

## “L’Eliaana: School of Values”. A Program of Transmission of Values through Sport

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*“L’ELIANA: SCHOOL OF VALUES”. A PROGRAM OF TRANSMISSION OF VALUES THROUGH SPORT*

KEYWORDS: Moral values, sport, intervention, socialization agents.

ABSTRACT: Sports practice is not only a way to be in shape or to have fun, but also a tool to inculcate and promote prosocial values. For this reason, the program "L'Eliaana: school of values" was designed with the objectives of achieving a quality sports education, promoting the emotional and social development of young people, promote an environment where coexistence and values are integrated into sports practice and educate in the comprehensive global development of athletes as people. The program involved 461 users of the Municipal Sports Schools of l'Eliaana, the satisfaction survey gathered a sample of 356 people. The variables collected were reason for practice, value of their sport, presence of value in their training, and importance of work in values. The most chosen practice motives were social and competitive, while fun and improving health or the physical result in lesser results. The results showed that the values are distributed in a balanced way, although cooperation, overcoming and discipline stand out. Most of the sample (81.5%) considers that work in values is very important in sports practice. On the other hand, 49.1% consider that the values are quite or very present in their sports practice. The program 'Sport: School of Values' demonstrated its effectiveness in the process and results evaluations. However, it is necessary to extend the intervention over time and guarantee its application in the daily training systems.

In recent years, sports practice is no longer just a vehicle to be fit or to have fun, but it is also considered a tool to inculcate and encourage prosocial values (Cecchini, Montero, Alonso, Izquierdo and Contreras, 2007; Escartí, Buelga, Gutiérrez, and Pascual, 2009; García-Calvo, Sánchez-Oliva, Sánchez-Miguel, Leo and Amado, 2012; Sánchez-Oliva, Leo, Sánchez-Miguel, Gómez and García-Calvo, 2011). Based on Gutiérrez (1995), in this work the sport and physical activity are understood in its aspect of tool and complement for the integral education of the person, including in any case the value of the competition, which well organized and designed can also contribute to personal and social development.

According to Prat and Soler (2003), values have two possible definitions. They can be defined as valuable goals in themselves, so identified as moral values; but they are also understood as specific modes of behavior with a more instrumental connotation, that is, as desirable modes of behavior to achieve certain objectives. Schwartz (1994) defines values as 'desirable transsituational goals, which vary in importance and serve as guiding principles in people's lives' (p.2). In any case, the definitions of values are varied and sometimes ambiguous, although in the social context, we all think we know what we mean when talking about values. It is important to differentiate between values, attitudes and behaviors; the distinction between attitudes and values is based on the fact that attitudes could be negative or positive and are specific to each situation. On the

opposite, values are all positive for the person who maintains them, are considered general principles and evaluate behaviors in different situations (Torregrosa and Lee, 2000).

In any case, practicing sports is not good or bad in its concept. Most of the authors defend that its value depends on how the practice develops (Arnold, 1991, Heinemann, 2003). Fraile (2000) explains that mere participation does not guarantee the acquisition of educational values. Sport can be a promoter of sportsmanship, effort, confidence, perseverance, honesty, autonomy, cooperation, solidarity ... However, when sport is poorly planned and only applies to an adult model it is seriously harmful for young people and children (Cruz, Boixadós, Rodríguez, Torregrosa, Valiente and Villamarín, 2000); then competition encourages "anti-values" such as winning above all, opposition without cooperation, confrontation for a result, etc. Finally, the application of an adult competitive model, with the same rules, norms and spectacle, turns the base or initiation sport into bad reflexes, with ominous consequences.

According to Frost and Sims (1974) values of sports practice are: justice and honesty, self-sacrifice, loyalty, respect for others, respect for cultural differences, fair play, elimination of prejudice, international friendship, ethical behavior, self-control, humility, perfection in execution, truth, cultural exchange and maximum self-realization. On the other hand, for Amat and Batalla (2000) the values that can be transmitted through sports can be classified into three types: a) utilitarian values, linked to the organization

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of people's work: effort, dedication, delivery and ability to delay satisfactions; b) values related to health: care of the body, consolidation of adequate alimentary or hygienic habits; and c) moral values: cooperation and respect for standards. These authors point out that the problem focuses on establishing the criteria that these processes must meet in order to truly educate in the values indicated.

According to Cechinni (2005) education in values through sports must follow the following principles:

- Set goals, clearly describing the educational objectives.
- Assume objectives, considering sports users as protagonists of the development of positive values.
- Develop plans and strategies, designing patterns of interaction between subjects in a way that guides the learning of values.
- Learn through practice, using its own ecological context, taking advantage of the situation in which a concrete problem of moral implication appears.
- Carrying out and sharing a reflection. Orienting sport to the development of values to encourage self-reflection and collective debate as learning instruments, since reasoning develops the ability to make judgments about correct and incorrect behaviors.
- Generalize to other different situations, because although the acquisition of moral values in sports practice is important, you should try to apply these values to different life contexts.

Torregrosa and Lee (2000) found that the structures of values in a sample of soccer players included the following: fun, personal achievement, self-realization, improvement / refinement, emotion / excitement, obedience, commitment, sportsmanship, health and fitness, contract maintenance, companionship, help, tasting, justice, team cohesion, compliance and acceptance. As these authors point out, empirical data are only a few and more studies are needed to evaluate the structure of values in different sports and ages.

The transmission and orientation of these values in children's sport depends on the main agents of socialization: parents, educators, coaches, equals, organizers, referees and judges, professional athletes and media (Boixadós, Valiente, Mimbrero, Torregrosa and Cruz, 1998). Among these, the sports organizations determine the culture to be transmitted (González-García, Pelegrín and Garcés de los Fayos, 2017), which the trainers transfer to their work (González-García, Pelegrín and Garcés de los Fayos, 2017; González-Oya, 2007) and the parents validate or modify (Bohórquez and Checa, 2017; González-García, Pelegrín and Garcés de los Fayos, 2017). Education programs oriented to values through sports should include as many socializing agents as possible.

It is possible to find, with different objectives, contents and socializing agents involved, some education programs in values developed in Spain. Delfos (Cechinni, Fernández, González and Arruza, 2008) proposed a school intervention through football initiation; with this vehicular sport, attitudes towards fair play and self-control of the participants were worked. García-Calvo et al (2012) involved athletes, parents and coaches in a values promoting campaign. Omeñaca, Ponce de León, Sanz and Valdemoros (2015) conducted a Program to Live Values from Team Sports that promoted ethical behavior in the classroom.

The program of transmission of values that is designed and implemented in this work, is a project created and coordinated by the Department of Psychology of Physical Activity and Sport of the Association of Sports Clubs of L'Elia, a Valencian

municipality of 18,000 habitants approximately. The basic objectives of the program 'Sport: School of Values' have been: to achieve a quality sports education, to promote the emotional and social development of young people, to favor a context where coexistence and values are integrated into sports practice and to educate in the comprehensive global development of athletes as people.

For this, the following actions were carried out:

1. Creation of a Professional profile needed for Technical Municipal Sports Schools.
2. Creation of the selection process for sports technicians.
3. Training of sports technicians in values.
4. Recording videos relating each sport with a value.
5. The creation of a Sports Gala and "A Life in Values" Prize.
6. The making of a 'Values and Sports' workshop in public schools accompanied by a relevant sports figure.
7. The foundation of a School of parents consisting of conducted training sessions aimed at parents of students of municipal sports schools.
8. The making of a 'Women and Sport' workshop focused on the value of equality.

## Method

### Participants

There were 461 users of the Municipal Sports Schools of L'Elia that participated in the program, while the satisfaction survey gathered a sample of 356. The average age of the interviewees was of 21.34 ( $SD = 14.88$ ). The sample is practically balanced between men (52.8%) and women (46.6%). The distribution by sports is presented in Table 1.

### Variables

The variables collected in quality survey were about different aspects of the service, but only those that have a direct relationship with the value program will be developed here. In addition to sociodemographic data such as age and sex, the following questions were asked:

- Reason for practice: it was asked through the item "What purpose do you look for in your sports practice?" and answered with a nominal scale of response that gathered different reasons for practice such as: improving health, improving physical appearance, having fun, competing, finding friendships and improving my technique

- Value of your sport: the item "Which would you say is the value that best represents the sport you practice?" was used. Users had to choose one of the following response options: commitment, improvement, respect, cooperation, self-control, solidarity, humility, tolerance and discipline.

- Presence of value in their training: through the item "To what extent do you believe that these values are present in your training?" and with a Likert scale of response between 1 = nothing and 5 = a lot, the work in values made in the training of each sport was questioned.

- Importance of work in values: questioned through the item "Do you think it is important to educate values in sports?" and answered through a Likert type scale of response between 1 = nothing and 5 = much.

Other variables collected were: sociodemographic data, motives for practice, value of their sport, presence of the value in their training, and the importance of working in values.

**Procedure**

The data were collected through a telephone interview by selecting randomly a number of users of each sport, ensuring the confidentiality and anonymity of the collected data. A person trained in quality assessment conducted the interviews.

**Results**

First, the descriptive data are presented. The reasons for practice and the values indicated as more representative by the users are presented in Table 2.

The most chosen practice motives were social and competitive, while fun and improving health or the physical results were showed in lesser results. The values are distributed in a more balanced manner, although cooperation, overcoming and discipline stand out.

Most of the respondents (81.5%) consider that working in values is very important in sports practice, followed by the 17% that consider it to be quite important. Only 1.4% consider it of medium importance and none of the interviewees considers the values as little or not important in sports.

On the other hand, 2% of respondents believe that values are little present in the training of their sport, 7% explain that values are sufficiently represented, and 44.5% and 4.6% consider that they are quite or very present in his sports practice respectively.

The analysis of the interactions between sport and prevailing values indicated (Table 3) that in athletics improvement and cooperation are the most indicated values, while in basketball overcoming stands as the most important value. Overcoming, cooperation and discipline are the most chosen values by dance

practitioners; while in football, overcoming and humility are chosen more frequently. Karate and judo share the choice of discipline as the predominant value, a value that also appears in tennis together with cooperation.

**Discussion**

If the sports values promoted through sports practice depend on the design and management of the activity itself (Arnold, 1991, Heinemann, 2003), having intervention programs in promotion of moral and / or social values from the beginning of sports is an imperative.

‘Sport: School of Values’ was constructed according to Cechinni’s recommendations (Cechinni, 2005) education: (a) goals were clearly described, (b) the actions were designed and development oriented to users enhancement of positive values, (c) the actions were designed to be eminently practical and meaningful in their natural context, (d) sharing feeling and ideas and reflect about them were used as learning tools.

The most chosen practice motives were social and competitive, while fun and improving health or the physical

Table 2. Descriptive data of sports practice and representative values

	Percentage	
<b>Motives of practice</b>	Improve health	0.6%
	Improve physically	1.1%
	Fun	9.6%
	Competition	37.2%
	Friendship	51.5%
<b>Values</b>	Commitment	6.7%
	Overcoming	18.5%
	Respect	2%
	Cooperation	22.2%
	Self-control	8.4%
	Solidarity	0.6%
	Humility	18.3%
	Tolerance	3.7%
	Discipline	19.7%

Table 1. Sample distribution by sport modality.

Sport	Porcentaje
Track and Field	7.3%
Basketball	11.2%
Dance	14.5%
Soccer	22.3%
Judo	9.8%
Karate	8.7%
Tennis	26%

Table 3. Sport discipline and predominant value contingency table .

		Sport						
		Track & Field	Basket	Dance	Soccer	Judo	Karate	Tennis
Value	Commitment	2	1	3	9	2	0	7
	Overcoming	6	23	11	18	1	2	5
	Respect	1	0	1	1	0	2	2
	Cooperation	9	6	12	13	5	6	28
	Self-control	1	0	4	5	3	2	15
	Solidarity	1	0	0	0	0	0	1
	Humility	4	3	7	22	13	6	10
	Tolerance	1	2	3	2	0	0	5
	Discipline	1	5	11	10	11	13	19

results were showed in lesser results. These results are coherent with those previously found by Castillo, Balaguer and Duda (2007) or Moreno-Murcia, Pavón, Gutiérrez and Sicilia (2005). Castillo, Balaguer and Duda (2007) related the motives selected with the goal orientations. For them, orientations to the task had relation with the filiation and the orientations to the ego with demonstrating the sports ability. However, De Hoyo and Sañudo (2007) found fun as the main reason for practicing sports at school age; maybe the age of the sport services users or the culture of the organization could explain the discrepancies between the most selected motives in our different participants.

Most of the participants in the intervention program consider that working in values is important in sports practice. Also, most of the participants perceive values quite or very present in his sports practice. Cecchini, Fernández, González and Arruza (2008) and Ruiz, Ponce de León, Sanz and Valdemoros (2015) also found variation of participants perceptions regarding to importance of values and the presence of them in their sport activities after and before the implementation of their programmes. These results in different programs allow us to conclude that it is possible to make successful interventions in education in values, as long as their design is careful and the interventions include the main social agents.

As Delfos (Cecchini et al, 2008), our intervention program highlights the importance of context in the learning of moral

behaviors. "L'Eliana School of Values, as "Escuela del Deporte" (García-Calvo et al, 2012), pointed out the importance of involving all psychosocial agents related to sports practice in values education strategies.

Most of the education programs in values developed in Spain proved their effectiveness. However, each of them worked and evaluated different variables, and was developed with different methodologies; thus, it is difficult to obtain comparative conclusions that indicate the suitability of one or another intervention strategy. Furthermore, most programs were developed in school or children's sport contexts (Cecchini et al, 2008; Omeñaca et al, 2015). Being conducted in a holistic way is the strength of "L'Elina: School of Values" program.

Future studies should address the weaknesses of the current one. The results have not been differentiated according to gender, which has proven to be a determining variable in the development of values (Itubide and Elosúa, 2012). On the other hand, future implementations of the program could improve the evaluation through the use of objective measures of process evaluation and result evaluation, that indicate the weakest aspects of the intervention for its continuous improvement.

The program 'Sport: School of Values' has demonstrated its effectiveness in the different evaluations of process and results implemented. However, based on the results, it is necessary to extend this type of interventions over time and ensure its implementation in the daily training systems.

#### *"L'ELIANA: ESCUELA DE VALORES". UN PROGRAMA DE TRANSMISIÓN DE VALORES A TRAVÉS DEL DEPORTE*

PALABRAS CLAVE: Valores morales, deporte, intervención, agentes de socialización.

RESUMEN: La práctica deportiva no es únicamente un medio para estar en forma o para divertirse, sino también un medio para inculcar y fomentar valores prosociales. Por ello, se diseñó el programa "L'Eliana: escuela de valores" con los objetivos de alcanzar una educación deportiva de calidad, promover el desarrollo afectivo y social de los jóvenes, favorecer un ambiente en donde la convivencia y los valores estén integrados en la práctica deportiva y educar en el desarrollo global integral de los deportistas como personas. En el programa participaron 461 usuarios de las Escuelas Deportivas Municipales de l'Eliana, la encuesta de satisfacción reunió una muestra de 356 personas. Las variables recogidas fueron, motivo de práctica, valor de su deporte, presencia del valor en sus entrenamientos, e importancia del trabajo en valores. Los motivos de práctica más elegidos son los sociales y los competitivos, mientras que la diversión y la mejora de salud o del físico obtienen resultados menores. Los resultados mostraron que los valores se distribuyen de manera equilibrada, aunque sobresalen la cooperación, la superación y la disciplina. La mayor parte de la muestra (81.5%) considera que el trabajo en valores es muy importante en la práctica deportiva. Por otra parte, el 49.1% consideran que los valores están bastante o muy presentes en su práctica deportiva. El programa 'Deporte: Escuela de Valores' demostró su eficacia en las evaluaciones de proceso y resultados. Sin embargo, es necesario extender la intervención a lo largo del tiempo y garantizar su aplicación en los sistemas diarios de entrenamiento.

#### *"L'ELIANA: ESCOLA DE VALORES". UM PROGRAMA DE TRANSMISSÃO DE VALORES ATRAVÉS DO ESPORTE*

PALAVRAS-CHAVE: Valores morais, esportes, intervenção, agentes de socialização.

RESUMO: A prática esportiva não é apenas um meio de estar em forma ou de se divertir, mas também um meio para inculcar e promover valores prosociais. Por esta razão, o programa "L'Eliana: escola de valores" foi concebido com o objetivo de alcançar uma educação esportiva de qualidade, promovendo o desenvolvimento emocional e social dos jovens, favorecendo um ambiente onde a coexistência e os valores se integram prática esportiva e educação no desenvolvimento global abrangente de atletas como pessoas. O programa envolveu 461 usuários das Escolas Municipais de Esportes de l'Eliana, a pesquisa de satisfação reuniu uma amostra de 356 pessoas. As variáveis coletadas foram, motivo de prática, valor de seu esporte, presença de valor em seu treinamento e importância do trabalho em valores. Os motivos de prática mais escolhidos são sociais e competitivos, enquanto divertem e melhoram a saúde ou o resultado físico em menores resultados. Os resultados mostraram que os valores são distribuídos de forma equilibrada, embora a cooperação, a superação e a disciplina se destaquem. A maioria da amostra (81,5%) considera que o trabalho em valores é muito importante na prática esportiva. Por outro lado, 49,1% consideram que os valores estão bastante ou muito presentes na prática esportiva. O programa 'Desporto: Escola de Valores' demonstrou sua eficácia na avaliação de processos e resultados. No entanto, é necessário alargar a intervenção ao longo do tempo e garantir a sua aplicação nos sistemas diários de formação.

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