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The principle of fair play in the aspect of compliance with rules and regulations in the opinion of junior high schools students in Lodz¹

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Key words: Fair play, compliance with rules and regulations, education through sport, “I am fair” project

ABSTRACT

The idea of fair play can act an important role in the education process, especially among students of adolescence (middle school) age. Therefore it was important to undertake such educational activities (implementation of an educational project), so the youth could understand exactly what is the principle of fair play, not only in life but also in all other 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 compliance with rules and regulations in both sport and life.

Methodology: 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 responses of students, who completed the questionnaire twice: before (pre- test) and after

¹ Presented in this study findings represent a small portion of conducted research, that relate to attitudes of middle school students to the principles of fair play in four aspects: accountability, equal opportunities, health and compliance.

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(post- test) the implementation of the project. There were taken into account all respondents (N= 1387) and variables - the declaration of supporting or not the football and the gender. The study was conducted by 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.

CONCLUSIONS On the one hand, sport contributes to the escalation of unwanted behaviours, on the other hand it becomes an educational tool. Education supported by fair play values brings expected effects and demanded changes, both in sport and in life.

INTRODUCTION

In education, the principle of fair play can be an effective factor in 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 idea of "kalos kagathos", that is beautiful physically and spiritually. Referring to combining sport with education of young people, he propagated this idea in the implementation of the whole education system.

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, they are of great importance to the training and educational process. Roman Trzeźniowski emphasizes that sport can not 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, i.e. 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 Żukowska lists the following rules "Fair play, which should characterise the behaviour both in sport and everyday life:

- the rule of equality of external competition conditions, called equal opportunities,

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

- 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, i.e.: 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 characterise every behaviour, 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 one, may result in the increase of health in the psychosocial dimension, which manifests itself in a 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 demand to effectively promote positive pro-social behaviours by raising awareness of the importance of the idea of fair play in sport and in life. The project was implemented 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, which findings were 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

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.

fair" pilot project conducted at Lodz schools ⁷. The project had been launched in all junior high schools in Łódź (42) in 2011 and had been conducting until 2016.

METHODOLOGY

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 compliance with rules and regulations in sport and life among junior high school students.

The analysis of the research results concerned the answer to the main research question: Is the awareness of fair play in the aspect of compliance with rules and regulations in sport and everyday life among the studied students changed after the end of the educational project?

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 classes 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 permission of Zofia Żukowska and Ryszard Żukowski and was modified for the purposes of this project, based on pilot studies carried out in 2009. It has been verified as research tool in terms of accuracy and reliability.

For the analysis of the presented research results, the answers of the respondents (N= 1387), who participated in all the activities of the educational project "I am fair" - for the same questions from the questionnaire, were used twice. The number of respondents in some individual results may be different due to none or incorrect answer.

The results from the second study were analysed 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).

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.

To assess the correlation between two variables obtained in two test samples, Fisher's exact test or Chi-square independence test were used. One of the conditions of applicability of the chi-square independence test was the numbers expected in each cell of the contingency table bigger 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 one. For the applied statistical tests, the significance level $\alpha = 0.05$ was assumed. The calculations were made by 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 compliance with rules and regulations among the examined junior high school students. 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. These are statistically significant results.

Awareness of the idea of fair play, in the aspect of compliance with rules and regulations in sport

The surveyed students in the given situation "After winning the match, I hear from my opponents harsh, unfair accusations against me and my team of playing unfair" could mark one of the four answers (A, B, C, D). The closest to the fair play rule were positive answers: B and D, while answers: A and C - negative ones.

Tab 1. Change in overall behaviour of the surveyed students in the situation: After winning the match, I hear from my opponents harsh, unfair accusations against me and my team of playing unfair (N=1387)

			Answers of Survey I					P	Total
			A	B	C	D			
Answers of Survey II	A	N	126	85	37	128	<0,0005	376	
		%	37,6%	20,2%	32,7%	24,7%		27,1%	
	B	N	83	192	21	149		445	
		%	24,8%	45,6%	18,6%	28,8%		32,1%	
	C	N	38	31	28	47		144	
		%	11,3%	7,4%	24,8%	9,1%		10,4%	
	D	N	88	113	27	194		422	
		%	26,3%	26,8%	23,9%	37,5%		30,4%	
	Total	N	335	421	113	518		1387	
		%	100,0	100,0	100,0	100,0		100,0	

Source: own research

Answers key:

A. I do not care, let them say

B. I try to explain what's going on and what our team's behavior was unfair

C. I use the same accusations against my opponents - they also played unfair

D. I explain to them that there is a judge against such decisions

Based on the analysis of the results of research on the declared fair play behaviour in terms of compliance with regulations in sport, presented in a specific situation (Table 1), it can be seen that out of N = 1387 total students surveyed who in the first study declared the most desirable answer B and D, in the second study they indicated the same answer: B - 45.6% and D - 37.5%, and more than 27% changed their position within the desirable from B to D and from D to B. A change of more than 20% may be worrying here students from desirable to indifferent positions "" I don't care if they tell each other. " On the other hand, those who indicated undesirable answers A and C in the first study, in over 2% indicated the demanded answers: B and D. In over 2%, however, over 37% of students stayed with their previous opinion. Badani uczniowie w postawionej sytuacji: „Sędzia nie zauważył, że mój rzut do kosza odbył się po zbyt dużej liczbie kroków” (tab. 2) mogli zaznaczyć jedną z czterech odpowiedzi. The closest to the fair play rule was a positive answer: A, while answers: while answers: B, C and D - negative answers.

Tab. 2. Change in overall behaviour of the surveyed students in the situation: „The judge did not notice that my basket throw was made after too many steps” (N=1387)

			Answers of the Survey I					Total
			A	B	C	D	P	
Answers of the Survey II	A	N	112	86	30	54	<0,0005	282
		%	41,8%	14,1%	13,9%	18,5%		20,3%
	B	N	90	353	111	111		665
		%	33,6%	57,8%	51,4%	38,0%		47,9%
	C	N	28	85	56	50		219
		%	10,4%	13,9%	25,9%	17,1%		15,8%
	D	N	38	87	19	77		221
		%	14,2%	14,2%	8,8%	26,4%		15,9%
	Total	N	268	611	216	292		1387
		%	100,0	100,0	100,0	100,0		100,0

Source: own research

Answers key:

- A. I report this to the judge
- B. I do not report, I am waiting for his verdict, if he is successful for me - I am happy
- C. I play on and look forward to another such situation, the judge apparently does not notice such mistakes
- D. I don't report, I keep playing but I feel bad about it

Based on the analysis of the research results, it can be seen that out of N = 1387 students in total, who in the first study declared the answer A - the most appropriate, in the second study they confirmed it and indicated again the same answer 41.8% of them. Those who marked answer B in the first study changed their mind and indicated answer A in 14.1%, those who indicated C in the first one, changed their mind and marked A in the second study - 13.9%. However, those who indicated the D answer in the first study, in 18.5% indicated the A answer in the second. More than half of those who in the first survey marked the answer: "I do not report, I am waiting for his verdict, if it is successful for me - I am happy", they did not change her mind. This is important information for conducting classes, to strongly emphasize the role of the judge in the competition and learn students- to submit to its decisions.

Awareness of the idea of fair play, in the aspect of compliance with rules and regulations in life, among the surveyed students in general

Research students in a given situation - "My friend is not well prepared for the lesson for today and she is threatened with a bad grade. She looks at me pleadingly, waiting for an

answer. " - they could mark one of four answers (Table 3). The closest to the fair play rule was a positive answer D, while answers: A, B and C - were negative ones.

Tab. 3. Change in overall behaviour of the surveyed students in the situation: "My friend is not well prepared for the lesson for today and she is threatened with a bad grade. She looks at me pleadingly, waiting for the correct answer" (N=1380)

			Answers of the Survey I					P	Total
			A	B	C	D			
Answers of the Survey II	A	N	12	18	17	20	<0,0005	67	
		%	18,5	4,6	2,8	6,6		4,9	
	B	N	18	168	188	84		458	
		%	27,7	42,7	30,4	27,6		33,2	
	C	N	25	158	351	98		632	
		%	38,5	40,2	56,8	32,2		45,8	
	D	N	10	49	62	102		223	
		%	15,4	12,5	10,0	33,6		16,2	
	Total	N	65	393	618	304		1380	
		%	100,0	100,0	100,0	100,0		100,0	

Source: own research

Answers key:

- A. I don't pay attention to her
- B. I'll help, although I know that I shouldn't, because I can't save her anyway if she can't
- C. I'll help because I know that she is good anyway, and the fact that she can't do it is by an accident
- D. I will not help her because I will hurt her - she should learn- and so- she will get a good grade but will not know the subject

Based on the analysis of research results, it can be seen that out of N = 1380 students in total, who in the first study declared the most desirable answer D, in the second study 33.6% of them confirmed this decision and pointed again to the same answer. Whereas those who indicated answer A in the first study, in the second study 18.5% did not change their opinion, and 15.4% of them indicated the answer D. Those who indicated the answer B in the first study, as many as 42.6% of them in the second study stayed with their decision, and 12.5% changed their mind and indicated the answer D. However, over 56% of those who in the first survey indicated the answer C did not change their position and only 10% in the second study indicated the answer D. A large group of respondents tried to excuse the person, they possibly suggest: "I'll help, because I know that she is good anyway, and the fact that she can't do it is by an accident" at least 30% of respondents regardless of the answer in the first study, they changed their answer to this one.

The surveyed students in the presented situation (Table 4): "Using public transport (tram, bus)", they could appear together with four answers. The closest to the fair play rule were a positive answers A and B, while answers: C and D – were negative ones.

Tab. 4. Change in overall behaviour of the surveyed students in the situation: "When I use public transport (tram, bus) .. " (N=1386)

			Answers of the Survey I					Total
			A	B	C	D	P	
Answers of the Survey II	A	N	292	101	56	38	<0,0005	487
		%	65,5	18,5	21,9	27,3		35,1
	B	N	90	310	83	34		517
		%	20,2	56,9	32,4	24,5		37,3
	C	N	38	91	81	33		243
		%	8,5	16,7	31,6	23,7		17,5
	D	N	26	43	36	34		139
		%	5,8	7,9	14,1	24,5		10,0
	Total	N	446	545	256	139		1386
		%	100,0	100,0	100,0	100,0		100,0

Source: own research

Answers key:

- A. I always buy a monthly ticket
- B. I always validate a one-time ticket
- C. I sometimes validate a one-time ticket
- D I try to go "stowaways", I may succeed

Based on the analysis of research results, it can be seen that out of 1386 surveyed students in total who declared the most desirable answers A and B in the first study, the second study confirmed this decision and again indicated the same answer for more than 50% of them. In contrast, the other persons who indicated answer C in the first survey, changed their mind in the second and indicated answer A - 21.9% and B - 32.4%; 31.6% stayed with their opinion, and 14.1% would try to stow away. Of those students who marked D in the first study, more than 50% changed their minds to correct answers in the second study: 27.3% of the respondents changed their minds, 24.5% of the respondents changed to B, and 24.5% did not change their attitude and still would go "stowaways".

CONCLUSIONS

The results of the project indicate that education in the field of awareness of the importance of fair play brings the expected results and demanded changes, although not always to the extent that would be expected. It especially applies to those situations that relate to typical behaviour in adolescence - the need for acceptance among peers (helping colleagues on the test) and the disappearance of adult authorities (e.g. a judge).

It is therefore important to shape and strengthen the demanded behaviour of young people by implementing, among others educational programs that use sport in the education process. Sport can be an effective educational tool that allows to counteract undesirable behaviour of children and young people- both in sport and in everyday life.

The results obtained in the this own study confirm the effectiveness of the impact of educational projects with students in schools and are partly in line with among others, such researchers as: W. Lipoński, Z. Żukowska, R. Żukowski, J. Nowocień, M. Czechowski, J. Derbich, K. Płoszaj, A. Dąbrowska, M. and M. Bronikowski, A. Glapa.

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