



Examen de la relación entre los niveles de deportividad y perfeccionismo de los estudiantes de secundaria

Examination of the relationship between the levels of sportspersonship and perfectionism of high school students

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Resumen

El presente estudio examina la relación entre los niveles de deportividad y perfeccionismo de los estudiantes de secundaria. El grupo de estudio consistió en 237 estudiantes de secundaria. El Formulario de Información Personal se utilizó para determinar las características demográficas de los participantes. Para determinar los niveles de deportividad, se utilizó la Escala de Comportamiento del Atleta del Curso de Educación Física, mientras que la Escala de Perfeccionismo se utilizó para determinar los niveles de perfeccionismo. De acuerdo con los resultados obtenidos, se encontró una relación positiva y significativa entre los puntajes de comportamiento positivo de los estudiantes y los puntajes de perfeccionismo positivo. Si bien existe una relación significativa entre el espíritu deportivo y el género, la participación en los deportes y la edad, la relación entre el género y el perfeccionismo no es significativa. Los estudiantes que practican deportes tienen un nivel más alto de perfeccionismo positivo y un nivel más bajo de perfeccionismo negativo. Como resultado, los estudiantes con actitudes perfeccionistas positivas tienden a exhibir comportamientos positivos en los deportes.

Palabras clave: Perfeccionismo, secundaria, deporte, deportividad, estudiante

Abstract

The study examines the relationship between secondary school students' sportspersonship and perfectionism levels. The study group of the research consisted of 237 secondary school students.

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A personal Information Form was used to determine the demographic characteristics of the participants. While the Physical Education Lesson Sportspersonship Behavior Scale was used to determine the sportsmanship levels, the Perfectionism Scale was used to determine the perfectionism levels. According to the results obtained, a positive and significant relationship was found between students' positive behavior scores and positive perfectionism scores. While there is a significant relationship between sportsmanship and gender, participation in sports, and age, the relationship between gender and perfectionism is not significant. Students who play sports have a higher level of positive perfectionism and a lower level of negative perfectionism. As a result, students with positive perfectionistic attitudes tend to exhibit positive behaviors in sports.

Keywords: Perfectionism, secondary school, sports, sportspersonship, student

Introduction

There are situations in sports such as the participants' interaction, communication, and influence as a social phenomenon. Since sports have such social features, it creates many opportunities for positive behaviors such as congratulating an opponent after a bad game and helping an injured opponent (Ekici et al., 2016; Kavussanu, 2008); however, it also inherently contains negative behaviors such as cheating, scaring, injuring, and lying to rivals and other athletes. Therefore, some behaviors related to the well-being and rights of different people in sports are included in the moral phenomenon (Sevilmiş et al., 2021; Turiel, 1983). From this point of view, sportsmanship can be defined as being good, generous, and courteous towards the opponent, not winning by displaying illegal behavior, and not complaining when defeated (Günbay & Sarı, 2020). In sum, the sports field needs to reduce unethical behaviors so that the sports field is the scene of sportsperson behaviors and not associated with undesirable behaviors.

Furthermore, it has been known that some training, physical education, sports classes, and physical activities that students participate in have contributed to the moral and social development of students for many years (Davidson & Moran-Miller, 2005; Dowling & Kårhus, 2011; Gervais, 2006; Mathner et al., 2010; Romance et al., 1986; Öntürk & Ekici, 2018). Therefore, physical education lessons and physical activities have an important place in the development of moral and social skills of students, compliance with the rules, the development of cooperation and solidarity feelings, the formation of feelings of cooperation and justice, and the adoption and implementation of moral values such as sportspersonship (Certel et al., 2020; Drewe, 2000; Engh, 2002).

The concept of perfectionism can be characterized as one's aiming to be perfect and setting a high level of performance expectation for themselves. It is also accepted as a concept that includes

interpersonal relations and a personal characteristic (Flett & Hewitt, 2002; Hewitt & Flett, 1991). While perfectionism can express positive situations, it also emerges as negative situations. Since the basis of perfectionism is to increase personal performance and seek order (Slade & Owens, 1998), it can trigger some immoral behaviors in the field of sports. Perfectionists striving to reach high standards may not accept their mistakes and constantly criticize everything (Gümüsoğlu & Aşçı, 2020; Slaney et al., 2001). They can experience disappointment, anxiety, and anger (Enns, et al., 2002) when they do not reach determined goals. Suppose it is evaluated for the field of sports. In that case, it is an essential issue that athletes with a perfectionist personality make sportsperson like efforts to achieve the high goals they have set because such people have a very low tolerance for uncertainty and failure (Erol, 2009; Gümüsoğlu & Aşçı, 2020). Therefore, while aiming for success and high performance, ethical behaviors can be ignored.

Myoung-Ho (2009) and Saleh-Esfahani and Ali-Besharat (2010) studied perfectionism. They revealed that aggression, considered immoral behavior, is related to perfectionism. However, these studies belong to different societies, and one of the variables affecting the relationship between sportsmanship and perfectionism is socio-cultural aspects (Lee & Park, 2011; Marten-Dibartolo & Rendón, 2012; Ortega et al., 2014; Smith et al., 2016; Yoon & Lau, 2008). The inability to find a study that directly concerns the relationships between sportsmanship and perfectionism for Turkish society reveals the deficiency in this field and reveals the importance of this study. In addition, studies on perfectionism and unsportsmanlike behaviors primarily focused on verbal aggression (Vicent et al., 2017). Therefore, the data we obtained from the variables we used in the study and from the students in various age groups will contribute to the literature. In addition, this study's results may suggest implementing some pieces of training and programs to individuals before adolescence. Therefore, it will contribute to developing strategies to prevent violence in the family, school, peers, and sports.

Methodology

The survey model, which is one of the quantitative research types, was used for the research model. While the population consisted of secondary school students aged 10-15 years studying at a secondary school in Düzce province in 2021-2022, the sample consisted of 237 secondary school students selected by random sampling method and participated in the research voluntarily. The determined sample was selected from a universe of about 1000 people. The number of participants

selected for sampling was determined according to the formula used in Krejcie and Morgan (1970)'s article. According to the formula, the approximate number of students to be selected for the sample of the study was determined.

Table 1

Demographic characteristics of the study group

Variable		F	%
Gender	Female	121	51,1
	Male	116	48,9
Grade	5. grade	61	25,7
	6. grade	53	22,4
	7. grade	60	25,3
	8. grade	63	26,6
Age	10-11 ages	75	31,7
	12-13 ages	116	48,9
	14-15 ages	46	19,4
School Success	Good	116	48,9
	Moderate	115	48,5
Participation in sport	Bad	6	2,5
	Yes	156	65,8
	No	81	34,2
Total		237	100

Instruments

Personal Information Form

A “Personal Information Form” consisting of 5 questions created by the researchers was used to determine some demographic characteristics of the participants. The form includes questions about gender, grade, age, school success, and participation in sports.

Sportspersonship Behavior Scale in Physical Education Course

To determine the sportsmanship levels of the participants, the “Sportspersonship Behavior Scale in Physical Education Course,” which was developed by Koç (2013), was used in a 5-point Likert

type and contained a total of twenty-two items. Eleven items of the scale are “Exhibiting Positive Behaviors” (EPB) factor (1, 2, 4, 7, 9, 11, 12, 14, 16, 19, and 21), and eleven items are “Avoiding Negative Behaviors” (ANB) factor (3, 5, 6, 8, 10, 13, 15, 17, 18, 20 and 22) in total 22 items. Responses to the items of the scale are “(5) Always, (4) Very Often, (3) Sometimes, (2) Rarely, and (1) Never”. The total score represents “Total Sportsmanship (TS).” The lowest score obtained from the scale is 22, and the highest score is 110. The points taken separately from Factor 1 and Factor 2 are the lowest, 11, and the highest, 55. It is understood that as the scores obtained from the scale increase, the sportsmanship levels of the students also increase. The Alpha reliability coefficient of the scale was found to be 0.85.

Positive and Negative Perfectionism Scale

The “Positive and Negative Perfectionism Scale” developed by Kırdök (2004) was used to determine the perfectionism levels of the participants. The scale is a 4-point Likert-type scale to measure pre-adolescents’ positive and negative perfectionism characteristics at the second primary education level. The scale consists of seventeen items and two subscales covering these items. The factor loads of the ten items constituting the positive perfectionism subscale ranged from 0.47 to 0.64, explaining 18.22% of the variance. It was stated that the factor loads of seven items in the negative perfectionism subscale were between 0.52 and 0.64 and explained 14.22% of the variance.

The Cronbach’s alpha internal consistency coefficient for the Positive Perfectionism subscale ranged from 0.81, and the item-total score correlations ranged from 0.43 to 0.55. The Cronbach’s alpha internal consistency coefficient for the Negative Perfectionism subscale ranged from 0.78, and the item-total score correlations ranged from 0.48 to 0.55. The test-retest reliability coefficients were 0.75 for positive perfectionism and 0.78 for negative perfectionism. The score taken from the positive perfectionism subscale (10 items) of the Positive and Negative Perfectionism Scale ranges from 10 to 40. The score taken from the negative perfectionism subscale (7 items) varies between 7 and 28. There is no total score on the scale. The higher the score to be obtained in both subscales, the higher the level of perfectionism (Kırdök, 2004).

Statistical analysis

Statistical Package for Social Sciences (SPSS) 17.0 package program was used to analyze the data obtained. Normality test (Skewness-Kurtosis) scores of sportsmanship and perfectionism were

between -1.5 and +1.5, the distribution was accepted as normal. Frequency, percentage, mean, and standard deviation values were used to analyze the data. In addition, the Pearson correlation test, T-test, and ANOVA test, which are parametric tests, were performed. The significance level was determined as $p < 0.05$.

Table 2

Skewness and kurtosis values of sportpersonship behavior scale in physical education course and positive and negative perfectionism scale scores

Scales	Skewness		Kurtosis	
	Value	Std. Error.	Value	Std. Error.
Exhibiting Positive Behaviors	-,723	,158	-,119	,315
Avoiding Negative Behaviors	-1,047	,158	,711	,315
Total Sportsmanship	-,007	,158	1,086	,315
Positive Perfectionism	-,642	,158	-,405	,315
Negative Perfectionism	,115	,158	-,911	,315

The subscales were evaluated according to the assumption of normal distribution. According to Tabachnick and Fidell (2013), if the skewness and kurtosis values are between -1.5 and +1.5, the data show a normal distribution. Therefore, the values in the sportsmanship and perfectionism scales meet the normality condition.

Ethical criteria

This study was conducted by the Declaration of Helsinki. All participants were informed about the study processes, and an informed consent form was obtained from each participant. Since the participants were underage, the relevant permissions were requested from the parents.

Results

In this part of the study, the results of the normality test, descriptive statistics test, Pearson correlation test, T-test, and ANOVA test were performed to determine whether the sportsmanship and perfectionism levels of the students differ according to various variables are given in tables.

Table 3*Statistics of the scores of the participants from the sportspersonship scale and the perfectionism scale*

Scale	N	Min	Max	Mean	SD
Exhibiting Positive Behaviors	237	13,00	55,00	43,10	9,30636
Avoiding Negative Behaviors	237	14,00	55,00	45,25	8,91564
Total Sportsmanship	237	36,00	92,00	63,84	8,15975
Positive Perfectionism	237	14,00	40,00	31,83	6,14442
Negative Perfectionism	237	7,00	28,00	17,51	5,53079

When Table 3 is examined, it is seen that the average score of the factor of exhibiting positive behaviors in the sportsmanship scale is 43.10, the average of avoiding negative behaviors is 45.25, and the total average of sportsmanship is 63.84. In addition, the positive perfectionism factor average score in the positive and negative perfectionism scale is 31.83, and the negative perfectionism factor score average is 17.51.

Table 4
Correlations between sportpersonship and perfectionism

		1	2	3	4	5
1. Exhibiting Positive Behaviors	Correlation	1	,600**	,485**	,461**	-,009
	P		,000	,000	,000	,885
	N	237	237	237	237	237
2. Avoiding Negative Behaviors	Correlation	,600**	1	-,409**	,313**	-,137*
	P	,000		,000	,000	,035
	N	237	237	237	237	237
3. Total Sportsmanship	Correlation	,485**	,473**	1	,184**	,139*
	P	,000	,000		,005	,032
	N	237	237	237	237	237
4. Positive Perfectionism	Correlation	,461**	-,284**	,184**	1	-,009
	P	,000	,000	,005		,889
	N	237	237	237	237	237
5. Negative Perfectionism	Correlation	-,009	,153*	,139*	-,009	1
	P	,885	,018	,032	,889	
	N	237	237	237	237	237

($p < 0.05$).

When Table 4 is examined, it is seen that there is a positive and significant ($p < 0.05$) relationship between exhibiting positive behaviors and positive perfectionism, avoiding negative behaviors, and sportpersonship total score. There is a negative and insignificant relationship between the negative perfectionism factor ($p > 0.05$). There is a negative and significant ($p < 0.05$) relationship between sportpersonship and negative perfectionism. Positive and significant ($p < 0.05$) relationship was found between sportpersonship and positive perfectionism. Sportpersonship total score was positively and significantly correlated with positive and negative perfectionism ($p < 0.05$). Finally, there is a negative and insignificant ($p > 0.05$) relationship between positive perfectionism and negative perfectionism.

Table 5*T-Test results of participants' sportpersonship and perfectionism levels by gender variable*

Scale	Gender	N	Mean	SD	df	t	p
Exhibiting Positive Behaviors	Female	121	43,95	9,24468	235	1,438	,152
	Male	116	42,21	9,32766			
Avoiding Negative Behaviors	Female	121	47,60	7,62723	235	4,287	,000
	Male	116	42,81	9,51787			
Total Sportsmanship	Female	121	65,40	8,01531	235	-2,930	,004
	Male	116	62,34	8,04874			
Positive Perfectionism	Female	121	32,25	5,97290	235	1,066	,287
	Male	116	31,40	6,31489			
Negative Perfectionism	Female	121	17,90	5,51272	235	1,086	,279
	Male	116	17,12	5,54532			

(p<0.05).

When Table 5 is examined, it is seen that there are significant differences between females and males in terms of avoiding negative behaviors and sportpersonship (p<0.05), there is no significant difference in terms of positive and negative perfectionism (p>0.05).

Table 6

T-Test results of participants' sportpersonship and perfectionism levels according to the variable of doing sports

Scale	Doing		N	Mean	Ss	Sd	T	P
	Sport							
Exhibiting Positive Behaviors	Yes		156	44,15	9,24865			
	No		81	41,07	9,13479	235	2,442	,015
Avoiding Negative Behaviors	Yes		156	45,11	9,02610			
	No		81	45,53	8,74798	235	-,340	,734
Total Sportsmanship	Yes		156	65,03	7,81057			
	No		81	61,54	8,37115	235	3,188	,002
Positive Perfectionism	Yes		156	32,58	6,00094			
	No		81	30,39	6,19613	235	2,641	,009
Negative Perfectionism	Yes		156	17,20	5,69744			
	No		81	18,12	5,17538	235	-1,214	,226

($p < 0.05$).

In table 6, there are significant differences between sports participants and non-sports participants in terms of exhibiting positive behaviors, sportpersonship, positive perfectionism ($p < 0.05$). However, there are no significant differences in avoiding negative behaviors and negative perfectionism.

Table 7

One way ANOVA results of participants' sportpersonship and perfectionism levels by age variable

Scale	Age	N	Mean	SD	F	p	Tukey
Exhibiting	10-11 ages	75	46,3600	7,53486			1>2
Positive Behaviors	12-13 ages	116	42,8707	9,90786	11,523	,000	1>3
	14-15 ages	46	38,3696	8,32228			2>3
Avoiding Negative Behaviors	10-11 ages	75	49,6667	6,90737			
	12-13 ages	116	43,6121	9,13547	15,522	,000	1>2
	14-15 ages	46	42,2174	8,73540			1>3
Total Sportsmanship	10-11 ages	75	62,6933	7,07293			
	12-13 ages	116	65,2586	8,71393	3,553	,030	1>2
	14-15 ages	46	62,1522	7,91052			1>3
Positive Perfectionism	10-11 ages	75	33,3867	6,11355			
	12-13 ages	116	31,7845	6,27321	6,094	,003	1>3
	14-15 ages	46	29,4565	5,11515			2>3
Negative Perfectionism	10-11 ages	75	17,6800	5,60685			
	12-13 ages	116	17,3190	5,54601	,151	,860	
	14-15 ages	46	17,7609	5,46986			

($p < 0.05$).

Table 7 displays the differences between age groups regarding sportpersonship and perfectionism. Again, there are significant differences between age groups regarding study variables.

Discussion

According to the findings of the correlation test conducted in line with the first hypothesis of the research as the students' positive behaviors increase, their positive perfectionism behaviors and avoidance of negative perfectionism behaviors increase. This finding supports the hypothesis

of the research. When the literature is examined, the results of Aluja and Garcia (2004) and Crosby et al. (2011) support our study. As the human values of individuals increase, their perfectionism in a positive sense increase, and for this reason, the concept of sportsmanship, which is considered a moral value in sports, is positively related to perfectionism. Therefore, it can be said that positive perfectionism influences sportsmanship. The findings reveal that perfectionism is effective in sportsmanship.

According to t-test results conducted in line with the second hypothesis of the research, there is a significant difference between genders in favor of women regarding sportsmanship. This finding supports the hypothesis of the study. When the literature is examined, the study findings of Efek (2019) are in line with the results of this study. In the study of Tsai and Fung (2005) in line with our findings, it was seen that women got higher sportsmanship scores than men. There are study results contradictory to our findings (Karafil et al., 2017; Altinkök et al., 2015). The reason for these inconsistencies has been stated that men exhibit less sportsmanlike behaviors due to their social identity (Weiss & Bredemeier, 1990). In addition, age, sports age and experience, the influence of trainers and friends, and the material or moral gains expected from sports may have caused these inconsistencies. The findings our obtained revealed that gender influenced sportsmanship.

According to the findings of the test conducted in line with the third hypothesis of the study, there is no statistically significant difference between the genders in terms of positive perfectionism and negative perfectionism. This finding supports the hypothesis of the research. Furthermore, when the literature is examined, no significant difference was found between genders in terms of perfectionism in the results of Mouratidis and Michou (2011), which is similar to our study. The reason for this situation may be that female athletes have similar rates in the sports environment as male athletes and the expectations of their families are similar to male athletes.

According to t-test results conducted in line with the fourth hypothesis of the study, there is a significant difference between students who participate in sports and those who do not in favor of those who participate in sports regarding sportsmanship. This finding supports the hypothesis of the study. When the literature is examined, the studies of Méndez-Gimenez et al. (2015), and Mouratidou et al. (2007) show similarities with the findings of this study. As a result of the literature review, many studies have reported that development and increase in sportsmanship behaviors are experienced through exercises and physical activities. Thanks to the experience

gained through sports, learning to beat, be defeated, enter more sports and meet more competitors, doing sports only for health and spiritual purposes can contribute to sportsperson behaviors. The finding I obtained shows that sportsmanship is higher in those who do sports.

In the case of the findings of the test conducted in line with the fifth hypothesis of the study, while students who participate in sports have higher levels of positive perfectionism, they have low levels of negative perfectionism. This finding supports the hypothesis. Gilman and Ashby (2003) and Biçer (1998) have found that people who do sports are more perfectionists. In literature, it has been stated that it is accepted that athletes have a certain level of perfectionism. According to Ellis (2002), seeking excellence is necessary to become a champion. Therefore, it can be accepted that various movements, shows, and esthetic ideas can influence athletes' perfectionism. Our results reveal that people doing sports have a high level of perfectionism.

Pursuant to t-test results conducted in line with the sixth hypothesis of the study, there is a significant difference between the age groups in terms of sportspersonship. This result supports the hypothesis. Studies found significant decreases in sportspersonship with aging (Esentürk et al., 2015; Coulomb-Cabagno & Rasclé, 2006). The increasing level of competition with age may cause older individuals to display less sportsmanlike behaviors. While sports at young ages are primarily for physical, physiological, and psychological development and entertainment, it serves different purposes for older generations. For example, adults who start competing for material awards such as cups, medals, and personal prestige do not hesitate to exhibit unethical behaviors towards their rivals. Our finding reveals that age has an impact on sportsmanship.

According to the findings of the test conducted in line with the seventh hypothesis of the study, as students' ages increase, the level of positive perfectionism decreases, while the level of negative perfectionism increases. This finding supports the hypothesis of the study. Furthermore, when the literature is examined, the study findings of Kahraman and Bulut-Pedük (2014), and Goetz et al. (2008) are similar to the findings of our study. Accordingly, as the age gets older, positive perfectionism decreases, while the level of negative perfectionism increases. In the literature, the fact that older students prepare for exams and their environment has higher expectations has been shown as the reason for this situation. In addition, it can be stated as usual that students who try to meet the expectations of their families and teachers experience stress and anxiety and develop negative perfectionism behaviors (Rice & Mirzadeh, 2000).

Conclusion

According to the results obtained, it has been revealed that students with positive perfectionist attitudes tend to exhibit positive behaviors. As the human values of individuals increase, their perfectionism in a positive sense increase, and for this reason, the concept of sportsmanship, which is considered a moral value in sports, is positively related to perfectionism. In addition, women and those who do sports have a more sportsman and more perfectionist structure. For this reason, sports support becoming more perfectionist individuals.

For the other hand, aging causes a decrease in sportsmanship and positive perfectionism behaviors. As a result, participation in sports plays a key role in developing gentlemanly behavior and increasing positive perfectionism. The relationships between sportsmanship and perfectionist behavior of students from different regions, ages, and cultures can be examined. Since younger ages affect older ages and are considered the basis for later ages, students can be trained on sportsmanship and positive perfectionism with the courses to be organized and the behaviors to be gained at these ages.

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