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Original Article

The Multidimensional Sportspersonship Orientation Scale (MSOS-25) Cultural Adaptation in Kenya

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Empathy,
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Kenya.

In the course of my work so far, I have repeatedly emphasised and drawn attention to the loss of morality and value in societies, which affects sports in all areas of life. Today we are far from the original values of the sport and the ideals of Baron Coubertin, from fair play as a pure game. Perhaps the best in the sports segment is fraud, fur, and doping scandals. There are some attitude tests in the international literature to measure sportspersonship, cheating, and fair play, which are internationally validated questionnaires and/or scales. My present work is intended to present the first quantitative results of comprehensive, larger-scale research. In my study, the results of the Multidimensional Sportspersonship Orientation Scale (MSOS-25) are presented. The research questions were that significant differences could be detected between men and women on each subscale; How do young people relate to sportspersonship; Do school type and sport participation significantly influence this; What is the relationship between each scale as a function of age? The research was completed by 1208 students. 59% of the respondents studied in higher education and 41% in public education in primary or secondary schools. In terms of gender ratio, 46% were boys, and 54% were girls. Only Kenyan state-funded institutions participated in the sample. Based on the results, it can be said that the adaptation of the questionnaire was successful for MSOS-25; Cronbach's alpha had a value of 0.742. Age is not a differentiator factor for either questionnaire; however, gender and school type already show significant differences.

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INTRODUCTION

Today we are far from the original values of the sport and the ideals of Baron Coubertin, from fair play as a pure game. The loss of morals and values experienced in societies and its process can be named a research problem. The rapid development of technology, the broadening of the world of research and the idea of much-emphasised internationalisation provided an opportunity for an international examination of the meaning of fair play, the moral values and the norm systems associated with it. The aim of the study is the cultural adaptation of one internationally validated indices/scale (MSOS-25) among Kenyan youth. The Multidimensional Sportspersonship Orientations Scale-MSOS-25 developed by Vallerand et al. (1997) were employed to explore the level of sportspersonship orientation and empathy. The MSOS-25 scale consists of 25 questions and includes five subscales. Participants had to mark on a five-grade Likert scale how well each statement fit the individual. (1= does not correspond to me at all, 5= corresponds to me exactly). The uniqueness of the study is to be the first to perform these tests in Kenya. The official language of Kenya, in addition to Swahili, is English (English is used in education and administration), so I did not need to do a translation, but a research team consisting of Kenyan educators and university lecturers reviewed the scale in terms of interpretability. As a result, I found that questionnaires can be queried in their original form.

It is important to note that my research is related to the field of educational science. Contrary to the developer of the original questionnaire/scale, I did

not conduct the study on elite athletes. The aim of my study is to assess the attitudes of young people studying at different levels of the education system towards the concepts. The criterion for inclusion in the sample was not related to sports (competitive sports). Regardless of this, the respondents engage in physical activity either in school or as a hobby in their free time.

Researcher Questions:

- What significant differences can be revealed between a man and a woman on each subscale?
- How do young people relate to sportsmanship? Does the type of school and sports play significantly influence this?
- What is the relationship between each scale depending on age?

My study is built around concepts such as empathy, fair play, and sportsmanship. My research is carried out within the Kenyan education system, so I have also tried to draw from this medium in the research history that is being analysed, not excluding athletes from students or faculty. Both families and actors in the education system have a major role to play in shaping the values and norms of the rising generation. The aim may be to act in the spirit of fair play in all areas of life and this should become an inner natural urge/instinct, thus embedded in the character of the young ones. From the point of view of my work, the concept of fair play means at the same time acting along the rules as well as respecting the other party, ourselves, and the rules (here we mean not only the rules of the given sport but also the rules of ideas and norm system in

societies). Undoubtedly, one of the best fields of all so far is (was) sports. Today, however, it is not the only mediating medium (Hideg, 2021). Although the concept of fair play is often confused with the concept of sportsmanship, these are two separate concepts, even though they have common points. According to Zsolt (1983), a person who are sportsmanlike presents written and unwritten moral rules, norms, does not deceive anyone and does not use unfair means against others. According to Vallerand et al. (1997), sportsmanship can be defined as respect for rules, referees, social norms and the opponent, commitment to the sport, and a relative lack of negative behaviours related to participation in sport.

Overall, the definition of fair play varies widely, but there is a common point in the definitions. The concept stems from sports, but it is not just a concept that is closely related to morality, empathy, sportsmanship, and respect for others, it can also be understood as a philosophy. Today the concept and spirit of fair play are present in all areas of life (Hideg, 2021).

Research Background

In their study, Karatas and Savas (2019), sports students from six Turkish universities were tested ($n=949$) in the 2017/2018 academic year with a 20-item version of MSOS. Concerning the distribution of answers given to the scale questions, it has been determined that the reliability coefficient of Cronbach's Alpha is 0.82. Analysing the MSOS and sub-dimension mean scores of students by the variable of sex, it is observed that there is a significant difference between females and males in all sub-dimensions except for the first sub-dimension (Respect for social conventions) by the variable sex ($p<0,05$). Studies were also carried out on age groups, grades, and sporting habits. It has also been ascertained that there are significant differences in the variables of sex, age, and grade studied in terms of the multidimensional sportpersonship orientation of students ($p<0.05$). However, no significant difference was observed in

the variables of the university studied and doing sports ($p>0.05$).

Burgueño and Medina-Casaubón (2020) used the MSOS-25 test as part of an intervention program (where they took measurements before and after) involving 148 high school students who were randomised into an experimental group ($n = 74$), which received 16 basketball lessons under sport education conditions (SE), and a control group ($n = 74$), which received 16 basketball lessons following a traditional teaching (TT) approach. The results of this research reflected the significant improvement of four of the five sportsmanship orientations (i.e., respect for social conventions, respect for rules and officials, respect for one's full commitment toward sport participation, and respect and concern for the opponents) outlined by Vallerand et al. (1997) after a SE season.

Özsari and Altin (2021) also used the MSOS 20-question 4-underscal version on 95 athletes in the study, depending on the gender variable of the candidate national athletes, in all sub-dimensions except for the "Respect and concern for the opponent" sub-dimension of the sportsmanship scale. The average values of female athletes were found to be higher than that of male athletes and this change was found to be statistically significant. In all sub-dimensions except respect for the opponent, the average values of younger athletes were found to be higher. It was determined that the average values of high school athletes in the sub-dimension of "Respect for the rules and the officials" in sportsmanship tendency in the educational level variable of candidate national athletes were significantly higher than the average values of the athletes in the university group. It has been determined that there are significant differences in favour of athlete students at the secondary education level in the sub-scale of respect for the rules and the officials.

Sezen-Balcikanli and Yildiran (2012) studied professional athletes and footballers ($n = 130$) with the 20-question version of MSOS and the

Interpersonal Reactivity Index (IRI). Revealed that the subscales of fair play were positively correlated with those of sportpersonship orientation. “Respect for social conventions” and “fantasy” were found to be positively correlated with each other ($r=0.217$; $p<0.05$). Likewise, “empathic concern” was positively associated with “respect for social conventions” ($r=0.447$; $p<0.01$). There is a significant relationship between “respect for social conventions” and “perspective taking” ($r=0.249$; $p<0.01$). “Respect for officials and rules”, another subscale of the sportpersonship orientation scale, was found to be positively associated with “empathic concern” and “perspective taking” ($r=0.365$, $p<0.01$; $r=0.197$; $p<0.05$). When the correlation between the subscale of IRI and MSOS is examined, it has become clear that the more empathic skills football players develop, the more their sportpersonship orientation increases.

MATERIAL AND METHODS

Young Kenyans from three levels of the education system (primary school, secondary school, and university) participated in the study. The survey was conducted both online and on paper. In the case of primary and secondary schools, it was not possible to complete the survey on the internet, given that there is no computer or internet in schools. And at

home, the number of families with such an information device is small. The survey was thus conducted on paper.

Data collection began in January 2023. For this purpose, negotiations with the heads of the institutions concerned began in the spring of 2022. I prepared a research plan for the research, which included the sampling steps in detail. Before filling out the questionnaire, the students were informed about the investigation and its process, as well as the assurance of anonymity.

Measurements

In my study, I performed Kenyan cultural adaptations of one internationally validated indices/scale among primary school students, secondary school students, and university students. The Multidimensional Sportpersonship Orientations Scale-MSOS-25 developed by Vallerand et al. (1997) were employed to explore the level of sportpersonship orientation and empathy. The MSOS-25 scale consists of 25 questions and includes 5 subscales. Participants had to mark on a five-grade Likert scale how well each statement fit the individual. (1= does not correspond to me at all, 5= corresponds to me exactly). (Table 1).

Table 1: The five subscales (MSOS-25)

Subscale	Example
Respect for social conventions	If I lose, I congratulate the opponent, whoever it is.
Respect for the rules and the officials	I respect the rules. Or I obey the referee
Respect for one’s full commitment to sport participation	I do not give up even after making many mistakes
Respect and concern for the opponent	I help the opponent get up after a fall
Negative approach toward the practice of sport	After a competition, I use excuses for a bad performance

Participants

The study involved 1208 young people from three levels of Kenya’s education system. Of those surveyed, 59% are university students, 16% are in secondary school, and 25% are in primary school.

In terms of gender ratio, 54% (653 people) are male and 46% (555 people) are female. Looking at their age, the youngest participant was 11, and the oldest was 50, with an average age of 21.15 years ($SD = 5.788$). My sample includes nearly 200 young

people over the age of 25 who have not been excluded because of inequality in Kenya's society and education system. According to statistical data, 80% of the population can read and write, but ordinary young people leave school at the age of 11. In Kenya, a family must always decide whether to send their child to school, thereby investing money in the young person's future or going to work and taking money home. It is common to have 17–19-year-olds in the same class as 11–12-year-olds. It is a regular, almost tendency for a child to be able to start school but to drop out for a year or so because he has to go to work. If the family's financial situation stabilises, you can continue schooling. As a result, the acquisition of qualifications is significantly delayed in time, and this may even be accompanied by early childbearing (15-18 years old). Therefore, due to this cultural peculiarity, in my study, we will not sharply separate the three levels of the education system during adaptation, but we will examine the individual subscales on the age and type of school variables. It is characteristic of their sporting habits that 96% of the young people surveyed (1161 people) play sports; here, we did not distinguish between school sports, recreational sports or competitive sports, regular physical activity was relevant for the study. The range of sports practised is very wide; the most popular are football, athletics, netball, and swimming. Due to Kenya's cultural, in this case, more economic/infrastructural characteristics (regular power outages, difficult internet access, high lack of

technical means), sampling took place both on paper and online at the same time. We were able to reach primary and secondary school students more easily with paper-based questionnaires. The university group was first involved in the research in an online form, but due to the shortness of the data collection time, we also filled out questionnaires on paper. Sampling took place over 2 months.

Analysis of Data

The data in this study were analysed using the statistical program SPSS v.28.0 for Windows (SPSS Inc, Chicago, USA). In addition to the descriptive statistics, a two-sample T-test, a One-Way ANOVA test, and Pearson's correlation calculation were used. The significance level was set at 0.001 or 0.005. The analyses were conducted according to gender, age, type of school and sports habit variables.

RESULTS

Multidimensional Sportpersonship Orientation Scale- 25

For the questionnaires, we examined their reliability using Cronbach's Alpha values. For MSOS, Cronbach's Alpha (α) is 0.742. Based on the results, we found the scales to be valid in the Kenyan sample; the adaptation was successful. Further examining the Values of the Subscales of Cronbach's Alpha (α) we can see the following (Table 2).

Table 2: Descriptive Statistic (Alphas, Means, Standard Deviations)

	(α)	M	SD
Multidimensional Sportpersonship orientations scale- MSOS	0.742		
1. Respect for social convention	0.696	18.99	4.840
2. Respect for the rules and the official	0.676	19.98	4.788
3. Respect for one's full commitment	0.686	19.35	4.322
4. Respect and concern for the opponent	0.717	17.98	4.335
5. Negative approach toward the practice of sport	0.71	14.20	5.001

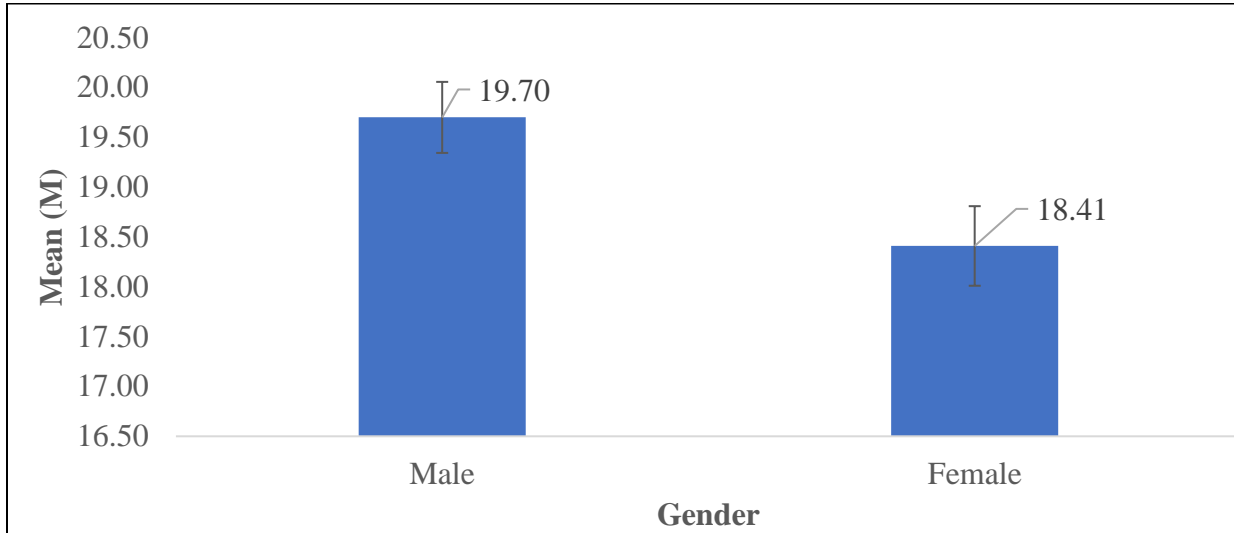
The sexes were examined on each subscale using a two-sample T-test. A significant difference (t

(1203)4.654 <0.001) was found between the average values of the scale for the first subscale

(“Respect for social convention”) (male $M=19.70$; female $M=18.41$) in favour of men. Thus, the men in the sample are more characterised by respect for

social conventions than women. The average values of the other subscales are not affected by the gender of the filler (*Figure 1*)

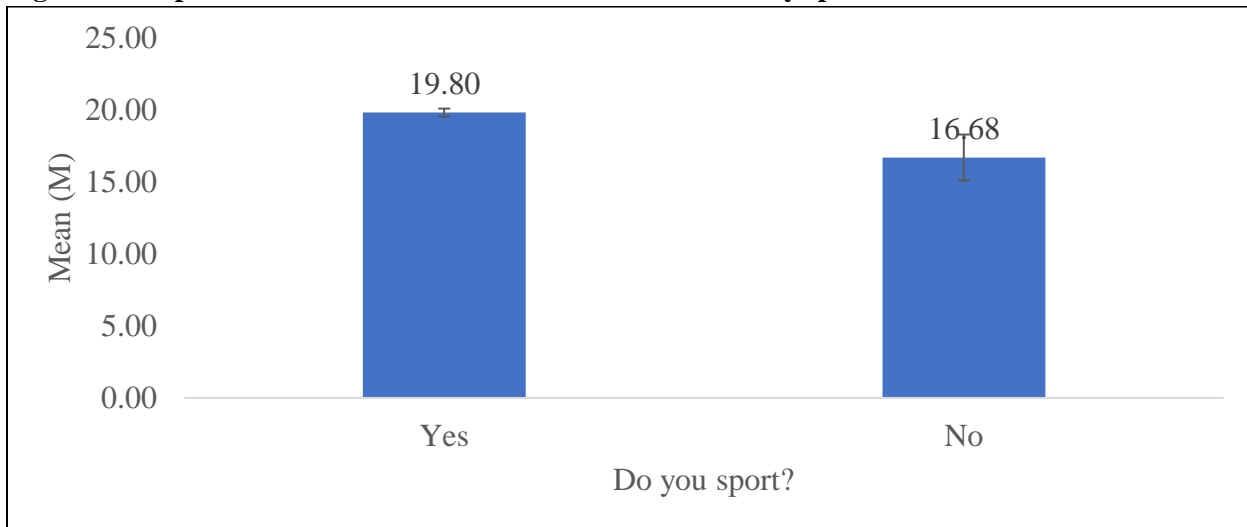
Figure 1: Respect for social convention subscale gender distribution



My next study concerned sports habits for each subscale. Since young people had two choices to choose from, yes sports or no sports, we used the two-pattern T-test here as well. As with the study of gender, a significant difference ($t_{(1206)} 3.349 < 0,001$) was obtained at the first subscale. On the “Respect for social convention” subscale, those who

played sports scored higher ($M = 19.08$) compared to those who did not ($M = 16.68$). So those who regularly engage in some form of physical activity are statistically more committed to respecting social conventions. The average values of the other scales are not affected by whether the young person surveyed plays sports or not (*Figure 2*).

Figure 2: Respect for social convention subscale distribution by sport



We also looked at the scales for school types using the ANOVA trial. Here the relationship between the

individual subscales and the type of school shows a more diverse picture. My sample includes three

types of schools for primary school students (n=306, M=18.20), secondary school students (n=185, M=17.13) and university students (n=717, M=19.81). Here, four subscales show a significant difference in 1. (Respect for social convention- F (2,1205)29,327 <0,001), 2. (Respect for the rules and the official- F (2,1205)7,570 <0,001), 3. (Respect for one's full commitment- F (2,1205)17,572 <0,001), 5. (Negative approach toward the practice of sport- F (2,1205)21,896 <0,001).

Based on the results, we can make the following findings:

The 1 (Respect for social convention), 2 (Respect for the rules and the official), and 3 (Respect for one's full commitment) on the subscale, undergraduates scored significantly higher than their younger peers.

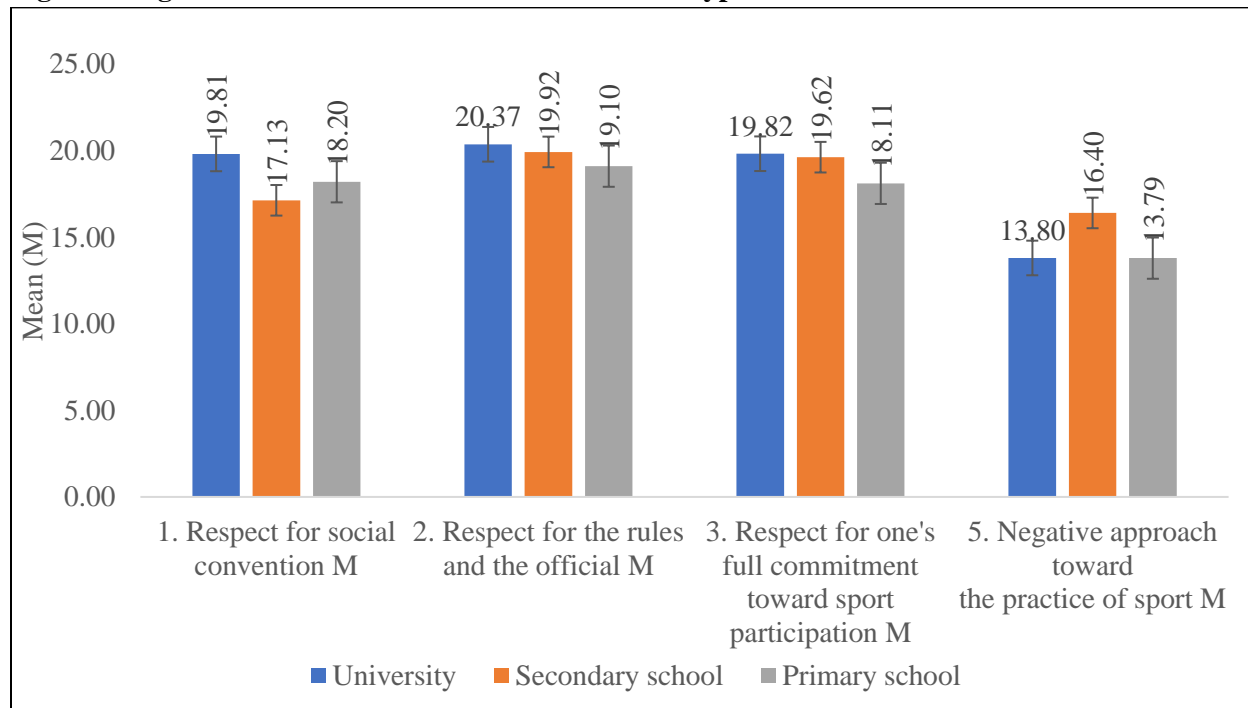
The 5 (Negative approach toward the practice of sport) subscale, which measures acceptance of

negative manifestations within sports, scored significantly higher among high school students. Based on this, it can be assumed that negative behavioural patterns associated with playing sports, such as criticising the coach or not acknowledging mistakes, are more characteristic of this group (high school).

The 1 (Respect for social convention)) on the subscale, the most significant difference is between college students and high school students. So, college students are significantly better able to identify with social conventions and respect for them, such as acknowledging an opponent's victory and congratulating and shaking hands.

The 2 (Respect for the rules and the official), and 3. (Respect for one's full commitment) subscale, the most significant difference was between university students and secondary school students. The former (university students) are more characterised by compliance with the rules and efforts to achieve their own performance and result (Figure 3).

Figure 3: Significant results of subscales on the school-type variable



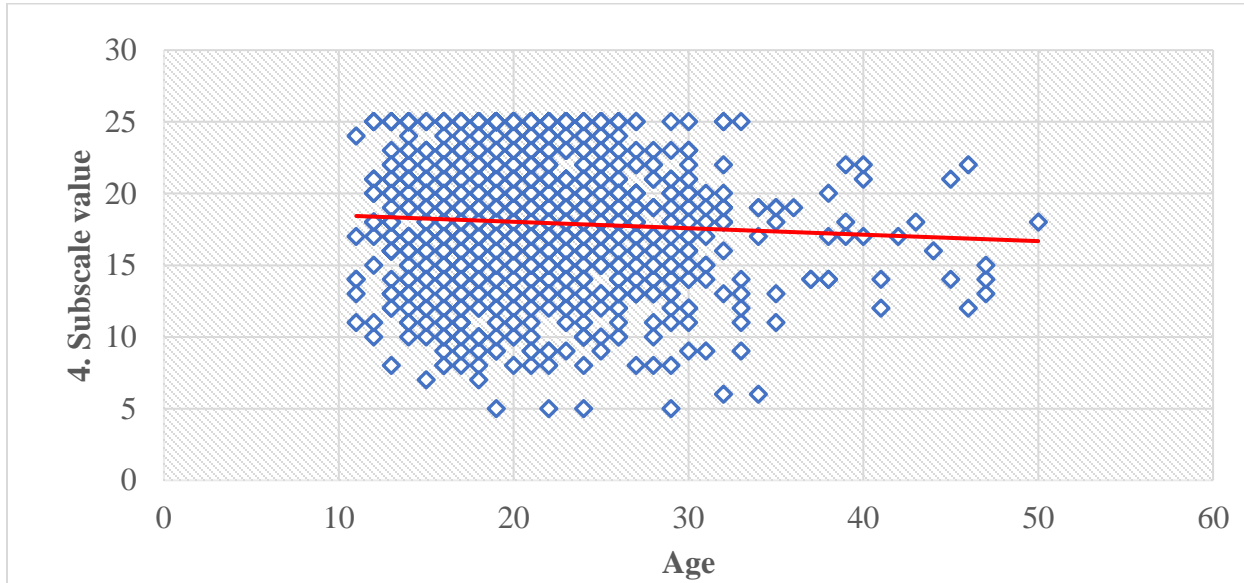
Finally, we also looked at the data in terms of age. Subscale 4. (Respect and concern for the opponent)

showed a relationship with age at a p=0.05 significance level. As a result of Pearson's

correlation calculation, we can conclude that the relationship is weak negative ($r = -0.060$), as age increases, the values of subscale 4. (Respect and

concern for the opponent) decrease, so the older the interviewee, the less important it will be for him, for example, to respect the opponent (*Figure 4*)

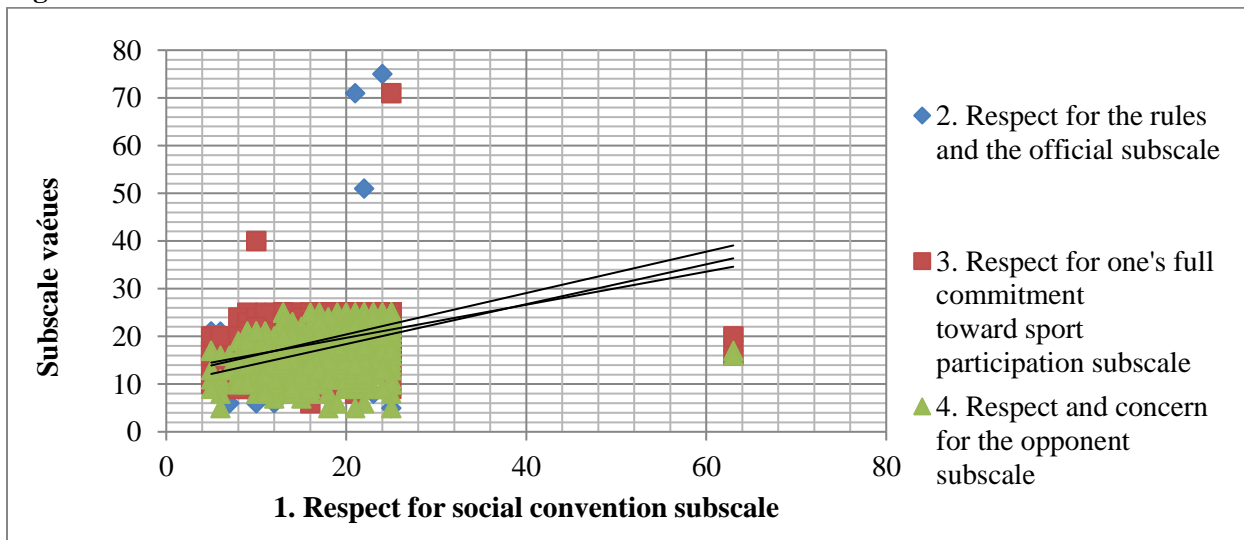
Figure 4: Respect and concern for the opponent subscale as a function of age



Further examining the relationships between the scales, we find that there is also a relationship between subscale 1. and subscale 2. ($r = 0.438$), 3. ($r = 0.388$), 4. ($r = 0.466$) at a significance level of 0.01. So, if the value of the first scale increases, then the value of the others also increases. Those

interviewed who respect social conventions are most likely to respect the rules and officials, those involved in sports (coach, audience) and opponents. The relationship between subscales 1., 2. and 3. is positive medium, while between 1st and 3rd is positive weak but sure (*Figure 5*).

Figure 5: Correlation of subscales



DISCUSSION AND CONCLUSION

In my work, I have set ourselves the goal of performing cultural adaptations of the internationally validated index/scales among Kenyan youth. Based on the results presented, the adaptation was successful, so I can be the first to publish the results of these tests in Kenya. In my study, I looked for answers to the following questions:

What significant differences can be revealed between a man and a woman on each subscale?

In the Multidimensional Sportpersonship Orientation Scale, we found a significant difference in favour of men in the case of the “Respect for social conventional” subscale, so men are more likely to adhere to social conventions than women. Karatas and Savas (2019), on the other hand, (although they took the fifth (negative subscale) out of the test, found a significant difference in favour of women on each of the subscales, except for subscale 1 (“Respect for social conventional”).

This result is consistent with the investigation of Özsari and Altin (2021), who also performed the MSOS-20 variant. In their case, women also showed significantly higher values on the three subscales except for the “Respect and concern for the opponent” subscale.

The Kenyan results showed that of all the subscales, only the subscale “Respect for social conventional” showed a significant difference and that, in contrast to other research, in favour of men, it can be explained by the fact that Kenya is a society based on traditions, initially based on 40 tribes, and adherence to traditions and adherence to social conventions is considered a primary value.

How do young people relate to sportsmanship and empathy? Does the type of school and sports play significantly influence this?

In the case of the Multidimensional Sportpersonship Orientation Scale, the Kenyan sample showed a

significant difference in favour of the young athletes on the first subscale (Respect for social convention). The opposite result of Karatas and Savas (2019) is the result of this result. On the same subscale, non-athletic young people achieved significantly higher results compared to their fellow athletes. With their conclusion that sports habits have no effect on sportsmanship, we disagree since my study showed a link between sports habits and sportsmanship, although only on a subscale.

Looking further at the Kenyan results of the MSOS-25 scale, we can also see that the type of school (primary school, secondary school, university) shows a significant difference in the four subscales. So, sportsmanship is affected by the level of education at which the Kenyan youth surveyed is studying. More characteristic of university students is the observance of social conventions, compliance with the rules and respect for the commitment of others. High school students will be characterised by acceptance of negative behavioural patterns. Contrary to my results, in the study of Özsari and Altin (2021), high school students scored higher on the subscale “Respect for the rules and the officials” for school types.

What is the relationship between each scale and age?

From the results of the MSOS-25 scale, we can conclude that a subscale showed a significant association with a weak negative relationship with age, that as age increases, respect for the other party or care becomes less and less important, along with sportsmanship. My results are the same as those of Karatas and Savas (2019), although they found a significant association on several subscales. My finding matches with age; the importance of sportsmanship, respect for the other party, and rules decrease. From the results of Özsari and Altin (2021), we can draw a similar conclusion. In their case, except for the respect for opponent subscale, younger respondents scored significantly higher.

We can state as a conclusion:

- Respect for social conventions is more characteristic of the men in the sample.
 - Those who regularly perform some physical activity are statistically more committed to respecting social conventions
 - Negative behaviour patterns related to sports, such as criticising the coach or not admitting mistakes, are more typical of high school students.
 - University students are significantly better able to identify with social conventions and respect them by following rules.
 - As you get older, it becomes less important to respect your opponent, for example.
 - Those interviewed who respect social conventions are most likely to respect the rules and officials, participants in sports (coach, audience) and opponents.
 - My present study contains the first results of a comprehensive study. Currently, the examined index/scale is being validated in Hungary. We plan to publish a comparative analysis soon, complemented by a broader literature background and research history.
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