

# Fair Play

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## Fair Play in Professional Sports: Sportspersonship Orientations of Futsal Players

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## Fair play in professional sports: Sportspersonship orientation of futsal players

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**Abstract:** The objective of this study is to identify professional futsal players' orientations on four sportspersonship definitions. Professional futsal players' orientations on sportspersonship were identified through the Multidimensional Sportspersonship Orientations Scale (MSOS), which was developed by Vallerand, Briere, Blanchard, and Provencher (1997) and adapted to Turkish by Sezen (2010). Research group consisted of the teams from different regions that took part in the Efes Pilsen Futsal League qualification group matches, 2009-2010 season. The scale was administered to the research group prior to the competitions by the researcher accompanied by their coaches throughout the group matches. 104 male futsal players were between the ages of 18 and 38 and their age average range was from 24 to 26. All the futsal players constituting the research group had played soccer before they started playing futsal and their average of sport-played years ranged from 8 to 10 years. When the findings obtained are scrutinized, it can be said that the levels of *respect for the social conventions* are high. When the statements are scrutinized one by one, however, it is seen that their behaviors vary according to their condition of victory or defeat. When the dimension of *respect for the rules and officials* is examined, it is a very thought-provoking result that a significant part of the research group stated that they would obey the game rules partly or very little. Whereas the orientation of the futsal players toward *fulfillment of their responsibilities* is high, the orientation of *respect for the opponent* can be viewed as low. As a result, it is necessary that the research studies concerning futsal that take place at schools with little age group be diversified. It is important that studies on raising awareness of fair play be increased.

**Key words:** Fair play, sportspersonship, futsal, professional athletes

**Resumen:** El objetivo de este estudio es identificar las orientaciones de los jugadores de fútbol sala profesional en cuatro definiciones de deportividad. Las orientaciones de los jugadores de fútbol sala profesionales en deportividad fueron identificados a través de la escala de orientaciones de deportividad multidimensional (MSOS), que fue desarrollado por Vallerand, Brière, Blanchard y Provencher (1997) y adaptado a Turquía por Sezen (2010). El grupo de investigación formado por los equipos de diferentes regiones participó en el grupo de clasificación Efes Pilsen de Fútbol Sala Liga de los partidos en la temporada 2009-2010. La escala se administró al grupo de investigación antes de las competiciones por el investigador acompañado de sus entrenadores a lo largo de los partidos de grupo. 104 jugadores de fútbol sala masculinos estaban entre las edades de 18 y 38 y su rango promedio de edad era de 24 a 26. Todos los jugadores de fútbol sala que constituyen el grupo de investigación habían jugado al fútbol antes de empezar a jugar el fútbol sala, y su promedio de años en dicho deporte jugado oscilaba entre 8 y 10 años. Cuando los resultados obtenidos fueron examinados, se pudo decir que los niveles de respeto de las convenciones sociales fueron altos. Sin embargo, cuando los estados son examinadas uno a uno, se pudo observar que sus comportamientos variaban de acuerdo con la victoria o la derrota. Cuando se examinó la dimensión del respeto a las normas y a los funcionarios, el resultado fue muy sugerente ya que una parte significativa del grupo de investigación mostró que iban a obedecer las reglas del juego de forma parcial o escasa. Mientras que la orientación de los jugadores de fútbol sala hacia el cumplimiento de sus responsabilidades es alto, la orientación de respeto por el oponente puede ser visto como bajo. Como resultado de ello, es necesario que se diversifiquen los estudios de investigación en materia de fútbol sala que se realizan en las escuelas para los grupos de edad menores. En definitiva, es importante que se incrementen los estudios sobre la sensibilización del juego limpio.

**Términos clave:** Juego limpio, deportividad, fútbol sala, atletas profesionales.

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## 1. Introduction

A great number of researchers from different fields have supported the need for investigating fair play or similar terms in recent years (Gutiérrez & Ruiz, 2009; Gonçalves, Silva, Cruz, Torregrosa, & Cumming, 2010; Bureau, Vallerand, Ntoumanis, & Lafrenière, 2013; Sezen, 2012). Fair play in sport is defined as “conformity to rules, respect for officials and their decisions, and respect for fellow opponents” (Loland, 2002, p.14). In addition, fair play is associated with showing generosity in play, modesty in victory and graciousness in defeat. These obligations are deemed valid for all who participate in sport, be they opponents, parents, coaches, officials, leaders or supporters (Loland, 2002).

According to several researchers (Fox, 1988; Roberts & Treasure, 1995; Kavussanu & Roberts, 2001), it is competitive sport that builds up important settings where young children can develop their psychosocial and moral skills. In addition, basic skills such as peer status, peer acceptance, and self-worth can be established and developed by means of sports. In a similar vein, sports offers opportunities to develop the ability to cooperate with teammates, to negotiate and to offer solutions to moral conflicts, develop self-control, to display courage, and to learn such virtues as fairness, team loyalty, persistence, and teamwork (Weiss & Bredemeier, 1990; Shields & Bredemeier, 1995). Nonetheless, cheating scandals are existent in sports world, which puts forward that sport builds character is popular in our society has been seriously questioned. Therefore, competitive sport is believed to create moral problems, to promote antisocial behavior and thus to diminish prosocial behavior (Lemyre, Roberts, & Ommundsen, 2002). Unfair behaviors increasing in today's world of sport are attracting the attentions of the researchers and the reasons causing such behaviors are frequently researched and recommendations for eliminating these behaviors are presented. For example, in many of the studies conducted, the impact of motivational climate on sportspersonship is underlined (Gutiérrez & Ruiz, 2009; García-Mas, Sampol, Planas, Verdaguer, Rotger, Vidal, Cruz, Torregrosa, Cid, & Sousa, 2010; Gonçalves, Silva, Cruz, Torregrosa, & Cumming, 2010). Researchers have primarily identified two different goal orientations: ego or performance orientations and task orientations (Stornes, 2001). Of personal qualities, moral reasoning ability and achievement goal orientations stand out (Shields & Bredemeier, 1995). In competitive sport, the majority of empirical evidence to date has identified a link between athletes' ego

orientation and low moral functioning, cheating behavior (Miller, Roberts & Ommundsen, 2004). To exemplify, according to the research results of Boixadós, Cruz, Torregrosa and Valiente (2004), the highest level of acceptance of aggressive play and cheating was found in the group with the perception of a low-task/high-ego motivational climate. In a similar fashion, Chantal, Robin, Vernat and Bernache-Assollant (2005) took three concepts namely aggression, stress, motivation in the competitive sport. Testing a model based on three propositions, the study looked at the relationship between self-determined sport motivation and sportspersonship orientations, self-determined sport motivation and athletic aggression, and sportspersonship orientations and athletic aggression. It concluded that sportspersonship orientations had a huge impact on triggering the relationships between self-determined sport motivation and athletic aggression. Furthermore, firm sportspersonship orientations were found to foster the use of non-malicious physical means against an opponent in the hope of hindering her or his performance. In contrast, the lowest level of acceptance of rough play and cheating was found in the contrasting group with the perception of a high-task/low-ego motivational climate (Boixadós et al. 2004). In another study where Miller, Roberts and Ommundsen (2004) examined the effect of perceived motivational climate and gender on sportspersonship behavior of competitive youth football players, it became clear that boys and girls were not showing the same tendency in sportspersonship, however, in some aspects boys were more sportspersonlike than girls. That is to say, players who had a high mastery climate displayed more sportspersonship than those with a low one. More specifically, a strong mastery was positively related to commitment, respect for social conventions, and respect for rules and officials. In contrast, there was a negative relationship between respect and concern for social conventions and respect for rules and officials, while a positive association was seen between respect and concern for the opponent. Kavussanu and Roberts (2001) who investigated ego orientation among collegiate basketball players found out that ego orientation was associated with judging aggressive, cheating behavior. More importantly, such behaviors which are not encouraged in sports settings are existent if the team wants to win at all costs. Pulido, Sánchez-Miguel, Leo, Sánchez-Oliva and Amado (2013) examined self-determination in teaching formative basketball players and its influence on respect for rules and opponents, respect for opponent. The results showed a positive relationship with basic psychological needs and intrinsic motivation. In another study, results state that the propensity for empathy in the

athletes will affect their tendency in sportspersonship positively (Sezen, 2009; 2012). However, today, intense pressure of victory on the athletes is growing gradually.

In emphasizing the victory, which is identified with the prize or reward, an external outcome becomes the symbol of success and the importance of the process is deemphasized (Boxill, 2003). In this regard, sport perpetuates physical and psychological violence by condoning and rewarding it, especially when it is associated with winning (Lumpkin, Stoll & Beller, 2003). The more professional an athlete is, the more goal-oriented s/he is. Furthermore, s/he would like to gain a victory. After all, the victory is crucial. How about economic and other consequences? They are absolutely as important as the victory itself. However, an athlete tends to break the rules in the right place at the right time. The target, then, becomes success and victory only (Pilz & Wewer, 1987). At this point, athletes are unfair to each other. All athletes cooperate for ambition of winning and this cooperation is not an unconscious one (Herringer, 1995). According to Lumpkin (2003, p. 36), “rules are there to get around. Cheating is not cheating. Cheating only exists if you get caught, do not get caught. The principle: Do not lie, cheat, or steal is hard to follow in the real world of sport. In the real world of sport, winning is important”. As is easily seen here, professional athletes tend to see their opponents as enemies, play the game according to the authority of the referee and view fouling as professional unless the referee catches it (Sezen, 2003). Then, a new interpretation of fair play becomes obvious. Heinilä (1974) regards this new interpretation as “technocratic ethics”, which sees success more superior to fair play at all costs.

In this regard, examining the situation about sportspersonship in different branches specifically team sports is crucial. Of all the disciplines are getting more popular, futsal is perhaps one of the most important branches. Futsal is the indoor version of soccer that is officially sanctioned by soccer's international governing body (Federation de Soccer Association, FIFA). After reviewing the literature on futsal, one can see that not many studies are available in the field. There are some which only looked at game analysis or the physiological demands of small-sided versions of soccer played at recreational level (Barbero, Soto, Alvarez, & Granda, 2007; Castagna, Belardinelli, Impellizzeri, Abt, Coutts & D'Ottavio, 2007; Castagna, D'Ottavio, Vera, & Alvarez, 2009). Thus, there is a need for doing more research about futsal to which younger children are more inclined at schools. More research is needed to more

clearly map the influence of sports on sportspersonship orientation. The results are likely to give more concrete suggestions as to overcome some problems of aggression in sports. Given the present situation mentioned above, the present study aims to identify the current situation of the sportspersonship orientation of professional futsal players in Turkey.

## **2. Method**

### **2.1. Measures of Fair Play**

Multidimensional Sportspersonship Orientations Scale: MSOS, developed by Vallerand, Briere, Blanchard and Provencher (1997) and translated into Turkish by Sezen (2010), was used in order to identify sportspersonship orientation of professional futsal players. The original MSOS is based on Vallerand et al.'s (1997) conceptualization of sportspersonship. As indicated previously, this approach posits the existence of five sportspersonship orientations, including concern and respect for 1) *one's commitment toward sport participation*, 2) *social conventions in sport*, 3) *rules and officials*, and 4) *the opponent*. The fifth dimension is a *negative approach toward one's participation in sport*. The MSOS contains five subscales with five statements in each. The statements are scored on a 5-point Likert scale, with 1 (*does not correspond at all to me*) and 5 (*corresponds exactly to me*) serving as extreme points, and 3 (*partially corresponds to me*) as the midpoint (Vallerand et al., 1997).

### **2.2. Reliability and Validity Study of MSOS**

To translate MSOS into Turkish, Back-Translation technique was applied. Firstly, the scale was translated into Turkish by two researchers; one of them is from English Language Teaching Department and the other is from Physical Education and Sports Department. Then, the scale was translated into Turkish by the researcher. Obtained translations were compared and similar items were determined. Subsequently, Turkish version of the scale was translated into English again by another expert from the field of English Language Teaching. Comparing the original version with the version translated into English again, the researcher took the most representative items.

Principal Component Analysis-PCA which is widely used to obtain factors is implemented to test construct validity of the MSOS. Büyüköztürk (2006) describes factor analysis

as “a statistical method that aims to gather and measure variables with same structure and quality and to explain them with fewer factors”. With this method, the first factor which explains the maximum variance between variables is calculated. To explain the remainder maximum variance second factor is calculated and this continues like this. The important point is that there should be a correlation between the factors that are attained from the analysis (Kalaycı, 2008). The first step of the factor analysis is to determine whether the variables are appropriate for the factor analysis or not. Barlett Test and KMO (Kaiser-Meyer-Olkin) Test are used to determine this. Barlett-test tests the probability of high correlation between the variables, or at least some of the variables, from the correlation matrix (Zinbarg, Revelle, Yovel & Li, 2005).

In order to test the understandability of cultural differences and of the statements, the scale was administered to randomly-selected 300 students from The School of Physical Education and Sports, Gazi University, Turkey. In light of the results emanating from the statistical analysis, the unapparent statements were revised and the scale was administered to the same group once again. Following this process, the scale was administered to randomly selected 110 soccer players from various soccer clubs in Ankara. As previously mentioned, MSOS is a 5-likert scale of 25 statements. The original MSOS contains 5 subdimensions: “respect for social convention”, “respect for rules and officials”, “respect for one’s full commitment”, “respect for opponents” and “negative approach towards sportspersonship”. On the basis of the first factor analysis related to 25 statements (5 subdimensions) of Multidimensional Sportspersonship Orientation Scale-MSOS, it was recognized that 5 statements of negative approach towards sportspersonship (statements 5, 10, 15, 20, 25) had been shown to have unacceptably low reliability. This subdimension was not included in the second factor analysis. The Turkish version of Multidimensional Sportspersonship Orientation Scale-MSOS had four factors with 20 statements. Cronbach Alpha values are respectively 0, 86 for Factor 1(respect for social convention), 0, 83 for Factor 2 (respect for rules and officials), 0, 91 for Factor 3 (respect for one’s full commitment) and 0, 82 for Factor 4 (respect for opponents). The values are considered to be highly reliable. It can be concluded that the Turkish Version of Multidimensional Sportspersonship Orientation Scale-MSOS has a reliable and valid structure to be used in educational paradigm (Sezen, 2010).-

### ***3. Participants***

Efes Pilsen Futsal League games were conducted in such cities as Adana, Trabzon, Malatya, Erzurum, Aydin, Izmir, Bursa, Kayseri, Antalya, Samsun, Ankara and Van. 128 teams from these 16 cities took part in the 2009-2010 Efes Pilsen Futsal League games. The participants of the research were the members of 10 teams randomly selected from different regions. The scale was administered to the 104 male participants prior to the competitions by the researcher accompanied by their coaches throughout the tournament. Futsal players were between the ages of 18 and 38 and their age average range was from 24 to 26. All the futsal players constituting the research group had played soccer before they started playing futsal and their average of sport-played years ranged from 8 to 10 years.

### ***4. Procedure***

The statements collected were checked by the researcher and the imperfectly or wrongly-filled ones were kept out of the study. Later on, those that were found to be valid and acceptable were transferred to computer environment. As a statistical method in the assessment of the research data; frequency, percentage distributions, and average values belonging to the subdimensions of the scales were calculated.

### ***5. Results and Discussion***

Table 1 shows percentage, frequency, average, and standard deviation values of the futsal players belonging to the subdimensions “Respect for Social Conventions”, “Respect for the rules and the officials”, “Respect for one's full commitment toward sport participation”, “Respect and concern for the opponent”.

Table 1

Percentge, frequency, average, and standard deviation values of the futsal players belonging to the subdimensions

	Doesn't correspond to me at all      Correspond to me a little      Correspond to me partly      Correspond to me a lot      Correspond to me exactly										Mean	sd
	f	%	f	%	f	%	f	%	f	%		
<b>Respect for social conventions</b>											<b>3.59</b>	<b>.519</b>
When I lose, I congratulate the opponent whoever he or she is.	-	-	3	2.9	34	32.7	38	36.5	29	27.9	3.89	.846
After a defeat, I shake hands with the opponents' coach.	2	1.9	17	16.3	37	35.6	39	37.5	9	8.7	3.34	.921
After a competition, I congratulate the opponent for his good performance	-	-	4	3.8	34	32.7	48	46.2	18	17.3	3.76	.778
After a win, I acknowledge the opponent's good work.	6	5.8	22	21.2	39	37.5	33	31.7	4	3.8	3.06	.958
Win or lose, I shake hands with the opponent after the game.	-	-	6	5.8	29	27.9	41	39.4	28	26.9	3.87	.877
<b>Respect for the rules and the officials</b>											<b>3.65</b>	<b>.478</b>
I obey the referee.	-	-	3	2.9	24	32.7	38	36.5	29	27.9	4.08	.848
I respect the rules.	-	-	9	8.7	31	29.8	50	48.1	14	13.5	3.66	.819
I really obey all rules of my sport.	2	1.9	2	1.9	20	19.2	41	39.4	39	37.5	3.95	.840
I respect the referee even when he or she is not good.	6	5.8	26	25.0	52	50.0	16	15.4	4	3.8	2.86	.881
I respect an official's decision even if he or she is not the referee.	2	1.9	14	13.5	24	23.1	39	37.5	25	24.0	3.68	1.045
<b>Respect for one's full commitment toward sport participation</b>											<b>4.10</b>	<b>.519</b>
In competition, I go all out even if I'm almost sure to lose.	-	-	4	3.8	27	26.0	29	27.9	44	42.3	4.08	.914
I don't give up even after making many mistakes.	-	-	7	6.7	21	20.2	37	35.6	39	37.5	4.03	.923
I think about ways to improve my weaknesses.	2	1.9	2	1.9	20	19.2	41	39.4	39	37.5	4.08	.904
It is important to me to be present at all practices.	2	1.9	2	1.9	26	25.0	33	31.7	41	39.4	4.04	.948
During practices, I go all out.	-	-	-	-	17	16.3	40	38.5	47	45.2	4.28	.733
<b>Respect and concern for the opponent</b>											<b>3.23</b>	<b>.526</b>
I help the opponent get up after a fall.	-	-	8	7.7	37	35.6	27	26.0	32	30.8	3.79	.969
If I can, I ask the referee to allow the opponent who has been unjustly disqualified to keep on playing	12	11.5	23	22.1	47	45.2	22	21.2	-	-	2.75	.919
When an opponent gets hurt, I ask the referee to stop the game so that he or she can get help.	3	2.9	25	24.0	42	40.4	28	26.9	6	5.8	3.08	.925
If I see that the opponent is unjustly penalized, I try to rectify the situation.	3	2.9	21	20.2	35	33.7	30	28.8	15	14.4	3.31	1.04
If by misfortune, an opponent forgets his or her equipment, I lend him my spare one.	5	4.8	19	18.3	39	37.5	29	27.9	12	11.5	3.23	1.03

**Percentage,**

*Doesn't correspond to me at all (1.00-1.80), Correspond to me a little (1.80-2.60) Correspond to me partly (2.60-3.40) Correspond to me a lot (3.40-4.20), Correspond to me exactly (4.20-5.00)*

The behaviors for the sub-dimension of the *respect for the social conventions* belonging to the MSOS consist of a series of statements of congratulation and appreciation of the athletes or the coach in the cases of victory or defeat. The behaviors in the statements are oriented to the social conventions within the sportive environment that take place during a match. As table 1 shows, in relation to the subdimension “*respect for social conventions*”, the futsal players assessed the statement, “When I lose, I congratulate the opponent whoever he or she is,” as “Correspond to me a lot” by the percentage of 36.5%. It is seen that the futsal players gave the respond of “After a defeat, I shake hands with the opponents' coach” through a similar percentage (37.5%). It appears that for the statement of “After a competition, I congratulate the opponent for his good performance” majority of the futsal players responded as “a lot.” When the statement that “After a win, I acknowledge the opponent's good work” is scrutinized, it is seen that the futsal players gave responses in a little percentage that it defines them completely (3.8%) while this percentage receives the highest value in the “partly” option (37.5%). In the case of the statement of “Win or lose, I shake hands with the opponent after the game,” 39.4% of the futsal players stated their views as “Correspond to me a lot.” When the findings are taken together, it can be said that futsal players yield high averages of respect for the social conventions in sports. However, it is deemed more meaningful to examine the responses given by the athletes on the basis of the statements because behaviors of athletes must be consistent in any case. Unfair behaviors regarding fair play cannot be the behaviors that vary according to the results of the competitions or the significance of the matches. The unfair behaviors consist of the behaviors not varying according to the condition but are consistent in any situation and ambiance. Considering this fact, the evaluations conducted by the athletes on the basis of behaviors were handled one by one. Hence, it is seen that when the statements are examined individually, the athletes seem to have changing responses in the case of winning and losing. This shows that the athletes will unfortunately be unable to exhibit consistent behaviors in changing conditions (such as winning or losing). There will be a

condition that varies according to the level of importance of the competition. For example, a team player defeated in a very critical game might not congratulate the player of the winning team. However, as Shields and Bredemier (1995) allege, sportspersonship involves good manners such as winning graciously, losing with dignity, and being polite to opponents and referees. Sportspersonship requires being sober-minded in the case of both winning and losing and congratulate the opponent player knowing that he/she demonstrated the best endeavor he/she could. When the other studies in terms of respect for the social conventions are scrutinized, one can easily discern that the study of Lemyre, Robert and Ommundsen (2002) where they examine the contribution of goal orientations and the influence of perceived ability as a moderating factor in predicting sportspersonship in the soccer players between the years of 13 and 16 and Sezen's research (2009) where the sportspersonship and empathy inclinations of professional soccer players are examined seem to have very similar findings to one another.

The subdimension of *respect for the rules and the officials* contains the behaviors like "respect for the referee", "official match attendants", and "the rules of the match". The statement of "I obey the referee" was assessed as "partly" by 32.7% of the futsal players and the statement of "I respect and obey the rules of the sport" yielded the percentage of 38.5% when the options of "a little" and "partly" were assessed together. The statement that "I really obey all rules of my sport" was responded by 39.4% of the futsal players as "Correspond to me a lot." For the statement of "I respect the referee even when he or she is not good," half of the futsal players responded as "partly" (50%), while the options "never" and "partly" were evaluated together, this percentage became 30.8%. For the statement, "I respect an official's decision even if he or she is not the referee," 38.5% of the futsal players responded as "never," "a little," and "partly" and 61.5% as "a lot" and exactly." Loland (2002) states that sports competitions are rule-governed practices. The predominant view of the function of rules is that they define the framework within which the practice takes place (p. 2). The findings obtained indicate that an awareness of rules must be a concept that is required to be developed in the players considering the fact that the rules of a match constitute one of the cornerstones regarding ensuring equality of opportunity within fair play. As Boxill (2003) also states, mutual challenge ideally involves a commitment by the challengers to put out their best efforts in the desire to win. Because of this commitment and desire, competitors treat each other not as

enemies, but as persons whose abilities each respects. Furthermore, they are viewed as persons who do not see each others as objects to be destroyed, but as persons who challenge each other to work harder (Boxill, 2003). These senses are what make sports worth watching and personally applying. However, there become decreases in the moral and ethical behaviors of the athletes who depend on competitive sports. According to this viewpoint, athletes adopt the behaviors that are not compliant with the rules if they are not caught by the referee and if it is advantageous for them when they do so (Sezen, 2009).

When the subdimension of *respect for the social conventions* of the athletes is examined, it is seen that the highest percentage takes place in this dimension. When table 1 is scrutinized, it is seen that majority of the futsal players responded to the statement of "In competition, I go all out even if I'm almost sure to lose" as corresponds to me "a lot" and "exactly." In the case of the statement of "I don't give up even after making many mistakes," the statement that "Correspond to me exactly" is in the percentage of 37.5% while the option that "Correspond to me a lot" is of 35.6%. The statement of "I think about ways to improve my weaknesses" was responded by 39.4% the futsal players as "a lot" and this percentage became 31.7% when it came to the statement of "It is important to me to be present at all practices." The same statement was evaluated by 39.4% of the futsal players as "Correspond to me exactly." The subdimension of *one's commitment toward sport participation* consists of the behaviors like the awareness of the athletes for their weaknesses even in the cases of losing, and of their responsibilities toward their practice sessions. When the other studies on the soccer players on where MSOS was used are scrutinized (Lemyre et al., 2002; Miller et al., 2004; Sezen 2009), it is seen that the situation is the same; that is to say, the highest average is occupied by the dimension of one's commitment toward sport participation.

The dimension of *respect for the opponent* is the dimension that has the lowest score in terms of the mean value in the majority of the studies conducted (Lemyre et al., 2002; Miller et al., 2004; Stornes & Ommundsen 2004; Sezen, 2009). Similarly, when all the subdimensions in the professional futsal players are examined, it is seen that the dimension of *respect for the opponent* has the lowest score. When the statements in Table 1 are examined, it is seen that almost half of the futsal players responded to the statement of "I help the opponent get up after a fall" as "a little" and "partly." In the statement of "If I can, I ask the referee to allow

the opponent who has been unjustly disqualified to keep on playing” none of the futsal players selected the option of “Correspond to me exactly.” The same statement was defined by more than half of the futsal players as “never,” “a little,” and “partly” (78.8%). The statement that “When an opponent gets hurt, I ask the referee to stop the game so that he or she can get help” was assessed by 40.4% of the futsal players as “Correspond to me partly .” The percentage of the responses given to the statement of “If I see that the opponent is unjustly penalized, I try to rectify the situation” is, when evaluated together with the options of “never,” “a little,” and “partly,” more than half of the futsal players (56.8%). When the percentages of the statement of “If by misfortune, an opponent forgets his or her equipment, I lend him my spare one” are scrutinized, it appears, 37.5% of the futsal players said “Correspond to me partly” while nearly 20% said “Correspond to me a little” (18.3%). The statements in this dimension contain the behaviors that are oriented to help the opponent when s/he gets injured, becomes subject to unfair behaviors, falls down on the ground, or is punished unduly. The reason for this dimension to have a low average can be asserted that it stems from the idea that the players view their opponents not as partners by enemies. Keating (1964) states that for a professional athlete, viewing the opponent through doubtful eyes and seeing them as the persons who attempt to grab his/her lives from him/her are so easy to do. Under these circumstances, confronting an athlete with his/her opponent in a sincere manner and exhibiting care and honesty and acting with modesty with victory and admirable composure in defeat can be viewed as significant proof of his/her self-realization (Keating, 1964).

When professionalism is combined with the desire of success, this eliminates fair play. It is seen that the professional athletes fail to comply with informal fair play in high percentages. It is the soccer where this situation is most highly observed. When the studies conducted regarding the orientation of sportspersonship and the results from the futsal players are compared, it appears that they did not yield very different results (Lemyre et al. 2002; Miller et al. 2004; Sezen 2009). Regardless of whether it is compliant with the ethics of sports or not, the objective is set to win only. In this direction, majority of the athletes view their opponents only as enemies and regard winning through exploiting unfair behaviors as normal. At the same time, when the athletes believe that they would not be caught by the referee, they do not obey the formal fair play rules. They play their games according to the authority of the referee. In this case, we encounter a “mechanical morality” (Sezen, 2003). The gradually-increa-

sing non-wise behaviors in sports are making necessary for the studies to carry out for rising awareness of its ethical values and for realizing the structural changes (Yıldırın, 2004). In professional sports, winning party keeps going and the losing party returns home in order to observe the process that would determine who will be the winner. Supporters become happy only through victories. In this context, the athletes have to respond to the pressure of winning before thousands of supporters. The professional athletes who do not keep away from sports and competition need to be equipped with patience and success. With the pressure of winning, ethical principles like justice honesty, responsibility, and benefit become contradictory. As the development of the individual (physically, socially, and psychologically) is permanent and the concept of winning is temporary, development of the individual must take precedence over winning (Lumpkin et al., 2003).

According to Vallerand and Losier (1994), there are three elements of sportspersonship based on social-psychological approach. First, sportspersonship orientations refer to the self-perceptions and internalized structures relevant to each of the sportsmanship dimensions, as well as the propensity to act in line with each orientation. Second, sportspersonship development refers to the process through which the various sportsmanship orientations develop. Finally, the display of sportsmanship behavior concerns the manifestation of sportsmanship-related behavior at one given point in time (p. 231). The findings suggest that professional athletes tend to act in line with sportspersonship orientations and the concept of “ideal” in sports contexts. As there is a gap between the desired and actual situation, the idea “winning-at-all-costs” becomes more dominant (Lumpkin et al, 2003). When certain unfair cases in sports contexts are examined, this conflict or mismatch is more apparent. For instance, recently there is news that an Italian football team scored eight own goals in the last 10 minutes of a regional cup match on their way to a 14-3 defeat. The Italian federation is set to launch an investigation into the Coppa Sicilia match between Borgata Terrenove and Bagheria, the final game in a three-team group which also featured Partinicaudace ([theguardian.com](http://theguardian.com)). As for the futsal contexts, there are very unfair cases in these contexts. First, a match between two teams in Efes Futsal League was suspended in the last seven seconds after players invaded the match ([haberler.com](http://haberler.com)). Second, a male futsal player objected to the female referee and kept doing it and was red-carded finally ([ilgazetesi.com](http://ilgazetesi.com)). Third, in Argentina league, a futsal player deceived the opponent to win free-kicks. Two players try to catch the ball and two fall down and

another player at the back gets the ball and scores it. The opponents do not understand what is happening first and then they realize that it is tactical (espnfc.com). As seen in the unfavorable incidents in sports contexts, professional athletes tend to act differently in the face of win or lose, failure or success during the games. To exemplify, after a defeat, not only professional athletes and trainers but also club managers may react differently mainly because their need to succeed is not met. This, then, shows the differences between “desired” and “actual” situation. In other words, professional athletes, in theory, know how to act, but in actual sports contexts, they act in line with the understanding “win-at-all-costs”. The number of unfair acts happening in sports environments is simply supporting this.

## ***6. Conclusion***

This study set out to identify professional futsal players' orientations on four sportspersonship definitions. In light of the findings gathered, professional athletes' behaviors vary depending on the importance of the games, victory or defeat. Even though the responses professional athletes give to the questions display their sportspersonship orientations, this sportspersonship is not reflected in the field most of the time, which is more than a fact. This is an indication of the fact that fair play is not widely adopted in sport world. Professional athletes who are expected to train specifically young children should be more cautious of their behaviors related to sportspersonship. In this regard, fair play education should be constantly and comprehensively given to these young people by experts. It does not necessarily mean that fair play education is solely for professional athletes. This education should be for anyone who is interested in sports. However, unfair behaviors are increasing nowadays, which makes the point clear that all precautions taken against these behaviors are not as effective as they should be. This might lead to more research related to fair play and sportspersonship with a specific on various age groups. In addition to that, the relationship between fair play and emotional intelligence, fair play and social intelligence, fair play and motivation should be studied to raise an awareness of the role of fair play in sport-related contexts.

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