean scores of men and women were 4.37 and 4.50, respectively. There was no statistically significant difference (t= -1.436, p= 0.152). In the “respect for rules and management” category, the mean score of men was 4.24 and the mean score of women was 4.50. There was a statistically significant difference (t= -3.793, p= 0.001). In the category “Commitment to responsibilities in sports”, the mean score of men was 4.54 and the mean score of women was 4.62. No statistically significant difference was found (t= -1.186, p= 0.236). In the category of “respect for the opponent”, the mean of men was 4.01 and the mean of women was 4.13. No statistically significant difference was found (t= -1.180, p= 0.240). Consequently, statistically significant differences were found between genders for some characteristics, while no difference was found for other characteristics.

Table 3. Comparison of the sub-dimensions of the scale for attitudes toward competitive sports according to age categories

Scale of attitudes towards competitive sports	Age	N	$\bar{X} \pm S.d.$	F	p
Satisfaction	18-21 years (A)	131	4.35±0.51	2.035	0.109
	22-24 years (B)	85	4.39±0.52		
	25-27 years (C)	45	4.45±0.50		
	28 years and above(D)	49	4.56±0.46		
	Total	310	4.41±0.51		
Pleasure	18-21 years (A)	131	4.57±0.43	0.407	0.748
	22-24 years (B)	85	4.53±0.51		
	25-27 years (C)	45	4.54±0.46		
	28 years and above(D)	49	4.61±0.46		
	Total	310	4.56±0.46		
Aspiration	18-21 years (A)	131	4.17±0.51	2.801	0.040*
	22-24 years (B)	85	4.28±0.55		
	25-27 years (C)	45	4.36±0.54		
	28 years and above(D)	49	4.39±0.45		
	Total	310	4.26±0.52		

*=p<0,05

When the satisfaction scores of the athletes in the different age groups were analyzed, no significant difference was found between the age groups (f= 2.035, p= 0.109). There was no

significant difference between the athletes' pleasure scores by age groups ($f= 0.407$, $p= 0.748$). There was a significant difference between age groups for the "Aspiration" sub-dimension ($f= 2.801$, $p= 0.040$). Aspiration scores of athletes in the age group 18-21 years were lower than those of the other age groups.

Table 4. Comparison of the sub-dimensions of sportsmanship orientation changes according to age categories

Changes in sportsmanship orientation	Age	N	$\bar{X} \pm S.d.$	F	p	Multiple comparison
Compliance with social norms	18-21 years (A)	131	4.41±0.58	1.849	0.138	-
	22-24 years (B)	85	4.33±0.65			
	25-27 years (C)	45	4.32±0.77			
	28 years and above(D)	49	4.59±0.71			
	Total	310	4.40±0.65			
Rules and respect for management	18-21 years (A)	131	4.27±0.55	1.736	0.160	-
	22-24 years (B)	85	4.28±0.69			
	25-27 years (C)	45	4.24±0.62			
	28 years and above(D)	49	4.48±0.51			
	Total	310	4.30±0.60			
Commitment to responsibilities in sport	18-21 years (A)	131	4.56±0.48	1.228	0.300	-
	22-24 years (B)	85	4.50±0.56			
	25-27 years (C)	45	4.54±0.54			
	28 years and above(D)	49	4.68±0.56			
	Total	310	4.56±0.53			
Respect for the opponent	18-21 years (A)	131	3.83±0.82	5.383	0.001*	A<D
	22-24 years (B)	85	4.14±0.80			
	25-27 years (C)	45	4.18±0.82			
	28 years and above(D)	49	4.28±0.67			
	Total	310	4.04±0.81			

*= $p < 0,05$

According to the table, no significant difference was found between the scores of athletes in different age groups in the sub-dimension "adherence to social norms" ($f= 1.849$, $p= 0.138$). There was no significant difference between the age groups in the sub-dimension "Respect for rules and management" ($f= 1.736$, $p= 0.160$). There was no significant difference between the "scores of athletes in different age groups in "Commitment to responsibility in sport" ($f= 1.228$, $p= 0.300$). There was a significant difference between age groups for the sub-dimension "respect for opponent" ($f= 5.383$, $p= 0.001$). The values for respect for the opponent of athletes in the age group 18-21 years were lower than the values of athletes in the age group 28 years and older ($A < D$). These results in Table 4 show that there are significant differences between athletes of different age groups in some sub dimensions. While there were significant differences between age groups in the sub dimensions of ambition and respect for opponent, there were no significant differences between age groups in other sub dimensions. These results suggest that age may have an influence on the characteristics of athletes' sportsmanship orientation.

Table 5. Attitudes toward martial arts according to educational level

Scale of attitudes towards competitive sports	Education status	N	$\bar{X} \pm S.d$	F	p	Multiple comparison
Satisfaction	High School (A)	88	4.28±0.54	4.399	0.013*	A<B
	University (B)	207	4.46±0.48			
	Postgraduate (C)	15	4.50±0.56			
	Total	310	4.41±0.51			
Pleasure	High School (A)	88	4.52±0.50	1.411	0.245	-
	University (B)	207	4.56±0.45			
	Postgraduate (C)	15	4.74±0.40			
	Total	310	4.56±0.46			
Aspiration	High School (A)	88	4.09±0.55	7.287	0.001*	A<B
	University (B)	207	4.34±0.51			
	Postgraduate (C)	15	4.30±0.37			
	Total	310	4.26±0.52			

*=p<0,05

The satisfaction sub dimension was calculated as 4.28±0.54 for high school athletes, 4.46±0.48 for university athletes, 4.50±0.56 for graduate athletes, and 4.41±0.51 for all participants. According to the results of ANOVA, a significant difference was found between educational levels (f= 4.399, p= 0.013). According to the results of multiple comparisons, the satisfaction scores of athletes with university degrees were lower than those of athletes with high school degrees (A<B). In the pleasure sub dimension, the average pleasure score for high school athletes was 4.52±0.50, the average pleasure score for university level athletes was 4.56±0.45, the average pleasure score for university level athletes was 4.74±0.40, and the overall pleasure score for all participants was 4.56±0.46. According to the results of ANOVA, no significant difference was found between educational levels (f= 1.411, p= 0.245). In the aspiration sub dimension, the average aspiration score of high school athletes was 4.09±0.55, the average aspiration score of university athletes was 4.34±0.51, the average aspiration score of graduate athletes was 4.30±0.37, and the total aspiration score of all participants was 4.26±0.52. According to the results of ANOVA, a significant difference was found between educational levels (f= 7.287, p= 0.001). The results of the multiple comparison showed that the aspiration scores of athletes from high school were lower than those of athletes from university (A<B).

Table 6. Changes in sports orientation according to educational level

Changes in sportsmanship orientation	Education status	N	$\bar{X} \pm S.d$	f	p	Multiple comparison
Compliance with social norms	High School (A)	88	4.36±0.80	0.363	0.696	-
	University (B)	207	4.42±0.59			
	Postgraduate (C)	15	4.50±0.58			
	Total	310	4.40±0.65			
Rules and respect for management	High School (A)	88	4.28±0.69	0.638	0.529	-
	University (B)	207	4.32±0.57			
	Postgraduate (C)	15	4.14±0.54			
	Total	310	4.30±0.60			
Commitment to responsibilities in sport	High School (A)	88	4.52±0.63	0.613	0.542	-
	University (B)	207	4.58±0.44			
	Postgraduate (C)	15	4.49±0.89			
	Total	310	4.56±0.53			
Respect for the opponent	High School (A)	88	3.78±0.90	6.481	0.002*	A<B
	University (B)	207	4.14±0.74			
	Postgraduate (C)	15	4.14±0.86			
	Total	310	4.04±0.81			

*=p<0,05

In the sub dimension adaptation to social norms, there was no significant difference between the scores for adaptation to social norms of athletes with different levels of education (f= 0.363, p= 0.696). This result could indicate that the educational level of athletes does not have a significant influence on social norms compliance. In the sub-dimension of respect for rules and management, there was no significant difference between athletes' scores for respect for rules and management as a function of their educational level (f= 0.638, p= 0.529). This result shows that the level of education has no significant influence on athletes' attitude towards rules and management. In the sub-dimension of commitment to responsibility in sport, no significant difference was found between the values of commitment to responsibility in sport of athletes with different educational levels (f= 0.613, p= 0.542). This result could indicate that the level of education does not have a significant influence on athletes' attitudes towards commitment to responsibility in sport. In the sub-dimension respect for opponent, a significant difference was found in athletes' scores for respect for opponent depending on the level of education (f= 6.481, p= 0.002). This result shows that the attitude towards respect for the opponent is lower in athletes with school education than in those with higher education (A<B).

Table 7. Attitudes towards martial arts according to sport experience

Scale of attitudes towards competitive sports	Sport experience	N	$\bar{X} \pm S.d$	F	p
Satisfaction	1-5 years (A)	116	4.45±0.46	0.833	0.436
	5-10 years (B)	102	4.36±0.56		
	10 years above (C)	92	4.42±0.50		
	Total	310	4.41±0.51		
Pleasure	1-5 years (A)	116	4.59±0.41	0.525	0.592
	5-10 years (B)	102	4.53±0.54		
	10 years above (C)	92	4.56±0.44		
	Total	310	4.56±0.46		
Aspiration	1-5 years (A)	116	4.22±0.60	0.547	0.579
	5-10 years (B)	102	4.28±0.51		
	10 years above (C)	92	4.30±0.43		
	Total	310	4.26±0.52		

There was no significant difference between the results of the sub-dimensions “satisfaction” (F= 0.833, p= 0.436). These results may indicate that sports experience does not have a significant effect on satisfaction. When comparing by sport experience in the “pleasure” sub-dimension, no significant difference was found between the groups with sport experience in the “pleasure” sub-dimension (F= 0.525, p= 0.592). This could indicate that sports experience does not have a significant influence on the perception of pleasure. When comparing between the sports experience groups in the “Aspiration” sub-dimension, no significant difference was found between the scores of the “Aspiration” sub-dimension (F= 0.547, p= 0.579). These results may suggest that the effect of sport experience on aspiration is limited. These results in Table 7 indicate that there is no significant difference between the different sport experience groups on “satisfaction”. It can be seen that there is no significant difference in the sub-dimensions of “pleasure” and “aspiration”. These results indicate that sports experience has no significant influence on these characteristics.

Table 8. Changes in sports mind orientation according to sports experience

Changes in sportsmanship orientation	Sport experience	N	$\bar{X} \pm S.d$	F	p	Multiple comparison
Compliance with social norms	1-5 years (A)	116	4.43±0.72	0.813	0.444	-
	5-10 years (B)	102	4.44±0.45			
	10 years above (C)	92	4.33±0.75			
	Total	310	4.40±0.65			
Rules and respect for management	1-5 years (A)	116	4.40±0.61	6.890	0.001*	A>C B>C
	5-10 years (B)	102	4.35±0.56			
	10 years above (C)	92	4.11±0.59			
	Total	310	4.30±0.60			
Commitment to responsibilities in sport	1-5 years (A)	116	4.61±0.54	1.390	0.251	-
	5-10 years (B)	102	4.57±0.43			
	10 years above (C)	92	4.48±0.59			
	Total	310	4.56±0.53			
Respect for the opponent	1-5 years (A)	116	4.07±0.82	0.539	0.584	-
	5-10 years (B)	102	4.07±0.71			
	10 years above (C)	92	3.96±0.88			
	Total	310	4.04±0.81			

*=p<0,05

In the sub dimension “respect for social norms” there was no significant difference between the groups with different sports experience “(f= 0.813, p= 0.444). In the sub-dimension “respect for rules and management”, a significant difference was found between the groups with different sports experience “(f= 6.890, p= 0.001). It was found that the group with 1-5 years of sports experience showed a higher level of respect for rules and management than the group with more than 10 years of experience. There was no significant difference between the groups with different sports experience in the sub-dimension “commitment to responsibilities in sports” (f= 1.390, p= 0.251). There was no significant difference between the groups with different sport experience in the sub-dimension “Respect for opponent” (f= 0.539, p= 0.584).

DISCUSSION AND CONCLUSION

The results of this study, conducted to determine competitive athletes’ attitudes toward their sport and their attitudes toward positive and negative behaviors related to fair play, can be considered important in demonstrating ethical values in sport and passion for sport. Participation in competitive sports can provide a number of social benefits, including respect, a sense of belonging, leadership qualities, positive role models, and increased social interaction. These benefits can contribute to overall psychological well-being, life satisfaction, and personal development (Sezen & Yıldiran, 2007). At the same time, since there can be no sport or competition without rivals, it is possible to ensure cooperation when athletes who compete with each other see competition as the reason for their existence (Gürpınar & Kurşun, 2013).

The results of the study show that when examining the sub-dimensions of participants’ attitude towards martial arts according to the gender variable (Table 1) and the changes in sportsmanship orientation according to gender (Table 2), no significant difference was found in the sub-dimensions such as “satisfaction and pleasure”, “ambition”, “compliance with social norms” according to gender. This shows that gender has no influence on the level of “satisfaction and pleasure” in general and on the sub-dimensions “aspiration” and “compliance with social norms”. In the sub-dimension “Respect for rules and management”, a significant difference was found in respect for rules and management according to gender. While male athletes were found to have lower levels of respect for rules and management, no significant difference was found by gender in the “commitment to responsibility in sport” dimension. A significant difference was found between genders in the sub-dimension “Respect for Opponents”. Female athletes were found to have a higher level of respect for the opponent. This can be interpreted to mean that females are more sensitive when it comes to respect. In the study conducted by Akandere et al. (2009), it was found that moral decision making was higher in

female athletes than in male athletes (Böyükelhan et al., 2019). Also, in the study that investigated the self-perception and interpersonal behavior of kickboxing athletes in sports, when the results of the sub-dimensions were examined according to the gender variable, it was found that in some sub-dimensions, male athletes had higher significance than female athletes (Mutlu & Algül, 2019). In a similar study conducted along these lines, when the general attitudes and sub-dimensions of martial artists were examined according to the gender variable, it was found that the results were in favor of male athletes (Çakır & Erbaş, 2021). Subsequently, in a study that dealt with the orientation levels of sportsmanship of national wrestlers, it was found that the results in the sub-dimension of “respect for the opponent” were in favor of male athletes “(Güllü & Şahin, 2018). In this sense, although the studies in the literature present different results, a different understanding of sports and different values between the branches can be pointed out as the reason for this situation. However, similar results were also observed in the study of Balçıkanlı et al., (2017) on the sports orientation of female soccer players. In another study, when comparing the sportsmanship scores of soccer and basketball players, significance was found in favor of basketball players in general, but no significance was found when comparing by gender. However, it was found that sportsmanship scores were higher in females than in males (Gürpınar & Kurşun, 2013). In this sense, it can be said that the results of the studies conducted in this field support the research conducted. In this context, it appears that gender may cause differences in some sub dimensions of athletes’ sportsmanship orientation. However, no significant difference was found in some sub-dimensions. These results indicate that gender can have complex and different effects on athletes’ sportsmanship orientation. In addition, the reason for some of the results in this study may be the difference in sample size and gender distribution.

When the scores in the sub-dimensions of the “Attitudes Towards Combat Sports Scale” were analyzed among athletes of different age groups (Table 3), there was no significant difference in the scores for “satisfaction” and “enjoyment” of athletes of different age groups. In other words, the “pleasure” of athletes in relation to martial arts did not change depending on their age. A significant difference between age groups was found for the sub-dimension “aspiration”. It can be seen that the aspiration scores of athletes in the 18-21 age group are lower than those of the other age groups. These results show that athletes in different age groups experience the sub-dimensions of attitude toward martial arts differently. In particular, the difference in the “Aspiration” sub-dimension shows that the level of aspiration of younger age groups toward martial arts is lower than that of other age groups. These findings can be used to

better understand the attitudes of different age groups toward martial arts and, if needed, develop strategies tailored to each age group. In the results of a study conducted on kickboxers in the literature, a significant difference was found in other sub-dimensions related to attitudes and behaviors, especially in the autonomy-supportive sub-dimension of participants' reasons for starting sports (Mutlu & Algül, 2019). In this sense, although the research topic is different, it can be said that participants' perceptions and attitudes are influenced by individual and age-related factors based on the similarity in the sports industry in the sample. Age might have an influence on the differences observed between age groups in these results. The reason for the lower enthusiasm of athletes in the younger age group for martial arts could be that they have not yet developed the motivation and desire required for the sport due to their age. In addition, attitudes toward martial arts may also be influenced by the athletes' level of experience and knowledge. Experienced athletes may have a better understanding of the challenges and joys of the sport, which may affect their attitudes.

“Adjustment to social norms” showed no significant difference in the scores of adjustment to social norms between different age groups. This result indicates that athletes in different age groups show similar behaviors in adaptation to social norms. This can be interpreted to mean that the social environment in which individuals with athlete identity live has structurally and culturally similar characteristics. At the same time, no significant difference was found between age groups in the sub-dimension “respect for rules and management”. This can be taken as an indication that athletes in different age groups have similar attitudes toward sports rules and game management (Table 4). In the results of a study conducted in the literature on basketball and football athletes, a significant difference was found in the sub-dimension “respect for rules and management” depending on the age variable. Therefore, these different results can be interpreted that the ratings of individual and team athletes may be different (Gürpınar & Kurşun, 2013).

In the relationship between the different age groups in the sub-dimension “commitment to responsibility in sports”, no significant difference was found in the scores of commitment to responsibility in sports. It can be seen that athletes' attitudes towards ethics and responsibility in sport are similar according to age. This could be considered as the appropriation of values specific to the sector. Also in this section, a significant difference was found between the different age groups in the sub-dimension “respect for the opponent”. It was found that the values for respect for opponent were lower for athletes in the 18-21 age group than for athletes in the 28 and older age group. In one study, a significant difference was found in the sub-

dimension of “respect for opponent” according to the age variable (Gürpınar & Kurşun, 2013). In a similar study, a significant difference in favor of those who have been participating in sports for 1 and 2 years was found in the sub-dimension of “respect for “ the opponent” when compared by sports experience. Students who had just started playing sports were found to have higher levels of sportsmanship than those who had been playing sports for a longer period of time (Ulukan, 2021). In turn, Tsai and Fung (2005) found in the literature that older athletes showed lower levels of sportsmanship orientation (Gürpınar & Kurşun, 2013). In the study conducted by Yalçın et al., (2020), they did not find a significant difference in “sportsmanship orientation” between age variables (Yalçın et al., 2020). In this sense, although it can be said that the results of the present study are consistent with some results of the studies in the literature, they also contradict some results. Therefore, it can be assumed that this difference is due to the differences in athletes’ sport-specific identity as well as age groups. The low scores for sportsmanship among the older athletes can be interpreted to mean that ethical values are naturally ignored in a sports culture where the winner is recognized with the experience gained in sports. In this sense, this result supports the findings of the study and shows that age can make a difference in respecting rival athletes.

In this sense, the results of the study show that there are significant differences between age groups in the sub-dimensions of “ambition” and “respect for the opponent”, while there are no significant differences between age groups in other sub-dimensions. These results suggest that age may have an influence on the characteristics of athletes’ sportsmanship orientation and that athletes in the younger age group may need more attention, especially in relation to respect for the opponent. According to the findings obtained, the effect of age on athletes’ values and behaviors related to sportsmanship is complex and multifaceted. At the same time, the experience levels and stages of athletic careers may differ among athletes in different age groups. Younger athletes may have less experience, while older athletes may have more experience. This difference in experience may affect the formation of sportsmanship values and behaviors. Athletes’ personal developmental stages and the factual situations they experience may influence perceptions of sportsmanship values. For example, it can be observed that athletes in a competitive phase focus less on values such as respect for the opponent.

The “sub-dimension “satisfaction” showed no significant difference in satisfaction scores between athletes of different educational levels. It is likely that this sub-dimension is not related to the age or educational level of athletes in general. Satisfaction could reflect a general satisfaction with martial arts and this satisfaction could be independent of age or educational

level. In addition, the pleasure sub-dimension “did not show a significant difference in pleasure scores between athletes as a function of their educational level. This could indicate that enjoyment of martial arts does not depend on the level of education. This result could also indicate that the enjoyment of martial arts is not related to the level of education in general. At the same time, it was found that the difference between the scores of another sub-dimension “Aspiration” was significant according to the level of education (Table 5). This can perhaps be interpreted as athletes with higher levels of education having more interest and desire in martial arts. The result suggests that higher level of education may influence athletes’ motivation for sports. Overall, these results suggest that attitudes toward martial arts may or may not be related to educational level. To understand the effects of different levels of education on athletes’ attitudes, it may be important to consider social, cultural, and individual factors.

In the sub dimension “adaptation to social norms,” there was no significant difference between the scores for adaptation to social norms of athletes with different levels of education. This result may indicate that the educational level of athletes does not have a significant influence on adaptation to social norms. The influence of education level on social norms adjustment in the social norms adjustment sub-dimension “may be limited. The fact that athletes have different levels of education may not be sufficient to explain the differences in adaptation to social norms. It should also be taken into account that adherence to social norms is often influenced by a broader social environment and cultural factors. In the sub-dimension “respect for rules and management”, no significant difference was found according to the level of education, suggesting that the level of education does not have a significant influence on athletes’ attitudes toward respect for rules and management (Table 6). The educational level of athletes could have an effect on their attitude toward respect for rules and management. It can be assumed that athletes with a higher level of education respect rules more and evaluate management more positively. In their study, Güllü and Şahin (2018) found that the scores related to the sub-dimension “commitment to responsibility in sports” showed a statistically significant difference according to the educational variable in the results of sportsmanship orientation and participation rates in the sub-dimensions according to the educational status variable. He interpreted this as a result of the fact that the educational level of the participants in the study was not evenly distributed. Therefore, it can be assumed that the distribution of the educational level of the study participants can change the values.

When analyzing “attitudes toward martial arts” by sport experience (Table 7), it was found that “satisfaction” had no significant differences in the sub-dimensions of “pleasure” and

“aspiration.” These results indicate that sports experience has no significant influence on these characteristics. Also, when examining “changes in sportsmanship orientation” by sports experience in the study, the fact that there was no significant difference in “adherence to social norms,” “commitment to responsibility in sports,” and “respect for opponents,” which are sub-dimensions of the scale, suggests that groups with different sports experience have sportsmanship traits at a similar level. This could indicate that sportsmanship scores are less influenced by sports experience or that sports experience is a less determining factor for these traits. On the respect for rules and management sub-dimension, although a significant difference was found, the group with 1-5 years of sports experience showed higher levels of respect for rules and management than the group with more than 10 years of experience. It is likely that individuals with 1-5 years of sports experience tend to show more respect for rules and management in their new and developing athletic processes. During this time, athletes may have a greater understanding of the importance of following the rules and respecting the standards set by management. Along these lines, a study examining the moral decision making of student athletes found that athletic experience generally influences sportsmanship orientation. Those with more than 7 years of sports experience had the highest mean scores on the sub-dimensions of love of competition (Böyükelhan et al., 2019). In another study, the experience of starting sports was found to have no statistically significant influence on sportsmanship orientation (Gürpınar & Kurşun, 2013). Also in this sense, in the results of a study that investigated the “sportsmanship orientation” of amateur student athletes in universities, no statistically significant difference was found in the sub-dimension of “sportsmanship orientation” between the variables of sports history (Yalçın et al., 2020). In general, there may be some factors that influence the results of the study. These factors, such as age, education level, sport type, training intensity of participants, may affect their sportsmanship characteristics. The balanced distribution of these factors among groups with different sport experience or their interaction with other factors may affect the results differently. Groups with different sport experience may have experienced different sport cultures and training methods. These factors may shape the values of sportsmanship and explain the differences between groups.

Recommendations

In general, it can be said that the research results show that the average values of “attitude levels” as well as “sportsmanship orientations” of participants toward martial arts vary. For this reason, acting to develop attitudes and behaviors toward the branches of the individual during sports life and basic training can contribute to the qualification of the sports environment. In

addition, conducting studies to increase sportsmanship can be considered important for the ethical values of sports. As a result, the source of the results may be based on the complex interaction of several factors. The scales used in the study may produce results based on differences in athletes' perceptions and sports. Assuming that the age and gender variables are important in the study, one can predict that athletes will make their evaluations from the perspective of environmental conditions and cultural differences. Examining these factors in more detail and conducting more comprehensive analyzes in future studies may contribute to a better understanding of the results.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Toplumsal yaşamın tüm alanlarına ilişkin bir kavram olmakla birlikte aidiyeti daha çok sporda pekişen 'fair play'in spor kapsamlı tanımları, gerçekleşmesi ya da gerçekleşmemesinde sporu çevreleyen tüm referans gruplarının payı olmakla birlikte daha çok 'sporcu' üzerinden yapılmaktadır (Yıldıran, 2011). Günümüz spor medyasında, mücadele sporlarının görünürlüğünün arttığı gözlemlenebilir bir durumdur. Bu anlamda medya görünürlüğünün karşılığı olarak katılımcı sayısı ve organizasyon sayısında bir artış olduğu söylenebilir. Beraberinde günümüz organizasyonlara katılımın bireylere sunduğu gelir düzeyi, bu bağlamda değişim gösterdiği varsayılan mücadele sporları ve ilgili sporcularının, oluşan spor ekseninde etik değerlere bağlılığı önemli görülmektedir. 20. yy. süresince, spordan ticari ve siyasi taleplerin artması sonucunda, ahlaki değerleri ikinci plana iterek amatör ruhun profesyonellik karşısında değer kaybetmesine neden olmuştur (Gümüş, 2019). Buradan hareketle alanla ilgili literatür incelendiğinde, "Mücadele Sporcularının Branşlarına Yönelik Tutumları " ve aynı zamanda "Sportmenlik Yönelimi" yeni araştırmalara ihtiyaç olduğu düşünülebilir. Bu çerçevede, farklı branşlardaki mücadele sporcularının, cinsiyet, yaş, eğitim düzeyi ve spor deneyimi değişkeninde branşlarına yönelik tutumları ve sportmenlik yönelimlerinin çalışılması amaçlanmıştır.

YÖNTEM

Yapılan araştırmanın örneklemini Türkiye genelinde mücadele sporlarıyla ilgilenen 18 yaş üzeri 236 erkek 74 kadın sporcu olmak üzere toplamda 310 birey oluşturmuştur. Araştırmada veri toplama aracı olarak "Mücadele Sporlarına İlişkin Tutum Ölçeği (MÜSİTÖ)", (Kayapınar ve ark., 2016) yılında geçerlik ve güvenilirlik çalışması yapılmıştır. Ölçek üç alt boyut ve toplam 23 maddeden oluşmaktadır. Araştırmaya katılan sporcuların sportmenlik yönelimlerini belirlemek amacı ile Vallerand ve arkadaşları (1997) tarafından geliştirilen ve Türkçeye uyarlaması Balçıkkanlı (2010) tarafından yapılan Çok Boyutlu Sportmenlik Yönelimi Ölçeği (Multidimensional Sportsmanship Orientation Scale-MSOS) kullanılmıştır. Ölçek 5'li likert tipi olup, 20 maddeden oluşmaktadır. Verilerin analizinde SPSS 28,0 programı kullanılmıştır. Değişkenlerin karşılaştırılmasının yapılması amacıyla Bağımsız Örneklem t-

Testine ve ANOVA testine başvurulmuştur. Çoklu karşılaştırmada ise Scheffe testi kullanılmıştır. Tüm değişkenlerin karşılaştırılmasında anlamlılık düzeyi 0,05 olarak belirlenmiştir.

BULGULAR

Cinsiyete göre doyum, haz ve isteklendirme alt boyutunda anlamlı bir fark saptanmamıştır. Cinsiyete göre sosyal normlara uyum, sporda sorumluluklara bağlılık ve rakibe saygı alt boyutunda anlamlı bir fark saptanmamıştır. Kurallar ve yönetime saygı alt boyutunda anlamlı bir fark saptanmıştır. Farklı yaş gruplarındaki sporcuların doyum ve haz puanları incelendiğinde, yaş grupları arasında anlamlı bir farklılık belirlenmemiştir. İsteklendirme alt boyutunda, yaş grupları arasında anlamlı bir farklılık tespit edilmiştir. Sosyal normlara uyum, kurallara ve yönetime saygı, sporda sorumluluklara bağlılık alt boyutunda farklı yaş gruplarındaki arasında anlamlı bir farklılık tespit edilmemiştir. Rakibe saygı alt boyutunda yaş grupları arasında anlamlı bir farklılık belirlenmiştir. Doyum ve isteklendirme alt boyutu ANOVA sonuçlarına göre eğitim düzeyleri arasında anlamlı farklılık tespit edildi. Haz alt boyutu eğitim düzeyleri arasında anlamlı farklılık tespit edilmedi. Sosyal normlara uyum, kurallar ve yönetime saygı ve sporda sorumluluklara alt boyutunda farklı eğitim düzeylerine sahip sporcuların sosyal normlara uyum puanları arasında anlamlı bir farklılık belirlenmemiştir. Rakibe saygı alt boyutunda eğitim düzeyine göre sporcuların rakibe saygı puanlarında anlamlı bir farklılık tespit edilmiştir.

TARTIŞMA VE SONUÇ

Araştırmadaki bulgulara göre, katılımcıların cinsiyet değişkenine göre, mücadele sporlarına ilişkin tutumları alt boyutlarının ve cinsiyete göre sportmenlik yönelimi değişimleri incelendiğinde, “Doyum ve Haz”, “İsteklendirme”, “Sosyal Normlara Uyum” gibi alt boyutlarda cinsiyetlere göre anlamlı bir farklılık belirlenmemiştir. Bu durum, cinsiyetin sporcuların genel olarak “Doyum ve Haz” düzeyini ve beraberinde “İsteklendirme” ile “Sosyal Normlara Uyum” alt boyutunu etkilemediğini göstermektedir. “Kurallar ve Yönetime Saygı” alt boyutunda ise cinsiyetlere göre kurallara ve yönetime saygıda anlamlı bir farklılık tespit edilmiştir. Erkek sporcuların kurallara ve yönetime daha düşük bir saygı düzeyine sahip olduğu belirlenirken, “Sporda Sorumluluklara Bağlılık” boyutunda cinsiyetlere göre anlamlı bir farklılık saptanmamıştır. Beraberinde “Rakibe Saygı” alt boyutunda, cinsiyetlere göre anlamlı bir farklılık tespit edilmiştir. Kadın sporcuların rakibe daha yüksek bir saygı düzeyine sahip olduğu belirlenmiştir. Bu durumu kadınların saygı konusunda daha hassas olduğu şeklinde yorumlanabilir. Akandere ve arkadaşları (2009) tarafından yapılan araştırmada ise spor ile uğraşan kadın sporcuların ahlak ile ilgili karar alma tutumlarının erkek sporculardan yüksek olduğu belirlenmiştir (Böyükelhan ve ark., 2019). Yine kick boks sporcularının, öz liderlik algıları ile sporda kişiler arası davranış düzeylerinin incelendiği çalışmada, cinsiyet değişkenine göre alt boyutları sonuçları incelendiğinde, bazı alt boyutlarda erkek sporcuların bazılarında ise kadın sporcuların lehine anlamlılık gösterdiği tespit edilmiştir (Mutlu & Algül, 2019). Bu anlamda yapılan benzer bir araştırmanın cinsiyet değişkenine göre, mücadele sporcularının genel tutumları ve alt boyutları incelendiğinde, sonuçların erkek sporcuların lehine olduğu belirlenmiştir (Çakır & Erbaş, 2021). Devamında Milli güreşçilerin

sportmenlik yönelim düzeyleri üzerine yapılan bir araştırmada ise, elde edilen bulgulara göre “Rakibe Saygı” alt boyutunda, erkek sporcular lehine bir durum olduğu belirtilmiştir (Güllü & Şahin, 2018). Bu anlamda literatürdeki çalışmaların farklı sonuçlar sunduğu görülürken, bu durumun oluşmasına gerekçe olarak, branşlar arası farklı spor anlayışı ve değerler gösterilebilir.

Genel anlamda araştırma sonuçlarının, katılımcıların mücadele sporlarına olan “Tutum Düzeylerinin” yanı sıra “Sportmenlik Yönelimleri” ortalamaların değişkenlik gösterdiği söylenebilir. Bu nedenle spor hayatı ve temel eğitimi süresinde bireylerin branşlarına yönelik tutum ve davranışların gelişimine yönelik hareket etmek, spor ortamının nitelik kazanmasına katkı sağlayabilir. Beraberinde sportmenlik düzeylerinin artırılmasına yönelik çalışmalar yürütülmesi, sporun etik değerleri açısından önemli görülebilir. Sonuç olarak, bulguların kaynağı çoklu faktörlerin karmaşık etkileşimine dayanabilir.

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KATKI ORANI CONTRIBUTION RATE	AÇIKLAMA EXPLANATION	KATKIDA BULUNANLAR CONTRIBUTORS
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	Suat AYBEK Aycen AYBEK
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Suat AYBEK Aycen AYBEK
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Suat AYBEK Aycen AYBEK
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Suat AYBEK Aycen AYBEK
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Suat AYBEK Aycen AYBEK
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