

Analysis of the values related to sports practice from the point of view of secondary school students

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Abstract:

In this study, we first identified what values adolescents associated with their sports experiences. Then, we determined whether these values significantly vary according to variables of interest (such as gender and grade), whether the students practice sport on a regular basis and, finally, whether the sport they practice is individual or collective. A total of 142 secondary school students from a private school in the city of Valencia, Spain participated in this study. Of the total sample, 56.7% were girls. For data collection, a questionnaire was created, which collected the sociodemographic and sports practice data and asked the participants to respond to 30 items related to different values in sport in a positive and negative sense. The results show which values predominate in relation to sport from the students' point of view both in a positive sense (such as effort or fun) and in a negative sense (such as crushing the opponent). In the comparisons made, differences are observed according to the variables of gender, grade, sport practice and whether the sport practiced is individual or collective, which invites us to reflect on the values and their link to sport. This study is intended to provide information on the values associated with sports practice, which allows, first, to detect possible problems on which to act within the classroom and, second, to make such situations visible to encourage the physical education teachers to analyse the situations related to values, reinforce positive aspects and correct undesired values in the development of sporting activity.

Keywords: values, physical education, sport, secondary education

Introduction

The educational field has been evolving towards a model where education in values is becoming increasingly important, as the education of pupils aims to be comprehensive. The aim is that physical education (hereinafter PE), in this case, not only transmits knowledge and skills, but also serves to develop responsible citizens. Of course, not only schools play a part in this, but also the role of the family, friends and the socio-economic circumstances surrounding the students have an influence in this respect. PE is a perfect area for developing certain values through play and sport, which are tools that allow us to work in a simpler and more natural way on certain aspects that would be more complicated in other areas or disciplines. In fact, sport is one of the predominant areas in society when it comes to developing and reinforcing values.

From the sports field, we try to train in values, giving them the importance they deserve and contributing to a more tolerant society, thus avoiding discrimination for any reason. Therefore, professionals in the sports context, both at an educational level and in sports schools, should focus their efforts on not only working on the competitive part, but also on working on values, promoting the benefits of sport for the training of people who do sport, in that order.

Unfortunately, it is still common to observe inappropriate behaviour among adolescents who play sport, where the competitive spirit replaces the primary objective of the activity, which leads them to experience aggressive or discriminatory situations or directly take part in unconstructive actions towards their teammates, rivals, referees, or themselves. For this reason, it is interesting to know how the values associated with sport are perceived among adolescents, the general objective of the study being to analyse which values these adolescents do or do not associate with their sporting experiences.

On the other hand, the aim is to find out whether these values vary according to certain variables of interest, such as gender, grade (age), whether they practice sport regularly and, finally, whether the sport they practice is individual or collective. The aim is to provide relevant information on the values associated with the practice of sport, in order to analyse their situation and to be able to solve those aspects that can be improved. In this way, professionals linked to the world of sport will be able to have information that will allow them to focus their actions if it is found that some specific aspects need to be improved.

Theoretical framework

Values in society and in education

When we talk about values, we refer to qualities that have been discovered or developed both in people and in places or institutions and are esteemed (Escámez et al., 2007). On the other hand, contributions such as that of Arufe-Giráldez (2011) relate values to beliefs internalised by people that influence both their personal and social behaviour. More recent definitions, such as that of Gómez (2017) indicate that values are social mechanisms that allow people to morally perceive their decisions and progressively internalise a development of experience and principles. Similarly, Pinzolas (2017) defines values as principles or ideals that guide people's decisions and behaviours, both individually and collectively.

In relation to the characteristics of values, Lobato and Morilla (2007) point out that they have a possible individual and collective character, bipolarity, and hierarchy, and can be internalised and shared, as well as being positive and/or negative, with each individual having a different scale where they determine each value according to their preferences. For his part, Eyre (1999) indicates that values are those that condition society in its quality of life, influencing who they are, how they live and how they deal with others. Values have significant importance in day-to-day life with problems or dilemmas that may arise both in personal life and at work (Gómez, 2017), and all this conditions us, since, as Guardia and Ramírez (2014) state, through these different moments and experiences that we go through, we form our own personality and identity with the aim of developing as people. The values of one society can be shared by another, even being transmitted, or valued in a different way, confirming that each people, each society can transmit and produce values in diverse ways (Parga, 2008). This transmission of values with respect to the social context takes place from the first moments of our lives, repeating itself throughout our lives, which allows us to build our own system of values in an automatic and successive way, a system that will reflect our own identity (Quilis, 2016).

In recent years, several authors agree that we find ourselves in a crisis of values (Haro and Mora, 2015; Prados, 2015). A crisis in which society finds new values conditioned by the cultural and socio-economic situation, which generates confusion and disorientation (Arana and Batista, 2015). This crisis of values is also observed in children and adolescents, as they perceive behaviours typical of an education without values (Arufe-Giráldez, 2011). In addition, we see an increase in cognitive, as well as emotional and social deficits in students (Escartí et al., 2012). According to Martínez and Llorens (2019), one of the factors that can lead to this crisis of values is the physical and symbolic violence that can be observed, to which we must respond in order to create a more peaceful society, where the economic facet does not take precedence over human and fundamental values for life in society (López, 2017).

In this construction of values, as mentioned above, not only society as a whole influences, but also certain agents are determinant, such as the role of the family, whose norms and values are very influential (Cañete-Lairla and Díaz-Sánchez, 2019) and which is the first circle responsible for psychological, intellectual and social development, which will contribute to socialisation with the outside world (Quintas, 1990). Later, influences are also received from the environment, and from specific groups such as friends and professionals in educational centres. These schools focus on the development of pupils and their transfer to the social context as well as establishing relationships and learning for life (Santos et al., 2020). To this end, schools need to promote or encourage responsible participation, basic social skills, creative attitude, motivation, responsibility, and flexibility to identify, analyse and solve problems, and encourage the efficient use of resources and good work habits (García-Gómez, 2016). At the educational level, there have been debates on the location of values within the educational curriculum (Boulon-Buon, 2014). According to Edo (2009), teachers have been ineffective when it comes to programming, although at the curricular level there are certain competencies that also promote the acquisition of values. According to Castillo et al. (2019), these values within the educational sphere are worked on in a cross-cutting manner based on thematic content with an interdisciplinary nature with the aim of transcending social reality. These values provide insight into psychological needs, and knowing the relationship between the personality and value of young people provides insight into their motivations and how they might seek to achieve their goals (Łubianka & Filipiak, 2022).

Therefore, it is essential that these teachers are aware of their influence on the acquisition and consolidation of values, as well as the importance of working with families and the rest of the environment. Educational centres will try to train both qualified people and people prepared for life (López, 2017). In short, the aim is to train in values, to live better in society, working through the prevention and solution of conflicts such as violence, discrimination, lack of respect or the presence of racist and xenophobic actions and thoughts (Guardia and Ramírez, 2014).

The contribution of physical education and sport to the acquisition of values

During Physical Education throughout the different educational stages, students are expected to develop cognitive, physical, affective, and social aspects, as all of them are important and useful for their future (López, 2019). Physical Education programmes should have an integrated approach towards a holistic approach to inculcate qualities and values (Nolte & Roux, 2023) since physical education is one of the ideal subjects for the development of values (Edo, 2009) and is an essential element for developing emotional values such as self-esteem and self-motivation, as well as working on emotional values such as empathy, problem solving, decision-

making and social skills (Carranza and Mora, 2003). In this sense, Zagalaz (2015) highlights the importance of PE not only to maintain a better quality of life, but also to contribute to a series of social, cultural, and educational values. For their part, García and Conejero (2010) indicate that the subject of PE is capable of socialising pupils, but that it could also contribute to the emergence of negative attitudes. Therefore, it is important to introduce pupils to personal and psychological values such as self-esteem, respect, and responsibility (López, 2019). In order to achieve this purpose, each class should focus on a teaching style or pedagogical method that allows for the communication, transmission, and experience of values to students, and an ethical orientation within Physical Education is considered fundamental (Ruiz, 2019). The idea of an optimal educational Physical Education according to Zagalaz (2015) starts with the concept of Olympism developed by Coubertain. This concept is considered as an example for education in values, where peace, interculturality, non-violence and integration are key elements (Pinzolas, 2017) and where each person conducts a personal quest to achieve social peace and understanding between different people regardless of creed, race, or religion (Fernández-Truan, 2015). According to Martínez Patiño et al. (2016) Coubertin's idea was to use sport to bring about educational reform in Western Europe. In the more current area of Physical Education, sport is being used as a tool, as it is a means to help the integral education of the student, to initiate the process of sport initiation and because of its great social repercussion (Salguero, 2010) although without forgetting that undesired learning could be generated such as negative experiences and inequalities or discriminatory behaviour (Monjas et al., 2015), as sport needs a pedagogical orientation so that it can be transmitted in values (Boulon-Buon, 2014). When we talk about educating in values, we are not only talking about the PE developed in educational centres, we also have to refer to sports schools, due to the importance of both motor games and sport in this area, since, at certain ages, when the aim is to work on moral values, collective games and sports are usually used, seeking to get pupils to interact with each other (López, 2019).

The importance of teachers

In education in general and in the field of PE in particular, one of the fundamental factors in the teaching-learning process is the teacher (Castillo et al., 2019) who, based on certain behavioural, attitudinal, pedagogical, didactic, and methodological strategies, links the student with the values.

Teachers are responsible for both training and personal development (Monjas et al., 2015) and therefore have a great responsibility in the teaching-learning process. In addition, their values as a person and the values transmitted by the educational centre are also relevant, as they can stimulate, guide, and provide the development of the student's values (Escámez et al., 2007). According to Moreno and Salas (2009), the teacher, specifically in Physical Education, is admired by the pupils, being an example for them.

In this teacher-pupil relationship, the teacher is responsible for improving the pupil's self-concept and expectations, the relationship and communication with the pupils, knowledge of their characteristics and needs, the strategies, and methodologies to be used with them and the establishment of rules (Santos et al., 2020). Therefore, teacher training is important in order to be able to transmit knowledge and values to their students. On the other hand, the contents taught, and the approach used will also be important, as certain contents may be more favourable for working on values, and especially if these contents are dealt with from a methodological approach that favours the acquisition and assumption of values. In this sense, Ruiz-Omeñaca et al. (2015) indicate that teachers should be familiar with a wide range of sports to work on values in Physical Education, pointing out that those involving collaboration-opposition are interesting, as they offer students interpersonal relationships. For their part, Robles-Rodríguez et al. (2017) indicate that the learning and development of adapted sports is interesting in the acquisition of values, to achieve inclusive education.

The role of the teacher is not simple because it is not a matter of imposing rules and then developing values in the students, but values must be explained beforehand (Vidal, 2012). Furthermore, it is necessary for teachers to assume the importance of values education (Edo, 2009) with the aim of researching strategies and conducting specific activities for the development of attitudes that give consistency to values. In addition, schools must also provide the right environment to work in (Guardia and Ramirez, 2014) and the teacher must contribute to a positive and trusting classroom climate for cooperation to emerge among students. In order to achieve this, teachers must pay attention to certain aspects such as continuous training to meet the needs of their professional facet, the development of practical experiences, training on the educational reality and on fair and democratic teaching styles (Martínez et al., 2003).

Material & methods

Participants

The sample of participants was secondary school students from a private school in the city of Valencia (Spain). The total number of participants was 142 (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 practised 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 practised individual sport, of which 40.90% were boys and 59.09% were girls. On the other hand, the remaining 51.64% of those practising 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.

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 ($M= 4.64 \pm .76$) and fun ($M= 4.59 \pm .77$), while the values with the lowest scores are becoming an idol ($M= 2.33 \pm 1.12$) and crushing the opponent ($M= 2.07 \pm 1.24$).

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

Item	M	SD	Item	M	SD	Item	M	SD
Effort	4.64	.76	Perseverance	4.12	1.04	Win	3.22	1.28
Fun	4.59	.77	Solidarity	4.05	1.04	Winning titles	3.18	1.21
Fair play	4.54	.83	Honesty	3.82	1.01	Succeed	2.99	1.14
Sportsmanship	4.50	.78	Promoting peace	3.64	1.00	Overcome	2.98	1.11
Respect	4.46	.97	Compete	3.61	1.21	To be admired	2.77	1.18
Making friends	4.36	.92	Justice	3.43	1.28	Stand out	2.51	1.10
Overcoming	4.36	.92	Succeeding	3.41	1.12	Being the best	2.40	1.26
The union	4.31	1.00	Slimming	3.34	1.19	Achieving fame	2.34	1.19
Promoting equality	4.23	1.08	Building muscle	3.33	1.19	Becoming an idol	2.33	1.12
Collaboration	4.16	.99	Qualify	3.32	1.17	Crushing the opponent	2.07	1.24

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 ($4.61 \pm .73$) 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 $4.64 (\pm .78)$ for effort and $1.88 (\pm 1.14)$ 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	
Slimming	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.

Table 3. Comparison of the values according to the course

Value	C	M	DT	Value	C	M	DT	P	Value	C	M	DT	Value	C	M	DT	P		
Promoting peace	1º	3.33	.91	Promoting equality	1º	3.78	1.31	Being the best	Fair play	1º	2.50	1.10	Overcoming	1º	4.37	.96	1º	4.32	.75
	2º	3.59	1.02		2º	4.49	1.04			2º	2.39	1.44		2º	4.53	1.02	2º	4.26	1.12
	3º	3.78	1.06		3º	4.11	1.05			3º	2.33	1.04		3º	4.46	.73	3º	4.38	.83
	4º	3.69	.95		4º	4.23	1.01			4º	2.41	1.33		4º	4.71	.57	4º	4.49	.84

Succeeding	1°	3.72	.83	Winning titles	1°	3.28	1.02	Perseverance	Effort	1°	4.47	.70	Respect	1°	4.17	.92			
	2°	3.26	1.33		2°	2.87	1.38			2°	4.35	.87		2°	4.72	.58	2°	4.47	1.08
	3°	3.46	1.02		3°	3.42	1.05			3°	4.16	1.04		3°	4.54	1.02	3°	4.41	1.07
	4°	3.39	1.08		4°	3.28	1.19			4°	3.92	1.22		4°	4.70	.70	4°	4.63	.71
Making friends	1°	4.22	1.17	Collaboration	1°	4.26	.73	Building muscle	Compete	1°	3.53	1.07	Stand out	1°	2.50	.97			
	2°	4.39	.95		2°	4.21	1.08			2°	3.17	1.50		2°	3.51	1.38	2°	2.11	1.13 *
	3°	4.31	.92		3°	4.24	.95			3°	3.53	1.03		3°	3.73	1.12	3°	2.78	1.02
	4°	4.44	.75		4°	3.97	1.03			4°	3.50	.92		4°	3.67	1.15	4°	2.74	1.09
Justice	1°	3.11	1.37	Fun	1°	4.74	.45	Honesty	Succeed	1°	2.88	.78	The union	1°	4.42	.61			
	2°	3.80	1.39		2°	4.55	.90			2°	3.98	1.13		2°	2.81	1.30	2°	4.30	1.09
	3°	3.30	1.20		3°	4.43	.87			3°	3.70	1.13		3°	3.11	1.05	3°	4.38	.86
	4°	3.28	1.12		4°	4.71	.57			4°	3.87	.89		4°	3.13	1.15	4°	4.21	1.19
Win	1°	3.26	.93	To be admired	1°	2.41	1.00	Becoming an idol	Classify	1°	3.41	1.06	Solidarity	1°	4.06	.97			
	2°	3.02	1.42		2°	2.43	1.26 *			2°	2.13	1.21		2°	3.27	1.50	2°	4.13	1.12
	3°	3.53	1.13		3°	3.11	.97			3°	2.43	1.01		3°	3.41	.83	3°	4.11	.97
	4°	3.15	1.35		4°	3.00	1.22			4°	2.44	1.19		4°	3.26	1.08	4°	3.89	1.06
Slimming	1°	3.33	1.08	Crushing the opponent	1°	2.06	1.16	Sportsmanship	Achieving fame	1°	2.39	1.09	Overcome	1°	2.63	.72			
	2°	3.00	1.43		2°	2.22	1.49			2°	4.38	.97		2°	2.15	1.40	2°	2.81	1.24
	3°	3.65	1.01		3°	2.14	1.08			3°	4.59	.64		3°	2.46	.99	3°	3.08	.97
	4°	3.45	1.01		4°	1.84	1.10			4°	4.62	.71		4°	2.42	1.15	4°	3.24	1.15

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

Analysis of values as a function of whether sport is practised

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 ±.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 ±.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.

Table 4. Comparison of the variables according to the performance of the sport.

Value	Sport	M	DT	P	Value	Sport	M	DT	P
Promoting peace	No	3.68	1.00		Honesty	No	3.58	1.12	
	Yes	3.64	0.96			Yes	3.94	0.93	
Succeeding	No	3.43	1.20		Becoming an idol	No	2.29	1.23	
	Yes	3.41	1.06			Yes	2.33	1.0	
Making friends	No	4.06	1.00	**	Sportsmanship	No	4.44	0.82	
	Yes	4.52	0.82			Yes	4.52	0.76	
Justice	No	3.25	1.24		Fair play	No	4.36	0.91	
	Yes	3.54	1.27			Yes	4.62	0.77	
Win	No	3.14	1.27		Effort	No	4.43	1.00	
	Yes	3.28	1.26			Yes	4.73	0.59	
Slimming	No	3.29	1.33		Compete	No	3.39	1.16	
	Yes	3.36	1.11			Yes	3.74	1.21	
Promoting equality	No	3.82	1.29	**	Succeed	No	2.93	1.16	
	Yes	4.44	0.90			Yes	3.03	1.11	
Winning titles	No	3.12	1.24		Qualify	No	3.17	0.98	
	Yes	3.21	1.20			Yes	3.41	1.22	
Collaboration	No	4.02	1.08		Achieving fame	No	2.29	1.15	

	Yes	4.23	0.94		Yes	2.36	1.21	
Fun	No	4.46	0.80		No	4.21	0.81	
	Yes	4.64	0.74		Overcoming	Yes	4.42	0.97
To be admired	No	2.79	1.13		Respect	No	4.23	1.07
	Yes	2.77	1.19		Yes	4.56	0.89	
Crushing the opponent	No	2.00	1.18		Stand out	No	2.45	1.08
	Yes	2.11	1.27		Yes	2.54	1.10	
Being the best	No	2.27	1.21		The union	No	4.29	0.90
	Yes	2.47	1.28		Yes	4.35	1.00	
Perseverance	No	3.74	1.24	**	Solidarity	No	3.95	1.04
	Yes	4.30	0.86		Yes	4.12	0.99	
Building muscle	No	3.04	1.25	*	Overcome	No	2.81	1.06
	Yes	3.49	1.12		Yes	9.03	1.11	

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

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.

Table 5. Comparison of values according to the type of sport they play

Value	Sport	M	SD	P	Value	Sport	M	SD	P
Promoting peace	I	3.61	1.04		Honesty	I	3.80	1.05	
	C	3.62	0.99			C	4.09	0.83	
Succeeding	I	3.14	1.11	*	Becoming an idol	I	2.23	0.94	
	C	3.64	1.05			C	2.45	1.21	
Making friends	I	4.25	1.01	**	Sportsmanship	I	4.39	0.92	
	C	4.73	0.54			C	4.68	0.56	
Justice	I	3.28	1.30		Fair play	I	4.64	0.69	
	C	3.70	1.30			C	4.66	0.84	
Win	I	2.93	1.35		Effort	I	4.70	0.55	
	C	3.51	1.16			C	4.74	0.64	
Slimming	I	3.32	1.05		Compete	I	3.45	1.23	
	C	3.43	1.17			C	3.91	1.19	
Promoting equality	I	4.23	0.91		Succeed	I	2.91	1.05	
	C	4.60	0.90			C	3.09	1.23	
Winning titles	I	2.86	1.19	*	Qualify	I	2.84	1.18	***
	C	3.50	1.17			C	3.84	1.11	
Collaboration	I	3.93	0.99	**	Achieving fame	I	2.34	1.26	
	C	4.51	0.83			C	2.34	1.20	
Fun	I	4.48	0.90		Overcoming	I	4.34	1.18	
	C	4.79	0.55			C	4.52	0.75	
To be admired	I	2.70	1.15		Respect	I	4.60	0.88	
	C	2.72	1.25			C	4.54	0.94	
Crushing the opponent	I	1.91	1.14		Stand out	I	2.37	1.09	
	C	2.30	1.40			C	2.59	1.09	
Being the best	I	2.23	1.18		The union	I	4.16	1.18	

	C	2.69	1.40		C	4.50	0.91
Perseverance	I	4.18	0.95	Solidarity	I	4.11	1.06
	C	4.43	0.77		C	4.09	1.04
Building muscle	I	3.34	1.14	Overcome	I	2.89	1.17
	C	3.58	1.14		C	3.17	1.07

Note: * $p < .05$; ** $p < .01$; *** $p < .001$. I= individual; C= collective; M = mean; SD = standard deviation.

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 ($p > .05$).

Discussion

The intention of this study was to assess the assignment of values with the practice of sport in adolescents, due to the crisis of values that numerous authors have highlighted. From this study, we have obtained information on which values adolescents value most according to gender and grade, as well as whether they practise sport and whether this sport is practised individually or collectively.

The results obtained are in line with Martínez-Patiño et al. (2016). Regarding the values with a positive tendency associated with sports practice, these are at the top of the ratings, similar to those obtained by the aforementioned authors. According to them, the highest average scores were fun, effort and fair play, similar to those of this study, where they were effort, fun and fair play. Similarly, a remarkably similar result has been obtained in the four lowest rated values, since in the study by Martínez-Patiño et al. (2016) they were achieving fame, being the best, becoming an idol and crushing the rival and in the present study they were being the best, achieving fame, becoming an idol and crushing the rival, respectively.

According to the study conducted by Casado and Sánchez-Gey (1999), where the aim was to find out which values, they consider most important, it was concluded that ethical and social values were the ones that played the most dominant role. This is related to the present study, where social variables such as making friends and collaboration score highly. On the other hand, as the study conducted by Ávila and Figueras (2003) points out, students are influenced in their responses by the experiences they have had in sport throughout their lives. The study by García-Fernández (2017) shows that the most valued behaviours were respect, effort, cooperation, perseverance, and teamwork, in accordance with what was obtained in the present study, where values such as respect, effort and cooperation are similarly important. In that study, the gender of the sample was also considered, coinciding with the present study in that girls give higher average scores in most of the positive variables, including respect, cooperation and tolerance. On the other hand, in the effort variable, it was the boys who rated it higher, in contrast to our study, where women still rated it higher. Regarding other variables, aspects such as sportsmanship and fair play showed similarities with studies such as Ruiz-Omeñaca et al. (2015), Escartí et al. (2006) and Planchuelo (2008).

Conclusions

As for the conclusions of the study, firstly, at a general level, without distinguishing between groups, the highest rated values were effort and fun, and the lowest rated values were becoming an idol and crushing the rival. Looking at the gender comparison, both men and women give the best score to effort and the worst score to beating the opponent. In the comparison according to gender, there are differences in the values related to winning, winning titles, competing, triumphing, and winning, being the best, as well as losing weight, crushing the opponent, making muscle, qualifying, achieving fame and standing out, with better average values in the case of men.

Regarding the results according to the year, the values of fun, effort, sportsmanship and fair play stand out as positive, while the values of excelling and beating the opponent are negative. As for the comparison according to the year, there are differences in the value of being admired and that of standing out, with better average values in the third year.

On the other hand, about whether or not they practice sport, among those who practice sport, the values of effort and crushing the opponent stand out as positive and negative, respectively. Among those who do not practise sport, these values were fun and crushing the opponent, respectively. The comparison allows us to conclude that there are differences depending on whether sport is practised in the values of making friends, promoting equality and perseverance, as well as building muscle, with better evaluations from those who practise sport in all cases. As for the conclusions of the results according to the type of sport practised, those who practise individual sports emphasise the values of effort and beating the opponent, while those who practise team sports emphasise having fun and beating the opponent. The differences between groups appear in the values of

qualifying, making friends and collaboration, as well as being successful and winning titles, with better evaluations by those who practise team sports in all cases.

Finally, about the analysis to check the relationship between grade and gender with the fact of practising sport and what type of sport, we can conclude that there is a significant relationship between belonging to one grade or another and practising sport, but the same does not occur with the relationship between gender and practising sport or the type of sport.

To summarise, we can see how men, people who play sport and those who play team sports have higher average scores for the different values. It is also interesting to note that those who practice sport emphasise effort, while those who do not practice sport emphasise fun.

Studies such as this research allow us to see how values are perceived by pupils and how they may vary according to different variables. With this, not only can we raise awareness among pupils of the importance of these values, but we can also find out which aspects are being poorly worked on or perceived, giving us the opportunity to improve them through appropriate work on different themes and methodological approaches.

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