

Examination of the relationship of sport with tolerance and patience in children

Mehmet Behzat Turan¹, Mustafa Soner Yüce²

¹ Erciyes University, Faculty of Sports Sciences, Kayseri, Turkey. behzatturan@erciyes.edu.tr ORCID ID: 0000-0002-5332-803X

² Erciyes University, Health Sciences Institute, Kayseri, Turkey. soneryuce0010@hotmail.com ORCID ID: 0000-0001-7896-6073

Abstract

Objective: to examine the relationship between tolerant behavior and patient behavior characteristics of students aged 9-14 who are educated at primary and secondary school levels.

Method: the sample consists of 316 students selected by simple random method, studying in various primary and secondary schools in the province of Kayseri under the Ministry of National Education. Tolerant behavior, patient behavior scale, and *Personal Information Form* prepared by the researcher, were used as data collection tools in the study. The data obtained from the *Personal Information Form* were statistically analyzed with the SPSS 22.0 package program. In the comparison of data between two variables, t-test was applied in independent groups, and one-way analysis of variance was applied in the comparison of three or more variables. In addition, Pearson Moments Correlation test and regression analysis were applied.

Results: according to the age variable of the students, the scores of the students participating in sports from the tolerant behavior scale showed a significant difference. In addition, a significant difference was found in the scores of the students from the patient behavior scale according to their participation in sports. When the gender and grade variables of the students were examined, no significant difference was observed. In addition, when the correlation analysis of the tolerant behavior and patient behavior scales was examined, it was determined that the relationship was positive and it was determined that the relationship was higher in students participating in sports. As a result, the state of doing sports has affected many areas as well as showing tolerant behavior and patient behavior.

Conclusion: for this reason, more environments can be created for primary and secondary school students to be intertwined with sports. In addition, it is thought that by increasing various sports activities and activities in schools, students who can keep bilateral relations more positive, respect

their teachers, be more tolerant and patient in the face of problems, have a high level of socialization, and have a sense of belonging to the group can be raised.

Keywords: Tolerant Behavior, Patience, Sports, Children.

Introduction

People is an entity that is in constant contact with their environment throughout their life. Human beings, who interact with others every day in their daily life, must have certain characteristic features to realize this interaction positively. The concepts of tolerance and patience, which are indispensable values in interpersonal relations, appear as values that affect communication positively and facilitate interpersonal interaction, and when appropriate, glorify people. These concepts have become an indispensable part of positive relationships.

Başaran (1995) defined the concept of tolerance, which expresses creating positive thoughts and feelings in people, as creating a suitable environment for oneself and others, in which people will establish positive relations with their environment, and exhibit more humane behaviors. We can say the following about the concept of tolerance: to accept people, nature, and the environment according to their ontological states with all their activities, to endure and suffer at the point of acceptance, not to hold grudges, and not to harbor enmity are the basic principles of tolerance (Aslan, 2001). In societies with little or no tolerance, people may be adversely affected by this situation. Because in societies composed of intolerant individuals, democracy, science, and scientific thought are difficult to develop (Gündüz, 1995). Regardless of people's political views, language, religious beliefs, worldview, and cultural identity, tolerance is necessary for everyone (Karataş, 1995). Tolerance is an essential part of life. Tolerance means patiently enduring our views and opinions, opinions that contradict the beliefs and thinking of the majority (Kaypak, 2016).

The concept of patience, which is associated with the concept of tolerance, is accepted as the capacity to accept or tolerate problems or delays in daily life without getting angry or upset (Mušić, 2013). According to Schnitker (2012), it is accepted as a tendency to wait calmly in the face of disappointment, distress, or pain. Patience is a strong emotional and behavioral style that allows people to face the difficulties and troubles they encounter in social life (Okçu & Pilatin, 2018), to control their own emotions and tendencies, and recognize themselves by recognizing the negativities of their souls (Sayın, 2012). The concept of patience has five aspects. These are perseverance, tolerance of boredom, inner peace, listening to the subject that requires patience, and being comfortable with delays (Lavelock, 2013).

The development of the concepts of tolerance and patience, which are essential values of personality traits, is directly proportional to sports in many studies. It has been observed that those who do sports are more lively, more extroverted, more hardworking, more patient, and more ready to establish social relations, better adapt to a new situation, and their emotional aspects are more balanced than those who do not (Dever, 2010). Ongul et al. (2017) determined that athlete

students were more confident in coping with stress and were more adaptable in a personal, social and general sense.

When sports activities are reduced to small age groups, they appear as games. The games are activities that provide children with learning environments by doing and living provides their social, emotional, mental, and physical development, gain experience, gain the ability to use objects, control their body, and develop their imaginations (Jones, 2001). Games are a tool that supports individuals in many aspects of social life and educational environments (Gözler et al., 2020). Thanks to play, children's tolerant behavior and respect for different experiences develop (Hazar, 1996). Through educational games, students gain values such as positive commitment, face-to-face interaction, communication and social skills development, and individual responsibility. It is crucial and necessary for children to be introduced and intertwined with these games in their daily lives and education lives, both for their personal and social development (Turan et al., 2020). In addition, the development of self-confidence in students, the emergence of different thoughts and interests, together with the development of leadership skills are provided.

In summary, games are activities that contribute positively to children's physical, mental and psychological development, gaining confidence, being in cooperation, belonging to the group, and developing positive commitment. At the same time, they are activities that teach and develop the sensitivity of individuals to the environment, learning to listen, respect, and tolerance by putting their interests in the background (Kara, 2010).

When children play games at an early age and when they become adults, they can establish healthy relationships with the people around them, work in cooperation and tolerance, be happy and successful in their lives, respect the thoughts and feelings of others, are tolerant of criticisms that come to them, and can look their way without hesitation even if they encounter failure (Ceylan, 2009).

Our study aims to examine the values of tolerant behavior and patient behavior and the relationship between individuals who do not participate in sports and those who participate in sports, according to some variables.

Method

Working group

This research is in the relational screening model. This screening model can be defined as “research models aiming to determine the existence and/or degree of variation between two or more variables” (Karasar, 2007).

It has a descriptive nature as it was determined the relationship between the tolerance, behavior, and patience effect of the students aged 9 to 14 years old studying in primary and secondary education institutions and the demographic characteristics of the candidates.

Data collection tools

During the implementation of the questionnaires to be made by the participants in the research, the researchers tried to create an adequate evaluation process for the participants by making the necessary explanations to each of the candidates in a wide period without rushing.

In addition, suitable conditions are provided for the candidates to fill out the forms in a comfortable environment. Data collection tools used in the research are tolerant behavior scale and patient behavior scale and socio-demographic information form.

Formation of volunteer groups

The research will be carried out through the working group. The study group consists of 316 students aged 9 to 14 studying at various primary and secondary schools affiliated to the Ministry of National Education in the province of Kayseri, selected by a simple random method (Çingir, 1994).

Socio-demographic information form

The demographic information formula in education consists of a working-and comprehensive information form in the literature and a pool of demographic information forms in the literature that have been reviewed and focussed on subtlety. Then help from statistics experts, and sociodemographic information formulas. This socio-demographic information formula, which was established, includes four questions regarding age, education, class, and sports status.

Tolerant Behavior Scale

During the development of the Tolerant Behavior Scale, the statements were written by the researcher to measure the dimensions of "respect for preferences", "forgiveness" and "understanding" were turned into a scale. The 13-item scale was applied to 260 students in two schools that were not included in the research. The findings obtained at the end of the application were transferred to the SPSS package program and interpreted. Factor analysis was conducted to reveal the new dimensions of the scale and to reveal the functionality of the dimensions formed as a result of expert opinions. The factor analysis aims to determine whether the prepared scale is single or multi-factorial. For this purpose, rotary factor analysis was performed.

The factor analysis results showed that the tolerance scale had two factors. The three dimensions taken into account during the scale preparation were not confirmed by the factor analysis results. The first factor of the Tolerant Behavior Scale consists of 9 items. It is seen that the items prepared to measure the dimensions of respect for preferences and forgiveness constitute this factor. The load values of the items found vary between 0.434 and 0.788. The factor obtained was named "Tolerating the mistakes and preferences of others". The second factor of the scale consists of four items. It is seen that the items prepared to measure the "understanding" dimensions constitute this factor. The factor obtained was named "Behaving with Conscientiousness to Those Around You". The load values of the items in the factor vary between 0.428 and 0.737.

As a result, a scale consisting of two factors and 13 items was obtained. The "Tolerant Behavior Scale" consisted of two factors. The first factor explains 28,901% of the total variance of the scale, and the second factor explains 12,236% of the total variance. The total variance explained by the two factors is 41,138%. Cronbach's Alpha value was calculated to determine the reliability level of the scale. The reliability level of the first dimension of the Tolerant Behavior Scale was 772, and the reliability level of the second dimension was 576. The reliability level of the Tolerant Behavior Scale is 741.

Patient Behavior Scale

During the development of the Patient Behavior Scale, the statements written by the researcher were arranged and turned into a measurement tool. The scale consisting of 10 items was applied to 260 fifth-grade students in two schools that were not included in the scope of the research. The findings obtained at the end of the application were transferred to the SPSS package program and interpreted. Factor analysis was conducted to reveal the new dimensions of the scale and the functionality of the dimensions formed as a result of expert opinions. The purpose of the factor analysis is to determine whether the prepared scale is single or multi-factorial. For this purpose, nobleman rotation factor analysis was performed. At the end of the factor analysis, the scale was found to have two factors. The first factor of the scale was named as "being patient with others". Loads of the items in the first factor of the scale ranged from 0.477 to 0.668. The second factor of the scale was named "self-control". Loads of the items in the factor vary between 0.524 and 0.818. As a result, a scale consisting of two factors and 10 items was obtained. The Patient Behavior Scale consists of two factors. The first factor explains 29,220% of the total variance and the second factor explains 12,763% of the total variance. The total variance explained by the two factors is 41,983%. Cronbach's Alpha value was calculated to determine the reliability level of the scale. The reliability level of the first dimension of the Patient Behavior Scale was 540, and the reliability level of the second dimension was 686. The reliability level of the Patient Behavior Scale is 679.

Analysis of data

The obtained data were analyzed with the SPSS 22 package program. As a result of the analysis, descriptive statistics are given as f and % distribution. The normality distributions of the data were tested with the Kolmogorov Smirnov Test and the skewness and kurtosis tests, and it was determined that the data showed normal distribution. With these results, our study decided to use parametric statistical test methods. In the comparison of the data obtained between two variables, t-test was applied in independent groups, while one-way analysis of variance was applied in the comparison of three or more variables. Lsd test was applied to determine the difference in the comparisons made in three or more groups. In addition, Pearson Moments Correlation test and regression analysis were applied. Statistical significance value was accepted as $p < 0.05$.

Findings

Table 1. Descriptive statistics-frequency and percentage values.

Variables	Category	N	%
Gender	Male	190	60,1
	Female	126	39,9
Age	9-10	87	27,5
	11-12	106	33,5
	13-14	123	38,9
Level	Primary school	153	48,4
	Middle School	163	51,6
Status of participating in sports	I do not participate in sports	158	50,0
	I participate in sports	158	50,0

Table 2. Descriptive statistics of participants' scores from tolerant behavior and patient behavior scales.

Scale	N	Minimum	Maximum	X \pm SS	Skewness	Kurtosis
Tolerating others' mistakes and preferences	316	29,00	40,00	36,78 \pm 3,53	-,997	-,146
Treating those around you with understanding	316	10,00	25,00	20,44 \pm 3,65	-,595	-,456
Be tolerant	316	40,00	65,00	57,12 \pm 6,03	-,777	-,068
Showing patience to others	316	14,00	30,00	24,97 \pm 3,85	-,457	-,693
Control yourself	316	10,00	20,00	17,88 \pm 2,05	-,801	,381
Patience	316	27,00	50,00	42,84 \pm 4,95	-,542	-,158

When table 2 is examined, the sub-headings of the Tolerant Behavior and Patient Behavior Scales of the participant's Tolerance to Others' Mistakes and Preferences sub-dimension 36.78 \pm 3.53, Tolerant Behavior sub-dimension 20.44 \pm 3.65, Tolerant Behavior sub-dimension 57.12 \pm 6.03. It is seen that the dimension of Patience with Others is 24.97 \pm 3.85, the dimension of Self-Control is 17.88 \pm 2.05, and the dimension of Behaving Patiently is 42.84 \pm 4.95.

Table 3. Comparison of the tolerant behavior and patience behavior scale scores of participants, according to their gender, whether they participate in sports or not.

	Scale	Gender	N	X±SD	t	p
I do not participate in sports	Tolerating Others' Mistakes and Preferences	Male	95	36,28±3,63		
		Famale	63	36,87±3,71	-990	,324
	Treating Those Around You With Understanding	Male	95	20,19±3,53	-297	
		Famale	63	20,35±3,52	,781	
	Be Tolerant	Male	95	56,31±6,12	-919	
		Famale	63	57,17±5,62	,360	
	Showing Patience to Others	Male	95	24,32±4,11	-257	
		Famale	63	24,48±3,66	,798	
	Control Yourself	Male	95	17,35±2,16	-273	
		Famale	63	17,44±2,23	,785	
	Patience	Male	95	41,66±5,44	-317	
		Famale	63	41,92±4,69	,752	
I participate in sports	Tolerating Others' Mistakes and Preferences	Male	95	36,96±3,60	-345	
		Famale	63	37,14±3,08	,730	
	Treating Those Around You With Understanding	Male	95	20,63±3,79	0,20	
		Famale	63	20,62±3,80	,984	
	Be Tolerant	Male	95	57,51±6,41	-215	
		Famale	63	57,71±5,68	,830	
	Showing Patience to Others	Male	95	25,43±3,84	-501	
		Famale	63	25,73±3,55	,617	
	Control Yourself	Male	95	18,49±1,74	1,033	
		Famale	63	18,19±1,86	,297	
	Patience	Male	95	43,93±4,70	0,008	
		Famale	63	43,92±4,27	,994	

*p<0.05, p<0.001.

When table 3 is examined, no significant difference was found in the sub-dimensions of Tolerance for Others' Mistakes and Preferences, Tolerance to Others' Mistakes and Preferences, Tolerance to Others, Tolerance to Others, Self-Control, and Patient Behavior, according to the gender variable of the students who did not participate in sports ($p>0.05$). According to the gender variable, there was no significant difference in the sub-dimensions of Tolerance for the Mistakes and Preferences of Others, Behaving Tolerantly, Behaving Tolerantly, Showing Patience to Others, Self-Control, and Behaving Patiently ($p>0.05$).

Table 4. Comparison of the tolerant behavior and patience behavior scale scores of participants, according to their ages, whether they participate in sports or not.

	Scale	Age	N	X±SD	f	p	Lsd
I do not participate in sports	Tolerating Others' Mistakes and Preferences	9-10 ^a	56	36,20±3,42	,638	,530	-
		11-12 ^b	45	36,38±3,92			
		13-14 ^c	57	36,95±3,70			
	Treating Those Around You With Understanding	9-10 ^a	56	20,29±3,23	,121	,886	-
		11-12 ^b	45	20,04±4,16			
		13-14 ^c	57	20,39±3,28			
	Be Tolerant	9-10 ^a	56	56,41±5,41	,326	,722	-
		11-12 ^b	45	56,31±6,65			
		13-14 ^c	57	57,16±5,87			
	Showing Patience to Others	9-10 ^a	56	24,16±3,47	,275	,760	-
		11-12 ^b	45	24,27±4,41			
		13-14 ^c	57	24,68±3,99			
	Control Yourself	9-10 ^a	56	17,38±2,12	,311	,733	-
		11-12 ^b	45	17,20±2,37			
		13-14 ^c	57	17,54±2,11			
	Patience	9-10 ^a	56	41,54±4,48	,360	,698	-
		11-12 ^b	45	41,47±6,17			
		13-14 ^c	57	42,23±4,90			
I participate in sports	Tolerating Others' Mistakes and Preferences	9-10 ^a	31	36,52±3,61	2,516	,084	-
		11-12 ^b	61	37,79±2,51			
		13-14 ^c	66	36,58±3,88			
	Treating Those Around You With Understanding	9-10 ^a	31	19,77±3,79	1,936	,148	-
		11-12 ^b	61	21,31±3,65			
		13-14 ^c	66	20,39±3,84			
	Be Tolerant	9-10 ^a	31	56,19±6,57	3,052	,050	-
		11-12 ^b	61	59,05±4,82			
		13-14 ^c	66	56,89±6,75			
	Showing Patience to Others	9-10 ^a	31	25,39±3,36	,037	,964	-
		11-12 ^b	61	25,59±3,90			

Scale	Age	N	X±SD	f	p	Lsd
Control Yourself	13-14 ^c	66	25,59±3,75	1,766	,174	-
	9-10 ^a	31	18,55±1,59			
	11-12 ^b	61	18,62±1,67			
	13-14 ^c	66	18,06±1,95			
Patience	9-10 ^a	31	43,94±4,23	,242	,785	-
	11-12 ^b	61	44,21±4,31			
	13-14 ^c	66	43,65±4,88			
	13-14 ^c	66	43,65±4,88			

*p<0.05, p<0.001.

When table 4 is examined, no significant difference was found in the sub-dimensions of Tolerance for Others' Mistakes and Preferences, Tolerance to Others' Mistakes and Preferences, Tolerance to Others, Tolerance to Others, Self-Control, and Patient Behavior according to the age variable of the students who did not participate in sports ($p>0.05$). While statistical significance was determined in the Tolerant Behavior sub-dimension according to the age variable ($p=0.05$), no significant difference was found in the sub-dimensions of Tolerance for the Mistakes and Preferences of Others, Tolerance to Others, Patience to Others, Self-Control, and Behaving Patiently ($p>0.05$).

Table 5. Comparison of tolerant behavior and patient behavior scale scores, according to the levels of participants, whether they participate in sports or not.

Scale	Level	N	X±SD	t	p
Tolerating Others' Mistakes and Preferences	Primary school	70	36,50±3,75	-058	,954
	Middle School	88	36,53±3,61		
Treating Those Around You With Understanding	Primary school	70	20,59±3,44	1,061	,288
	Middle School	88	19,99±3,57		
Be Tolerant	Primary school	70	57,01±6,11	,681	,494
	Middle School	88	56,36±5,79		
Showing Patience to Others	Primary school	70	25,03±4,05	1,852	,064
	Middle School	88	23,86±3,77		
Control Yourself	Primary school	70	17,60±2,22	1,096	,273
	Middle School	88	17,22±2,15		

	Scale	Level	N	X±SD	t	p	
I participate in sports	Patience	Primary school	70	42,63±5,43	1,872	,060	
		Middle School	88	41,08±4,81			
	Tolerating Others' Mistakes and Preferences	Primary school	83	36,88±3,61	-,596	,552	
		Middle School	75	37,20±3,15			
	Treating Those Around You With Understanding	Primary school	83	20,23±3,84	-	1,398	,164
		Middle School	75	21,07±3,69			
	Be Tolerant	Primary school	83	57,06±6,41	-	1,150	,252
		Middle School	75	58,17±5,75			
	Showing Patience to Others	Primary school	83	25,49±3,70	-,201	,841	
		Middle School	75	25,61±3,76			
	Control Yourself	Primary school	83	18,40±1,88	,178	,858	
		Middle School	75	18,35±1,70			
	Patience	Primary school	83	43,89±4,54	-,095	,925	
		Ortaokul	75	43,96±4,53			

*p<0.05, p<0.001.

When table 5 is examined, no significant difference was found in the sub-dimensions of Tolerance for Others' Mistakes and Preferences, Tolerance to Others' Mistakes and Preferences, Tolerance to Others, Tolerance to Others, Self-Control, and Patient Behavior according to the grade variable of the students who did not participate in sports ($p>0.05$). No significant difference was found in the sub-dimensions of Tolerance for the Mistakes and Preferences of Others, Tolerant to Others, Tolerant, Patience to Others, Self-Control, and Patience ($p>0.05$).

Table 6. Comparison of tolerant behavior and patient behavior scale scores according to participants' sports participation status.

Scale	Status of participating in sports	N	X±SD	t	p
Tolerating Others' Mistakes and Preferences	I do not participate in sports	158	36,52±3,66	-1,292	,197
	I participate in sports	158	37,03±3,39		
Treating Those Around You With Understanding	I do not participate in sports	158	20,25±3,52	-,909	,364
	I participate in sports	158	20,63±3,78		
Be Tolerant	I do not participate in sports	158	56,65±5,92	-1,383	,168
	I participate in sports	158	57,59±6,11		
Showing Patience to Others	I do not participate in sports	158	24,38±3,93	-2,722	,007*
	I participate in sports	158	25,55±3,72		
Control Yourself	I do not participate in sports	158	17,39±2,18	-4,398	,000*
	I participate in sports	158	18,37±1,79		
Patience	I do not participate in sports	158	41,77±5,14	-3,965	,000*
	I participate in sports	158	43,92±4,52		

*p<0.05, p<0.001.

When table 6 is examined, a significant difference was found in the sub-dimensions of Patience with Others, Self-Control, and Behaving Patiently according to the participants' participation in sports (p<0.05). No significant difference was found in the sub-dimensions of Tolerating Others' Mistakes and Preferences, Behaving Tolerantly and Tolerantly (p>0.05).

Table 7. Correlation coefficients between tolerance and patience levels according to the variable of participating in sports or not.

		1	2	3	4	5	6	
I do not participate in sports	Tolerating Others' Mistakes and Preferences ¹	r p N	1 158					
	Treating Those Around You With Understanding ²	r p N	,256** ,001 158	1 158				
	Be Tolerant ³	r p N	,712** ,000 158	,667** ,000 158	1 158			
	Showing Patience to Others ⁴	r p N	,305** ,000 158	,252** ,001 158	,413** ,000 158	1 158		
	Control Yourself ⁵	r p N	,364** ,000 158	,259** ,000 158	,530** ,000 158	,363** ,000 158	1 158	
	Patience ⁶	r p N	,406** ,000 158	,245** ,000 158	,440** ,000 158	,918** ,000 158	,702** ,000 158	1 158
	Tolerating Others' Mistakes and Preferences ¹	r p N	1 158					
	Treating Those Around You With Understanding ²	r p N	,398** ,000 158	1 158				
	Be Tolerant ³	r p N	,828** ,000 158	,842** ,000 158	1 158			
	Showing Patience to Others ⁴	r p N	,542** ,000 158	,376** ,000 158	,470** ,000 158	1 158		
I participate in sports	Control Yourself ⁵	r p N	,650** ,000 158	,609** ,000 158	,501** ,000 158	,256** ,001 158	1 158	
	Patience ⁶	r p N	,620** ,000 158	,649** ,000 158	,663** ,000 158	,924** ,000 158	,607** ,000 158	1 158

**p<0.001.

When table 7 is examined; With the feature of tolerating the mistakes and preferences of others, students who do not participate in sports; Patience to Others trait ($r=.305$, $p=.000$) positively low-significant relationship, Self-Control trait ($r=.364$, $p=.000$) positively low-significant relationship, Patience trait and ($r=.406$, $p=.000$) positive low-level significant correlations were found.

With its Insightful Behavior feature to those around it; Showing Patience to Others trait ($r=.252$, $p=.001$) was positively low significant, Self-Controlling trait ($r=.259$, $p=.000$) positively low

significant, Patience-behaving trait ($r=.245$, $p=.000$) positive low-level significant relationships were detected.

With the Tolerant Behavior feature; Showing Patience to Others trait ($r=.413$, $p=.000$) was positively low significant, Self-Controlling trait ($r=.530$, $p=.000$) positively low significant, Patience-behaving trait ($r=.440$, $p=.000$) positive low-level significant relationships were detected.

In addition, with the ability of students participating in sports to tolerate the mistakes and preferences of others; Patience for Others ($r=.542$, $p=.000$) is moderately significant, positive between Self-Control ($r=.650$, $p=.000$) is moderately significant, and Patience is moderately significant ($r=.620$, $p=.000$) positive moderately significant correlations were detected.

With its Insightful Behavior feature to those around it; Patience to Others trait ($r=.376$, $p=.000$) is positively low-significant, between Self-Control and ($r=.609$, $p=.000$) positively moderately significant, and Patience-behaving trait ($r=.649$, $p=.000$) positive moderately significant correlations were detected.

With the Tolerant Behavior feature; the Patience to Others trait ($r=.470$, $p=.000$) was moderately significant in the positive direction, moderately significant positively between the Self-Control trait ($r=.501$, $p=.000$), and Patience-behaving trait ($r=.663$, $p=.000$) and moderately significant positive correlations were detected.

Discussion and conclusions

The present study determined that there was no statistically significant difference between the tolerant behavior and patient behavior scales according to the gender of the students who did not participate in sports ($p>0.05$). It has been determined that the fact that female or male students do not participate in sports activities does not cause a significant change in their tolerance and patience patterns. In addition, no significant difference was found in the tolerance and patience levels of male and female students who participated in sports similarly. When the literature was examined, Kılıç (2017) could not detect a difference in the gender variable according to his research on the perception of tolerance. Eliöz et al. (2019) also found no difference in patient values according to gender. In addition, when the literature is examined, some studies do not show parallelism with the results we obtained. Bektaş et al. (2012) examined the tolerance tendencies of 5th-grade students in their study, and as a result, a significant difference was found in favor of female students. In addition, in a study conducted without the variable of sporting status, Büyükkaragöz and Kesici (1996) found the difference between female and male primary school teachers' attitudes towards tolerance and democracy in favor of women. In addition, Gül and Çeliköz (2018) found that there was a significant difference in all sub-dimensions between the patience tendency scores of university students according to gender. Baloğlu and Harris (2003) found that female students scored significantly higher than males in the tolerance sub-dimension in their study, which examined gender and program type according to personal characteristics.

Another study by Önger (2013) determined that teachers' participation levels regarding the tolerance perception attitude scale differ according to gender.

The reason why there was no significant difference in the tolerance and patience values of the students participating in our study according to gender may be due to the universality of the concepts of tolerance and patience and expressing the same thing in both gender groups. Although tolerance and patience are personal characteristics of people, they are not given to children at home by their families at a young age. While trying to teach children these values at home, the same transfer is ensured regardless of male or female. Therefore, it is thought that this is the reason why tolerance and patience values do not differ according to gender in the data we have obtained.

When the tolerant and patient behavior levels of the students who do not participate in sports were examined according to the age variable, no significant difference was found in the sub-dimensions of tolerating the mistakes and preferences of others, tolerant of others, tolerant, patience with others, self-control and patience ($p>0.05$). In addition, when the tolerant behavior and patient behavior values of the students participating in sports are examined according to the age variable, statistical significance is found in the tolerant behavior sub-dimension ($p=0.05$), while it is found in the sub-dimensions of tolerating the mistakes and preferences of others, being understanding to those around them, being patient with others, being self-controlled, and being patient. No significant difference could be found in the study ($p>0.05$).

When the data were examined, it was determined that the 11-12-year-old students who participated in sports showed a significant difference compared to other age groups and tended to behave more tolerantly. In a study parallel to our research, Wainryb et al. (1998) determined in their study on various age groups that students at every age level have tolerant and non-tolerant attitudes, and that being tolerant of opposing views develops with age. Likewise, Witenberg (2007) found in his study that students become more tolerant as they get older. In a study that contradicts our study, Önger (2013) concluded that there is no difference in the level of tolerance according to the age variable in his research with teachers. In addition, some studies do not show parallelism with the values we obtained from the patience sub-dimensions. Some studies have concluded that as the age of the student's increases, their patience tendencies also increase (Bettinger & Slonim 2007; Bartling et al. 2010; Khormaei et al. 2017). As a result of the data we obtained in our study, the reason why there was no significant change in the level of patience while the level of tolerance increased with age may be because the student group forming the sample of our study was close to each other in terms of age. Since the concept of patience is a more mature indicator value than tolerance, the closeness of age groups was not effective enough in the emergence of this level of maturity. For this reason, it is thought that there is no significant difference in patience levels.

In the present study, when the participation in sports and the grades of the students were examined, it was determined that there was no statistically significant difference between the

tolerant behavior and patient behavior scales and their grades ($p>0.05$). According to the data obtained, it was concluded that the fact that the students who do not play sports go to primary or secondary school does not affect their tolerance and patient behaviors. Likewise, no significant difference was found in the tolerance and patience values of primary and secondary school students participating in sports. However, when the literature was examined, Caliskan and Sağlam (2012) concluded that there is a decrease in intolerance as the grade level increases. The reason there was no difference in tolerance and patience values with the increase in grade level in our study may be because the ages of the selected student group coincide with the onset of puberty. Because, in the values, we have obtained, and in many studies, it has been determined that the values of tolerance and being patient increase with age. However, in our study, especially 13-14 years of age are accepted as the beginning of adolescence and this is likely to be the reason for this opposite situation.

When the tolerant behavior and patient behavior scale scores of the participants were examined according to their participation in sports, a significant difference was found in the sub-dimensions of Showing Patience to Others, Self-Control, and Behaving Patiently ($p<0.05$). No significant difference was found in the sub-dimensions of Tolerating Others' Mistakes and Preferences, Behaving Tolerantly and Tolerantly ($p>0.05$). When the data were examined, it was determined that the arithmetic averages of the scores of the students who participated in sports from the patience scale were significantly different from those who did not do sports. In all three sub-dimensions of the patient behavior scale, it has been determined that students who do sports are more prone to patience than those who do not. According to the data we have obtained, it can be said that individuals who do sports are more patient. In their study, Saygılı et al. (2015) found that doing sports positively affects personality traits. In a study parallel to our study, Ermiş and İmamoğlu (2019) found a statistically significant difference between interpersonal patience, short and long-term patience, and total patience scores according to the status of active self-identification or doing sports. According to the data we have obtained, it can be said that sport is not only a physical activity but also a moral event. Individuals who do sports adopt the values of the sport itself and use them while continuing their normal lives in the outside world.

Thanks to sports, it can be argued that children gain moral values as well as being a physical activity, especially thanks to educational games at a young age. It can be said that the individual who is intertwined with sports shows a positive personality behavior by applying the concept of patience in their daily lives, at school, at home, when appropriate. The child learns respect, self-control, being fair, being patient, and it can be said that this knowledge will contribute to him throughout his life.

According to the data we obtained in our study, it was determined that as the tolerance levels of the individuals increased, the values of being patient also increased significantly. The abundance of studies shows how important these two values are for human life. Gül and Çeliköz (2018) stated

that the word patience is used instead of tolerance. In a study on teachers, Açıkgöz (2004) concluded that tolerant and patient teachers are teachers who are successful in their profession. Büyükkaragöz and Kesici (1998), on the other hand, stated that teachers should accept students' feelings with tolerance and patience. Korkmaz (2009) stated that the teaching profession is a profession that requires tolerance and patience. In addition, Pavan and Robinson (1991) found that women use tolerance and patience strategies to overcome professional problems. While tolerance is mentioned in many books and articles, the concept of patience has also emerged and it can be understood that these two concepts are positively related to each other. As a result of our research, the positive relations between the concepts of tolerance and patience were determined in line with the data obtained. And it has been determined that the more individuals have the tolerance value, the higher their patience level will be.

In addition, when we look at the results of our research from another perspective, it has been determined that the relationship between tolerance and patience is higher in students who participate in sports. It has been determined that as the tolerance level of the students who participate in sports increases, their patient behavior increases at a much higher level than the students who do not participate in sports. The increase in the level of tolerant behavior of individuals who do sports has been much more effective on their patience. It is thought that the reason for this is that the games, which are the reduced form of sports to young ages, are generally played in groups and they are in constant communication while playing the game. It is likely that they constantly use values such as togetherness and cooperation and that they benefit greatly from tolerance and patience while using these values. It is thought that these facts, which are used continuously, allow the child to apply these facts in his life outside of the game. Sport has many beneficial features both individually and socially. Sport is an integral part of education in raising healthy generations and thus creating contemporary societies. Sports especially contribute to the young generations to acquire physically and mentally healthy and socially developed personalities. On the other hand, it contributes greatly to the growth of young people as constructive, creative, productive, personality, gentleman, prudent, tolerant, moral, decent behavior, self-confident, decent human relations and exemplary people (Yetim, 2000). Sports have a very important place, especially for young children to spend time in harmony with each other. Children's tolerant and patient behavior towards each other, especially during the game, is considered a phenomenon that sports contribute to them.

As a result, Sport, which has become an inseparable whole of human life, is thought to affect significantly the personality traits of people as well as contribute to their physical development. According to the data we obtained, individuals who do sports may have more positive attitudes in bilateral relations than those who do not. It is thought that the values of patience and tolerance, which we need so much in our daily life, will continue to benefit society throughout life by developing thanks to sports.

Suggestions

In line with the data we have obtained, it has been determined that there is a significant increase in tolerance and patience values thanks to sports.

- Especially when scheduling lessons in primary schools, a curriculum with intense educational games suitable for children's levels can be designed.
- More activities can be organized for children and to encourage sports during the school holidays.
- Family's perceptions of sportive activities can be changed positively by giving seminars, conferences, and pieces of training about the benefits of sports.
- Projects to be carried out by personal development specialists and health workers can be created, so that children can be healthy through sports, while at the same time it can be ensured that they are tolerant, moral, honest, understanding, and patient individuals.
- By increasing the physical education and sports course hours in schools, students can be more involved in sports activities.
- Teachers can be informed and asked to guide children and teach them how to play in harmony with each other. Teachers, who are seen as a model, can set a positive example for their students with their behaviors. In this way, it is likely that more tolerant, and more patient individuals will be raised in the future.

References

- Açıköz, K. Ü. (2004). *Etkili öğretim*. İzmir: Eğitim Dünyası Yayınları.
- Aslan, Ö. (2001). Hoşgörü ve tolerans kavramlarına etimolojik açıdan analitik bir yaklaşım. *Cumhuriyet Üniversitesi İlahiyat Fakültesi Dergisi*, 5(2), 357-380.
<https://dergipark.org.tr/tr/pub/cuifd/issue/4307/257237>
- Aslan, S. (2017). İlkokul 4. sınıf öğrencilerinin hoşgörü eğilimleri ile yardımseverlik tutumlarının çeşitli değişkenler açısından incelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 18(1), 163-175. <https://doi.org/10.17679/inuefd.306509>
- Baloğlu, M. & Harris, M. (2003). Psikolojik danışma öğrencilerinin cinsiyet, program türü ile kişilik özellikleri arasındaki ilişki. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 2(20), 7-16.
<http://earsiv.gop.edu.tr/xmlui/handle/20.500.12881/10072>
- Bartling, V. B., Fehr, E., Fischer, B., Kosse, F., Maréchal, M., Pfeiffer, F., Schunk, D. & Schupp, J. (2010). Determinanten kindlicher Geduld. Ergebnisse einer experimental studie im haushalts kontext. *Schmollers Jahrbuch*, 130, 297-323. <https://www.econ.uzh.ch/dam/jcr:ffffff-9758-127f-ffff-ffff09dfc90/Schmollers.pdf>

- Başaran, İ. E. (1995). *Hoşgörü ve Eğitim Toplantısı*. UNESCO Türkiye Milli Komisyonu ve Ankara Üniversitesi Eğitim Bilimleri Fakültesi Ortak Yayın, 2. <https://bit.ly/3DhIqBR>
- Bektaş, Ö., Çalışkan, H., & Sağlam, H. (2012). Hoşgörü eğilim ölçeğinin geliştirilmesi ve ilköğretim öğrencilerinin hoşgörü eğilimlerinin çeşitli değişkenler açısından incelenmesi. *Kuram ve Uygulamada Eğitim Bilimleri*, 12(2), 1431-1446. <https://toad.halileksi.net/sites/default/files/pdf/hosgoru-egilim-olcegi-toad.pdf>
- Bettinger, E., & Slonim, R. (2007). Patience among children. *Journal of Public Economics*, 91(1), 343-363. <https://doi.org/10.1016/j.jpubeco.2006.05.010>
- Büyükkaragöz, S., & Kesici, Ş. (1996). Öğretmenlerin hoşgörü ve demokratik tutumları. *Eğitim Yönetimi*, 7, 353-365. <https://dergipark.org.tr/tr/pub/kuey/issue/10388/127091>
- Büyükkaragöz, S., & Kesici, Ş. (1998). *Demokrasi ve insan hakları eğitimi*. Türk Demokrasi Vakfı.
- Çalışkan, H., & Sağlam, H.İ. (2012). Hoşgörü eğilim ölçeğinin geliştirilmesi ve ilköğretim öğrencilerinin hoşgörü eğilimlerinin çeşitli değişkenler açısından incelenmesi. *Kuram ve Uygulamada Eğitim Bilimleri*, 122, 1431-1446. <https://toad.halileksi.net/sites/default/files/pdf/hosgoru-egilim-olcegi-toad.pdf>
- Ceylan, Ş. (2009). *Vineland sosyal- duygusal erken çocukluk ölçeğinin geçerlik-güvenirlik çalışması ve okul öncesi eğitim kurumuna devam eden beş yaş çocuklarının sosyal-duygusal davranışlarına yaratıcı drama eğitiminin etkisinin incelenmesi* (Doktora Tezi). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara. <https://toad.halileksi.net/sites/default/files/pdf/vineland-sosyal-duygusal-erken-cocukluk-olcegi-toad.pdf>
- Çıngı, H. (1994). *Örnekleme kuramı*. Ankara: Hacettepe Üniversitesi Basımevi.
- Dever, A. (2010). *Spor sosyolojisi. Tarihsel ve güncel boyutlarıyla spor ve toplum*. İstanbul: Başlık Yayın Grubu.
- Eliöz, M., Çebi, M., İmamoğlu, O., İslamoğlu, İ. & Yamak, B. (2019). Üniversite Öğrencilerinin Sabır ve Saldırganlık Düzeyleri. *Uluslararası Sosyal Araştırmalar Dergisi*, 12(65), 775-779. <https://www.sosyalarastirmalar.com/articles/patience-and-aggression-levels-of-university-students.pdf>
- Ermış, E., & İmamoğlu, O. (2019). Değişik fakültelerdeki öğrencilerin sabır eğilimlerinin araştırılması. *Uluslararası Toplum Araştırmaları Dergisi*, 13(19), 263-280. <https://doi.org/10.26466/opus.571552>
- Gözler, A., Turan, B. N., & Turan, M. B. (2020). Çocuk oyunlarının ilköğretim öğrencilerinin sosyal beceri düzeylerine etkisi. *Beden Eğitimi ve Spor Bilimleri Dergisi*, 14(2), 186-201. <https://dergipark.org.tr/tr/download/article-file/1185216>

- Gül, Y. E. & Çeliköz, N. (2018). Üniversite öğrencilerinin sabır eğilim düzeylerinin incelenmesi. *MANAS Sosyal Araştırmalar Dergisi*, 7(3), 77-87.
<https://dergipark.org.tr/tr/pub/mjss/issue/43001/520541>
- Gündüz, M. (1995). Açılış Konuşması. İçinde: Pehlivan (Yay. Haz.), *Hoşgörü ve Eğitim Toplantısı*, (s.13-15). Ankara: UNESCO Türkiye Milli Komisyonu ve Ankara Üniversitesi Eğitim Bilimleri Fakültesi Ortak Yayın. <https://bit.ly/3DhIqBR>
- Hazar, M. (2006). *Beden eğitimi ve sporda oyunla eğitim*. Ankara: Tutibay Limitet Şirketi Yayınları.
- Jones, M. (2001). *Oyun ve çocuk*. İstanbul: Kaknüs Yayıncılık.
- Kara, M. (2010). Oyunlarla yabancılarla Türkçe öğretimi. *Türklük Bilimi Araştırmaları Dergisi*, 15, 407-415. <https://dergipark.org.tr/tr/pub/tubar/issue/16968/177241>
- Karasar, N. (2007). *Bilimsel araştırma yöntemi*. İkinci Yazım.
- Karataş, E. (1995). Açılış Konuşması. İçinde: *Uluslararası Hoşgörü Kongresi*. Haziran, Antalya.
- Kaypak, Ş. (2016). Demokrasi kültürü ve hoşgörü: Hatay örneğinde. İçinde: R. Pehlivanlı (Ed.), 2° *Uluslararası Çin'den Adriyatik'e Sosyal Bilimler Kongresi (5-7 Mayıs)* (s.147-160). Adıyaman: İKSAD.
- Khormaei, F., Farmani, A., & Yazdani, F. (2017). Predicting self-control on the basis of patience and its components among high school students. *Journal of Practice in Clinical Psychology*, 5(1), 11-16. <http://jpcp.uswr.ac.ir/article-1-310-en.pdf>
- Kılıç, A. (2017). *Sosyal bilgiler öğretmen adaylarının dinsel hoşgörü algısı* (Doktora tezi). Niğde Üniversitesi, Eğitim Bilimleri Enstitüsü.
<http://acikerisim.nigde.edu.tr/xmlui/handle/11480/7132>
- Korkmaz, G. (2009). *İlköğretim okullarında görev yapan öğretmenlerin okul yaşam kalitesini algılama düzeyleri ve mesleki tutumlarının incelenmesi* (Yayımlanmamış yüksek lisans tezi). Çukurova Üniversitesi, Adana.
- Lavelock, C. (2013). *Four virtues: interventions for goodness' sake* (Unpublished master thesis). Virginia Commonwealth University, Richmond, Virginia.
<https://scholarscompass.vcu.edu/etd/3008/?show=full>
- Mušić, D. (2013). Patience in group decision-making with emotional agents. In: J. Bajo et al. (Eds.), *Trends in practical applications of agents and multiagent systems* (pp.163-170). Springer.
- Okçu, D., & Pilatin, U. (2018). Ortaokul öğrencilerinin sabır değeri ile ilgili algılarının resim yoluyla değerlendirilmesi. *Batman Üniversitesi İslami İlimler Fakültesi Hakemli Dergisi*, 2(1), 102-113.
<https://dergipark.org.tr/tr/pub/buiif/issue/37878/437978>

- Önger, S. (2013). Sosyal bilgiler eğitiminde hoşgörü (Eskişehir Odunpazarı ilçesi sosyal bilgiler öğretmenlerinin tutum ve görüşleri) (Yüksek lisans tezi). Pamukkale Üniversitesi, Eğitim Bilimleri Enstitüsü, Denizli. <https://acikbilim.yok.gov.tr/handle/20.500.12812/230625>
- Öngül, E., Bayazit, B., Yılmaz, O., & Güler, M. (2017). Oyun ve fiziki etkinlikler dersinin çocuklarda seçilmiş motorik özellikler üzerine etkisi. *Spor Bilimleri Araştırmaları Dergisi*, 2(1), 45-52. <https://doi.org/10.25307/jssr.309716>
- Pavan, B., & Robinson, R. (1991). *Reflections of female school administrators regarding their careers*. The American Educational Research Association. <https://files.eric.ed.gov/fulltext/ED334676.pdf>
- Saygılı, G., Atay, E., Eraslan, M., & Hekim, M. (2015). Düzenli olarak spor yapan ve yapmayan öğrencilerin kişilik özellikleri ile akademik başarıları arasındaki ilişkinin incelenmesi. *Kastamonu Eğitim Dergisi*, 23(1), 161-170. <https://dergipark.org.tr/tr/pub/kefdergi/issue/22600/241454>
- Sayın, E.(2012). Tasavvuf kültüründeki sabır kavramının psikolojik etkileri. *Batman Üniversitesi Yaşam Bilimleri Dergisi*, 1(1), 413-422. <https://dergipark.org.tr/tr/pub/buyasambid/issue/29824/320894>
- Schnitker, S. A. (2012). An examination of patience and well-being. *The Journal of Positive Psychology*, 7(4), 263-280. <https://www.tandfonline.com/doi/full/10.1080/17439760.2012.697185>
- Turan, B. N., Gözler, A., Turan, M. B, İncetürkmen, M., & Meydani, A. (2020). Geleneksel çocuk oyunlarına yönelik öğretmen görüşleri. *Gaziantep Üniversitesi Spor Bilimleri Dergisi*, 5(3), 231-241. <https://doi.org/10.31680/gaunjss.757332>
- Wainryb, C., Shaw, L. A. & Maianu, C. (1998). Tolerance and intolerance: children's and adolescents' judgments of dissenting beliefs, speech, persons and conduct. *Child Development*, 69(6), 1541-1555. <https://doi.org/10.1111/j.1467-8624.1998.tb06176.x>
- Witenberg, R. T. (2007). The moral dimension of children's and adolescents' conceptualization of tolerance to human diversity. *Journal of Moral Education*, 36(4), 433-451. <https://doi.org/10.1080/03057240701688002>
- Yetim, A. A. (2000). Sporun sosyal görünümü. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi*, 5(1), 63-72. <https://dergipark.org.tr/en/pub/gbesbd/issue/27963/298406>