

The Effect of Training Formalities on Sportsmanship Development:

A Case Study of Kasem Bundit University Futsal Club Professional Players

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Abstract

The purposes of this study are to assess the effectiveness of training formalities in desirable characteristics of sportsmanship development of professional players in Kasem Bundit University Futsal Club. Three steps of study are (1) to survey the training necessities and needs among players, administrators, coaches, assistant coaches and official, a total of 28 people; (2) to train 20 professional futsal players with three types of training formalities within one day, namely; using activities as a medium to develop self-emotional control, unity and harmony, and good courtesy, using video clips to learn to develop sport spirit and using group division to exchange knowledge and (3) to train formality assessment using content comprehension test on desirable characteristics and five-Level Likert's scale for open questions. Participating athletes congruently agreed with the most on self-emotional control and sports spirit of desirable characteristics of sportsmanship, and mostly agreed with good courtesy as well as unity and harmony. In conclusion, to train formalities on the desirable characteristics of sportsmanship development might satisfactorily help develop professional futsal players, notwithstanding that coaches should constantly intervene and nourish sportsmanship during training or before competition for better comprehension to enhance effectiveness of the training formalities.

Keywords: Training formalities, sportsmanship, sport spirit, Kasem Bundit University Futsal Club professional players

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Introduction

Nowadays sports are an important tool in developing human resources physically and mentally and have been deemed to be vital by the Thai government as evidenced by setting up of Ministry of Tourism and Sports to be responsible for national sports promotion; and development and continuous implementation of National Sports Development Plan, now in the 6th Plan spanning from 2560 to 2564 B.E. [1]. The ultimate goal has been national unity and harmony at all levels through sportsmanship. The first strategy in the plan is to promote knowledge and awareness about exercise and basic sports with one important strategic goal that children and adolescents must have knowledge and skills in exercise and be able to play at least one basic sports conforming to the rules and regulation of that sports in conjunction with awareness in discipline and sportsmanship. Unfortunately, goal setting, performance indices and measures have been poorly defined; hence, they are difficult to implement and evaluate to raise

awareness in discipline and sportsmanship among children and adolescents.

Therefore, human resource development via sports has not been successful as planned. Abrupt changes in socio-economic conditions, deterioration in ethics and virtue, and rush competitive lifestyle have brought about selfishness, unethical advantage taking, and personal benefits over common interest and so on. Sportsmanship was a thing of the past, only winning is sought after at all costs ending in quarrels, rage, and violence and only for the sake of business gains. Now it's high time to bring back sportsmanship and sports spirit so that our children are trained to realize winning, losing and forgiving, fair play and cheerfully accept any game outcome as it actually is.

The researchers have based characteristics of sportsmanship as defined by the Department of Physical Education and Health Promotion in 2522 B.E. that "sportsmanship is characteristic virtue of a sportsman expressible into good actions via bodily expression, verbal communication, and mindsets beneficial to oneself and others consisting of discipline, sports spirits of losing / winning

/ forgiving awareness, sacrifice, self-control, responsibility, non-advantage taking, honesty, good social conduct, and unity and harmony in the community” ; consequently, aimed to conduct a training program [3] To develop desirable characteristics of sportsmanship in adolescence towards players from Kasem Bundit University Professional Futsal Club, a professional league Futsal club in Thailand, whose players’ maturity are adolescent university students with occasional uncontrollable unsporting behavior under pressure and study the results thereof.

Materials and Methods

1. Participants

Participants selected for surveying the necessities and needs for training, the researchers used purposive sampling consisted of twenty players from Kasem Bundit University Professional Futsal League Club, four club executives, one coach, two assistant coaches and one official, a total of 28 persons.

2. Experimental procedure

The research was carried out in three main steps:

2.1 Surveying for necessity and needs for training. The researcher used purposive sampling consisted of twenty futsal players, four club executives, one coach, two assistant coaches, and one official, a total of 28 persons.

2.2 Conducting training program. The researchers used purposive sampling for the participants about twenty futsal players to attend sportsmanship development training program to enhance understanding of four desirable characteristics of sportsmanship, namely, self-emotional control, win/lose/forgive awareness, unity harmony and good courtesy. Three types of training were:

a. Training activities for development of self-emotional control, unity and harmony, and good courtesy. Three training stations were:

i. Entertaining maneuvers. Each participant must pass futsal ball through various different gates with correct legitimate maneuver under time constraints to be assessed for sportsmanship in self-emotional control.

ii. Trinity for success. A team of three players must coordinate each other to feed and pass Futsal ball in

various different directions under diverse conditions to be assessed for sportsmanship in unity and harmony.

iii. Stepping take jump. Each side sends a representative for confrontation. A ball is hanging above the heads between the two. Each player must jump to head the ball to ground in a legitimate manner without taking advantage of each other to be assessed for sportsmanship in good courtesy.

b. Video clip study to assess understanding sportsmanship in sports spirit of losing / winning / forgiving awareness.

c. Knowledge exchange activities. The trainer assigns different scenarios for participants to analyze to get the lessons and apply in daily life situations.

2.3 Evaluating the results. A content-oriented questionnaire was used to cover situations and roles in sportsmanship both positive and negative aspects of four desirable characteristics of sportsmanship, five questions each, a total of twenty questions. Open questions about appropriate knowledge management in setting training curriculum with five-level

Likert's scale were used to assess the training program.

Results

1. Survey

It was found from the survey regarding necessities and needs of desirable characteristics of sportsmanship from futsal players, executives, coach, assistant coaches and official of Kasem Bundit University Professional League Futsal Club that they congruently agreed upon four desirable characteristics of sportsmanship, namely, self-emotional control, sports spirit of losing/winning/forgiving awareness, good courtesy, and unity and harmony.

2. Training program

It was found that one day training was sufficient for enhancing the understanding of four desirable characteristics of sportsmanship and their development. On average, players agreed to the most on two characteristics; namely, self-emotional control (4.68 ± 0.42) in that in case of violent conflicts during competition, players should keep their emotions under control and leave the decision to referees, and sports spirit of losing / winning / forgiving awareness (4.64 ± 0.40) in that

upon the end of competition, players should respect the game outcome. While they mostly agreed to other two characteristics, namely, good courtesy (4.47 ± 0.39) in that in case of injury of opponents during competition, the player would immediately stop playing, and unity and harmony (4.45 ± 0.37) in that everyone must work as a team to win.

3. Assessment

In general, players participating in the training program were interested in the content, training patterns and styles, and learning components. At the end of each practice session, there were brainstorming, analyses and knowledge syntheses from the lessons learned in each station under the supervision of trainer to guide players for in-depth understanding, further practical application, and thought linking and integration in sportsmanship development.

Discussions

The researchers reviewed the literature on training program development procedures as per Chutimataewin (Srisattaratnamat, 2551) in 5 steps as follows:

1. Training need assessment step.

2. Providing with curriculum development, design and preparation step.

3. Training operation step.

4. Assessing and follow-up step.

5. Reviewing, improvement and research for innovation development.

Further integration with concepts from other academic specialists, a three-step training program development was established as follows:

1. Necessity and need assessment step. The survey was carried out to assess necessities and needs in training to formulate training objectives to satisfy target population in accordance with Mariam Nilphandhu (2543) that curriculum was compared as orientation in teaching and learning towards set goals. From 28 survey participants, it was found that the most congruent opinions regarding desirable characteristics of sportsmanship were self-emotional control, sports spirit of losing/wining/forgiving awareness, good courtesy, and unity and harmony in accordance with Chujit Rattanasarn (2516), Sa-ngium Prombunpong (2516), and Prapat Lucksanapisut (2521) (Intiraporn, 2523), Prayuth Sariman (2527, Duangphummes,

2553), and (Kaewchuay 2554) that described sportsmanship characteristics to be acceptance of realities in losing, winning and forgiving, respect of rules of the games, good courtesy both players and spectators in and out of competition stadium, sacrifice for common interest than personal benefits, responsibility, justice and also in accordance with McCarthy (Duangphummes, 2553) and Pawaree Kanchanapee (2522) for additional characteristics of non-advantage taking, helping others, honesty, and unity and harmony within groups, generosity, and acceptance of referee's decision making.

2. Training step. Training program for sportsmanship development was carried out with twenty professional futsal players from Kasem Bundit University Professional League Futsal Club by setting objectives obtained from afore-mentioned survey step in accordance with Cheecharee Naruethum (Charoenchaiprasert, 2546) that objectives of any training programs had to be specific in each project to enhance knowledge, improve understanding, increase skills and build attitude. So the objectives of this training program were to

improve understanding towards sportsmanship development. As a result, after training the most congruent understanding of desirable characteristics in sportsmanship development was self-emotional control as futsal was a fast game demanding high concentration. Therefore, if referees could not catch up with the game, or opponents deploy vicious tactics, players could lose emotional control leading to violence outbreak. Regarding sports spirit of losing/ winning /forgiving awareness, each participant well understood and fully agreed to respect decision-making outcome of the game, and after finishing the match, they asked for pardon and forgave reciprocally to each other. Regarding good courtesy, if any player or opponent got injured, players would immediately stop playing to express a sense of respect and worry towards same futsal professionals. Regarding unity and harmony, teamwork towards a common goal to win enhances team cohesion and collaboration. In conclusion, the training program had achieved its objectives for participants in getting a better

understanding about sportsmanship development.

3. Assessment step. In general, participants were satisfied and interested in content, training patterns and styles, and learning components. At the end of each practice session, there were brainstorming, analyses and knowledge syntheses from the lessons learned in each station under the supervision of trainer to guide players for in-depth understanding, further practical application, and thought linking and integration in the sportsmanship development in accordance with Choochai Smithikrai (in Sopit Srisattarattanam, 2551, p. 11) that training curriculum is the

systematic management of teaching and learning processes to enhance knowledge, understanding, capability, skills, attitudes and behaviour of personnel for improvement towards higher operational efficiency.

Conclusions

In conclusion, training formalities on the desirable characteristics of sportsmanship development could satisfactorily help to develop professional futsal players, notwithstanding that coaches should constantly intervene and nourish sportsmanship during training or before competition for better comprehension to enhance effectiveness of the training formalities.

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