



RELATIONSHIP BETWEEN VIOLENCE TENDENCY LEVELS OF 11- 19 AGED CHILDREN WHO ATTEND TO SUMMER SCHOOL AND THEIR BEHAVIORS TOWARDS FAIR PLAY IN SPORTS

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Abstract:

It is about the increase of behaviors close to the desired fair play in sports environments and the decrease in behavior towards violence. It is important for these behaviors to be identified from small age groups and to take necessary precautions and interventions for the future. The aim of the study in this context is to examine the relationship between the level of violence and the behaviors of children towards fair play in sports whose ages change between 11 and 19 attending summer sports school. The research group consists of 226 children aged 11-19 who go to summer sports school in 2015 in Osmaniye province voluntarily participating in the study. The Violence Tendency Scale developed by Göka, Bayat and Türkçapar (1995) was used to obtain data on the level of violence. In order to obtain the level of behavior for the flight play, Sezen-Balçıkınlı (2009) developed by Vallerand et al. Multi-Dimensional Sportsmanship Orientation Scale adapted to Turkish was used. While there was no significant difference between the groups according to their gender and branches in the evaluation of violence tendency levels of children aged 11-19 participating in the study, there was a significant difference between the groups according to their age and income status of their families. Negative correlations were found between the levels of violence of children aged 11-19 participating in the study and the behavioral levels and subscales of fair play in sports. As a result, the level of behavior towards fair play increases when the level of violence tendency of children between the ages of 11-19 attending summer sports academy decreases.

Keywords: violence tendency level, fair play in sports, sports academy

1. Introduction

In the world, interest in cruising sports is increasing day by day especially in the last century. However, it is possible to say that violence events have increased with the development of cruising sports. Unfortunately, the appearance of violence in the sport affects negatively the development of sport. These developments tend to focus on what needs to be fulfilled to find the causes of violence and to increase the fair play. *When Türkçapar and his friends (2014) examined the field of literature, we see the works done in this direction, Balçıkanlı (2009) the relationship between the behaviors of professional footballers and the empathic tendency levels, Kırımoğlu and his friends' (2008) study of the aggression levels of high school students according to the level of sports participation, and the examination of Koç and Güllü (2017) high school students' physical education lesson according to some variances of sportsmanship attitudes.* It can be indicated that these studies can be examples of the studies about this subject.

Violence, which means "hardness, multiplicity, firmness, hardness" as a word taken from the Arabic, means "a movement, a degree of strength, intensity, stiffness", "speed", "extremity in feeling or behavior" and "It comes. According to these meanings, it is said that Violence is a multi-dimensional concept which is positive, neutral and negative in terms of its source, origin, formation, structure and function. (Uçan 2007: 5). Despite some small differences in collecting from the culture, culture and society, many similar definitions have been made by researchers. For example, Ünsal (1996: 29) violence from our Arabic language; hardness, strict and rigid behavior, brutal force and violence against the French meaning; to do or to do anything other than desired by applying power and pressure to a person; Violence is defined as the act of enforcement, coercion, assault, brute force, physical or psychological suffering or torture, pounding, and bruising. Michaud (1986: 5-6) In his narrow sense, the definition of violence is rooted in rough or ruthless personality, a crude and crazy force that transcends the measure of violent language in the sense of power and violates the rules, in broad sense one or more of the sides in the context of mutual relations, acting in a manner that will directly or indirectly or interspersed harm the wholeness of one or more of the others, or whatever the ratio of their spiritual integrity, property, symbolic and cultural value. According to Goswami (1995), violence is synonymous with physical aggression and is an act of injuring, harming or influencing the individual and society.

According to Bandura's "Theory of Social Learning" (1973), violence is the individual aggression that causes; because in the case of aggression, people think they

have won social values, awards and symbolic awards that will reinforce their behavior. Mitscherlich (1999: 7) argues that aggression may actually vary in relation to the culture of society, arguing that for aggression it is often regarded as a sign of manhood and heroism, which is frequently chiefly a moral judgment and a chief specific action, due to the general harmful effects on co-existence. In addition to the psychoanalytic, etiological, biological, cognitive theories and social learning theories that try to explain the aggression, approaches to explain aggression with hindering notions such as clue (Bilgin, 1995, Şahin and Owen, 2009: 65). Violence by young people is the most common form of violence in the community. In the world, news and media broadcasts mention violence on the streets, school, and teenagers or gangs on a daily basis.

Young violence not only damages their victims, but also their families, friends, and society. Effects of the violence are not only seen in death, but also in disease disability and process of quality of life (WHO, 2002: 25).

According to data of WHO (2002: 64), violence events are also seen in the world and in our country as the group of 15-29 age group with the highest incidence of violent incidents. In the group under 15 years of age, death rate due to violence is 5% while 35% is in 15-29 age group. TUSI data (TUSI, 2007) are similar to those of WHO datum. According to the Turkish Criminal Code (TCK) and the Special Laws, the total number of girls and boys in the age group of 11-14 years in the total number of cases and age groups in the criminal courts is 28700, which is approximately 112500 (TUS, 2008). Besides this, events of violence observed in young people reach the highest level between 15-16 years (Ögel et al., 2004).

For reducing the level of aggression of young people or children, or to keep them away from violence, their families direct their children to various social and cultural activities. Sports are also at the forefront of these social and cultural events. Sporting activities are one of the most effective ways in which children can express their inner emotions or their psychological or physiological energies or emotions. The most obvious reflection of this outcome is the tendency of children to violence in sports, their ambitions or moral situations they exhibit in the sport if the contrary is considered, that is, their fair play attitudes.

Fair play in sports is not limited to rule consciousness but is a concept that also defines social, cultural and moral norms of sport (Yıldırım, 1992). The use of word is emphasized as respect for rule, commitment to management and decisions, respect for competitors. Also, fair play used relatedly; to show generosity in the game, to show behavior that is both successful and defeated. These responsibilities are valid for competitors, families, coaches, managers, leaders, supporters, namely for all participants (Loland, 2002).

As a result, fair play; the athletes should not tolerate unfair advantage in order to keep the rules fair, consistent and conscientious even under difficult circumstances, not to disturb equal opportunity, not try to take advantage of the unfair disadvantages of the competitor, not as opponent enemy but as an individual and partner with equivalent rights (Yıldıran, 2004). Sport is an activity in which the individual will fight against the whole power according to the rules and will respect and value his rival. If not, there can be mentioned only fighting and hostility under the name of sport (Erdemli, 2008). The mutual struggle involves the achievement of the athletes by demonstrating their best performance in the frame of the rules. Through the rules, competitors do not threaten each other as enemies, but they respect each other's abilities. They struggle hard not by hurting each other (Boxill, 2003). Ethical behaviors are not congenital behaviors but are learned later. No one can be well-characterized, but has this innate capacity. Coaches should teach the athlete the difference between good and bad in any sporting situation. This should be the first responsibility of a coach. Coaches, athletes can perform character development at all ages (Brown, 2003). In this context, it is expected that today's children's ages, which will create our future, are determined to find out the level of violence, the mean for violence to form an important basic information on the relation with the fair play perception and for the theoretical and practical studies to be conducted for the future.

2. Material and Method

2.1. Research Model

In this study, a descriptive survey model was used. Descriptive research aims to describe the situation of interest. The screening model is based on presenting the existing situation in an existing and objective manner (Karasar, 1999). In this model framework, the levels of violence and fair play in sports behavior of 11-19 year old children who went to summer sports academy in Osmaniye in 2015 were described and then it was determined whether they differed among the variables related to their personal characteristics. Ultimately, the relationship between the level of violence of children and the level of behavior towards fair play in sports was examined.

2.2. Study Group

226 children aged 11-19 who went to summer sports school in Osmaniye in 2015 participated voluntarily. Among the children participating in the study, 137 (60.6%) were boys, 89 of them were (39.4%) girls, 89 of them (39.4%) were between 11-13, 99 of them (43.8%) were between 14-16, 38 of them we between 17-19 ages (16.8%) . Again

from the participants 35 people's family at the low level (15.5%), 144 of the students' families have (% 63.7) were middle income level and 47 of the students' family has a high income (20.8%) In addition, 112 children (49.6%) are engaged in team sports and 114 of them (50.4%) are dealing with individual sports among the children participating in the study.

2.3. Data Collecting Tool

Data related to violence of participants were measured with the Tendency of Violence Scale. The scale was developed by Bayat and Türkçapar in 1995 and the scale used to determine the aggression tendencies of the students is a total of 20 expressions. Responses given to the statements on the scale were arranged on a 4-point Likert scale. The evaluations were made by giving 4 points to the most suitable option, and 1 point to the least suitable. In the third part of the study, 4 sub-dimensions (Adaptability to Social Norms, Respect to Rules and Management, Dependability to Sports Responsibility, Respect to Competent), which was developed by Vallerand and his colleagues in 1997 as "Multidimensional Sportsmanship Orientation Scale" by Sezen-Balçıklı in his doctoral dissertation in 2009) "Behavior Inventory in Sports" , consisted of 20 articles, was used. The answers given to the scale were rated in a 5-point likert style (1 = Does not identify me at all, 5 = Identifies me exactly).

2.4. Analysis of Datum

Data collected through the Tendency of Violence Scale and Multidimensional Sportsmanship Orientation scales were analyzed by means of statistical package program (SPSS) and the results were interpreted. Descriptive statistics including arithmetic average, standard deviation, frequency and percentage distributions are presented in order to ensure that demographic information and opinions of other group questions are obtained first. Correlation (r-statistic) test was applied in order to determine the relationship between children's levels of violence and behavior levels of fair play in sports. First, the normality of distributions (Kolmogorov-Smirnov) test was examined and the Mann Whitney-U and Kruskal Wallis Test were applied according to the test result in order to determine the relationship between the level of violence and the behaviors related to fair play in sports with some demographic variances. The results were evaluated at 95% confidence interval and meaningfulness evaluated at $p < 0.05$ level.

3. Findings

Table 1: Comparison of participant children’s violence tendency levels and sub dimensions of behavior levels towards fair play in sports depending on gender variance

		Gender	n	Mean	Sd	U	P
Violence Tendency	Male	137	46.75	12.65	5808.00	0.54	
	Female	89	46.10	12.42			
Adaptability to Social Norms	Male	137	4.00	0.99	5612.00	0.31	
	Female	89	3.84	1.11			
Behavior Sub Dimensions in Sports	Respect to Norms and Management	Male	137	4.04	0.78	5670.50	0.37
		Female	89	4.08	0.89		
Dependability on Responsibilities	Male	137	4.40	0.76	5329.00	0.10	
	Female	89	4.28	0.78			
Respect to Competitor	Male	137	3.73	0.97	5259.00	0.08	
	Female	89	3.47	1.05			
Behavior General Points in Sports	Male	137	4.04	0.74	5523.50	0.23	
	Female	89	3.92	0.79			
Total		226					

p>0.05

According to Table 1, there were no meaningful differences found between the groups according to the gender variable in the severity of the children participating in the study and in the subscales of the behavior level for fair play in sports.

According to Table 2, there was a meaningful difference found between the groups according to the age variable in the level of violence tendency of the children who did not work according to Table 2, and only in the rules and sub-dimension of the behavior level towards the sponda fair play there was a significant difference between the groups according to age. According to the Mann Whitney-U test, it was determined that the level of children's tendency to violence was between 11-13 years of age and 17-19 years of age. In the subscales of sports behavior and subscale of management, the difference was 11-13 years children between the ages of 14 and 16 years. According to the results, when the age increases, the level of violence tendency of the children also increases. It is understood that the level of respect for norms and management decreases.

Table 2: Comparison of participant children’s violence tendency levels and sub dimensions of behavior levels towards fair play in sports depending on age

	Age	n	Mean	Sd	X ²	P
Violence Tendency	11-13	89	44.00			
	14-16	99	47.19	2	10.21	0.00**
	17-19	38	50.52			
Adaptability to Social Norms	11-13	89	4.05			
	14-16	99	3.82	2	3.37	0.18
	17-19	38	3.97			
Respect to Norms and Management	11-13	89	4.24			
	14-16	99	3.90	2	8.30	0.01
	17-19	38	4.03			
Dependability on Responsibilities	11-13	89	4.46			
	14-16	99	4.27	2	0.93	0.62
	17-19	38	4.34			
Respect to Competitor	11-13	89	3.72			
	14-16	99	3.48	2	3.86	0.14
	17-19	38	3.76			
General Points in Sports	11-13	89	4.12			
	14-16	99	3.87	2	5.17	0.07
	17-19	38	4.03			
Total		226				

p<0.05**p<0.01

Table 3: Comparison of participant children’s violence tendency levels and sub dimensions of behavior levels towards fair play in sports depending on family income variance

	Income Level of Family	n	Mean	Sd	X ²	P
Violence Tendency	Low	35	50.51			
	Middle	144	46.86	2	9.05	0.01
	High	47	42.36			
Adaptability to Social Norms	Low	35	3.97			
	Middle	144	3.91	2	1.07	0.58
	High	47	3.99			
Behavior in Respect to Norms and Management Sports Sub Dimensions	Low	35	4.08			
	Middle	144	4.01	2	2.95	0.22
	High	47	4.18			
Dependability to Responsibilities	Low	35	4.36			
	Middle	144	4.32	2	3.52	0.17
	High	47	4.45			
Respect to Competitor	Low	35	3.93			
	Middle	144	3.52	2	6.87	0.03
	High	47	3.73			
Behavior in Sports General Point	Low	35	4.09			
	Middle	144	3.94	2	4.45	0.10
	High	47	4.09			
Total		226				

p<0.05

According to Table 3, there was a meaningful difference found between the groups according to the income level of the children in the level of violence and the level of behavior level towards fair play in sports was meaningfully different between the groups according to the income level variable only in the subscale of competence respect. It is seen that the children with low family income have a higher tendency of violence and the children with low family income have higher levels of respect to their competition than the other children.

According to Table 4, no significant difference was found between the groups according to the branch variable in the level of violence and the level of behavior towards fair play in sports.

Table 4: Comparison of participant children’s violence tendency levels and sub dimensions of behavior levels towards fair play in sports depending on branch variance

		Branch	n	Mean	Sd	U	P
Behavior in Sports Sub Dimensions	Violence Tendency	Team Sports	112	45.24	12.24	5634.50	0.12
		Individual Sports	114	47.72	12.74		
	Adaptability to Social Norms	Team Sports	112	3.98	1.01	6027.50	0.46
		Individual Sports	114	3.88	1.07		
	Respect to Norms and Management	Team Sports	112	4.09	0.80	6135.50	0.61
		Individual Sports	114	4.02	0.84		
	Dependability to Responsibilities	Team Sports	112	4.36	0.74	6233.50	0.75
		Individual Sports	114	4.35	0.80		
	Respect to Competitor	Team Sports	112	3.67	1.01	6024.00	0.46
		Individual Sports	114	3.58	1.01		
	Behavior in Sports General Behavior	Team Sports	112	4.03	0.76	5965.00	0.39
		Individual Sports	114	3.96	0.76		
Total			226				

p>0.05

Table 5: Relationship between participant children’s violence tendency levels and behavior levels towards fair play in sports sub dimensions

		Violence Tendency		
Behavior in Sports Sub Dimensions	Adaptability to Social Norms	r	1	-0.17
		p	-	0.00**
		n	226	
	Respect to Norms and Management	r	1	-0.20
		p	-	0.00**
		n	226	
	Dependability to Responsibilities	r	1	-0.01
		p	-	0.77
		n	226	
	Respect to Competitor	r	1	-0.11
		p	-	0.08
		n	226	
Behavior in Sports General Point	r	1	-0.17	
	p	-	0.00**	
	n	226		

p>0.05**p<0.01

According to Table 5, there was a negative relationship found between violence tendencies of children and behavior levels and sub-dimensions of fair play in sports ($p > 0.05$, $r = 0.177$). According to this result, as the level of violence tendency of children aged 11-19 going to summer sports school decreases, it means that behavior levels towards fair play in sports increase.

4. Conclusion

In this part, the relationship between the Tendency Levels of 11-19-year-olds who went to the Summer Sports Academy and their behavior towards the Fair Play in Sports, and the findings and interpretations about the variables such as gender, age, family income situation and branches that they thought may affect on this relationship.

According to Table 1, there were no meaningful differences found between the groups according to the gender variable in the level of violence and the level of attitude towards fair play in sports. Karataş (2005) looked at the relationship between parent-child aggression and aggression of high school students and found that gender did not affect aggression. In addition to these, Çobanoğlu Güner (2006), Ağlamaz, (2006) found that gender is not a factor affecting aggressive behavior. Miller et al. (2004) have not reached a meaningful difference between girls and boys, as the competitor young male and female soccer players have not studied in their study of sportsmanship. The results of these studies are showing parallelism with the results of our research that we have done and they are also in favor of supporting our study. On the other hand, Kutanis, Bayraktaroğlu and Özdemir examined the tendencies of girls and boys in ethical behavior at a state university in 2010 and came to the conclusion that women think more about decisions they make than men. Gündoğdu (2010) investigated the level of aggression of 9th grade students; found that male students' levels of physical aggression were significantly higher than girls. Kırmoğlu et al. (2008) found differences in the aggressiveness of women and men in their studies of high school students examining the level of participation in the sport. As Weiss and Bredemeier (1990) indicate that, men's aggression is considered to be more acceptable in the society, and it is thought that they can encourage them to show negative sportsmanship behaviors. Koç and Güllü (2017) also found a significant difference in the gender variable in their study. The results obtained from these studies do not support our work since they differ from the results we gained in the research.

According to Table 2, there was a meaningful difference found between the groups according to the age variable in the level of violence of the children who did not

work according to Table 2, and in the behavioral level subscale of the fair play in sports, there was a significant difference only between the groups according to age.

When the body of literature is examined in the summer, the class variance is multiplied by the work rather than the age variable. It is possible to say that if the factors such as starting the school early or late, moving away from the classroom or resuming from the school are ignored, it is generally possible to say that there are individuals of the same age in a class. In this context, we can illustrate one or two studies from the class variable in which we think that parallelism is not working. According to the research done by Efiltili (2006), in the literature of the class, it was found that the aggression scores of high school 2 students were significantly lower than the scores of high school 1 and high school 3 students according to the class level variable. In Karataş's study, it was found that 11th grade students of high school students had significantly higher aggression point scores than 9th and 10th grade students. Munakata (2004, Karataş, 2008: 290) found that the aggression scores of the students in the final grade compared to the other students were higher than those of the other students in terms of the level of aggression and anger. We can say that these studies are supportive of our work, except for the exceptional situations mentioned above. While all these studies support our work; the results obtained from the studies conducted by Ađlamaz (2006) and Bolat and Karataş (2002) do not support since they differ from the results acquired from the research.

According to Table 3, there was a meaningful difference found between the groups according to the income level of the children who participated in the study and the levels of behavior level of the fair play in sports were found to be significantly different between the groups only according to the income level variable. , children with low family income tend to have a higher tendency of violence, while children with low family income have a higher level of respect for their competition than the other children.

When the body of literature is examined, Köksal, (1991) found that the aggressiveness levels of poor family children are higher than the aggression levels of the wealthy family children. In the same way, in the researches they have done, the material of the family members is as follows: Hatunođlu (1994), Tuzgöl (1998), Gümüş (2000), Masalcı (2001), Aral, Ayhan, Türkmenler, Akbıyık (2004), Dizman and Gürsoy they found that their aggression scores differed according to income level. The results of these studies are showing parallelism with the results of our research that we have done, so they support our work. Different findings have been obtained in different studies. Some studies show that the aggression scores of the family do not differ according to income level (Ersoy, 2001, Gündođdu, 2010 and Demirhan, 2002). Koç and

Güllü (2017) According to the family economic status of the students, no significant difference was found in sportiness behaviors and aggression values. (2007) The relationship between aggression levels of high school students and participation in sportive activities, Yiğitbaş (2002) Surveys of aggression types in individual and team sports and Şahin (2003) Violence and Aggression in Sports were found to have no effect on aggressive behavior in adolescents with high or low levels. The results acquired from these studies do not support our work because they differ from the results we have gained as a result of the research.

According to Table 4, there were no meaningful differences found between the groups according to the branch variances in the levels of the violence of the children participating in the study and in the subscales of the behavioral level for the fair play in sports.

When the body of literature is examined, Topçu (2013), Ethics and Sportsmen relationship in the name of the master thesis; Participants were only grouped according to sports branches and accordingly there was no significant difference in the comparisons made due to individual and team sports in the participants' ideal ethical and relative ethical situations. (Topcu, 2013). Akandere et al. (2009) found that there was no significant differences in the moral judiciary levels according to the sports branch performed by the sportsmen in the mentioned studies, the effect of sports participation in the secondary education institutions on the moral development of the child (Akandere et al., 2009). The results of these studies are showing parallelism with the results of our research that we have done and they also support our study.

According to some variables of physical education lesson sportsmanship behaviors of high school students (2017) of Koç and Güllü (2017), there were meaningful differences in the students' negative attitude avoidance (NDK), TS (total sportsmanship) and aggression values according to the most interesting branch type ($p < 0.05$). It has been understood that students who are interested in team sports without physical contact have better sporting behaviors and less aggressive behavior than students who are interested in other sports types. (Koç and Güllü, 2017) Similarly, Lee et al. (2007) found that the attitudes of ethical decision-makers were more negative in the dimensions of adopting cheers and adopting competition affinity than those engaged in individual sports in team sports. Moreover, a meaningful difference was found between Koruç and Bayar (1990) and Güner (2006) who conducted individual and team sports. The results gained from these studies do not support our work because they differ from the results we have acquired as a result of the research.

According to Table 5, there was a negative correlation between violence tendencies of children and behavior levels and sub-dimensions of fair play in sports ($p >$

0.05, $r = 0.177$). According to this result, as the level of violence tendency of children aged 11-19 going to summer sports school decreases, it means that behavior levels towards fair play in sports increase.

When the body of literature was examined in the literature, Chantal et al. (2005) found an important relationship between sportiness and aggression in their work. In the study conducted by Koç and Güllü (2017), a significant and significant relationship was found between the sportsmanship behaviors and the aggressiveness values of the students' physical education lesson in the negative direction. It has been concluded that reducing the aggression behaviors of students has an important role in the development of sportsmanship behaviors (Koç and Güllü 2017). These studies support our work. We can say that this and similar studies made when the field is examined in the literature, that the sport increases behaviors such as sportsmanship behavior which is desired to be seen in human behaviors and decreases behaviors such as aggression behaviors which are not seen in human attitudes.

In this study, the relationship between the level of Tendency of Tendency between the ages 11-19 and the Fair Play in Sports was examined. Some suggestions can be made for the studies that will be done later by going out of the field and not working. This study covers only one province, but the studies to be done can be done on more than one basis and these can be compared according to various characteristics. In addition, violence trends and fair play in sports levels of students attending and not participating in summer sports school can be compared and ultimately the demographic information of this study can be examined in an extended way.

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