



ANALYSIS OF THE VALUES RELATED TO SPORTS PRACTICE FROM THE POINT OF VIEW OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study explores the values associated with sports experiences among 122 secondary school students. The research identifies and analyzes values linked to sports, considering variables like gender, grade, regularity of sports practice, and the nature of the sport (individual or collective). Additionally, it encourages physical education teachers to analyze situations related to values, reinforcing positive aspects and addressing undesirable values in the context of sports activities. This research contributes valuable insights into the intricate relationship between values and sports, offering a foundation for informed interventions and improvements within educational settings.

Keywords: values, physical education, sport, gender.

I. INTRODUCTION

Sports play a pivotal role in shaping the character and values of individuals, especially during the formative years of secondary school. This period marks a crucial phase in a student's life, where they not only focus on academic pursuits but also engage in various extracurricular activities, with sports being a prominent choice. This essay aims to delve into the analysis of the values associated with sports practice from the viewpoint of secondary school students, exploring how participation in sports contributes to their personal development and instills enduring

values. One of the primary values that students derive from sports practice is the promotion of physical well-being and health. Engaging in regular physical activity not only helps in maintaining a healthy weight but also strengthens the cardiovascular system, improves muscular endurance, and enhances overall fitness. Secondary school students often face sedentary lifestyles due to the demands of academic responsibilities and technological distractions. Sports serve as a means to counterbalance this sedentary trend, promoting an active and healthy lifestyle that can be sustained into adulthood. Participation in team sports

fosters the development of crucial interpersonal skills, with teamwork and collaboration being at the forefront. Secondary school students learn to work cohesively with their teammates, understanding the importance of coordination and mutual support to achieve common goals. These experiences contribute to the cultivation of teamwork, a skill that extends beyond the sports field and proves invaluable in academic projects, group assignments, and future professional endeavors.

Sports practice demands commitment and discipline, teaching secondary school students the importance of adhering to schedules and managing their time effectively. Balancing academic responsibilities with sports activities instills a sense of discipline that translates into other aspects of their lives. Students learn to prioritize tasks, set goals, and allocate time efficiently, skills that are transferable to their academic pursuits and, later, to their professional careers.

Sports practice often involves interaction with diverse groups of individuals, fostering cultural sensitivity and inclusivity. Secondary school students engage with peers from different backgrounds, fostering an appreciation for diversity. This exposure helps break down stereotypes and prejudices, creating a more inclusive environment within the school community. The understanding gained through sports can contribute to the development of open-minded and culturally aware individuals.

II. LITERATURE REVIEW

Temel, Ahmet (2023) This research aimed to examine the value perceptions and attitudes of secondary school students towards physical education and sports lessons. The research, which was designed in a quasi-experimental model with a pretest-posttest control group, was conducted with 91 7th-grade students in the second semester of the 2020-2021 academic year. The students were divided into 4 groups according to the course content applied in the physical education lesson: "Sports Education Model (SEM)", "Physical Activity Card (PAC)", "Traditional Children's Games (TCG)" and "Control Group (CG)". Physical education lessons were carried out with the groups for 10 weeks. The data were collected using the mixed method explanatory sequential design approach. "Physical Education and Sports Lesson Values Education Scale" and "Physical Education and Sports Attitude Scale" were used to collect quantitative data. In the analysis of the data, arithmetic means, correlation, Wilcoxon, Mann Whitney U, and Kruskal Wallis analyzes were performed. Qualitative data, on the other hand, were collected through lesson observations and focus group interviews and analyzed by content analysis. According to the research findings; there has been an increase in secondary school students' physical education lesson value perceptions and attitudes. The most developed value of the students was friendship, followed by self-control, helpfulness, justice, and responsibility, respectively. The students in the TCG and SEM groups showed more improvement in their helpfulness, friendship, and general value perception.

Those in the TCG group improved more in responsibility and self-control than the CG and PAC groups. Physical education lesson attitudes of SEM, PAC, and TCG group students improved more than CG students. While there was a development in favor of males in self-control value, no significant difference was found in other values dimensions and course attitudes according to gender. A positive moderate relationship was found between students' value perceptions and course attitudes. In the focus group interview, the students in different groups interpreted the research findings in different ways.

Çetin, Semra et al., (2023) the sports participation motives of high school students by gender, age, school type and doing sports regularly. In the research “relational screening model” was used. 770 high school students studying in Malatya participated in the research. In the research, “Sport Participation Motivation Scale” was used. The scale was delivered to the students over various social media tools through the Google survey application. As a result of the research, it was observed that age, gender, school type and doing sports regularly affect the sports participation motives of the students at different levels. On the other hand, the results of the research revealed that the high school students participated in sports by getting affected from different motives. Furthermore, it was observed that the female students had overcome their fears and concerns about sports participation, and they were willing to make use of sports more to meet their physical, spiritual and social needs. The results of the research also show that regular sports

activities have a positive effect on sports participation and the students take this effect for granted

Alemdağ, Ceyhun et al., (2018) Research findings about which learning style works better are not consistent. However, learning styles are known to be generally associated with learning and to support improvement in some learning outcomes. This study aims to determine learning styles of sports high school students and to examine these styles with respect to overall academic success. The study sample consists of 480 sports high school students (152 females, 328 males) who were the students of seven different sports high schools in Turkey. Kolb Learning Style Inventory-3 (LSI-3) was used as the data collection tool. Data was analyzed using χ^2 (Chi-Square) test and one-way analysis of variance. The study found out that the sports high school students mostly had diverging (39.5%) learning style, assimilating (21.5%) and converging (21.5%) were of equal rate, and accommodating (17.5%) was the least preferred learning style. The study indicated that students with high overall academic success had converging, accommodating, assimilating and diverging learning styles, respectively. Although most of the sports high school students had diverging learning style, the overall academic success of students with converging learning style was higher.

Ciubotaru, Mihai (2019) The educational system in Romania, a continually changing system, aims at innovation of the educational process through the necessity of applying a reform. The idea of reform is

based on the fact of creating the objectives that lead to the development of the personality of the student specified in legal documents. The discipline of physical education and sport is an important area for secondary school students. The framework of the educational system in Romania includes physical education with two hours per week, included in the main plan of the curriculum, one additional hour taught as optional lesson, sports teams with additional lessons for training the representative teams of the school. Physical education subject gained an imposing status for the secondary school. In order to accomplish this work, I used the method of study of the specialized literature. Documenting is the activity of collecting, searching, sorting out all the information that can help us to reach the goal. The purpose of the paper is to verify a teaching strategy that is very useful during the physical education and sports lessons by using methods to achieve the objectives of physical education, school curricula and increasing the effectiveness of the lesson. The knowledge gathered from the specialized literature highlights the different opinions of the authors stating that we must carefully choose the contents that we use in the educational process in order to have a good efficiency in teaching physical education.

III. RESEARCH METHODOLOGY

Participants

The sample of participants was secondary school students from a private school. The total number of participants was 122 (56.74% girls and 43.26% boys).

Regarding the academic year, 13.38% belonged to 1st ESO, 33.10% to 2nd ESO, 26.06% to 3rd ESO and 27.46% to 4th ESO. In terms of sports practice, 65.49% of the sample practiced sports. Of the total number of participants, 42.95% are boys and 55.63% are girls. Finally, regarding the type of sport, 48.35% of the total sample practiced individual sport, of which 40.90% were boys and 59.09% were girls. On the other hand, the remaining 51.64% of those practicing sport do so in a group sport, of which 51.06% are boys and 48.94% are girls.

Instrument

The instrument used in the research consisted of three parts. The first part referred to socio-demographic data, specifically gender and grade. In the second part, the aim was to obtain information on whether they did extracurricular sport and whether it was individual or collective.

The third and last part was made up of the questions posed by Martínez-Patiño et al. (2016), consisting of 30 items, each corresponding to a value, and where the students had to indicate on a scale of 1 (strongly disagree) to 5 (strongly agree) the importance of each of them with sport. Within these 30 items, we found values that can be associated as positive or negative: Effort, Fun, Fair play, Sportsmanship, Respect, Making friends, Overcoming, Togetherness, Promoting equality, Collaboration, Constancy, Solidarity, Honesty, Promoting peace, Competing, Justice, Succeeding, Slimming down, Making muscle, Qualifying,

Winning, Getting titles, Triumphant, Winning, Being admired, Standing out, Being the best, Achieving fame, Becoming an idol, Beating the opposition.

Procedure

For data collection, the school management team and the Physical Education teacher were contacted. Once participation in the study had been accepted, informed consent forms were collected, explaining the purpose of the research, the anonymous nature of the responses and the use of the data for purely academic purposes. Once the consents had been collected, data collection was planned both physically and online, which facilitated data collection to arrive at 142 valid questionnaires. Subsequently, the information collected both physically and online was grouped together for analysis.

Statistical analysis

The data analysis was conducted using the SPSS 25 programme. Firstly, descriptive data were calculated and then comparisons were analysed according to different variables. To compare the opinions according to gender, the practice of sport and the type of sport practised, T-tests were conducted for independent samples, while, to compare the values according to the course, a one-factor ANOVA test was used. Finally, a chi-square analysis was carried out to determine whether there is a significant relationship between sport practice and the type of sport practised with the course and gender variables.

IV. Results

Regarding the results, first, the descriptive values of the different values analysed for the general sample are shown (see table 1). As can be seen, the values with the highest scores are effort (M= 4.64 ±.76) and fun (M= 4.59 ±.77), while the values with the lowest scores are becoming an idol (M= 2.33 ±1.12) and crushing the opponent (M= 2.07 ±1.24).

Table 1. Descriptive values of the values for the overall sample

Item	M	S D	Item	M	S D	Item	M	S D
Effort	4.64	.76	Persistence	4.12	1.04	Winning	3.22	.28
Fun	4.59	.77	Solidarity	4.05	1.04	Winning titles	3.18	.11
Fair play	4.53	.83	Honesty	3.82	1.01	Success	2.99	.14
Sportmanship	4.50	.78	Promoting peace	3.64	1.00	Overcome	2.98	.11
Respect	4.47	.97	Compete	3.61	1.21	To be admired	2.77	.78
Making friends	4.36	.92	Justice	3.43	1.08	Stand out	2.51	.10
Overcome	4.09	.99	Success	3.00	1.00	Being	2.00	.00

ng	3 6	2	ng	4 1	1 2	the best	4 0	2 6
The union	4 . 3 1	1 . 0 0	Slim ming	3 . 3 4	1 . 1 9	Ac hie vin g fam e	2 . 3 4	1 . 1 9
Prom oting equal ity	4 . 2 3	1 . 0 8	Buil ding mus cle	3 . 3 3	1 . 1 9	Bec omi ng an idol	2 . 3 3	1 . 1 2
Colla borat ion	4 . 1 6	9 . 9	Qual ify	3 . 3 2	1 . 1 7	Cru shi ng the opp one nt	2 . 0 7	1 . 2 4

Note: M = mean; SD = standard deviation.

Gender analysis of values

Regarding the comparison of the items according to gender (see table 2), we see that the best mean in the case of men appears in effort (4.61 ±.73) and the lowest in crushing the opponent (2.32 ±1.32). The same occurs in the case of women, but in this case with mean values of 4.64 (±.78) for effort and 1.88 (±1.14) in crushing the opponent. With respect to the comparison between both genders, we found that there are significant differences in the values related to winning, winning titles, competing, triumphing and winning (p<.001), being the best (p<.01), as well as losing weight, crushing the opponent, making muscle, qualifying, achieving fame and excelling (p<.05) with better mean values in the case of men.

Table 2. Comparison of values

according to gender

Item	Gender	M	DT	P	Item	Gender	M	DT	P
Promoting peace	Man	3.57	.96		Honesty	Man	3.63	1.01	
	Woman	3.68	1.02			Woman	3.96	.99	
Succeeding	Man	3.6	1.1		Becoming an idol	Man	2.52	1.23	
	Woman	3.24	1.11			Woman	2.16	1.01	
Making friends	Man	4.33	.95		Sportsmanship	Man	4.52	.84	
	Woman	4.36	.89			Woman	4.48	.73	
Justice	Man	3.45	1.24		Fair play	Man	4.47	.92	
	Woman	3.41	1.32			Woman	4.59	.75	
Win	Man	3.71	1.23	***	Effort	Man	4.61	.73	
	Woman	2.84	1.18			Woman	4.64	.78	
Slamming	Man	3.6	1.12	*	Compete	Man	4.11	1.03	***
	Woman	3.12	1.21			Woman	3.22	1.2	
Promoting equality	Man	4.19	1.15		Succeed	Man	3.38	1.08	***
	Woman	4.25	1.04			Woman	2.67	1.08	
Winning titles	Man	3.56	1.22	***	Qualify	Man	3.57	1.14	*
	Woman	2.87	1.12			Woman	3.11	1.15	
Collaboration	Man	4.03	1.11		Achieving fame	Man	2.6	1.28	*
	Woman	4.26	.88			Woman	2.11	1.08	
Fun	Man	4.59	.80		Overcoming	Man	4.4	.85	
	Woman	4.58	.74			Woman	4.31	.98	
To be admired	Man	2.9	1.2		Respect	Man	4.39	.95	
	Woman	2.65	1.16			Woman	4.49	.98	
Crushing the opponent	Man	2.32	1.32	*	Stand out	Man	2.77	1.16	*
	Woman	1.88	1.14			Woman	2.29	1.02	
Being the best	Man	2.74	1.26	**	The union	Man	4.13	1.16	
	Woman	2.13	1.2			Woman	4.45	.85	
Perseverance	Man	4.11	.98		Solidarity	Man	3.91	1.07	
	Woman	4.11	1.08			Woman	4.15	1	
Building muscle	Man	3.58	1.13	*	Overcome	Man	3.47	1	***
	Woman	3.13	1.19			Woman	2.58	1.03	

Note: *p< .05; **p< .01; ***p< .001; M = mean; SD = standard deviation.

Analysis of the values according to the course

As for the results according to the year (see table 3), we see that the best average in the case of 1st ESO is fun (4.74 ±.45), in 2nd ESO it is effort (4.72 ±.58), in 3rd ESO it is sportsmanship (4.59 ±.64) and in 4th ESO it is fair play and fun, both with an average of 4.71 (±.57). On the other hand, the values with the lowest averages are crushing the opponent both in 1st ESO (2.06 ±1.16) and in 3rd ESO (2.14 ±1.08) and 4th ESO (1.84 ±1.10). In 2nd ESO the value with the lowest mean was that of excelling (2.11 ±1.13). Regarding the

comparison of means, there are statistically significant differences in being admired between the 2nd and 3rd years ($p < .05$) and in excelling between 2nd and 3rd years and between 2nd and 4th years ($p < .05$), with better mean values in the 3rd year.

Analysing the data according to whether they practice sport (see table 4), we observe that among those who do practice sport, the most valued value is effort ($4.73 \pm .59$) and the least valued value is beating the opponent (2.11 ± 1.27). Among those who do not do sport, the value with the best mean is fun ($4.46 \pm .80$), while the lowest mean is beating the opponent (2.00 ± 1.18). In the comparison of means between those who practice sport and those who do not, there are significant differences in the variables of making friends, promoting equality and constancy ($p < .01$), as well as in making muscle ($p < .05$), with better values in those who do practice sport.

Analysis of values according to individual or team sports practice

As for the analysis according to the type of sport (see table 5), in those who practice individual sports, the most valued variable is effort ($4.70 \pm .55$) and the least valued is beating the opponent (1.91 ± 1.14). On the other hand, in those who practice team sports, the highest score appears in fun ($4.79 \pm .55$) and the lowest in beating the opponent (2.30 ± 1.40). After comparing the means between those who play individual and team sports, there are significant differences in ranking ($p < .001$), making friends and collaboration ($p < .01$),

as well as in being successful and winning titles ($p < .05$), with higher scores in all cases for those who play team sports.

Chi-square analysis

In order to find out whether there is a significant relationship between the variables of course and gender with the fact of practising sport and what type of sport, an analysis was carried out using the chi-square test. The results obtained indicate that there is a significant relationship between belonging to a course and the fact of playing or not playing sport ($p < .05$), but the same does not occur in the relationship between the course and the type of sport ($p > .05$). On the other hand, it is confirmed that gender does not have a significant relationship either with the fact of practising sport or with the type of sport practised ($p > .05$).

V. CONCLUSION

The cultivation of teamwork and collaboration through sports activities equips students with interpersonal skills crucial for success in both academic and professional spheres. The discipline and time management acquired on the sports field extend to other aspects of life, fostering habits that contribute to overall efficiency and success. Moreover, the resilience and perseverance developed through overcoming challenges in sports lay a foundation for tackling adversities in various life contexts. Ethical values and fair play, integral components of sportsmanship, contribute to the formation of responsible individuals with a strong moral compass. The leadership

opportunities presented in sports nurture qualities of communication, decision-making, and accountability, preparing students to take on roles of influence in their future endeavors. Ultimately, sports practice in secondary school emerges not only as a means of physical exercise but as a comprehensive platform for holistic development, molding individuals with a rich tapestry of values that endure well beyond the school years. As secondary school students engage in sports, they not only refine their athletic abilities but also emerge as well-rounded, principled, and resilient individuals poised for success in the broader spectrum of life.

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