



Fair play in class and sports environment from the perspective of physical education and sports teacher

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Abstract

In this study, by focusing on the role of physical education and sports teachers in the development of fair play, it is aimed to raise awareness by determining teachers' practices, attitudes and knowledge levels about the concept. Phenomenological design was used in the study prepared with qualitative research method. A total of 21 physical education and sports teachers from 7 regions and 14 provincial participated in the sampling group of the study with the criterion sampling method, one of the purposeful sampling methods. Individual interviews were conducted with the teachers within the scope of semi-structured interview technique lasting an average of 30 minutes. Descriptive and content analysis methods were used to analyze the expressions. As a result of the analysis, Physical Education and Sports teachers express the concept of fair play in the lesson and sports environment as apologizing to the opponent by the athlete, extending a hand to the opponent as a result of any negative situation, consoling and congratulating him/her in case of success. Teachers use oral and visual expression methods in order to teach the concept to students and the reaction of the teachers to the rival team player who violated the rules during the competition varied according to various situations. In order to ensure a fair game understanding in sports environments, first of all, individuals competing on and off the field should have equal conditions in terms of facilities, materials, transportation and anthropometrics. In cases where professionalism is at the forefront, high level morale/motivation, result and target are the primary goals, while in cases where entertainment is at the forefront, fair play, healthy life and spending quality time are at the forefront.

Keywords: Fair, Lesson, Perspective, Play, Sports Environment

Beden eğitimi ve spor öğretmeni perspektifinden ders ve spor ortamında fair play

Öz

Bu çalışmada, beden eğitimi ve spor öğretmenlerinin fair play'in gelişimindeki rolüne odaklanarak, öğretmenlerin uygulamalarını, kavrama ilişkin tutum ve bilgi düzeylerini belirleyerek farkındalık yaratmak amaçlanmaktadır. Nitel araştırma yöntemi ile hazırlanan çalışmada fenomenoloji deseni kullanılmıştır. Araştırmanın örneklem grubu amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi ile 7 bölge ve 14 büyükşehirde toplamda 21 beden eğitimi ve spor öğretmeni katılmıştır. Öğretmenler ile yarı yapılandırılmış görüşme tekniği kapsamında ortalama 30 dakika süren bireysel görüşmeler yapılmıştır. Verilerin analizinde betimsel ve içerik analiz yöntemlerine başvurulmuştur. Analiz sonucunda Beden Eğitimi ve Spor öğretmenleri ders ve spor ortamında fair play kavramını sporcunun rakibinden özür dilemesi, herhangi bir olumsuz durum sonucunda rakibine el uzatması, başarı durumunda onu teselli ve tebrik etmesi şeklinde ifade etmektedir. Yapılan analiz sonucunda öğretmenler kavramı öğrencilere öğretmek için sözlü ve görsel anlatım yöntemlerini kullanır ve müsabaka sırasında kural ihlali yapan rakip takım oyuncusuna öğretmenlerin tepkisi çeşitli durumlara göre değişiklik göstermiştir. Spor ortamlarında adil bir oyun anlayışının sağlanabilmesi için öncelikle saha içinde ve dışında yarışan bireylerin tesis, malzeme, ulaşım ve antropometrik açıdan eşit koşullara sahip olması gerekmektedir. Faaliyetlerde profesyonellik ön planda ise üst düzey moral/motivasyon, sonuç ve hedef öncelikli iken, eğlence ön planda ise fair play, sağlıklı yaşam ve kaliteli zaman geçirme öncelikli olarak görülmektedir.

Anahtar Kelimeler: Adil, Ders, Perspektif, Oyun, Spor Ortamı

This study includes a part of Cihad GÜZEL's Master's Thesis.

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INTRODUCTION

Fair play is accepted as an expression that means exhibiting honest and gentlemanly behaviour, following the rules, accepting defeat and victory with humility and includes a series of informal but well-established practices (Whannel, 2008). It is an understanding that is respectful to the opponent, based on taking pleasure and enjoyment from the competition with the opponent rather than defeating the opponent, complying with the specified rules, not accepting unfair advantages and appreciating the success gained by the opponent (Pehlivan, 2004). The concept of fair play has occupied an important place in every era of history, as it reflects social and personal values, has always been present in social life and began to differentiate itself with social conditions (International Fair Play Committee, 2022). In accordance with this aim of differentiation, schools are one of the test areas of social life, one of the important centres where the individual interacts intensively after the family and prepares the individual for life.

The courses and subjects in schools aim to equip students with certain values although they may seem different. Physical education classes and extracurricular sports activities have a special importance at this point. School sport activities aim to both educate children and young people for sport and to educate them through sport. These activities help to encourage students to participate in activities in the direction of their individual characteristics and interests, increase students' self-confidence and help them to get to know themselves better. Therefore, school sports are vital and socially important. It is also necessary in terms of education for children to participate in activities in accordance with their interests while doing sports in a competitive environment in a stressful way.

School sports programmes aim not only to increase physical health but also to contribute to the development of social and personal skills (Orhun, 1992). However, it is not possible to teach the desired behaviours only in physical education and sports lessons. Education programmes should include not only activities inside the classroom but also activities outside the classroom. The basic principle is to organise and conduct extracurricular activities as a continuation of the lessons. Since students who voluntarily participate in these activities can be educated in the desired direction, programme makers, teachers and administrators should make use of this opportunity correctly and appropriately. It should not be forgotten that the education given in schools to realise the concept of fair play will serve as the basis for facilitating tolerance in society, ensuring compliance with the rules and respect. For this reason, educational programmes explaining the importance of fair play concept should be created in our schools

and fair play values should be taught to students (Pehlivan, 2004). Again, teachers should provide fair play education without distracting the attention of the students and emphasising appropriately during the practices (Gessmann, 1995). These lessons also develop students' social skills such as co-operation, teamwork and leadership. Putting the principle of fair play at the centre and integrating modern educational theories into physical education and sports lessons contribute to the individual and social development of students by helping them to complete their preparation for social life effectively (Miura, 2015). For this contribution, the classroom and sport environment should be based on a variety of learning experiences for students to think about fair play, make decisions, empathise and manage emotions (Yıldırım, 2005). In order to provide these learning experiences, it is necessary to provide a positive atmosphere depending on the behaviour of the participants and their attitudes towards sport activities. For this reason, school administrators, teachers and coaches have important responsibilities such as encouraging appropriate behaviour among students, acting in accordance with fair play and emphasising the importance of being a good athlete while conducting sports activities (Palou et al., 2020).

The physical education and sports teacher, who represents a role model, shows that it is not only sufficient to have knowledge about sports, but also to be able to communicate well with students, to manage the lesson effectively, to be creative and to have problem solving skills. These characteristics can increase students' interest in sports and physical activity and also contribute to students' character development (Siedentop et al., 2011). Again, they become very valuable for their students with their tolerant, understanding and reliable nature, the education they receive and the structure of the courses they teach (Koçak, 2002). In this context, it is very important to determine the concept of fair play at the point of applicability of values in daily life and to determine the levels of physical education and sports teachers who have the primary duty in gaining this concept, to learn the methods of gaining the concept, and to determine what they do to eliminate the emerging negativities.

Teachers should encourage ethical behaviours by educating students about fair play and should not allow the ambition to win to overshadow the moral values of students. In this way, the importance of fair play in sports culture will be understood and students will do sports in a healthier way. In this direction, with this study, it is aimed to focus on the role of physical education and sports teachers in the development of fair play and to contribute to raising awareness by determining their practices, attitudes and knowledge levels regarding the concept in order to ensure that students exhibit correct behaviours in sports and to create a healthy

competitive environment. As a result of the research, it will be ensured that physical education and sports teachers will help students to comprehend the importance of fair play, to exemplify positive behaviours to students, to gain perspective and guidance in developing different methods in the application of rules in sports.

METHOD

Qualitative research methods were used in this study. Qualitative research is a study that examines phenomena in their natural setting in order to understand how individuals interpret their experiences, how they construct their world and what meaning they give to their experiences (Sharan, 2013). The phenomenological design, one of the qualitative research designs, was used in this study. This design is used to identify the personal experiences of individuals in the face of a concept or phenomenon and to reveal the identifiable universal essence of these experiences (Creswell, 2018).

Research group

The population of this study includes physical education and sports teachers working in official institutions affiliated to the Ministry of National Education. In determining the sample group, criterion sampling method, one of the purposeful sampling methods, was preferred. This method is based on the creation of the sampling group by using a list of criteria created by the researcher or prepared in advance (Yıldırım & Şimşek, 2013). The research group consisted of 21 physical education and sport teachers aged between 29-52, working in 14 major provinces of Türkiye and selected within the scope of the criteria written below.

- Having at least 5 years of professional experience
- To work in official institutions affiliated to the Ministry of National Education
- Working in schools located in big cities
- To be a licensed sportsman

Table 1. Distribution of personal information of the researchers

		Gender	Age	City	Education Level	Professional Experience (Years)	School Type	Sport licence	Sport licence Type	Licence (Years)
1	PEST1	M	34	Diyarbakır	Postgraduate	10	Secondary	Yes	Player	12
2	PEST 2	F	37	Adana	Postgraduate	13	Secondary	Yes	Referee	15
3	PEST 3	M	34	Kocaeli	Undergraduate	10	Secondary	Yes	Player	9
4	PEST 4	M	35	Eskişehir	Undergraduate	10	Secondary	Yes	Referee	14
5	PEST 5	M	45	Manisa	Undergraduate	20	High	Yes	Referee	26
6	PEST 6	M	33	Van	Postgraduate	8	Secondary	Yes	Player	2
7	PEST7	F	40	İzmir	Undergraduate	16	High	Yes	Player	20
8	PEST8	M	29	Adana	Undergraduate	5	High	Yes	Player	7
9	PEST9	M	48	Kocaeli	Undergraduate	25	High	Yes	Player	3
10	PEST10	M	43	Malatya	Undergraduate	17	Secondary	Yes	Player	14
11	PEST11	M	33	Batman	Postgraduate	10	Secondary	Yes	Coach	10
12	PEST12	M	39	Samsun	Undergraduate	16	Secondary	Yes	Coach	10
13	PEST13	M	33	Samsun	Undergraduate	9	High	Yes	Player	14
14	PEST14	F	43	Manisa	Undergraduate	20	High	Yes	Player	20
15	PEST15	M	37	Mersin	Undergraduate	9	Secondary	Yes	Referee	14
16	PEST16	M	52	Trabzon	Undergraduate	28	Secondary	Yes	Player	8
17	PEST17	M	35	İstanbul	Postgraduate	8	Secondary	Yes	Referee	10
18	PEST18	M	32	Van	Undergraduate	8	Secondary	Yes	Referee	3
19	PEST19	F	48	Ankara	Undergraduate	27	High	Yes	Observer	10
20	PEST20	M	48	Diyarbakır	Postgraduate	23	High	Yes	Coach	20
21	PEST21	M	33	Ankara	Undergraduate	8	High	Yes	Referee	15

Data collection method

Interview: Semi-structured interview technique was used through the questions prepared in order to determine their views on the study “Fair Play in Class and Sports Environment from the Perspective of Physical Education and Sports Teacher”. Firstly, a literature review was made and an interview was conducted with a physical education and sports teacher about the subject. A question pool was created in the light of the data obtained. Afterwards, the opinions of a physical education and sports teacher, an academician and a measurement and evaluation expert were consulted. After the expert opinions and necessary arrangements were made, the prepared questions were directed to a different physical education and sports teacher and a pilot application study was conducted. After the pilot application, expert opinions were taken again and the questions were finalised. The following questions were asked to the physical education and sports teachers who participated in the interviews.

Question 1: How do you teach fair play in physical education and sports lessons?

Question 2: What kind of reactions do you give to the opponent who breaks the rules in the game?

Question 3: What kind of reactions do you give when you think that you are exposed to the referee’s unfair management?

Question 4: What are the effects of behaviours and actions that harm the opponent athlete on the result of the competition?

Question 5: What kind of reactions do you have when you think that your opponent is unfairly penalised?

Question 6: What do you think about behaving in accordance with the understanding of fair play in sport?

Question 7: What are the effects of prioritising entertainment in sport and putting entertainment in the background and emphasising professionalism on the athlete and the team?

Question 8: What are the effects of a coach’s discrimination between athletes?

Question 9: What are the effects of the use of doping on the fight for fair play?

During the analysis and presentation of the data, abbreviations such as PEST1, PEST2, PEST3, PEST4.....PEST21 were used instead of the real names of the participants.

Data collection process

Semi-structured interviews based on the interview form were conducted with physical education and sports teachers online and outside working hours during the 2022-2023 academic year. In interviews process, different questions were asked in line with the answers given by the participants. The physical education and sports teachers who took part in the study were first informed about the study and the interviews were recorded with a voice recorder. In this direction, necessary permissions were obtained from the participants to use the voice recorder during the interviews. During the interviews, the researcher avoided directive actions in order not to influence the views of the participants. The semi-structured interviews with each participant lasted an average of 30 minutes.

Table 2. Participant and data content obtained in the interview

Participant	Interview Recordings
PEST1	1 audio recording and 3 A4 sheets
PEST2	2 audio recording and 4 A4 sheets
PEST3	2 audio recording and 3 A4 sheets
PEST4	1 audio recording and 3 A4 sheets
PEST5	1 audio recording and 3 A4 sheets
PEST6	1 audio recording and 3 A4 sheets
PEST7	2 audio recording and 7 A4 sheets
PEST8	1 audio recording and 3 A4 sheets
PEST9	1 audio recording and 4 A4 sheets
PEST10	1 audio recording and 3 A4 sheets
PEST11	1 audio recording and 3 A4 sheets
PEST12	1 audio recording and 3 A4 sheets
PEST13	1 audio recording and 3 A4 sheets
PEST14	1 audio recording and 3 A4 sheets
PEST15	1 audio recording and 4 A4 sheets
PEST16	2 audio recording and 4 A4 sheets
PEST17	1 audio recording and 4 A4 sheets
PEST18	1 audio recording and 4 A4 sheets
PEST19	1 audio recording and 3 A4 sheets
PEST20	1 audio recording and 3 A4 sheets
PEST21	1 audio recording and 4 A4 sheets

Data analysis

The teacher opinions recorded by the researcher regarding the thesis study “Fair Play in Class and Sports Environment from the Perspective of Physical Education and Sports Teacher” were transcribed. Content and descriptive analysis were applied to the texts obtained. The data were grouped according to the themes and content analysis was performed with the help of Microsoft Excell programme. Content analysis involves systematically analysing the data, identifying meaningful units and answering the research questions. This analysis method provides a framework for analysing data and helps researchers to draw meaningful conclusions (Krippendorff, 2018). Descriptive analysis is generally used in qualitative research and provides semantic explanations of the data. This method helps the researcher to summarise the data, determine the qualities of the data and answer the research questions (Neuman, 2014). Finally, Miro Office Software Program was used to visualise the research findings.

Reliability: validity and reliability in qualitative research studies depend on the interpretation of the data obtained by the researcher and the degree to which these interpretations are compatible with the facts expressed by the participants (Şencan, 2005). In this context, the concepts of credibility, transferability and repeatability are put forward to ensure validity and reliability in qualitative research (Lincoln & Guba, 1985). In the present study, expert opinions were taken at the stages of designing the semi-structured interview form and analysing the data for credibility, and participant confirmation was used to ensure the representativeness of the data obtained and the results and interpretations related to these data. For transferability, diversification was used in data analysis, purposeful sampling technique was used, sufficient number of participants were tried to be reached in accordance with the purpose of the research and detailed descriptions were included. In order to ensure reproducibility, the interviews were recorded and the data were presented in a complete and unbiased manner. Finally, a rich and in-depth description was made in the presentation of the findings by giving wide coverage to the individual statements of the participants in the study.

FINDINGS

Findings obtained by evaluating the views of physical education and sports teachers on fair play in the classroom are given in Figure 1.

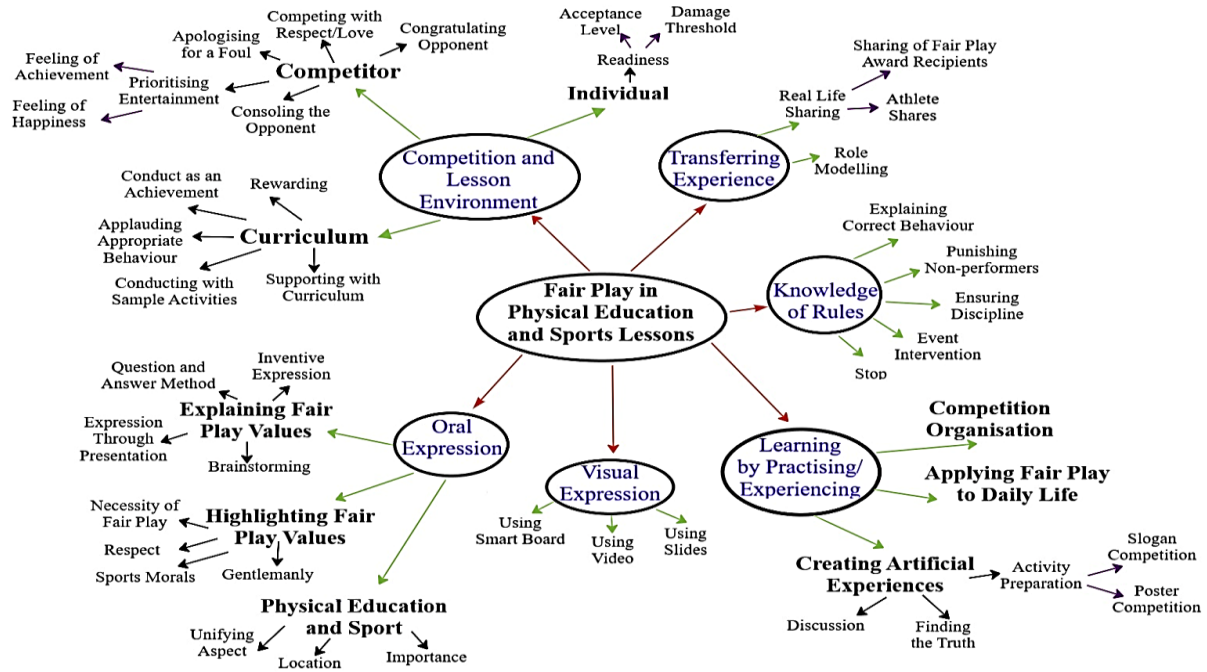


Figure 1. Physical Education and Sports Teachers’ views on fair play in lessons and sports environment

It is seen that physical education and sport teachers explained the fair play theme in physical education and sport within the codes of “competition and lesson environment”, “rule knowledge”, “oral expression”, “visual expression”, “experience transfer” and “learning by doing/living”.

Apologising when fouled, extending a hand to the opponent, consoling and congratulating the opponent, prioritising fun and instilling competition within the scope of love/respect were emerged under the opponent sub-code in the competition and lesson environment code.

Under Conducting with sample activities, supporting with curriculum, conducting as an outcome, applauding and rewarding appropriate behaviours were formed in the sub-code of curriculum. Within the scope of the individual sub-code, readiness including the level of acceptance and the threshold of harm was occurred

Within the code of rule knowledge, there are sub codes of explaining the correct behaviour, interfering in the activity, depriving from the game, punishment and discipline. Within the verbal expression code, fair play in the lesson and sports environment, explaining fair play values, emphasising fair play values, physical education and sports sub-codes were formed.

The position, importance and unifying aspect of physical education and sports course in physical education and sports sub-code; in the code of emphasising fair play values, sports ethics, sportsmanship, respect and the necessity of the concept of fair play; in the code of

explaining fair play values, question-answer method, expression through presentation, expression through invention, brainstorming are observed.

Within the visual expression code, there are sub codes of video use, slide presentation and smart board use. Role modelling, real life sharing (sharing of fair play award winners, sharing of athletes) were observed within the code of experience transfer.

In the learning by doing/living code, competitions, creating artificial experiences and applying fair play to daily life emerged. Direct quotations of the participants' views on the concept of fair play in the lesson and sports environment are given below:

PEST1: ... In any situation, I explain that instead of turning away after a foul, the child should reach out to the opponent, pick him up and comfort him, like, 'Are you all right?' and then apologise.

PEST2: ...Firstly, I explain the subject verbally. I try to explain why it is necessary, its place in sport, its importance and even its indispensable element. I state that sportsmanship and respect are indispensable for our lesson and sport.

PEST6: ...I say that sport is not only about winning, but also about having fun, having a good time and I explain it by emphasising the unifying aspect of sport.

PEST7: ...I try to teach these things by doing and experiencing them one-to-one, whether in the sports competitions we participate in, in official or unofficial competitions. While doing this, of course, children sometimes witness these things in the environments where we are in as coaches or referees.

PEST13: ...Now we usually teach our lessons theoretically. We try to combine examples with videos and try to explain them to the children in the best way possible. We would like to apply this later, not immediately, but spread it over the whole year and apply it to the whole education and training life.

The themes and codes related to the views of physical education and sports teachers on the understanding of fair play in the competition environment are given in Figure 2.



Figure 2. Physical Education and Sports Teachers’ opinions on the behaviour in accordance with the understanding of fair play in sports

In line with the opinions of physical education and sports teachers, within the scope of the theme of fair play in sports, the codes of stakeholder impartiality, good behaviour, responsible behaviour, ensuring justice, not harming the opponent, meeting the result with maturity, respecting, not favouring, getting the reward for labour, focusing on the result, highlighting the athlete’s abilities, preventing unfair competition on and off the field have emerged. According to physical education and sports teachers, when a fair atmosphere is created, there will be an increase in the fan base and competitions with high spectator pleasure and a positive perspective towards sports will be developed with good performance. The direct quotations of the participants’ views on behaving in accordance with the understanding of fair play in sports are given below:

PEST13: Fair play means competition under equal conditions for all stakeholders of sport. It is a set of events in which there is no favouritism in competitions, referees make fair decisions, managers and coaches treat everyone equally. The understanding of fair play is a behaviour that covers the situation before, during and after the competitions. All students should be equal in terms of materials, services and facilities.

PEST16: In sports competitions, the understanding of the game in which the conditions are equal in accordance with the rules without injuring or harming the opponent is called fair play. It is the understanding of

he game in which the referee provides justice and does not favour anyone without resorting to illegal movements and actions without disturbing the flow and atmosphere of the game.

PEST18: It is certain that fair play will create a positive effect in terms of fair play. It will increase the pleasure of playing and watching to higher levels and enable it to reach larger masses. If it is within the framework of fair play, it will positively affect the perspective on sports.

PEST20: fair play actually means that there is no difference in the encounters and that the competition is on equal terms. In an environment where conditions are equal for everyone, the same things should happen. For example, if physical superiority is not taken into consideration in school sports, it leads to unfair competition.

The themes and codes related to the behaviours of physical education and sports teachers towards the opponent who violated the rules in the game are given in Figure 3.

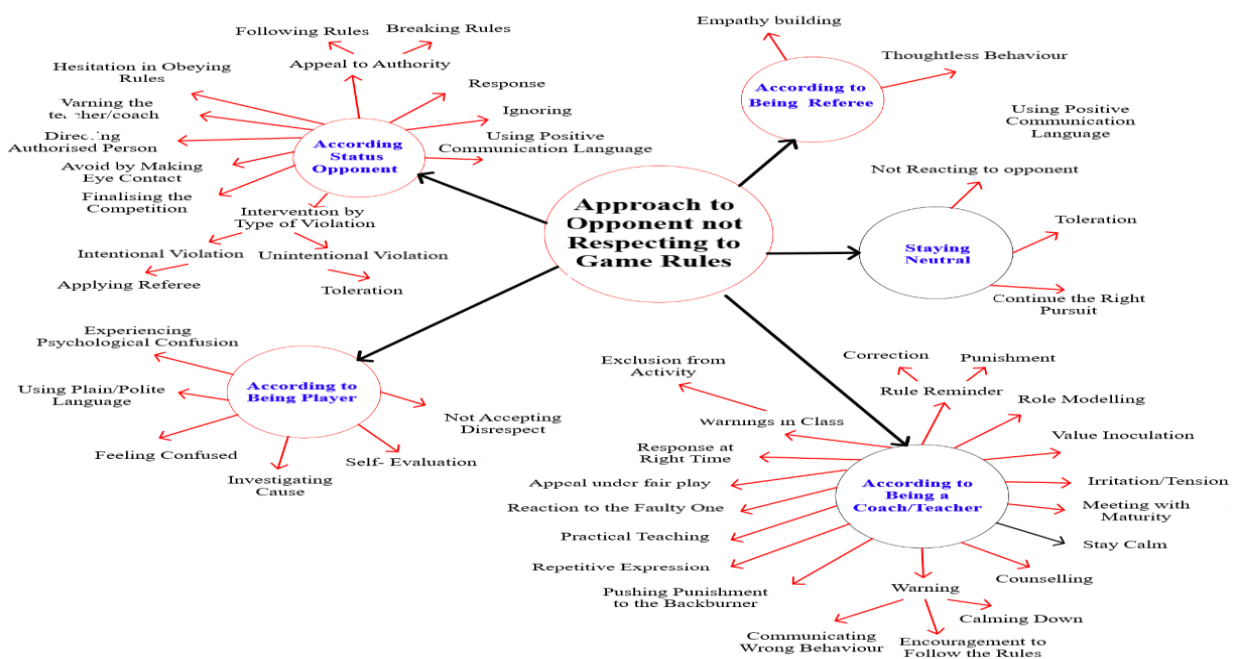


Figure 3: Physical Education and Sports Teachers’ opinions about the behaviours they displayed against the opponent who violated the rules in the game

Physical education and sport teachers explain the theme of approaching the opponent when the rules of the game are not respected within the codes of the “opponent’s status”, “being a referee”, “being a player”, “being a coach/teacher” and “being unresponsive”.

In the *opponent’s situation code*, positive communication language, ignoring, responding, preventing by making eye contact, appealing to authority, directing the authority, warning the teacher/coach, hesitating to follow the rules and ending the competition; in the *code of being a referee*, empathising and not acting impulsively; in the *code of being a player*, self-evaluation, using plain and polite language, falling into psychological confusion, not accepting disrespect, being surprised and questioning the reason; in the *code of being a coach/teacher*, reminding the

rules, being a role model, instilling value by talking, getting angry/stressing, meeting with maturity, warning, putting the punishment on the back burner, repetitive expression, practical teaching, reaction at the appropriate time, reaction to the wrongdoer and objection within the scope of fair play; In the *code of remaining unresponsive*, no reaction, tolerating and continuing the pursuit of rights were occurred. Direct quotations of the participants' views on the behaviours exhibited against the opponent who violated the rules in the game are given below:

PEST3: In my sports life, when I saw that the rules of the game were not respected, I usually gave warnings in a simple and polite language. When you become a coach or a physical education teacher, you have to set an example for everyone. I don't object and react when I want to because a wrong behaviour on my part can be reflected on my athletes.

PEST8: Even if the referees make a wrong decision, I always tell and warn them that they should respect this decision and not get angry and aggressive.

PEST16: I first warn the offending player and explain to him/her that his/her behaviour is not correct and not in accordance with the rules. If I don't get any feedback, I appeal to the referee.

PEST21: I try to find out whether the opposing player did it on purpose. If the rule violation is intentional, I will definitely tell the referee. If the opponent does it unintentionally, I warn him/her in a nice way. The referee is the one who ensures justice in case of intentional infringements.

The themes and codes related to the views of physical education and sport teachers behaviours, they exhibit when they think that they are exposed to the biased management of the referee are given in Figure 4.

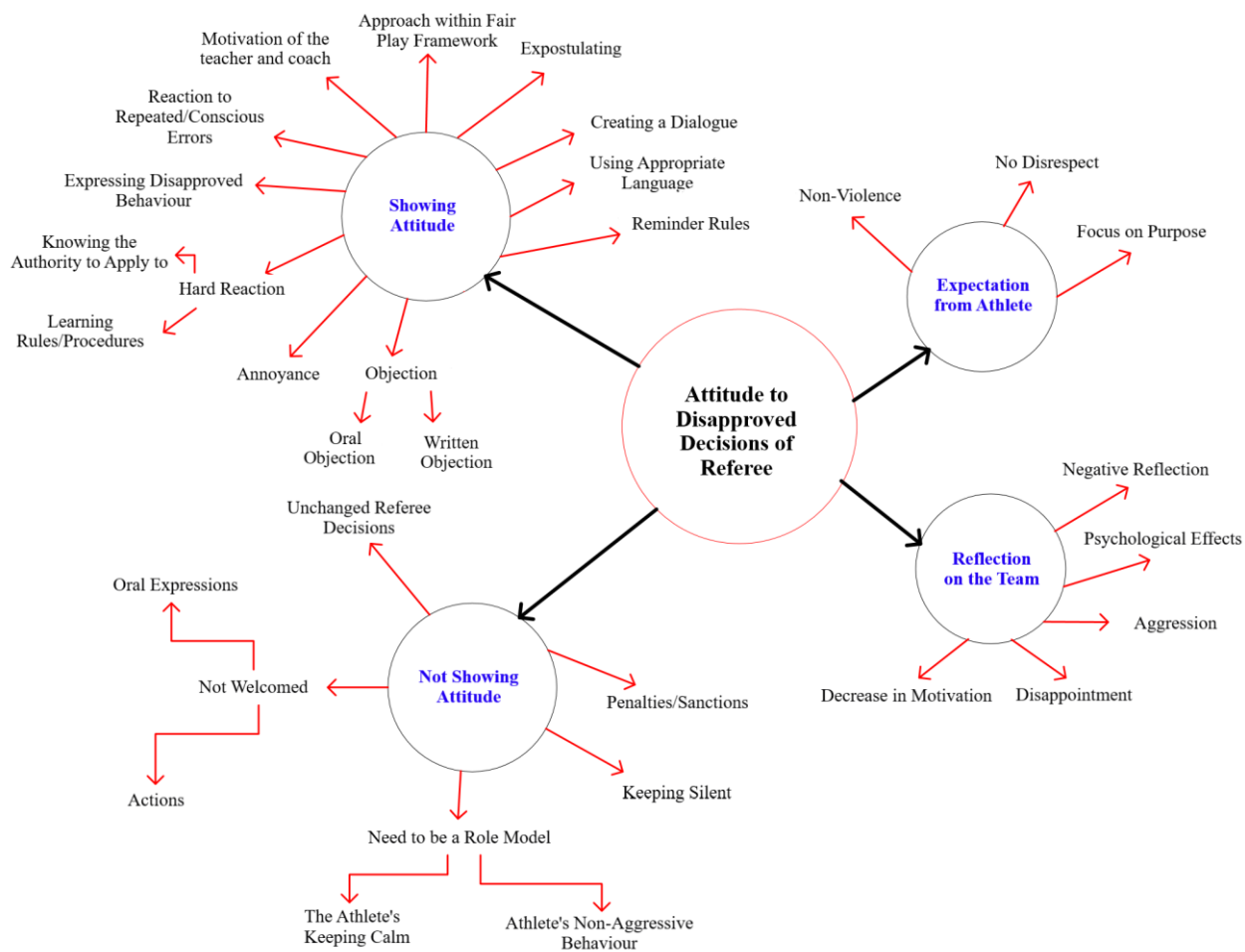


Figure 4. Physical Education and Sports Teachers’ opinions about the behaviours they exhibit when they think they are exposed to the referee’s biased management

It is seen that physical education and sport teachers explained the codes of “Displaying Attitude and Not Displaying Attitude”, “Reflection on the Team” and “Expectation from the Athlete” within the theme of being exposed to the referee’s unfair management.

In the sub-code of displaying attitude, approaching within the framework of fair play, expressing the disapproved behaviour, reacting to repeated/conscious mistakes, getting angry, objecting, reproaching, showing harsh reaction, motivating the teacher/coach, establishing dialogue, using appropriate language and reminding the rules were formed. In the sub-code of not showing an attitude, the referee’s decisions not changing, not being welcomed, punitive actions and the need to be a role model are expressed. In the sub-code of reflection on the team, negative reflection, psychological effects, aggression, frustration and demotivation are emphasised. In the sub-code of expectations from the athlete, not being disrespectful, not resorting to violence and focusing on the goal come to the fore. Direct quotations of the participants’ views on the concept of being exposed to biased officiating are given below:

PEST1: Firstly, I make an objection and, if necessary, explain what I have been unfairly treated for. I make my objection to the referees. Referees can also make mistakes, but our reaction may be different if there are continuous mistakes or intentionally unfair behaviour.

PEST3:.... generally it is important to stay calm because if we react we can be penalised. Our athletes may be affected by our behaviour. We should stay calm against injustice and defend our rights.

PEST5: When we encounter such situations, we make our objections within the framework of fair play. We make necessary objections without resorting to violence through legal means.

PEST10: If the referee consistently makes mistakes, it is no longer considered a mistake but an injustice. In these cases, we will of course have an objection against the referee. However, it should be remembered that referees can make mistakes, but mistakes should not rise to the level of injustice.

PEST18: If we, as coaches, show a bad behaviour at the point of objection to the referee, we can set a bad example for our athletes. Because our students see us as role models. For this reason, we should make our objections within the framework of fair play rules by using a polite and gentle language in the case of referee injustice.

The themes and codes obtained from the physical education and sport teacher’s views about the effects of harmful behaviours and actions on the result of the competition, are given in Figure 5.

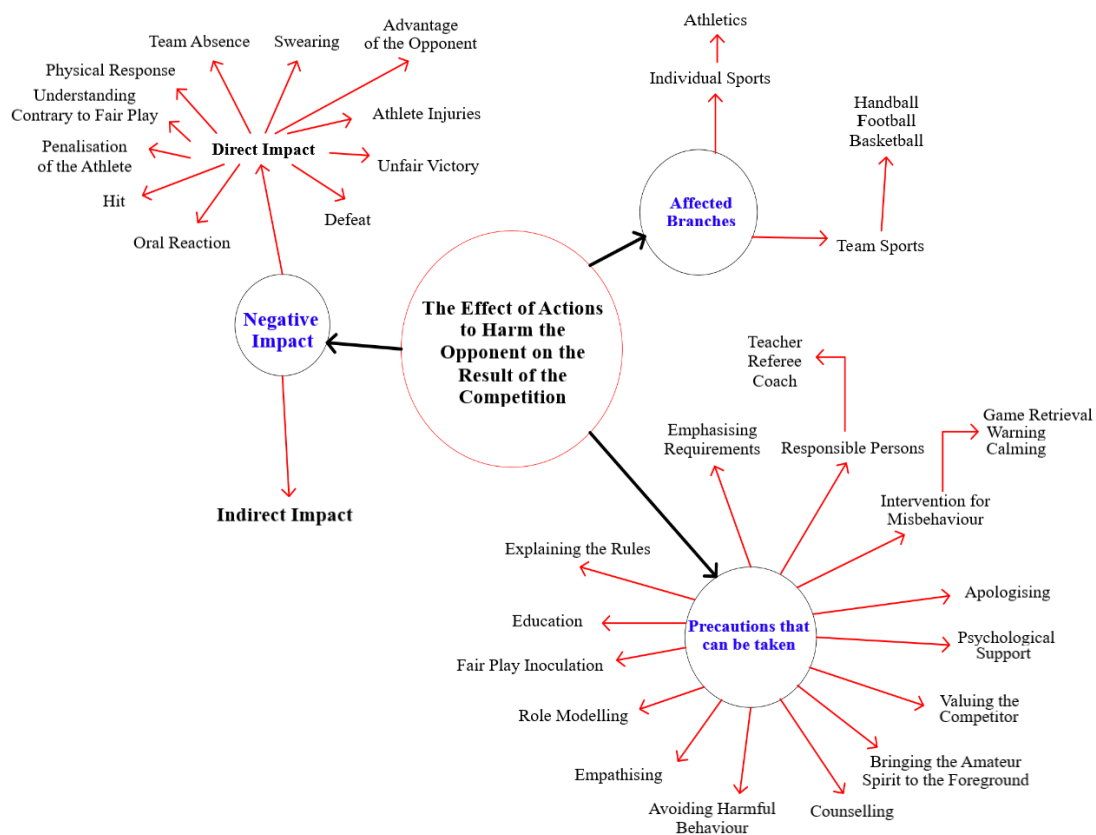


Figure 5. Physical Education and Sports Teachers’ opinions about the effects of behaviours and movements that harm the opponent, on the result of the competition

It is seen that physical education and sport teachers explained the codes of 'Direct and Indirect Negative Impact' within the scope of the theme of the effects of behaviours and movements that will harm the opponent athlete during the competition on the result of the competition, and included the most affected branches and the measures to be taken.

They explained the direct effect codes as hitting, seeing/showing physical response, understanding contrary to fair play, oral reaction, punishment of the athlete/loss in the team and injury of the athlete. According to physical education and sports teachers, behaviours and actions that may harm the opponent athlete during the competition may indirectly affect the result of the competition. According to the teachers, individual sports such as athletics and team sports such as football, basketball and handball are most affected by this situation. Among the measures to be taken to prevent harmful behaviours and actions, it is emphasised that responsible persons (teachers, coaches, referees, etc.) should take precautions, explain the rules, emphasise the rules to be followed, instill the concept of fair play, be a role model, empathise, avoid damaging behaviours, bring amateur spirit to the fore, give advice, intervene in the wrong behaviour, remove from the game, value the opponent and psychological support. Direct quotations of the participants' views on the behaviours and actions that may harm the opponent athlete during the competition are given below:

PEST2: Injuring the opposing team's best player is a break in fair play behaviour that not only harms the athlete but also affects the competition. Harmful behaviour may result in the player being sent off, and if the player is sent off, his team may also suffer. The missing team may experience disadvantage and the other team may experience advantage.

PEST11: such behaviour is against fair play and may affect the outcome of the competition. As a result of bad interventions against the opponent, the athlete should be taken aside and calmed down, otherwise the events may reach different dimensions.

PEST16: In individual sports such behaviour has a direct impact on the outcome of the competition. In team sports, it still has an effect, but at least it can be tolerated in some way. If behaviour is exhibited intentionally and deliberately to harm the other athlete, other players may also be negatively affected.

PEST20: Actually, this affects the result for both sides. It harms both the one who does these behaviours and the one who is being harmed. The motivation of the athletes is also affected. In competitions, the team coach should generally be responsible for behaviour that will harm the opponent.

The themes and codes, related to the views of physical education and sport teachers on the effects of emphasising entertainment or professionalism in sport on the athlete and the team, are given in Figure 6.

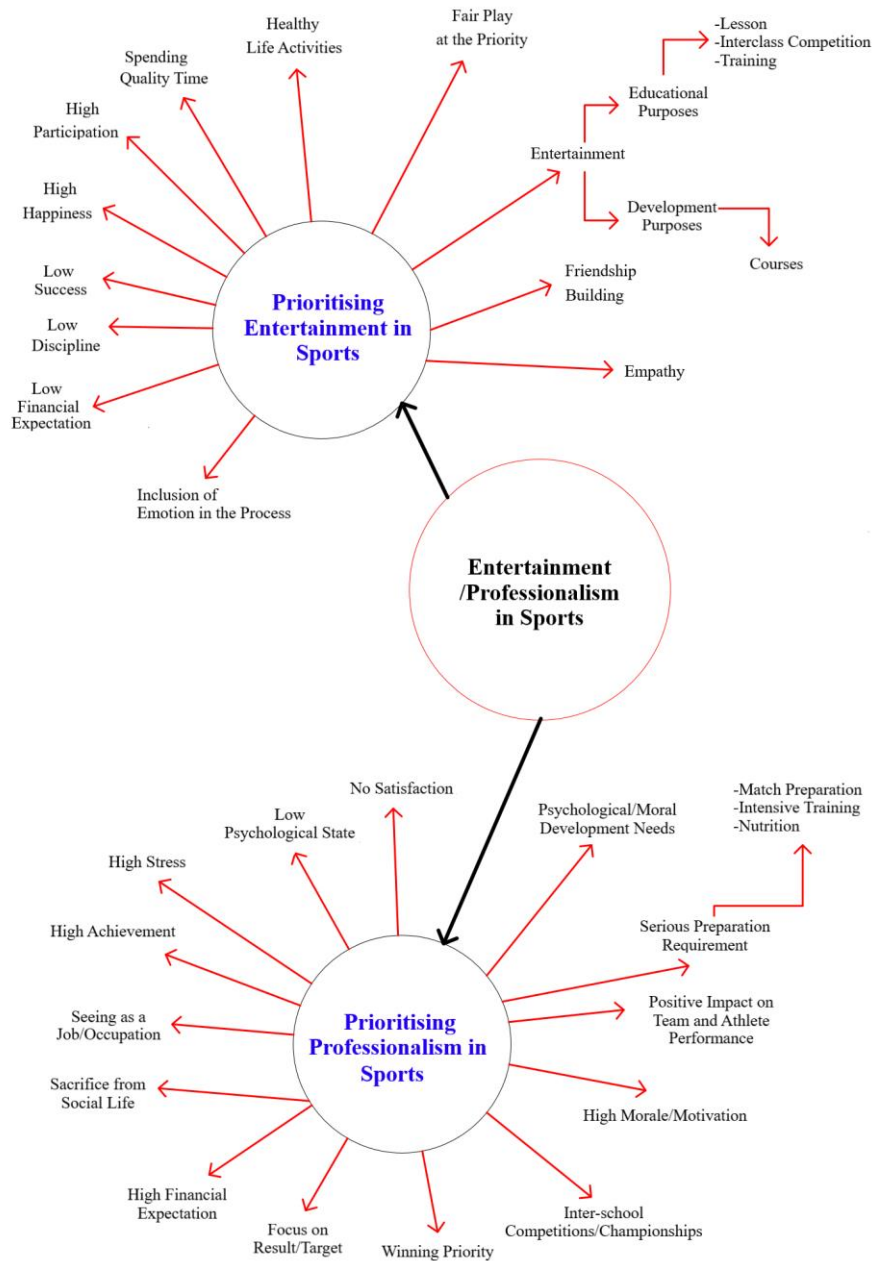


Figure 6. Physical Education and Sports Teachers' opinions about the effects of prioritising entertainment or professionalism in sports on athletes and teams

Physical education and sport teachers mentioned two codes under the theme of fun/professionalism in sport: prioritising fun and prioritising professionalism.

Within the code of fun being at the forefront, fair play, effects on healthy life, quality life, high participation and happiness, low success and low discipline, low financial expectation, inclusion of emotion in the process, empathy, making, making friendship and fun are seen. Within the code of professionalism being at the forefront, high level morale/motivation, focusing on winning and result/target, seeing it as a job/profession, high stress, success and financial expectations, low psychological state, sacrifice from social life come to the fore.

Direct quotations of the participants' views on the concept of the effects of prioritising entertainment or professionalism in sports on the athlete and the team are given below:

PEST1: ... when we emphasise professionalism rather than entertainment, we can reach a high level in terms of morale and motivation. Games for educational purposes or sports competitions in schools are usually recreational activities.

PEST4: ... In competitions where entertainment is at the forefront, participation is very high but success is less. However, in success-orientated professional competitions, success is high because entertainment is not at the forefront. In this case, the athlete is unhappy but successful. Fair play practice and gaining in a professional environment is probably more likely than in recreational activities. Since there may be discipline problems in recreational activities, the success of applying fair play will be low.

PEST20: In activities where fun is at the forefront, the level of happiness is high. Friendships begin to form. School sports competitions have turned into competition to a certain extent as well as for entertainment purposes. Amateur spirit has started to form. In these competitions, more entertainment takes place at the upper dimensions. Professionalism is based on financial gain. For this reason, the fun side of the job is less in professionalism.

DISCUSSION AND CONCLUSION

Physical education and sports teachers express the concept of fair play in the lesson and sports environment as apologising to the opponent by the athlete, extending a hand to the opponent as a result of any negative situation, consoling and congratulating the opponent in case of success. In order to teach the concept to students, it is seen that teachers use oral and visual expression methods, question-answer method, expression through presentation, and expression through invention, brainstorming methods, as well as the use of video, slide presentation and smart board. Within the scope of these methods, teachers emphasise the position, importance and unifying role of physical education and sports lesson, how to communicate with the opponent, why the concept of fair play is necessary in terms of sports ethics, sportsmanship and respect. It was determined that teachers used sample activities to ensure permanence, supported the acquisitions in the curriculum with fair play, and benefited from experiences such as making posters, creating slogans and creating a discussion environment about the concept. In addition, it is seen that teachers try to be role models for students, and try to increase the impact of the fair play concept on students by bringing students into interaction with people who are involved in sports or who have received fair play awards in the field of sports. In the lesson environment, teachers who make students applaud the behaviour appropriate to fair play and reward students who show appropriate behaviour, try to reinforce the feelings of happiness and success in students by bringing entertainment to the

forefront in their lessons. In order to create a competitive environment based on love and respect among the students, physical education and sports teachers intervene in the periods when inappropriate behaviours are seen during the activities, inform about the correct behaviour, emphasise that the rules should be followed, warn those who do not comply with their explanations by removing them from the game and try to provide discipline in this way. Brock and Hastie (2003) found that while students initially defined fair play only as behaving in a gentlemanly manner towards other teams and not arguing with teams and managers, they later started to see it as a situation in which losing athletes congratulate the winners and winners console the losers. According to the results of Azevedo et al. (2016), physical education and sports teachers use different methods to raise awareness and encourage students about Fair Play and to help them develop an understanding of fair play. According to Johnson (2005), physical education and sports lessons designed with the right techniques and methods provide the acquisition of all target behaviours, including the teaching of social and moral skills under the Fair Play theme. Duran and Ertuğrul (2012) argue that supporting the course content with visuals and sounds and presenting an interactive education process will be more attractive and interesting for students and will help students learn more effectively. Aktaş (2021) states that fair play teaching is a learning process that physical education and sports teachers can guide themselves based on the behaviours and attitudes they exhibit and the fair play events they have experienced. Can (2005) emphasises that the reinforcers used by teachers motivate students, make them acquire positive behaviours, enable students to actively participate in the lesson and increase success, and Senemoğlu (2012) emphasises that the correct use and diversification of reinforcers help students to maintain their motivation and positive behaviours. In this context, Vidoni and Ulman (2012) reveal that physical education and sports lessons have a complex content that aims to enable students to lead a fit life through physical activities and to gain knowledge in many sports branches, and that they contribute to the social and moral development of students, so students' social skills and preferences in moral actions are not random. According to our research findings and the studies in the literature, it is seen that fair play is given importance within the scope of physical education and sports lessons in schools, fair play teaching plays an important role in the social and moral behaviour development of students, oral and visual materials are used in the placement of the concept, and the dimension of being a role model and guide constitutes an important component of fair play teaching.

Physical education and sports teachers state that the reaction they give to the opposing team player who violates the rules during the competition varies according to the situation of

the opponent, their status as being players, coaches and referees, and in some cases they can remain unresponsive. Physical education and sports teachers state that they try to use positive communication language with the player of the opposing team, that they first try to prevent the violation of the rules by making eye contact, and that in the opposite case, they contact the responsible persons, especially the coach of the athlete. In some cases, physical education and sports teachers, who stated that they had difficulty in complying with the rules, said that they could withdraw from the competition if they considered it necessary if the negative environment continued. Physical education and sports teachers, as being coach, are role models and try to eliminate the illegal behaviour during the competition by staying calm, reacting at the appropriate time and within the scope of fair play, and trying to instill values rather than punishment. In addition, as referees, teachers emphasize empathy and mature decision-making without rushing to judgment. Physical education and sports teachers, as players, claim that they try to use a simple and polite language by making self-evaluation when they are exposed to illegal behavior, try to understand the cause of the incident by questioning it, and sometimes do not accept the disrespect as a result of the psychological confusion they experience. According to Teke (2018), athletes with a high sense of responsibility pay more attention to the rules, give more importance to respect for the referee and the opposing team, are disciplined in their behavior and behave more respectfully towards their environment. Therefore, it is seen that studies aimed at improving the sense of responsibility of athletes help athletes to adopt sportive behaviors and correct attitudes. Boxill (2003) also states that when athletes show respect to their opponents and exhibit polite behavior, there is a significant increase in respect for rules and management. It is seen that when coaches stop being hostile towards each other thanks to the rules and communicate with each other, both athletes and spectators have respect and understanding towards each other and contribute to the development of sportive behaviors. Therefore, the correct application and follow-up of rules in sporting events contributes to the development of a positive interaction environment. However, contrary to these views, Sezen (2003) argues that the tendency to approve playing hard against opponents is quite common among professional and amateur athletes whose main purpose is to restrict their freedom of play by playing hard and fouling against opponents who are technically superior to them. Although such athletes may be considered as ambitious players by coaches, they need to remain calm and act within the principles of fair play in the face of the harshness that is sometimes directed at them. In addition, Gessmann (1995) thinks that coaches, physical education and sport teachers are role models for students, therefore, providing an honest and fair learning environment and

preventing a tense atmosphere can be possible through timely and appropriate interventions by physical education and sport teachers. In this way, it is seen that students can learn the right behaviors by following the coaches and teachers and develop in a sportive environment under their influence. In their study, Yıldız and Yıldız (2020) state that there is no room for discrimination in sports in Turkey because sports are based on the philosophy of peace, friendship, brotherhood, respect and equality. They state that referees make decisions with empathy and that football referees cannot discriminate, cannot act with prejudice, and anyone who discriminates should be punished in the most severe way. When the findings of this study and the studies in the literature are examined; it is thought that even if it is related to the general tendencies of the athletes, the determined and equal application of the rules in sports environments is crucial in terms of the approaches of the athletes to each other and the formation of a fair game atmosphere.

Physical education and sports teachers state that when they think that they are exposed to the referee's unfair management, they approach within the framework of fair play, express and object to the disapproved behavior, in some cases they cannot control their anger and make reproaches, but they mostly prefer appropriate communication methods. However, some teachers state that they remain silent due to the fact that referee decisions do not change, and most importantly, the necessity to be a role model for their athletes. It is argued by physical education and sports teachers that the fact that referee decisions are not seen equally has negative reflections on athlete and team performance, creates a demotivating effect, creates aggression and psychological pressures. Nevertheless, despite these, athletes are expected not to show disrespect, not to use violence and to focus on their goals. Başaran et al. (2017) found that the majority of athletes were aware of their responsibilities in sports, compatible with social norms and respected the management. However, it was determined that their respect for referee decisions and opponents was partially insufficient. Therefore, athletes should show respect not only to their teammates but also to opponents and referees. Sezen and Yıldırım (2007) stated that a significant portion of physical education and sport teachers found the behavior of helping the referee to make the right decision "sportsmanship" even if it was contrary to their own interests and judgments, but about half of the teachers emphasized that they would not act in the same way in a similar situation. Again, according to Bozdemir (2017): While referees try to do everything they do on the field objectively and within the rules, coaches and physical education teachers should convey this idea to their players. Because it should be explained to the athletes that the decisions made by the referee cannot change. Coaches and athletes who

constantly object to referees and communicate negatively are not liked by the sports public. Players should be taught and encouraged that it is virtuous behavior to congratulate everyone after the game, including the opposing team's coach, players, referees and teammates. Aybek (2020), on the other hand, found that referees exhibit an attitude that is far from fair competition management and argues that wrong decisions or incorrect practices of referees create tension and a sense of injustice among athletes. Although there are similarities between our research findings and the relevant literature, it comes to the forefront that teachers and coaches have an important position in order for athletes not to approach referee decisions with prejudice, and that they should warn and inform their athletes not to have this negative attitude. In this way, it is assumed that being able to tolerate referee decisions and staying away from reactionary attitudes will contribute to all relevant stakeholders in providing a suitable sports environment.

According to sports coaches, harmful behaviors and actions such as swearing, hitting, physical reactions, behavior contrary to fair play and verbal reactions to the opposing athlete have a negative impact on the outcome of the competition. Undesirable situations may arise such as the punishment of the athletes involved in the incidents, the loss of the team or the injury of the athlete. Teachers consider the victory obtained as a result of the advantage provided in this way as unfair success. The teachers explain that those involved (teachers, coaches, referees, etc.) have a great responsibility in resolving these undesirable situations, that the rules should be clearly explained and emphasized, that the concept of fair play should be taught through education, that people should be good role models, that athletes and others involved should show empathy, and that harmful behavior should be avoided. They also emphasize the importance of giving advice by bringing the amateur spirit to the forefront and thus intervening in the wrong behavior, taking the athlete out of the game when necessary, valuing the opponent and supporting them psychologically. Sezen (2003) states that sportive success can be achieved by competing with competitors in a healthy way, and that a healthy and fair competition environment can be created by teaching athletes that the health of the opponent is always a priority and that winning is not everything. Bilir (2014) also found that athletes who play contact sports are more prone to violence and that these athletes engage in behavior that does not comply with the rules of fair play and injure their opponents through harshness and violence. Topan (2011), on the other hand, reveals that when the opposing team is exposed to an unfair situation, most football players tend not to intervene and even more than half of the football players find this situation unprofessional. In professional matches, unlawful actions taken to disrupt the motivation of the opponent cause the opponent to be at a

disadvantage and this situation can negatively affect the performance of other athletes. Considering the results of this research and the studies in the literature, it is thought that the reactions to the illegal actions of the opponent varies, and this may be due to the professional perspective and the urge to win under all circumstances.

According to physical education and sports teachers, in order to ensure fair play in sports environments, individuals competing on and off the field should have equal conditions in terms of facilities, materials, transportation and anthropometrics, and they should not be subjected to any discrimination within the scope of the rules within the competition. In addition, teachers state that it is important to establish a sense of justice in terms of stakeholder impartiality (referee, coach, manager, etc.) and responsibility, to avoid actions that harm the rival athlete, and to support the athlete psychologically in order to meet the results with maturity among athletes. Providing the necessary conditions for a fair environment will lead to an increase in the fan base, the emergence of competitions with high spectator pleasure, good performance of athletes and teams, and as a result, a positive perspective towards sports in other individuals. According to Umutlu (2022), sports have turned into physical activities in today's world with the aim of earning higher profits, gaining popularity and showing superiority over others in a society. For this reason, the pursuit of money, power and career advancement has led to the formation of a mentality that everything is permissible to win in the field of sports, so failure is not welcome among fans, club managers and coaches who train athletes. Orhun (1992) states that in sports competitions, players should respect the players and coaches of the opposing team, that a fair game would not be possible on and off the field without them, that an honest player should not see his opponent as an enemy, but as a part of the game and should compete on equal terms. In their study, Sezen (2003) emphasizes that athletes should continue competitions in a friendly manner by being respectful to rival athletes, referees and fans, while Simmons (2011) states that referees should exhibit a fair management during the competition. In this context, Umutlu (2022) argues that holding competitions in good environments will increase the performance of athletes and other stakeholders. When the findings of this study and the studies in the literature are evaluated, it is concluded that in order to ensure a fair playing environment, it is necessary to provide equal conditions among athletes in a wide time interval from before to during and after the competition, to respect each other, and to avoid different practices by decision makers.

Physical Education and Sports teachers emphasize that fun should be at the forefront of sports activities that are done professionally for occupational and financial expectations. It is

stated by the teachers that in cases where professionalism is at the forefront, high-level morale/motivation is a prerequisite, the result and goal are seen as the primary goal, and the conditions include high stress, low psychological state and sacrifice from social life. In addition, according to the teachers, in cases where fun is at the forefront, fair play, healthy life and spending quality time are prioritized, high participation and intense feelings of happiness are experienced, low achievement, low discipline and low financial expectations are included in the activities, and the participants primarily evaluate emotional processes such as making friendships and empathy. According to Çoban (2008), since money is more important in the process of professionalization, players, teams, areas where the game is played, management styles and managers of teams are changing. This situation leads to a complete restructuring of the values and judgments related to sports, making sports a big industry beyond being a source of competition and entertainment. In this direction, Sezen and Yıldırım (2003) determined that professional athletes are more dominant than amateur athletes in complying with Fair Play in sporting activities in which they gain financial profit, while amateur athletes, who prioritize entertainment because they have an amateur spirit, comply with fair play more in activities they do for entertainment purposes. In his study, Tazegül (2013) reveals that the achievement motivation of professional athletes who aim to achieve success in their careers is higher than amateur athletes, and that the motivation level in these athletes increases in relation to experience, professionalism and gender. Bozdemir (2017) emphasizes that competition and the ambition to win are more prominent in professional sports, but especially before and after competitions where amateur spirit is at the forefront and professionalism is pushed to the background, players should wish success to referees, opposing team players and coaches. In addition, according to Kaya (2011), unlike club sports, school sports can be more educational in terms of the developmental characteristics of children and young people because they are sportive organizations that emphasize having fun, having a pleasant time and interacting with other people. For this reason, physical education and sports lessons and inter-school competitions should be used as appropriate environments for the acquisition and display of fair play values. According to the related researches and the findings of this research, there is a situation of paying attention to the concept of fair play in inverse proportion to the level of professionalization of the environment and the athlete. Therefore, it would be useful to eliminate the conditions contrary to the spirit of sports caused by professionalism, to instill basic sports values, and in this context, it would be beneficial to emphasize the amateur spirit,

especially the entertainment factor in the lesson environments, and to emphasize participation rather than winning.

As a result, physical education and sports teachers recognize the importance of fair play and try to transfer these values in lessons and sports environments. Participants emphasize that fair play contributes to the character development of students and helps to learn social values, encourages healthy management of competition and supports teamwork. Teachers use various strategies to promote fair play in lessons and sports activities, such as communicating clearly with students, being effective role models, setting clear rules and organizing activities to emphasize values. Physical education and sports teachers show positive and exemplary behavior towards opponents who violate the rules. Teachers try to resolve the situation by communicating with the players who violate the rules, see rule violations as an educational opportunity and help students learn from their mistakes. Teachers show a professional approach when they are exposed to biased officiating by referees. By teaching their students sports ethics and respect for referees, they serve as role models to give them the ability to question and criticize referee decisions. Physical education and sports teachers, who have great responsibilities in acting in accordance with the understanding of fair play, should direct their students to understand the importance of fair play, to act with team spirit and to act by not breaking away from this understanding throughout their lives.

Recommendations

- ✓ Fair play values can be included in the vocational training programs of physical education and sports teachers. Teachers can be given special education on fair play and in these programs, the basic principles and implementation strategies of fair play can be explained and case studies can be carried out on sample cases. In addition, teachers can be informed about continuous training and innovations in fair play.
- ✓ Fair play values can be integrated into the physical education and sports curriculum in an appropriate way. This integration could include the introduction, understanding and application of fair play to students.
- ✓ Guiding materials, activities and projects can be developed by teachers for the implementation of fair play in physical education and sport lessons. Games, group activities or discussions and reflections on fair play can be designed to emphasize ethical values.

- ✓ It can be investigated how many gains of sports such as character development, leadership skills, cooperation skills and self-discipline can be associated with fair play values and how sports can improve students' understanding of fair play.
- ✓ Since teaching fair play values to students will better serve the purpose of physical education and sports lessons, students can be helped to learn fair play values such as how to apply the rules of sportsmanship during competitions, how to behave in winning and losing situations, and the importance of teamwork.
- ✓ Issues related to the application of fair play values during sports activities in schools can be examined.
- ✓ Teachers can support students to behave in accordance with teamwork, competition and sportsmanship rules.
- ✓ Sports clubs and federations can adopt a zero tolerance policy against discrimination and create rules and policies that support this. Coaches should know and implement these rules and policies.
- ✓ Plans can be made for families to teach fair play values to their children, which will contribute positively to their social and sportive development.

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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>	Cihad GÜZEL İlyas GÖRGÜT
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Cihad GÜZEL İlyas GÖRGÜT
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Cihad GÜZEL
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Cihad GÜZEL İlyas GÖRGÜT
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Cihad GÜZEL İlyas GÖRGÜT
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Etik Kurul Beyanı/ Statement of Ethics Committee		
<i>This research was conducted with the decision of Kütahya Dumlupınar University Social and Human Sciences Scientific Research and Publication Ethics Committee numbered 155148.</i>		



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