

Examination of Generation Z's Attitudes Towards Gender Roles and Multidimensional Sportspersonship Orientations

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ABSTRACT

The aim of this study is to examine the relationship between multidimensional sportspersonship orientations and gender role attitudes of licensed athletes aged 18-25 living in Mersin. This study is a correlational survey model. The population of the study consists of athletes between the ages of 18-25 living in Mersin. The sample of the study consists of 342 athletes determined by convenience sampling method. Personal Information Form, Gender Roles Attitude Scale, and Multidimensional Sportspersonship Orientation Scale were used as data collection tools. The Cronbach Alpha values for Gender Roles Attitude Scale range from .83 to .64, the Cronbach Alpha values for Sportpersonship Orientation Scale range from .85 to .72. Descriptive statistics were used to analyse the data, Independent Sample t Test was used to determine whether gender roles attitude and sportsmanship orientation scores differed according to sex and sport type ($p < 0.05$), and Pearson Correlation Analysis Test was used to determine the relationship between the two variables ($p < 0.01$). As a result of the analyzes, significant differences were found in sportspersonship orientation and gender roles attitude according to sex and sport type. When the relationship between athletes' multidimensional sportspersonship orientations and gender role attitudes was analyzed, a moderate positive relationship ($r = .446$, $p < 0.01$) was found.

Keywords: Gender, Sportspersonship, Generation Z, Attitude, Fair play.

1. INTRODUCTION

Today, the fact that sports is a developed industry and includes concepts such as fanaticism with the increase in its commercial dimension (Gümüş et al., 2016; Çağlayan et al., 2021) makes it possible to evaluate sports from an ethical perspective. The concept of fair play expressed by sports ethics refers to respect for the game, the opponent, the audience and above all human dignity (Pehlivan, 2004). At the same time, this concept requires seeing the beauty of sports and choosing to behave morally even in the limit situations of one's ambition and stress (Tanrıverdi, 2012; Çetinkaya, 2024) and is expressed by the concept of "sportspersonship" in Turkish. The concept of sportspersonship is the moral behaviors expected not only from athletes but also from sports people such as referees, spectators, coaches, masseurs (Pehlivan, 2004), and these behaviors appear as moral values that should be seen not only in sports but also in all areas of life. Sport creates the identity of being a fan by

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offering the opportunity to position one self in the community. The concept of violence in sports, which is a social activity area with fanhood, is among the prominent elements (Kılıç, 2019). Violence finds an environment where it is legitimized and normalized by associating it with the concepts of competition and struggle in sports. This legitimacy also reflects masculinity values related to gender (Bulgu, 2005).

While sex focuses on the biological aspects of being male or female, gender is related to the values of masculinity and femininity created in society (Ertuğrul and Zorluođlu, 2021). Gender is a cultural category and refers to the roles that society expects from the sexes and the responsibilities they are expected to assume (Koca, 2006). While these roles and responsibilities create negativity for women, they are also a determining factor in men's behavior (Kavasođlu & Anderson, 2023; Kavasođlu and Yařar, 2016). When we evaluate it in the context of sports, sports is seen as an activity field belonging to men by combining with the physiological structure of men (Koca, 2006). This situation imposes certain limits and obligations on both men and women. Accordingly, sports branch choices also become gender-based (Narin et al., 2022). Thus, while sports branches such as ice skating, tennis, volleyball, gymnastics are considered suitable for women, branches such as weightlifting, wrestling and football are considered more suitable for men (Koca and Demirhan, 2005). Another image of gender judgments in the sporting context is the psychological effect on athletes. When we look at the studies, it is seen that men who do sports branches that are seen as suitable for women and women who do sports branches that are seen as suitable for men are criticized by their environment, families and peers and this creates pressure on them (Kavasođlu and Yařar, 2016; Narin et al., 2022).

Looking at the history of sports, it was not possible for women to enter the fields even as spectators in the first modern Olympics (Özbey and Güzel, 2011). The first Olympics in which women were able to participate was the 1900 Paris Olympics (Koca, 2006), while the 1936 Berlin Olympics was the first Olympics in Turkish history in which women were able to participate (Association of Sports and Physical Activity for Women [KASFAD], 2021). As mentioned, gender judgments create inequalities and discrimination in almost every aspect of our lives (Yüksel, 2014). When we examine this situation within the framework of sportspersonship, it is stated in the studies that female coaches are employed only as "showcases" by sports clubs and are exposed to sexist prejudices (Koca et al., 2019). In another study conducted with gymnastics athletes, female athletes stated that they were exposed to sexist jokes and psychological violence by their coaches with statements such as "if you cannot

do this sport, go be a mother" (Uğurlu, 2022). As can be understood from the above, unsportsmanlike behaviors are also encountered in gender-based negative situations. At this point, it is important that expressions such as tolerance, virtue and respect, which are defined under the concept of sportpersonship, find a place not only in sporting competition but also in social life and make the human profile aimed by the fair play ideal effective through athletes.

In studies examining sportpersonship behavior in terms of gender, the frequency of men showing unsportsmanlike behavior was found to be higher than women (Akbaba & Erenler, 2011; Gümüş et al., 2016). It is stated that especially those born after 1996 and called Generation Z (Koyuncu, 2022; İnce, 2008), especially men, are exposed to bullying behavior and show this behavior, and the reason for this situation is stated to be cultural characteristics formed by media interaction, technology and patriarchal judgments (Bayhan, 2020). Generation Z is called the next generation, the generation with the most advanced motor skills, the most sensitive to the environment, social injustice and inequality, while at the same time being result-oriented and having a low sense of belonging (Taş et al., 2017). For example, in the study conducted by Schaille and colleagues (2021) on Generation Z's perceptions and experiences of gender inequalities in sport, it was concluded that the participants exhibited an egalitarian attitude toward gender issues in sport. It is also stated that they show more tolerance for diversity as they are more closely related to digital platforms (Karadoğan, 2019). Digital platforms, which are especially dominated by Generation Z, allocate an important place to sports and athletes stand out as exemplary individuals (Yetim, 2000). Thus, it can be said that sports and society are in constant interaction. For this reason, it is curious how the sportpersonship orientations of individuals included in Generation Z are shaped in terms of gender roles attitude.

The fact that Generation Z is referred to as the next generation (Aslaner and Aslaner, 2021) makes it important for them to be the subject of the studies. Analyzing the attitudes of individuals belonging to this generation in sports and the sportpersonship identities they form within this framework will make it possible to evaluate gender role attitudes from this perspective and shed light in terms of making sense of their sociology.

Sportpersonship requires a person to willingly engage in moral behavior by making decisions with free will and to maintain these behaviors consistently in all areas of his/her life (Bronikowska et al., 2019). For this reason, this study aimed to examine the gender role attitudes and multidimensional sportpersonship orientations of athletes between the ages of 18-25. In this study, it was investigated whether athletes' attitudes toward gender roles and

sportspersonship orientations differ based on gender and whether they participate in team or individual sports. Additionally, the relationship between attitudes toward gender roles and sportspersonship orientation was examined. A review of the literature reveals that there has not been a comprehensive study examining sportspersonship and attitudes toward gender roles together. Therefore, our study is considered significant in filling this gap in the literature. Additionally, the current study is important in providing a new perspective for future research in the field and in supporting gender equality through sports.

2. METHODOLOGY

2.1. Population and Sample

The population of the study consists of 1,369 athletes aged 18-25 living in Mersin. A sample size of 278 units is sufficient to represent a population ranging from 1,000 to 2,000 with a margin of error of 0.05 (Büyüköztürk et al., 2021). The sample group for the study includes 307 licensed athletes selected using a convenience sampling method. Therefore, it can be concluded that the sample size adequately represents the population.

Table 1. Demographic Characteristics of Participants.

| <i>Variables</i> | <i>Groups</i> | <i>F</i> | <i>%</i> |
|------------------|-------------------|----------|----------|
| Sex | Female | 156 | 50,8 |
| | Male | 150 | 48,9 |
| | Other | 1 | ,3 |
| Sport Type | Team sports | 198 | 64,5 |
| | Individual sports | 109 | 35,5 |
| Total | | 307 | 100 |

Table 1 shows the demographic characteristics of the participants. The study consisted of a total of 307 participants including 156 females (50.8%), 150 males (48.9%) and 1 (3%) othergender. Of these participants, 198 (64.5%) practiced team sports and 109 (35.5%) practiced individual sports.

2.2. Data Collection Tools

2.2.1. Multidimensional Sportspersonship Orientation Scale

The scale was developed by Vallerand et al. (1997) and adapted into Turkish by Sezen-Balçıklı (2010). It consists of 20 items and 4 sub- dimensions. These are adaptation to social norms (items 1, 2, 3, 4, and 5, e.g. Whether I win or lose, I shake hands with my opponent), respect for rules and management (items 6, 7, 8, 9, and 10, e.g. I respect and adhere to the rules of the game), commitment to responsibilities in sport (items 11,12, 13, 14, and 15, e.g. I do my best in training sessions), and respect for opponent (items 16, 17, 18, 19, and 20, e.g. I extend

my hand to help my opponent get up when they fall). The Cronbach Alpha reliability coefficients of the sub-dimensions were found to be 0.85 for the adaptation to social norms sub-dimension, 0.72 for the respect for rules and management sub-dimension, 0.84 for the commitment to responsibilities in sport sub-dimension and 0.85 for the respect for opponent sub-dimension. The scale is a Likert-type scale ranging from 1 "Strongly Disagree" to 5 "Strongly Agree".

2.2.2. Gender Roles Attitude Scale

The scale was developed by Zeynelođlu and Terzioglu (2011). It consists of 38 items and 5 sub-dimensions. These are; egalitarian gender roles (4th, 8th, 12th, 13th, 18th, 20th, 22nd and 27th items, e.g. Decisions in a family should be made jointly by the partners), female gender roles (1st, 5th, 16th, 19th, 19th, 21st, 29th, 31st and 37th items, e.g. A woman's primary role is motherhood.), marital gender roles (2nd, 6th, 9th, 10th, 14th, 15th, 26th and 36th items, e.g. If a woman cannot have children, the man should consider remarrying), traditional gender roles (3rd, 7th, 11th, 17th, 23rd, 24th, 25th and 32nd items, e.g. The professions designated for women should be separate from those designated for men) and male gender roles (28th, 30th, 33rd, 34th, 35th and 38th items, e.g. Men should work in jobs with higher status.). Cronbach Alpha reliability coefficients were 0.81 for egalitarian gender roles sub- dimension, 0.78 for female gender roles sub-dimension, 0.64 for marital gender roles sub- dimension, 0.82 for traditional gender roles sub-dimension and 0.83 for male gender roles sub-dimension. The scale is a Likert-type scale ranging from 1 "Strongly Disagree" to 5 "Strongly Agree". There are 26 reverse scored items in the scale (items 2, 3, 5, 6, 7, 9, 10, 11,14, 15, 16, 17, 23, 24, 25, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38). High scores on the scale indicate that participants have more egalitarian attitudes towards gender roles, while low scores indicate that participants' attitudes are more traditional. The original structure of the scales used has not been altered.

2.2.3. Personal Information Form

The personal information form was prepared by the researcher and aimed to collect information about the individuals constituting the research group. In the personal information form, demographic information about gender and sport type of the athletes were questioned.

2.2.4. Data Collection Procedure

Before starting the data collection process, an application was made for Mersin University Sports Sciences Ethics Committee Report and the Ethics Committee Decision dated 15/05/2023 and numbered 015 was obtained. After the permissions were obtained, some of the data related to the participants were collected electronically and some were collected face-to-

face by the researcher in sports halls and sports clubs on the basis of volunteerism. Of the 342 data collected, the forms of a total of 35 participants who did not give the desired answer to the trap questions given in the data collection tools (e.g. Item 17: If you are reading this statement, check Option 3) were not included in the analysis. In the final stage, 307 data were subjected to evaluation.

2.2.5. Data Analysis

Skewness and Kurtosis values were examined to determine whether the data obtained in the study were normally distributed. Cronbach Alpha value was calculated for the Multidimensional Sportspersonship Orientation Scale and Gender Roles Attitude Scale used in the study. Descriptive statistics were used to reveal the demographic characteristics of the individuals; independent groups t-test was used to determine whether the Gender Roles Attitude Scale and Multidimensional Sportspersonship Orientation Scale scores differed according to gender and sport type, and Pearson correlation analysis test was used to reveal the relationship between athletes' gender roles attitudes and multidimensional sportspersonship orientations.

3. FINDINGS

In table 2, kurtosis and skewness values were examined to determine whether the data collected in the study were normally distributed.

Table 2. Normality Test Results Mean, Standard Deviation, Skewness and Kurtosis Values for the Multidimensional Sportspersonship Orientation Scale and Gender Roles Attitude Scale Data.

| Scale | Sub-dimension | \bar{x} | sd | Skewness | Kurtosis |
|---|--|-----------|-------|----------|----------|
| Multidimensional Sportspersonship Orientation Scale | Adaptation social norms | 4,38 | ,62 | -,672 | -,376 |
| | Respect for rules and management | 4,19 | ,58 | -,252 | -,753 |
| | Commitment to responsibilities in sports | 4,56 | -1,32 | -1,321 | 1,334 |
| | Respect for opponent | 3,98 | ,87 | -,856 | ,602 |
| | Total | 4,28 | ,52 | -,476 | -,397 |
| Gender Roles Attitude Scale | Female gender roles | 4,84 | ,77 | -,273 | -,741 |
| | Male gender roles | 4,13 | ,82 | 1,027 | ,702 |
| | Egalitarian gender roles | 4,33 | ,65 | -1,085 | 1,048 |
| | Traditional gender roles | 3,75 | ,82 | -,323 | -,563 |
| | Marriage gender roles | 4,01 | ,56 | -1,262 | 1,239 |
| | Total | 4,01 | ,61 | -,559 | -,611 |

According to Hair et al. (2013), skewness and kurtosis values between -1 and +1 means that they meet the normality values. According to Tabachnik and Fidell (2013), skewness and kurtosis values between -1.5 and +1.5 ensure normality. As another value, according to George and Mallery (2010), values between -2 and +2 indicate normal distribution. According to

Jondeau and Rockinger (2003), skewness and kurtosis values between -3 and +3 indicate that the data are normally distributed. Looking at the skewness and kurtosis values in the table, it is assumed that these values are generally between -1.5 and +1.5 and according to the criteria set by Tabachnick and Fidell (2013), these values meet the assumption of normality.

Table 3. Mean Scores of Participants' Multidimensional Sportpersonship Orientation and Gender Roles Attitude Scale.

| Scale | Sub-dimension | \bar{x} | sd |
|--|--|-----------|-----|
| Multidimensional Sportpersonship Orientation Scale | Commitment to responsibilities in sports | 4,56 | ,53 |
| | Adaptation social norms | 4,38 | ,62 |
| | Respect for rules and management | 4,19 | ,58 |
| | Respect for opponent | 3,98 | ,87 |
| | Total | 4,28 | ,52 |
| Gender Roles Attitude Scale | Egalitarian gender roles | 4,34 | ,65 |
| | Male gender roles | 4,13 | ,82 |
| | Marriage gender roles | 4,00 | ,56 |
| | Female gender roles | 3,84 | ,77 |
| | Traditional gender roles | 3,76 | ,82 |
| Total | 4,01 | ,61 | |

Table 3 shows the arithmetic mean and standard deviation values of the multidimensional sportpersonship orientation and gender roles attitudes of the athletes participating in the study. Considering the multidimensional sportpersonship orientations, the highest score ($\bar{x} = 4,56$) is in the sub-dimension of commitment to responsibilities in sports, while the lowest score ($\bar{x} = 3,98$) is in the sub-dimension of respect for the opponent. When we look at the mean scores of gender roles attitudes, the highest score ($\bar{x} = 4,34$) is in the egalitarian gender roles sub-dimension, while the lowest score ($\bar{x} = 3,76$) is in the traditional gender roles sub-dimension. It can be said that the scores of the research group in both scales are above the average scores.

Table 4. T Test Results of Multidimensional Sportpersonship Orientation Scores According to Sex Variable.

| Sub-dimension | Sex | N | \bar{x} | sd | t | p |
|--|--------|-----|-----------|-----|------|-------|
| Adaptation social norms | Female | 156 | 4,46 | ,53 | 2,72 | ,024* |
| | Male | 150 | 4,30 | ,69 | | |
| Respect for rules and management | Female | 156 | 4,27 | ,53 | 2,53 | ,012* |
| | Male | 150 | 4,11 | ,62 | | |
| Commitment to responsibilities in sports | Female | 156 | 4,64 | ,42 | 2,71 | ,007* |
| | Male | 150 | 4,48 | ,62 | | |
| Respect for opponent | Female | 156 | 4,09 | ,76 | 2,29 | ,023* |
| | Male | 150 | 3,86 | ,96 | | |
| Total | Female | 156 | 4,36 | ,46 | 3,01 | ,003* |
| | Male | 150 | 4,19 | ,57 | | |

Note: *p<0.05

When the results of the independent groups t test conducted to determine whether the multidimensional sportspersonship orientation scores of the athletes differed according to gender were examined; a significant difference was found in favor of female athletes. In all sub-dimensions of the multidimensional sportspersonship orientation scale, the scores of female athletes were significantly higher than the scores of male athletes ($p < 0.05$).

Table 5. T Test Results of Multidimensional Sportspersonship Orientation Scores According to Sport Type Variable.

| <i>Sub-Dimension</i> | <i>Sport Type</i> | <i>n</i> | \bar{x} | <i>sd</i> | <i>t</i> | <i>p</i> |
|--|-------------------|----------|-----------|-----------|----------|--------------|
| Adaptation norms | Team | 198 | 4,34 | ,59 | 1,55 | ,122 |
| | Individual | 109 | 4,46 | ,65 | | |
| Respect for rules and management | Team | 198 | 4,13 | ,56 | -2,60 | ,010* |
| | Individual | 109 | 4,30 | ,59 | | |
| Commitment to responsibilities in sports | Team | 198 | 4,50 | ,58 | -2,90 | ,004* |
| | Individual | 109 | 4,68 | ,40 | | |
| Respect for opponent | Team | 198 | 3,92 | ,81 | -1,58 | ,116 |
| | Individual | 109 | 4,09 | ,96 | | |
| Total | Team | 198 | 4,22 | ,50 | -2,57 | ,004* |
| | Individual | 109 | 4,38 | ,54 | | |

Note: * $p < 0.05$

When the results of the independent samples t-test conducted to determine whether the multidimensional sportspersonship orientation scores differed according to the type of sport were examined, a significant difference was found in the sub-dimensions of "respect for rules and management", "commitment to responsibilities in sport" and total scores. The scores of individual athletes were significantly higher than those of team athletes ($p < 0.05$).

Table 6. T Test Results of Gender Roles Attitude Scores According to Sex Variable.

| <i>Sub-Dimension</i> | <i>Sex</i> | <i>N</i> | \bar{x} | <i>sd</i> | <i>t</i> | <i>p</i> |
|--------------------------|------------|----------|-----------|-----------|----------|--------------|
| Female Gender Roles | Female | 156 | 4,03 | ,76 | 4,68 | ,000* |
| | Male | 150 | 3,62 | ,74 | | |
| Male Gender Roles | Female | 156 | 4,26 | ,73 | 2,97 | ,003* |
| | Male | 150 | 3,99 | ,89 | | |
| Egalitarian Gender Roles | Female | 156 | 4,48 | ,51 | 4,07 | ,000* |
| | Male | 150 | 4,18 | ,74 | | |
| Traditional Gender Roles | Female | 156 | 3,98 | ,75 | 5,11 | ,000* |
| | Male | 150 | 3,52 | ,82 | | |
| Marriage Gender Roles | Female | 156 | 4,13 | ,47 | 3,99 | ,000* |
| | Male | 150 | 3,88 | ,61 | | |
| Total | Female | 156 | 4,18 | ,55 | 5,02 | ,000* |
| | Male | 150 | 3,84 | ,62 | | |

Note: * $p < 0.05$

When the results of the independent samples t test conducted to determine whether the gender roles attitude differed according to gender, a significant difference was found. In all sub-dimensions, the scores of female athletes were significantly higher than the scores of male athletes ($p < 0.05$).

Table 7. T Test Results of Gender Roles Attitude Scores According to Sport Type Variable.

| <i>Sub-Dimension</i> | <i>Sport Type</i> | <i>n</i> | \bar{x} | <i>sd</i> | <i>t</i> | <i>p</i> |
|--------------------------|-------------------|----------|-----------|-----------|----------|--------------|
| Female Gender Roles | Team | 198 | 3,74 | ,75 | -2,92 | ,004* |
| | Individual | 109 | 4,00 | ,79 | | |
| Male Gender Roles | Team | 198 | 4,00 | ,89 | -3,85 | ,000* |
| | Individual | 109 | 4,37 | ,62 | | |
| Egalitarian Gender Roles | Team | 198 | 4,25 | ,67 | -3,34 | ,001* |
| | Individual | 109 | 4,50 | ,58 | | |
| Traditional Gender Roles | Team | 198 | 3,65 | ,80 | -3,28 | ,001* |
| | Individual | 109 | 3,96 | ,81 | | |
| Marriage Gender Roles | Team | 198 | 3,91 | ,59 | -4,37 | ,000* |
| | Individual | 109 | 4,19 | ,44 | | |
| Total | Team | 198 | 3,91 | ,62 | -4,21 | ,000* |
| | Individual | 109 | 4,21 | ,53 | | |

Note: * $p < 0.05$

In table 7, when the results of the independent samples t test conducted to determine whether the gender roles attitude scores differed according to the type of sport were examined, it was seen that there was a significant difference in all sub-dimensions. In all sub-dimensions, the scores of the athletes who played individual sports were significantly higher than those who played team sports ($p < 0.05$).

Table 8 shows the relationship between Multidimensional Sportspersonship Orientation and Gender Role Attitude As a result of the Pearson correlation analysis conducted to examine the relationship between the participants' multidimensional sportspersonship orientation and gender roles attitudes. The correlation values are defined as follows: 0.10 - 0.29 indicates a weak relationship, 0.30 - 0.49 indicates a moderate relationship, and 0.50 - 1.00 indicates a strong relationship (Cohen, 1988). It was determined that there was a moderate positive relationship between multidimensional sportspersonship orientation and gender roles attitudes. When analyzed on the basis of sub-dimensions, it is seen that the highest relationship is between the total score of the MSOS and the egalitarian gender roles sub-dimension. It was determined that there was a moderate positive relationship between the total score of the MSOS and the sub- dimensions of the GRAS, which are female gender roles, male gender roles, egalitarian gender roles, traditional gender roles and marriage gender roles. When the table is

Table 8. The Relationship Between Multidimensional Sportspersonship Orientation and Gender Roles Attitudes.

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---------------|--------|---------------|--------|---------------|--------|--------|--------|--------|--------|
| 1. Adaptation to social norms | r | 1 | | | | | | | | | |
| | p | | | | | | | | | | |
| 2. Respect for rules and management | r | ,670** | 1 | | | | | | | | |
| | p | ,000 | | | | | | | | | |
| 3. Commitment to responsibilities in sports | r | ,620** | ,550** | 1 | | | | | | | |
| | p | ,000 | ,000 | | | | | | | | |
| 4. Respect for opponent | r | ,580** | ,488** | ,340** | 1 | | | | | | |
| | p | ,000 | ,000 | ,000 | | | | | | | |
| 5. MSOS total | r | ,876** | ,814** | ,728** | ,806** | 1 | | | | | |
| | p | ,000 | ,000 | ,000 | ,000 | | | | | | |
| 6. Female gender roles | r | ,340** | ,278** | ,296** | ,261** | ,360** | 1 | | | | |
| | p | ,000 | ,000 | ,000 | ,000 | ,000 | | | | | |
| 7. Male gender roles | r | ,366** | ,303** | ,401** | ,192** | ,372** | ,637** | 1 | | | |
| | p | ,000 | ,000 | ,000 | ,001 | ,000 | ,000 | | | | |
| 8. Egalitarian gender roles | r | ,427** | ,324** | ,413** | ,245** | ,421** | ,603** | ,469** | 1 | | |
| | p | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | | | |
| 9. Traditional gender roles | r | ,385** | ,306** | ,308** | ,285** | ,394** | ,723** | ,727** | ,455** | 1 | |
| | p | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | | |
| 10. Marriage gender roles | r | ,372** | ,244** | ,367** | ,109 | ,315** | ,634** | ,738** | ,581** | ,693** | 1 |
| | p | ,000 | ,000 | ,000 | ,057 | ,000 | ,000 | ,000 | ,000 | ,000 | |
| GRAS total | r | ,449** | ,349** | ,422** | ,267** | ,446** | ,866** | ,864** | ,722** | ,874** | ,855** |
| | p | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 |

Note: **p<0.01

analyzed, the highest correlation is between "Egalitarian Gender Roles", which is a sub-dimension of the GRAS, and "Adaptation to social norms", which is a sub-dimension of the MSOS ($r=427$). The lowest relationship is between the sub-dimension "Marriage Gender Roles" of the GRAS and the sub-dimension "Respect for Opponent" of the MSOS ($r=109$).

4. DISCUSSION

The discussion of the findings obtained in this study, which aims to examine the attitudes of Generation Z towards gender roles and their multidimensional sportspersonship orientations, is included in this section. When we look at the sportspersonship orientation levels of the athletes, the highest score is in the sub-dimension of commitment to responsibilities in sports, while the lowest score is in the sub-dimension of respect for opponent (Table 3). In this direction, when we look at the statements in the sub-dimensions, in the sub-dimension of commitment to responsibilities in sports, there are statements related to athletes' participation in training, their efforts during sportive struggle and their self-development, while in the sub-dimension of respect for the opponent, it includes informal fair play behaviors such as not taking advantage of the disadvantageous situation of the opponent and helping the referee to make the right decision. This result makes sense when the average age of the research group is taken into consideration. It is stated that Generation Z is a more result-oriented and dissatisfied generation (Taş et al., 2017). Considering this situation, it is thought that athletes fulfill the responsibilities related to their own development in order to achieve a good result, but in doing so, they ignore seeing the opponent as a partner in the realization of the sport, especially since the concept of winning in sports is glorified today and therefore the ambition of athletes to win is reinforced, and the desire to receive awards overshadows sportspersonship. It can be said that result-oriented thinking is an important factor in this regard.

When we look at the relevant studies in the field; In Kılıç's (2019) study examining the personality traits and fair play orientations of sports management department students, it was seen that the lowest score was for respect for the opponent. Similarly, in Sezen's (2009) study with professional athletes and Gümüş's (2019) study on sportspersonship orientation in generation x, it was observed that the lowest scores of the participants belonged to the respect for the opponent option. Lemyre et al. (2002), in their study on Norwegian male soccer players between the ages of 13 and 16, found that the highest score in the sportspersonship orientation scores of the participants was in the sub-dimension of commitment to responsibilities in sports

and the lowest score was in the respect for opponent sub-dimension. These results are in parallel with the results of our study.

In the study, it was questioned whether multidimensional sportspersonship orientation of athletes differed according to gender (Table 4). According to the results of the analysis, there is a significant difference in favor of women in all sub-dimensions of the Multidimensional Sportspersonship Orientation Scale ($p < 0.05$). The scores of female athletes are significantly higher than male athletes. First of all, it is thought that the use of a discriminatory language by coaches and fans, which we see in the sports media, the patriarchal judgments that this language feeds on, and these judgments combined with concepts such as power, ambition and competition attributed to men in sports activities (Bulgu and Koca, 2005) negatively affect the level of sportspersonship orientation of male athletes.

It is possible to see similar results when we look at the studies on the subject. When we look at the study of Pepe et al. (2019) on the examination of fair play behaviors of amateur athletes engaged in active sports, it was concluded that female athletes showed more sportspersonship behaviors than male athletes. In the study of Gürpınar and Kurşun (2013) with basketball players and football players, the sportspersonship levels of female participants were higher than male participants. In Kulaber's (2021) study on the sportspersonship level of students studying in sports high school and physical education and sports college, the scores of male participants were higher (unpubl. data), while Teke (2018) concluded that the sportspersonship understanding of female athletes was more positive than male athletes in his study. As a different finding, in the study conducted by Ponseti et al. (2016) with basketball players, all participants found behaviors that comply with sportspersonship and behaviors that do not comply with sportspersonship acceptable to the same extent, while female participants found rough play and cheating more acceptable than men.

In the study, it was questioned whether the multidimensional sportspersonship orientations of the athletes differed according to the sport type (Table 5). When the results of the analysis are analyzed, a significant difference is observed in the sub-dimensions of "Respect for Rules and Management", "Commitment to Responsibilities in Sports" and total score of the Multidimensional Sportspersonship Orientation Scale ($p < 0.05$). The scores of individual athletes were significantly higher than those of team athletes. When the items in these sub-dimensions are examined, the sub-dimension of respect for rules and management includes statements related to respect for referee decisions and field officials, compliance with the rules required by sports, while the sub-dimension of responsibility includes items related to

regular participation in training and showing the necessary effort in matches, and trying to compensate for the deficiencies of the athlete.

When individual sports are compared with team sports, it is thought that athletes who play individual sports assume more responsibility during the competition and this contributes significantly to the development of responsibility awareness. At the same time, it can be said that athletes behave more carefully in training and competition because the attention is focused on a single person in individual sports. When we look at the literature, it is possible to come across studies with different results. Uysal (2022), in his study on Sports Sciences students, found that the sportspersonship scores of athletes interested in individual sports were higher (Unpubl. data). He stated that the reason for this finding is that the sense of competition is also high due to the fact that there are more financial resources in team sports and therefore team athletes move away from sportspersonship behaviors. As a different result, Karanfil et al. (2017) found that the sportspersonship scores of those who played team sports were higher in their study. They attributed this finding to the fact that there are more opportunities for communication and cooperation in team sports. Kılıç (2019) concluded in his study with university students that the sportspersonship scores of athletes who play team sports are higher than those who play individual sports.

When the participants' attitudes towards gender roles are analyzed, the highest score is in the "Egalitarian Gender Roles" sub-dimension, while the lowest score is in the "Traditional Gender Roles" sub-dimension (Table 3). When we look at the items in the Egalitarian Gender Roles sub-dimension, there are items that emphasize gender equality in family life, social life and individual rights. When we look at the Traditional Gender Roles sub-dimension, this sub-dimension includes items that reflect women as dependent on men and express the distribution of tasks between the sexes based on stereotypes. Based on this finding, it can be said that people adopt egalitarian attitudes in general, but the effect of social stereotypes in the context of gender still persists in their attitudes.

Looking at the studies conducted in the field; Erzeybek (2015) examined the attitudes of parents towards gender roles; the highest score belongs to the "Egalitarian Gender Roles" sub-dimension, while the lowest score belongs to the "Male Gender Roles" sub-dimension. Geçici et al. (2017); Öngen and Aytaç (2013) in their studies with university students, the highest scores of the participants in both studies belong to the "Egalitarian Gender Roles" sub-dimension, while the lowest score belongs to the "Male Gender Roles" sub-dimension. As another study, Seven (2019) examined the gender roles attitudes of university students and

found that the highest score for the attitudes of the participants was in the "Gender Roles in Marriage" sub-dimension, while the lowest score was in the "Egalitarian Gender Roles" sub-dimension. It is stated that the participants have a traditional attitude towards gender.

As another result of the study, it was determined that the gender roles attitudes of the participants showed a significant difference according to gender ($p < 0.05$). In all sub-dimensions of the Gender Roles Attitude Scale, the scores of female athletes were significantly higher than male athletes (Table 6). The patriarchal structure may be an effective factor in the emergence of this result. It is thought that this situation also affects sports and the attitudes of athletes who are the subjects of sports. Considering the numerical imbalance of gender distribution in sports branches, sports media and unequal practices in sports, it can be said that there is a masculine domination. For this reason, it is thought that patriarchy finds a legitimized ground in the subconscious of societies. In the case in question, it is thought that traditional attitudes such as the situations that we see from time to time in sports environments that leave women in the second place and the glorification of athletic movement by associating it with masculinity have become an element that male athletes feed on. Thus, it can be said that the inequality created is over shadowed in the eyes of male athletes and their attitudes become negative in this way.

Similar results are observed in the literature. In their study, Seçgin and Tural (2011) found that the gender attitudes of female participants were more egalitarian than male participants. In Yıldız and Keçeci's (2016) study on sports sciences students, the gender role attitudes of female participants were higher than male participants. In Önder et al.'s (2013) study on university students, it was concluded that male participants had a more traditional attitude towards gender roles than female participants.

When gender roles attitude was analyzed in terms of sport type, a significant difference was observed in all sub-dimensions of the Gender Roles Attitude Scale ($p < 0.05$). In all sub-dimensions, the scores of individual athletes were higher than those of team athletes (Table 7). When this result is considered within the framework of the sample group of the study, when the peer bullying experiences of Generation Z are evaluated in the context of sports environments, it is thought that bullying behavior exists at the same rate with more interpersonal interaction and communication in team sports and this situation has a negative effect on social behavior attitudes. Related studies show that a similar difference exists not only in the sports environment but also in the leisure time environment (Gumus, 2018). As a matter of fact, Taştekin and Bayhan (2018) also stated that individuals included in Generation Z show

bullying behavior. It is stated that the digital platforms integrated with Generation Z and the globalizing world characteristics also affect the entertainment sector, fashion and social behavior, and individuals who do not comply with this "uniform" in the community are exposed to peer bullying (Karadağ, 2022). Berger and Luckman (2022) state that these digital platforms, in particular, openly display a plurality of individuals' lives, attitudes and thoughts. At the same time, it is thought that individual athletes carrying the burden of sporting struggle alone enables them to develop characteristics such as self-evaluation and sportive self-criticism. For this reason, it can be said that their awareness levels develop accordingly and positively affect their attitudes.

Looking at the literature, Çelikel et al. (2020) concluded in their study that the empathy tendency of individual athletes was higher. Lee et al. (2007) examined the moral decision-making of athletes and concluded that the moral decision-making levels of individual athletes were higher than those of team athletes. Uysal (2022) examined the personality traits of athletes and found that the scores of individual athletes on the traits of responsibility and mildness were higher than those of team athletes. Kılıç and İnce (2021) found that the competence scores of individual athletes were higher than those of team athletes and stated that it was effective for individual athletes to spend more time with their coaches.

As a result of Pearson correlation analysis, a moderate positive relationship was found between multidimensional sportspersonship orientation and gender roles attitude (Table 8). When analyzed on the basis of sub-dimensions, a moderate positive relationship was found between multidimensional sportspersonship orientation and gender roles scale sub-dimensions of female gender roles, male gender roles, egalitarian gender roles, traditional gender roles and marital gender roles. This finding can be interpreted as the attitude towards gender roles becomes more positive as the level of sportspersonship increases. The multidimensional consideration of sportspersonship in the study also emphasizes the place of sportspersonship perspective in social life by including informal/social fair play. It is known that the place of sports is very important in ensuring the holistic development of the individual. When the aforementioned holistic development is articulated with the concept of sportspersonship, it can be said that it also expresses that it should provide a permanent and traceable moral development at the point of personal development. Because, as stated, moral characteristics such as goodness, tolerance, respect, which are included in the scope of the concept of sportspersonship, are distinguished by the consistent continuation of moral behavior not only in sports environments but also in the behavior patterns of people in their social lives

(Kavasoglu et al., 2024; Popescu and Masari, 2010). When considered in this direction, the improvement of gender inequality, which appears as a problem element in sports and social life, through sports makes the human profile aimed by the fair play ideal effective through athletes.

5. CONCLUSIONS AND RECOMMENDATIONS

According to the results obtained, sportspersonship orientation and gender role attitudes of athletes differ according to gender and sport type variables. At the same time, it was concluded that there is a moderate positive relationship between sportspersonship orientation and gender role attitudes. It is thought that studies aimed at increasing the formal and informal fair play behaviors of athletes can play a healing role in issues such as gender that have not yet been fully resolved. The concepts of respect, tolerance and empathy contained in the ideal of fair play should be effective not only in sports but also in ensuring gender equality.

In parallel with these results, the lowest score obtained from the sportspersonship scale belongs to the "Respect for the Opponent" sub-dimension, which reflects the informal fair play understanding. In this direction, sportspersonship orientations of athletes can be increased socially by ensuring that they take part in social responsibility projects in the context of sporting activities and in this direction, by making them experience the experience of doing a good behavior for someone else. Considering the fact that male athletes' gender role attitudes and sportspersonship orientations are more negative than female athletes, coaches and sports media employees, who have an important role for athletes, can be encouraged to use the "Gender Sensitive Language Guide in the Field of Sports" (KASFAD, 2015) to set an exemplary attitude for athletes. This study was conducted with athletes in Mersin and is limited to the variables of sport type and gender. It is believed that future research involving different sample groups, such as coaches and physical education teachers, will make significant contributions to the literature.

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7. CONFLICT OF INTERESTS

No conflict interests

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