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The principle of fair play in the aspect of responsibility in the opinion of junior high schools students-supporting sport clubs in Lodz

Jolanta E. Kowalska¹

Keywords: Fair play, responsibility, education through sport, “I am fair” project

Abstract

Introduction: The idea of fair play can play an important role in the education process, especially among students of adolescence (middle school age). In Lodz, this is particularly important because there is a problem of stadium hooliganism, which is particularly acute due to the competition between fans of two sports clubs. Therefore, it was important to undertake such educational activities (implementation of an educational project) so that the youth could understand exactly what the principle of fair play is only in sport, but in life, in all its aspects. After the implementation of the educational project „I am fair” dedicated to lower class of secondary schools’ pupils in Łódź (14-15 y.o.), it was decided to evaluate if and to what extent, students who took part in the project, had changed their awareness and declared behaviour of fair play in the aspect of responsibility in sport and life- among the declaring supporters and non-supporters of the selected football club as well.

Material and methods: The study was conducted by diagnostic survey using a situational test "Fair play in sport and life". The results were analysed taking into account the change in the

¹ University of Lodz, Faculty of Educational Sciences, The Department of Physical and Health Education mail: jolanta.kowalska@uni.lodz.pl

responses of students completed the questionnaire twice: before (pre- test) and after (post- test) the implementation of the project, taking into account the all respondents (1,377 people) and variable - the declaration of supporting or not the football, gender. The study was conducted in two waves- in September 2011 (pre- test) and June 2012 (post- test).

Results: Results of post- test survey proved the improvement of declared behaviour among all tested groups and club supporters - boys, girls. On the one hand, sport contributes to the escalation of undesirable behaviours, on the other hand it becomes an educational tool. Education supported by fair play values brings expected effects and desirable changes, both in sport and in life.

INTRODUCTION

In education, the principle of fair play can be an effective factor in educative and educational activities. Pierre de Coubertin, the creator of the modern Olympic Games, referred Olympic sport to the perfection of man in the physical and spiritual dimension. In this way, he was referring to the ancient ideal of "kalos kagathos", that is beautiful physically and spiritually. Referring to combining sport with the upbringing of young people, he propagated this idea in the implementation of the whole education system² [1].

Fair play is the most important element of Olympic philosophy, and thus of sports ethics. Therefore, it has an invaluable influence on the formation of a young athlete. When implementing this principle, all entities involved in this process, i.e. parents, educators, trainers, are of great importance to the training and educational process. Roman Trzeźniowski emphasizes that sport cannot and should not be cultivated at the expense of wasting the educational values that are in it³.

Sensitizing young people to the idea of fair play during school education shapes the morality of the student and fundamentally influences his adult life. This can be testified by numerous studies, ie the diagnosis of attitude towards the principle of fair play and respecting it by the students in terms of its individual components in sport and everyday life, as well as the differentiation of results by gender and age, and involvement in sports activities. Zofia

² Z. Żukowska, Wartości edukacyjne i funkcje socjalizacyjne uczestnictwa młodzieży w kulturze fizycznej. Toruńskie Studia Dydaktyczne, Toruń 1994.

³ R. Trzeźniowski, Wychowanie fizyczne a sport, [w:] Myśli i uwagi o wychowaniu fizycznym i sporcie, K. Zuchora (red.), AWF, Warszawa 2000, s. 59.

Żukowska lists the following rules "Fair play, which should characterize the behavior both in sport and everyday life:

- the rule of equality of external competition conditions, called equal opportunities,
- the rule of conscious resignation from the chance of dishonest victory, defined as a component of responsibility
- the rule of voluntary compliance with laws and traditions, treated as compliance with rules and regulations,
- the rule of respect for the opponent within the framework of the binding sports ethics, called the component of physical and mental health "⁴.

Jerzy Nowocień, on the other hand, points to the moral values of the fair play principle, referring to four components, ie: equal opportunities, responsibility, health, compliance with rules and regulations⁵. As Anna Bodasińska admits, "the components of the fair play principle are the most important values that should characterize every behavior, both in sport struggle and in social relations"⁶.

Modern Olympism together with the main principle of fair play can be included in the educational system, supporting moral education. The introduction of the fair play principle into the microsystem of the educational system may result in the increase of health in the psychosocial dimension, which manifests itself in dialogue, a sense of security, a decrease in the number of conflicts, and social inclusion. Pedagogical workshops are a proven tool for shaping students' attitudes towards fair play.

Characteristics of the "I'm fair" project

Educational project "I am fair" arose from the desire to effectively promote positive pro-social behaviors by raising awareness of the importance of the idea of fair play in sport and in life. The project was implemented jointly by the City of Lodz and the Physical and Health Education Department of the Faculty of Educational Sciences of the University of Lodz in cooperation with the Ministry of Interior Affairs and the Ministry of Sport and Tourism and co-partners. It was a continuation of the pilot program implemented in the school year 2009/2010 in four primary schools from the city of Lodz, whose assumptions and implementation were

⁴ Z. Żukowska, Fair play w sporcie i polskim systemie edukacyjnym. Promocja- Dokonania- Perspektywy; [w:] Fair Play – Sport – Edukacja, Z. Żukowska (red.), Estrella, Warszawa 1997, s. 33

⁵ J. Nowocień, Zasada fair play źródłem wartości moralnych w wychowaniu poprzez sport, w: Fair play w sporcie i Olimpizmie. Szansa czy utopia, red. Z. Żukowska i R. Żukowski, Wydawnictwo Estrella, Warszawa 2010, s. 80.

⁶ A. Bodasińska, Czysta gra w sporcie i życiu codziennym, AWF, Biała Podlaska 2007, s. 19.

described in the Report: "Principle of fair play as an educational value in school education and in counteracting hooliganism at stadiums. The research report was created as part of the "I'm fair" pilot project carried out at Lodz schools "⁷[8]. The project entered all junior high schools in Łódź (42) in 2011 and was implemented until 2016.

METHODS AND MATERIAL

The aim of the research, the excerpt of which was presented in this article, was to check whether and to what extent, under the influence of deliberately introduced educational activities, change the awareness of the importance of fair play in the aspect of responsibility in sport and life among junior high school students. It was particularly interesting for the researcher to check the effectiveness of actions taken from the point of view of those who support (divided into gender) and do not support the selected Lodz football club (ŁKS or Widzew).

The analysis of the research results concerned the learning of the answer to the main research question: Is the awareness of fair play in the aspect of responsibility in sport and everyday life among the studied students changed after the end of the educational project? Are there any differences between respondents declaring support and not cheering football clubs? Are there any differences due to gender among student-supporters?

The research was conducted in 2011 and 2012 by a diagnostic survey method, using the questionnaire technique, twice before and after the project "I am fair", among students of the first grades of junior high schools in Lodz (all public ones that declared and participated in the project). Due to the pre-measurement (before the start of the educational project) and the final (after the completion of the educational project), this was a pedagogical innovation with elements of a pedagogical experiment.

Diagnostic tool "Fair play in sport and in life" was used with the consent of prof. Zofia Żukowska and prof. Ryszard Żukowski and modified for the purposes of this project, based on pilot studies carried out in 2009. They have been verified as research tools in terms of accuracy and reliability.

For the analysis of the presented research results, the answers of the tested pupils (1366 people) were used twice, who participated in all the activities of the educational project "I am fair" - for the same questions from the questionnaire. The number of people in individual results may be different due to no or incorrect answer.

⁷ J.E. Kowalskiej i A. Kaźmierczaka pt. Zasada fair play jako wartość wychowawcza w edukacji szkolnej i w przeciwdziałaniu chuligaństwu na stadionach. Raport z badań w ramach projektu pilotażowego „Jestem fair” realizowanego w łódzkich szkołach, Wyd. CSPwL Warszawa 2010.

The results from the second study were analyzed in relation to the category of answers from the first study (it was checked whether people changed their mind after the implementation of the educational project and in the second study they outlined the same or different - what if-answers).

To assess the relationship between two variables obtained in two test samples, Fisher's exact test or Chi-square independence test was used. One of the conditions of applicability of the chi-square independence test were the numbers expected in each cell of the contingency table greater than 5. If in one of the cells of the contingency table, the expected number is less than 5, the exact Fisher test should be used instead of the chi-square test. For the applied statistical tests, the significance level $\alpha = 0.05$ was assumed. The calculations were made in the SPSS21 program.

RESEARCH RESULTS

The analysis of the research results concerned opinions on the importance of fair play in sport and life, in terms of responsibility among the examined junior high school students, divided into fans and those who do not support any sports club. The results presented in the tables indicate whether the surveyed students in the second study, responding to the same questions, changed their minds and to what extent. In the course of the analysis of the research results, it was attempted to indicate whether there is any dependence in the group of supporters (including between girls and boys) and non-footballers. These are statistically significant results.

Awareness of the idea of fair play, in the aspect of responsibility in sport, among the surveyed students in general and declaring support and not supporting any sports club

The surveyed students in the given situation: "During the match I fouled a colleague from the opposite team" could mark one of the four answers (A, B, C, D). The closest to the fair play rule was a positive answer: B, while answers: A, C and D - negative answers.

Tab. 1. Changing the behavior of the surveyed students in the situation: "During the match I fouled a friend from the opposite team" (n = 1377)

Answers of the surveyed students in general				Answers in the study 1					
				A	B	C	D	p	Total
Answers in the study 2	The surveyed students in general	A	N	149	181	32	19	<0,0005	381
			%	41,6	21,2	29,4	33,9		27,7
		B	N	147	559	44	26		776
			%	41,1	65,5	40,4	46,4		56,4
		C	N	29	68	24	5		126
			%	8,1	8,0	22,0	8,9		9,2
		D	N	33	46	9	6		94
			%	9,2	5,4	8,3	10,7		6,8
	Total		N	358	854	109	56		1377
			%	100,0	100,0	100,0	100,0		100,0

Source: own research

Based on the analysis of the research results regarding the declared fair play behavior in the aspect of responsibility in sport, presented in a specific situation, it can be seen that from 1377 surveyed students in general (Table 1), who in the first study declared the most desirable answer B, in the second study they pointed to the same answer: B - 65.5%. It is important, however, that 109 surveyed students, who in the first study indicated the answer C - 22% remained at this position, while a large number of respondents changed their mind: 40.4% marked the answer B, and 29.4% answer A. Disturbing it may be, however, that 9 people tried to cheat by pointing to the answer D "I'm silent, I wonder if the judge will notice this" (8.3%). The percentage of junior high school students who do not change their minds from answers D to B is more than supporters (half-50%, non-exemplary -45%) to 35.3%). On the other hand, 36.6% of supporters and 47.4% non-winning, who in the first study chose answer C, in the second changed their mind and pointed to answer B and answer A to B - 48% and 36.1% respectively (Table 2 and 4).

Tab. 2. Change in the behavior of the surveyed students supporting the whole in the situation: "During the match I fouled a friend from the opposite team" (n = 777)

Supporters in total				Answers in the study 1					
				A	B	C	D	p	Total
Answers in the study 2	Supporters	A	N	89	107	22	15	<0,0005	233
			%	42,8	23,4	31,0	37,5		30,0
		B	N	75	288	26	18		407
			%	36,1	62,9	36,6	45,0		52,4
		C	N	21	34	18	3		76
			%	10,1	7,4	25,4	7,5		9,8
		D	N	23	29	5	4		61
			%	11,1	6,3	7,0	10,0		7,9
	Total		N	208	458	71	40		777
			%	100,0	100,0	100,0	100,0		100,0

Source: own research

Tab. 3. Changing the behavior of the tested pupils by gender among those declaring support in the situation: "During the match I fouled a friend from the opposite team" (n = 776)

Gender of students declaring support				Answers in the study 1					
				A	B	C	D	P	Total
Answers in the study 2	Supporters boys in total	A	N	41	53	12	9	0,002	115
			%	40,6	20,7	31,6	34,6		27,3
		B	N	38	163	16	13		230
			%	37,6	63,7	42,1	50,0		54,6
		C	N	12	18	5	2		37
			%	11,9	7,0	13,2	7,7		8,8
		D	N	10	22	5	2		39
			%	9,9	8,6	13,2	7,7		9,3
	Supporters boys in total		N	101	256	38	26		421
			%	100,0	100,0	100,0	100,0		100,0
	Supporters girls	A	N	48	54	10	6		118
			%	44,9	26,7	31,3	42,9		33,2
		B	N	37	125	10	5		177
			%	34,6	61,9	31,3	35,7		49,9
		C	N	9	16	12	1		38
			%	8,4	7,9	37,5	7,1		10,7
		D	N	13	7	0	2		22
			%	12,1	3,5	0,0	14,3		6,2
Supporters girls in total		N	107	202	32	14	355		
		%	100,0	100,0	100,0	100,0	100,0		

Source: own research

Tab. 4. Changing the behavior of surveyed students not in the situation: "During the match I fouled a friend from the opposite team" (n = 600)S

Support declaration				Answers in the study 1						
				A	B	C	D	p	Total	
Answers in the study 2	Non supporters	A	N	60	74	10	4	<0,0005	148	
			%	40,0	18,7	26,3	25,0		24,7	
		B	N	72	271	18	8		369	
			%	48,0	68,4	47,4	50,0		61,5	
		C	N	8	34	6	2		50	
			%	5,3	8,6	15,8	12,5		8,3	
		D	N	10	17	4	2		33	
			%	6,7	4,3	10,5	12,5		5,5	
	Non supporters in total			N	150	396	38		16	600
				%	100,0	100,0	100,0		100,0	100,0

Source: own research

(Tables 1, 2, 3, 4):

A. Well, everyone happens, not intentional

B. I am sorry, I ask how I can help

C. She deserved this foul, she still fouled me when the judge did not see

D. I'm not saying anything, I wonder if the judge will notice this

Choosing again the answer B, over 60% of the students surveyed remained with their opinion: 68.4% of non-supporters and 62.9% of supporters. Interesting results can be noted taking into account the gender of the pupils studied. In all categories, the indications for those expected changed in more boys than girls (Table 5).

Awareness of the idea of fair play in the aspect of responsibility in life, among the surveyed students in general and among those who declare supporters and not supporters - a selected sports club

The surveyed students in the situation: "You find a wallet on the street. What are you doing?" They could mark one of the four answers (A, B, C, D). The closest to the fair play rule were answers A and D, while answers: B and C - the negatives.

In the second study, over 70% of respondents in general indicated positive behaviors. Those students who indicated in the first test for the answer A, in the second test remained at this 57.3%. However, from the respondents who in the first study marked the answer D, in the second study, 36.7% remained. It is interesting to change the declaration of this group of respondents who in the first answer pointed to the answer D "I will give to parents or another adult person" on A - "I return the wallet to the owner" and vice versa: from A (21.3%) to D (34.9%) (both situations are in accordance with the fair play principle). On the other hand,

those students who marked negative behaviors and in the second study declared that they would behave the same way: 30.6% - answer B and 44.1% - answer C. These results show that when we deal with money, there are difficulties with honesty and selflessness - Tab. 5.

Tab. 5. Changing the behavior of the surveyed students in the situation: "You find a wallet on the street. What are you doing "(n = 1378)

Answers of the surveyed students in general				Answers in the study 1					
				A	B	C	D	p	Total
Answers in the study 2	Surveyed students in total	A	N	356	53	60	134	$<0,0005$	603
			%	57,3	36,8	26,2	34,9		43,8
		B	N	55	44	39	50		188
			%	8,9	30,6	17,0	13,0		13,6
		C	N	78	32	101	59		270
			%	12,6	22,2%	44,1	15,4		19,6
		D	N	132	15	29	141		317
			%	21,3	10,4	12,7	36,7		23,0
	Total		N	621	144	229	384		1378
			%	100,0	100,0	100,0	100,0		100,0

Source: own research

Considering the variable: supporters and non-supporters, we notice that non-supporters are not more likely to demand "10%" compared to supporters (respectively: not supporter of answer B on A - 42.2% and from B on D - 14.1%, cheering - from B to A - 32.5% and B to D - 7.5%). Both groups did not change their opinion in the second study and would again behave the same way "I will keep the wallet for myself": supporters - 43.4% of indications, not supporting- 45.2% (Tab. 6 and 8).

Tab. 6. Changing the behavior of the tested supporters in the situation: "You find a wallet on the street. What are you doing? "(N = 778)

Supporting				Answers in the study 1					
				A	B	C	D	p	Total
Answers in the study 2	Supporters	A	N	175	26	35	86	<0,0005	322
			%	53,5	32,5	24,1	38,1		41,4
		B	N	38	32	27	20		117
			%	11,6	40,0	18,6	8,8		15,0
		C	N	46	16	63	41		166
			%	14,1	20,0	43,4	18,1		21,3
		D	N	68	6	20	79		173
			%	20,8	7,5	13,8	35,0		22,2
	Total		N	327	80	145	226		778
			%	100,0	100,0	100,0	100,0		100,0

Source: own research

Tab. 7. Change in the behavior of the tested students, broken down by gender, among those declaring support in the situation: "You find a wallet on the street. What are you doing? "(N = 777)

gender of students declaring support				Answers in the study 1					
				A	B	C	D	P	Total
Answers in the study 2	Supporters boys	A	N	91	14	20	410	<0,0005	166
			%	55,2	24,6	20,8	38,7		39,2
		B	N	21	24	19	10		74
			%	12,7	42,1	19,8	9,4		17,5
		C	N	23	14	42	22		101
			%	13,9	24,6	43,8	20,8		23,8
	D	N	30	5	15	33	83		
		%	18,2	8,8	15,6	31,1	19,6		
	Supporters boys in total		N	165	57	96	106		424
			%	100,0	100,0	100,0	100,0		100,0
	Supporters girls	A	N	84	12	15	45		156
			%	51,9	54,5	30,6	37,5		44,2
		B	N	17	7	8	10		42
			%	10,5	31,8	16,3	8,3		11,9
C		N	23	2	21	19	65		
		%	14,2	9,1	42,9	15,8	18,4		
D	N	38	1	5	46	90			
	%	23,5	4,5	10,2	38,3	25,5			
Supporters girls in total		N	162	22	49	120	353		
		%	100,0	100,0	100,0	100,0	100,0		

Source: own research

Tab. 8. Changing the behavior of the non-examiners studied in the situation: "You find a wallet on the street. What are you doing "(n = 600)

Non supporters				Answers in the study 1					
				A	B	C	D	p	Ogólem
Answers in the study 2	Non supporters	A	N	181	27	25	48	<0,0005	281
			%	61,6	42,2	29,8	30,4		46,8
		B	N	17	12	12	30		71
			%	5,8	18,8	14,3	19,0		11,8
		C	N	32	16	38	18		104
			%	10,9	25,0	45,2	11,4		17,3
		D	N	64	9	9	62		144
			%	21,8	14,1	10,7	39,2		24,0
	Non supporters intotl		N	294	64	84	158		600
			%	100,0	100,0	100,0	100,0		100,0

Source: own research

(Tables 5, 6, 7, 8)

A. I return the wallet to the owner

B. I return it to the owner, but I will keep "the 10%" it or I will ask for it

C. I will keep the wallet and its contents

D. I will give away to parents or other adults

Considering the surveyed fans divided into gender, girls more often than boys declared a possible change from negative to positive. With the fact that both of them did not change their mind about keeping the wallet with its content for themselves (girls - 42.9%, boys - 43.8%) - Tab. 7.

DISCUSSION AND CONCLUSIONS

On the one hand, sport is a contribution to the escalation of negative phenomena, on the other hand it can be an effective educational tool, allowing to counteract unwanted behaviors of children and young people, i.e. stadium hooligans.

Based on the analysis of the research results, it was possible to answer the previously asked research questions. Firstly, after the completion of the educational project, the awareness of fair play in the aspect of responsibility in sport and in everyday life among the pupils surveyed has changed, i.e. declared behaviors among all surveyed groups, including declaring support for a selected football club have improved. Secondly, it should be noted that the surveyed students, both supporters and non-supporters (although the latter group more often than the first) changed their minds after implementing the project as to the declared behaviors

in scenarios - for positive ones.

Education in the awareness of the importance of fair play gives expected results and desired changes (results of the second survey in relation to I), both in the aspect of the importance of fair play in sport and in life. In this second case to a greater extent. This also applies to young people declaring support for football clubs. Positive experiences from the implementation of projects containing the content of Olympic education, including fair play, can also be found in the works of Polish researchers, including: Z. Żukowska (1996), R. Żukowski (2010), J. Nowocien (2001), M. Czechowski (2000), J. Derbich (2004) and others, or foreign ones, such as Gibbons, Ebbeck and Weiss.⁸

Although sport on the one hand contributes to the escalation of undesirable behavior, on the other hand it becomes an educational tool. Sport and Olympism can therefore effectively enrich the educational program of every educational institution. As shown by the survey results (but also other authors), education supported by the values of fair play and brings the expected effects of the desired changes, both in sports and in everyday life. It is therefore worth undertaking the effort and introducing such educational activities that will promote the principle of fair play in all aspects of life.

⁸ S. Gibbons, V. Ebbeck, M. Weiss, Fair Play for Kids: effects on the moral development of children in physical education. *Research Quarterly for Exercise and Sport*, 66(3), 1995, s. 247 – 255.

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