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COMPARATIVE EXAMINATION OF FAIR PLAY
AMONG CENTRAL AND EASTERN EUROPEAN KENYAN AND
MALAYSIAN YOUTH

Theses of doctoral (PhD) dissertation

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PÉCS

2018.

The purpose of the research

The focus of the dissertation is on the meaning, spirit, ideals and evolution of fair play, and its perception by two age groups (primary school students aged 10-15 years and college, university students) and six countries.

The rapid development of technology, the widening of the research world and the idea of much emphasized internationalization gave the opportunity for an international study of the meaning of fair play, about its associated moral values and norms.

It is a more popular topic, so we can find programs and studies in international literature which are suitable for measuring this. In the meantime, the question may arise: why has it become a central topic? Perhaps because of the growing perceptibility of moral and value losses in societies? Where are we now in this process? What do young people perceive from this inside and outside Europe? What does fair play mean to them?

The aim of the research is to evaluate, define and compare the attitudes of the diaspora Hungarians (Hungarian, Ukrainian Hungarian, Romanian Hungarian, Serbian Hungarian) and young people outside Europe (Malaysian, Kenyan) in the spirit of cultural diversity related to the spirit and meaning of fair play. Discovering the character-enhancing effect of sport - covering all aspects of life - and the importance of education in the spirit of fair play.

As a result, we can get a subtler picture of the fair play concept of young people in different economic, social, and socio-cultural environments, as well as their attitudes towards the idea and norm system. There may be sharp boundaries between countries and age groups regarding the concept, but it can be shown that all interviewees have the same or nearly the same meaning about fair play.

Problem statement and history of research

By the 21st century, we are always available online thanks to modern telecommunication tools, therefore certain concepts, results and value systems are re-evaluated. This change, which involves loss of value, is present in all areas of life, and therefore it is possible to perceive that sport and the sports achievements are in a new dimension. The present and future of a sport is increasingly determined by how much it can be sold, how much it can be broadcasted, and how much it can adapt to the expectations of the "entertainment industry". Nevertheless, it grew into an economic and business sector (sportswear, sports equipment, media).

Its original values (honesty, struggle along the rules and keeping them, respect and altruism, etc.) become more and more obscured and seem to be lost. Victory and money are connected, fighting for money involves everything that entails the spread of unsportsmanlike means (fraud, fix, doping, etc.) which not only manifested in athletes' behaviour. It is no coincidence that the number of doping tests in the Olympic Games - which is one of the world's most watched sporting events - has noticeably increased.

If this tendency - the use of unsportsmanlike means - continues, if it becomes more and more accepted and open, on the one hand it will cause irreversible damage to sport itself, which loses its original values, and on the other hand it will completely change the moral perception of the growing generation.

This is how we get to today's reality where we turn on television, radio or internet news sites, we hear the news that young people (even teenagers) beat teachers, they hit people on the street as a game, and even if that is not enough, they beat, torture or kill each other as well. This is a unique, global trend not just in Hungary, but also in advanced European and overseas countries.

It is a sharp shift from the time when kids were having a rumpus with each other at school, they teased each other (they shot out their tongue), and sometimes they had a fight, but soon they reconciled.

Education in the spirit of fair play is a task at all levels of sport, but it is especially important in educating schoolchildren and prospective coaches, physical educators and teachers. According to my experience, the years spent in sports and the experience gained there are not in themselves a guarantee of the value orientation of sporting behaviour. Differences between sports are not the determinants of the development of moral, ethical consciousness and norms. There are no sport-specific moral values, only sport moral values that are capable of controlling athlete's conduct in the struggle for victory if they are firmly integrated into the personality needs system by education.

According to Coakley and Stevenson (1975), the theory that sport has a positive impact on physical, emotional and social development has long been known for many years. Although the belief in sport's character-enhancing effect was incorporated into the public awareness, some researchers questioned this, arguing that sport may in some cases lead to antisocial forms of behaviours (Coakley, 1982, Stevenson, 1975). From a practical point of view, the fact that a student participates in physical education classes and is actively participating in it (performing tasks) does not mean that he can master the sport-mediated values. This is largely dependent on the teacher and the pedagogical method as well. (For

example, if a physical education teacher gives the children a ball to "play football", their physical development is somewhat promoted, but if the game is not stopped regularly and he does not call attention to rules, character-forming acts, then children's moral, emotional and social development, which could be promoted by sport, will be missed.)

Research related to fair play in international literature can be divided into two large groups. On the one hand, a fair play program was developed in which different age groups, athletes and non-athletes were examined. They measured their attitude towards fair play at the beginning and end of the program. (Hall 1986, Bredemeier and Shields 1986, Stevenson 1998, Rulmyr 1996, Prois et al. 2004, Priest, Kraus and Beach 1999, Popescu and Masari 2011, Kasik, Guti 2015, Pinczés-Pressing 2015)

The other group includes researches in which moral judgment and its development in sports were measured by different age groups among athletes and non-athletes. According to the previously described, moral behaviour also affects sportsmanship. In each case, the authors started from the view that sport has a positive influence on character and plays a decisive role in moral development, thus creating a sportsmanlike attitude. (Hassanadra, Goudas, Hatzigeorgiadis and Theodorakis 2007, Hassandra et al. 2007, Sezen-Balcikanli 2009, Papp 1988)

Research questions

The phenomena presented and disclosed so far, and the results of the research give and underline the main question groups of our work. Although there are fewer in Hungary, but more researchers are in the world who are dealing with fair play, considering its different segments. Our research is a novelty, because so far, so many continents (Africa, Europe, Asia) and the countries (Kenya, Hungary, Romania, Ukraine, Serbia and Malaysia) have not yet been involved in a fair play research, and we consider that we are talking about two generations, our work is unique.

The questionnaire used for the survey was divided into six groups of questions, so we look for answers to the following research questions:

- Are there characteristic sports/sport groups in the countries under examination?
- How would the students have interviewed act in certain competitive situations? Are there differences in the fair play attitude of Central and Eastern European, Kenyan, and Malaysian young people, according to age groups, team sports or individual sports lovers?

- In which country is the choice of athlete exemplar more important and what is the value of that?
- How do young people judge the transfer/leave abroad of their country's top athletes? What do they prefer in the decision of the elite athlete?
- Does fair play represent a value that is equally interpreted and appreciated by young people in Malaysia, Kenya and Eastern Europe? Does this strengthen the community-building power of sport, contributing to the strengthening of the community of nations as well?
- After measuring the awareness of the concept, the reputation and popularity of the related fair play prize and prize winners may be raised.
- Do students perceive corruption/bribery in sports, and if so in which countries? Can a relationship be discovered between the mentioned variable and space occupied on the corruption index list registered by Transparency International?

Hypotheses

H1: It is assumed that, due to social, economic and cultural differences, I can show significant differences in the fair play index of young people surveyed in Central and Eastern Europe and non-European countries.

H2: We assume that in Kenya and Malaysia there is a significantly higher proportion of young people who choose athlete exemplars and they are chosen along positive values.

H3: We also assume that fair play is an international concept, and regardless of the social, economic, and socio-cultural environment in which young people grow up and live, it has a positive meaning for them.

H4: We assume the further back are (corrupt) countries in the Transparency International Corruption Sensory list, the more interviewed young people perceive corruption in sports as well.

The key concept of the dissertation

Fair play is the core of our work, so we cannot go by without attempting to define the concept.

The conceptual definition of fair play moves on a very wide scale (see Section 2.4), but there is a common point in the wordings. The notion comes from sport, but it is not just a concept that is closely related to morality, empathy, sportsmanship, respect for others, but it can be also interpreted as a philosophy. Today, the concept and spirit of fair play is present in all areas of life. We admit that fair play originates from sport, but over the centuries, these

massive frames have long been outgrown, it has become an integral part of everyday life, which demand reconsideration.

From the point of view of our work, the concept of fair play is at the same time an act along the rules, respecting the other party and ourselves, as well as the rules (not just rules of the game, but also rules of the system of ideas and norms in societies). Undoubtedly, one of the best fields of these in the world are (were) sports. Today, however, we do not consider it the only and sole medium. Both the families and the education system have a major role to play in creating the values and standards of the rising generation. It may be a goal of acting in the spirit of fair play in all aspects of life and to create an inner natural urge/instinct, thus incorporating it into the character of young people.

The structure of the dissertation

In the Introduction part of the dissertation, the topic, purpose, research problem and the actuality of the research are formulated. We describe our research questions and assumptions as well as the history and methodology of the research. Here, we define the key concept of the dissertation as well.

The following sections can be divided into three parts: a theoretical background, an empirical part, and a summary section.

The theoretical part is divided into four major subsections, first reviewing the concept of sport and its changes. We keep track of its formation and development with a special emphasis on its role in education/upbringing.

Our subject can be classified in the field of social sciences, regarding the classification of science, both aspects of education and sports science appear. That is why we consider the functions of sport to be important, regarding its educational function. Thus, we get to the next section of our theoretical framework, where values and value changes as well as sport as a means of personality formation appear. We highlight the elite athlete and his role as an exemplar, and the values that he mediates which can affect the morality and value of the rising generation. We also examine the role of morality and sports ethics in school education, considering the age-specific features of value judgment.

In the next section, we will present the economic, social and socio-cultural background of Kenya, Malaysia (the two countries under examination will be published as countries outside the European Union during the analysis) and Central and Eastern Europe (Ukraine, Romania, Serbia, Hungary) in the spirit of cultural diversity. Emphasizing, showing economic data for the countries surveyed. For Hungary, we also mention the new form of sport

financing as TAO grants. For Kenyan and Malaysian cases, we also look at the evolution of sport, the values of education and the role of health education. In the light of this, the attitudes of the interviewed students to fair play may become clearer. The knowledge of the young people interviewed in the surveyed countries, which is related to the spirituality, becomes comparable.

The actuality of the research is given by the loss of morality and value observed in societies, one of which legacy is that sport also loses its original values. In the focus of our research, therefore, is the fair play perceived by young people. In the last section of our theoretical framework, we deal with the definition of the term, its historical development in sport and society, and the importance of fair play-related values in the education of growing generations. Here we consider it important to clarify and consistently separate the concept of fair play and sportsmanship.

The second part of the dissertation contains the empirical study, showing the purpose of the study, our hypotheses based on the research questions, the methods, the steps and the difficulties of data collection, and the crowd involved in the study.

In this section we present the results of the questionnaire. Our questionnaire contained 18 questions, of which 15 were closed and three were open questions. The questions are divided into six groups, analysing and presenting the results. After recording demographics data (age and gender), the first question group concerns the sport and the interest in sport, in the second question group we examined how young people would act in different competitive situations outlined by us, including ingroup and outgroup scenarios. Then we made a so-called fair play index, and we analysed the results obtained.

The third and fourth question groups were related to athletic exemplars. We have examined, on the one hand, whether young people interviewed have an athletic exemplar, and if so, who and based what kind of attribute they choose them and how they judge athletes' transfer to abroad. In the next question group, we also studied the meaning of fair play as well as the awareness about fair play award.

Finally, we investigated the perception of corruption among the interviewed young people in the field of sports and we compared them with the place of their country in the corruption index list recorded by Transparency International.

In the analysis, we present and compare the results obtained along the country, gender and age variables. The final part of the dissertation summarizes the results. The results of the questionnaire were compared to our assumptions and we also got answers to the research questions. In this section, we summarized the most important results and deducted the lessons.

Presentation of applied test methods

Our research, in terms of its type, can be classified as an applied research, where quantitative research methods are primarily presented. We apply both the secondary (literature exploration and analysis) and the primary (questionnaire) research elements.

As a research strategy, we used an inductive strategy to get the theory from empirical analysis by collecting data collected there. Within the inductive strategy, we focused on the context-exploration strategy, considering the relationship between different variables to each other. We examined what are two different generation's views about the meaningful content of fair play, or how students surveyed in six different countries relate to the concept mentioned earlier. We examine the effect of the independent variables on the dependent variables. In this case, the independent variables are the social, economic and socio-cultural environment of the students and their age specificity, and the dependent variable is the opinion of students about the topic of the fair play.

To gather and analyse data for variables, we needed a research method and a data collection tool. Within the framework of the exploratory approach, a written questionnaire survey tool was used.

During the survey, it was not possible to interview the whole population, so a sampling procedure was carried out, in which we examined the selected part of the population, in this case 10-15 years old primary school students and 17-30 years old university students. Among the sampling techniques, we used random sampling method. The data were aggregated by mathematical-statistical methods. The data processing was done using Microsoft Office Excel spreadsheet and IBM SPSS statistical program. (Babbie, 2003)

Presentation of the questionnaire used

Our questionnaire was based on a questionnaire survey conducted by Papp (1986) on a similar subject, which we adapted to our own research. The questionnaire contained 18 questions, of which 15 were closed and 3 were open questions, and the questions were divided into six groups. Surveying was done in English language in Kenya and Malaysia, and it was done in Hungarian language in Hungary, Serbia, Romania and Ukraine.

The first question group examined the interest in sports, so we measured how young people are interested in sports and what their favourite sports are. The sports were divided into two groups for individual and team sports.

In the second question group, we measured sportsmanlike behaviour by six questions. We have outlined different competitive situations and young people selected the most acceptable option for them. Based on this, we created a fair play index. In calculating this, the answers to the questions were encoded with 0, 1, 2 values and the six responses summed up the fair play index with a value between 0 and 12, and higher values indicate the "more sportsmanlike" behaviour.

The third question group was related to the choice of athlete exemplar. On the one hand, we examined whether the respondents had an athlete exemplar, if so, then based on what kind of properties did they choose that person. Among the choices we have listed positive and negative properties as well.

The fourth question group related to the assessment of the judgment of elite athletes. We were curious about how and along which values young people think about athletes. Money or the love of homeland, perhaps the chance of a professional career, enjoys priority among them.

The fifth question group examined the meaningful content of fair play and the awareness of fair play award.

Finally, we have been questioning the perception of corruption among young people with our question of whether there is corruption/bribery in the sport?

Sampling procedure and scope of study included

Data collection took several steps and several methods. Technical conditions and other difficulties did not allow us to ask students in primary schools and higher education in all six countries.

In the first phase (2014), primary school students in Hungary filled out the questionnaire in a primary school in Pécs and Dunaföldvár. At the same time, 50 students from 9 Kenyan schools participated in the study. The students were typically from rural schools near to the western boundary of Kenya and from the Kisumu, Miwani, Kisian municipalities near Lake Victoria.

In the second phase (2015), I collected personal experiences and literature from filling out the questionnaire with 82 Kenyan primary school and 71 college students. The students went to school in Bamburi, while college students were students at Shanzu Teacher College. In parallel, via an internet (Google questionnaire) questionnaire, students at the University of Pécs participated in the study (79 participants) as well.

In the third phase (2016), Serbian, Ukrainian and Romanian Hungarian students completed the questionnaire on a paper basis or as an online questionnaire. In Malaysia, Internet filling was not possible, given that there are no computers or internet in schools. At home, the number of families with such an info communication tool is low. Therefore, the questioning was done on a paper basis.

A total of 687 people participated in the survey, 413 women (60,101%) and 274 men (39,90%). They were between 10 and 58 years of age (mean 17,80, standard deviation = 5,90). Based on the inclusion criteria of the survey, the upper age limit was 30 years, so 18 people were excluded from later analyses. The study was done by the participation of 6 countries, including four European - Hungary, Ukraine, Romania and Serbia - and two countries outside Europe - Malaysia and Kenya.

Of the 6 countries, 669 people participated in the survey. The 6 countries were Hungary (n = 126), Kenya (n = 205), Malaysia (n = 60), Ukraine (n = 165), Romania (n = 44) and Serbia (n = 87). In the analyses, we did not only analyse the countries individually, but two groups were formed based on the above as follows: Central and Eastern European (n = 405, 60.50%) and non-European (n = 264, 39.50%) countries, which were also compared if the merging of countries was justified on a professional basis as well. Since some countries were not equally represented, I left the number of elements in comparison to the characteristics of each country, but I used arithmetic averages. Due to the low number of elements of Romanian data, the findings related to it should be carefully analysed, as no large conclusions can be drawn. But because of the internationality of the research, I decided to leave it in the analysis.

Of the respondents, 397 women (59.30%) and 272 men (40.70%) were 10 to 30 years of age (mean = 17.19, standard deviation = 4.47). We analysed the participants in two age groups: 1. primary school students (n = 327, 48.9%) and 2. higher education students (n = 342, 51.10%). Given the gender ratio, we can conclude that the proportion of girls (48.90%, 160 people) and boys (51.10%, 167 people) was nearly the same among primary school students, however, in the case of higher education students, there was a substantial majority of women (69.30%, 237 people) compared to men (30.70%, 105).

Looking at the age groups, it is important to note in case of the six countries that in Romania and Serbia there were no primary school students aged between 10 and 15 years old, and in Malaysia there were no university students aged between 18 and 30 years old. In Hungary, university students were in majority, in Kenya, primary school students were in majority, and in Ukraine this proportion was nearly half-and-half among the two age groups.

For countries in Central and Eastern Europe and non-European countries, the proportion of age groups showed statistically significant differences ($\chi^2 (1) = 102.44, p < 0.001$). In Central and Eastern European countries, university students were in significant majority, while in non-European countries, primary school students were in significant majority.

According to the above-mentioned results, the differences between men/boys and women/girls and between the two age groups were also examined during the analyses. Comparing the six countries and the countries of Central and Eastern European and non-European countries, differences in existing gender and age groups were also considered to be precisely defined whether the differences between countries are due to geographic location or differences in background variables such as gender and age group.

Results

The results of our work are presented in response to our research questions and our hypothesis.

1. Are there characteristic sports/sport groups in the countries under examination?

In terms of the most popular sports, the interviewees provided 33 different sports and sport groups. By examining the whole sample, we can state that the most popular sport is football, followed by swimming and handball. By country breakdown, football is the most popular sport in Hungary, Kenya, Malaysia and Ukraine. All this proves and strengthens that football is indeed one of the most popular sports in the world. It should be noted that in these countries, national football teams have no outstanding achievements in world championships. Not like in Romania where 38.20% of young people selected gymnastics as the most popular sport. Knowing the appearance of Romania in the Olympic Games, we can see that they are the most successful in gymnastics with 25 gold medals obtained in the Olympic Games.

When are talking about a characteristic sport or sport group, we think that in a given country, beyond what is popular and many people like it, they can produce results at international level as well. In this light, it is worth highlighting characteristic sports/sport groups in Kenya and Romania. Kenya has great athletes in athletic world competitions, while the results of the Romanian gymnasts are not negligible as well. (Section 3.7.1)

2. How would the students have interviewed act in certain competitive situations? Are there differences in the fair play attitude of Central and Eastern European, Kenyan, and Malaysian young people, according to age groups, team sports or individual sports lovers?

In our study, we developed a fair play index for the analysis of the question (methodology described in Section 3.7.2).

Overall, our results show that the interviewed young people would behave sportsmanlike in the situations outlined. The participants in the survey had a fair play index between 1 to 12, with an average of 9.00. The following differences can be found along the variables:

- The fair play index of boys/men and girls/women did not show any statistically significant difference.
- However, the fair play index of the two age groups examined, differed statistically significantly. The university students showed a significantly higher value than the primary school students. This relationship was gender-independent, because the fair play index of both boys/men and girls/women showed a higher value compared to primary school students.
- There was no statistically significant difference between students preferring individual and team sports regarding the fair play index value. This correlation was independent of the age group, and neither the primary school students nor the university students who preferred individual and team sports showed statistically significant differences.
- Examining the 6 countries, it can be concluded that the countries surveyed showed statistically significant differences in their fair play index value. The highest value of the fair play index was shown by Serbia, with a significantly lower value in Kenya, Malaysia and Ukraine, while the two other countries (Hungary and Romania) showed a value between the two.
- Central and Eastern European and non-European countries have not shown any significant effect. The age group, however, showed a significant relationship. The fair play index of Central and Eastern European and non-European countries was nearly the same. In European countries, the average of the index was 9.20, and in non-European countries it was 8.70. The fair play index of university students and primary school students in Central and Eastern European countries was almost the same, while

in non-European countries the value of university students was significantly higher than that of primary school students.

3. In which country is the choice of athlete exemplar more important and what is the value of that?

Examining the six countries, it can be concluded that there is a significantly higher proportion of those in Kenya and Malaysia who have an athlete exemplar.

We believe that in the background of this, the reasons are those which we set out in our theoretical framework and attached to our thesis (Annex 3). Namely, both countries have high levels of unemployment, corruption and within the education system - which should ensure the possibility of catching up and outbreaks - equal opportunities are not realized. In fact, there are young students who leave school for years because his family must decide whether to teach the child and thus losing a breadwinner, not to mention that despite education is free, it entails considerable costs as well. Considering this, athletes who are successful and are earning a lot of money - at least as much as these young people do not even dream about - are shown as exemplars. They carry the potential and hope of outbreak, so sport is especially popular in these countries.

If we look at the properties based on which young people chose an exemplar, we see that they primarily look up at athletes because of their outstanding professional skills, and secondly because they are unselfish. Negative properties only appear in a minimal number. It is interesting to note that young people who have chosen their exemplar based on a negative character (aggressive, harsh, selfish), they typically specified martial art athletes. (Section 3.7.3)

4. How do young people judge the transfer/leave abroad of their country's top athletes? What do they prefer in the decision of the elite athlete?

There is a minimum proportion of those who do not approve the athletes' transfer abroad. Acceptance takes place along two motivations. According to one, for professional development, they support and accept the departure of athletes abroad. The other aspect is accepting the better money-earning opportunity.

Compared to the previous question, we can conclude that young people interviewed choose an exemplar based on professional knowledge and the athlete's migration is accepted if it is due to professional development. We have previously mentioned that the athlete

exemplar in Kenya and Malaysia was significantly higher. We have investigated what they say about the chosen properties or the motivation for leaving abroad. The choice of the exemplar is based on outstanding professional knowledge, but not surprisingly, the athlete's migration is supported by them for a better opportunity to earn money. (Section 3.7.4)

5. Does fair play represent a value that is equally interpreted and appreciated by young people in Malaysia, Kenya and Eastern Europe? Does this strengthen the community-building power of sport, contributing to the strengthening of the community of nations as well?

Overall, the concepts most commonly identified with fair play were all positive, with a relatively small proportion of participants labelled a negative term. Most have denoted honesty, justice, respect for the other party and friendship. The fair play's sense of meaning was independent of gender.

Examining the six countries, we have similar results, i.e. it is typical of countries that they mainly link positive concepts with fair play and there is a relatively low proportion of those who have labelled a negative term.

In the case of positive concepts, a statistically significant difference between countries was found in honesty, friendship, respect for the other party, and morality. Honesty in countries outside Europe has been marked by a significantly lower proportion of people than in Central and Eastern European countries. In Malaysia, the proportion of this was "only" 36.7% (22 people), in Kenya it was 56.4% (115 people), and in the European countries the ratio of this was between 86% and 94.1%. Overall, the concept of friendship was more pronounced in countries outside Europe than in Central and Eastern European countries. (Section 3.7.5)

6. After measuring the awareness of the concept, the reputation and popularity of the related fair play prize and prize winners may be raised.

After examining the meaning of fair play, the popularity of fair play award was also measured. 28% of the respondents indicated that they know a winner of the award, but instead of the name of the winner athlete they typically wrote the name of their exemplar or they wrote nothing. Diaspora Hungarians gave an answer to the question, but we have received distorted data due to the small number of elements. Overall, it can be said that the popularity of the fair play awards is low. (Section 3.7.5)

7. Do students perceive corruption/bribery in sports, and if so in which countries? Can a relationship be discovered between the mentioned variable and space occupied on the corruption index list registered by Transparency International?

The interviewed young people believe in varying degrees that there is bribery/corruption in sport. However, this is not related to the position occupied in the corruption detection list we have investigated. In any case, is it thought-provoking that, on the one hand, is it so obvious that corruption is presented in the world of sports? On the other hand, how does it affect young people? In the future, it would be worth clarifying what young people understand in terms of corruption/bribery in sport, perhaps examples should be asked from them and they should be analysed. (Section 3.7.6)

After answering research questions, we must examine the relevance of our **hypotheses**.

H1: It is assumed that, due to social, economic and cultural differences, I can show significant differences in the fair play index of young people surveyed in Central and Eastern Europe and non-European countries (Kenya, Malaysia).

Our hypothesis has not been proven. Examining the countries of Central and Eastern Europe and outside Europe, no significant differences can be observed, because the fair play index of the two groups was almost identical. As a conclusion, it can be said that regardless of the continent in which young people live and in which environment they grow up, they will behave sportsmanlike in the outlined competitive situations, and cultural diversity will not be affected in this area.

A statistically significant difference was detected when the 6 countries were examined. In case of Central and Eastern European and non-European countries, there was a significant difference between the two age group variables. The fair play index of university students and primary school students in Central and Eastern European countries was almost the same, while in non-European countries the value of university students was significantly higher than that of primary school students.

H2: We assume that in Kenya and Malaysia there is a significantly higher proportion of young people who choose athlete exemplars and they are chosen along positive values.

Based on our results, this assumption has been proved. We have found that in Kenya and Malaysia there is a significantly higher proportion of those with an athletic exemplar, in

Hungary and Ukraine the proportion of those who have/do not have an athlete exemplar was nearly half-and-half, while in Romania and Serbia the smallest number of people was those who choose their exemplar from the field of sports.

The second part of our assumption that the selection of exemplars is based on positive attributes *also proved to be true*. The most frequently chosen property was outstanding professional knowledge and altruism. Examining the mentioned 6 countries, it can be stated that most people marked outstanding professional knowledge the most important property in Kenya and Malaysia, and in Central and Eastern European countries, young people reported other positive qualities in a higher proportion.

In our second hypothesis, we started from the view that in the lives of young people from Kenya and Malaysia, the exemplar is a successful person who shows the possibility of ascension/outbreak which is more important for them than for those young people whose country's economic and technological development has widened the world.

H3: We also assume that fair play is an international concept, and regardless of the social, economic, and socio-cultural environment in which young people grow up and live, it has a positive meaning for them.

Based on the results we make the following statements:

- The concepts most commonly identified with the meaning of fair play were all positive. Most people reported honesty, justice, respect for the other party and friendship related to it. Honesty was mentioned in a significantly lower proportion among the Kenyan and Malaysian respondents than among Central and Eastern European students.
- Honesty, justice and respect for the other party mean fair play for the people living in Hungary, Ukraine, Serbia and Romania, while in countries outside Europe - in Kenya and Malaysia - friendship and justice were the most frequently mentioned concepts.

Our results demonstrate that fair play is an international concept which is known and understood everywhere in the world - at least in the countries examined and among the people interviewed - and people usually add a positive meaning to it.

H4: We assume the further back are (corrupt) countries in the Transparency International Corruption Sensory list, the more interviewed young people perceive corruption in sports as well.

To prove our fourth hypothesis, we also examined Transparency International's Annual Report on Corruption.

Regarding the perception of corruption, in the light of the presented results, it can be said that there is no correlation between the existence of bribes in sport based on the interviewed young students' views and the position of the Corruption Perceptions Index published by Transparency International. The young people interviewed do not perceive more corruption in sport whether their country can be classified as a corrupt state or not based on the list of Transparency International. *Our fourth hypothesis has not been proven.*

All this raises the possibility that, given the high level of corruption in the individual countries and because young people grow up in this, it becomes natural for them. But another possibility is that this question of our questionnaire is not suitable for measuring this.

Summary

A series of questions and doubts arise in the end of our investigation. Fair play, pure play is in fact pure? The image that we make of the concept and its actions is in fact idyllic. Someone may behave sportsmanlike in a competitive situation - here we must choose leisure and competitive sport apart - only because he recognizes and uses both the need for recognition both in material and moral sense.

During our work, we have repeatedly emphasized that our examination measures only at theoretical level, so it may arise that young people have fulfilled the questionnaire according to social expectations and because of this they marked positive response options. We believe - knowing the negative tendencies presented in the theoretical background, which are presented in the life of young people - that it is commendable that they are aware of what the right and expected behaviour is at the theoretical level.

At the same time, our results have paved the path for further research. Our long-term objective is to develop a so-called fair play program that would measure the behaviour and attitude of young people on a practical level. It can be a bigger nationwide survey on the subject, as well as examining everything beyond the borders of the country. Therefore, maybe we get answers to our further questions and we can clarify whether there is pure fair play, or all acts is just fair play suspicious?

Publication used for the thesis

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