Part 2: Field Research Report

Attitudes regarding social and moral values of sport/PE teachers and coaches

Edited by cre thi dev

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EXECUTIVE SUMMARY

**Background:** Research has shown that under the right conditions, young children can learn values through Physical Education and Sport (PES) and that Physical Education (PE) teachers, as well as sport teachers and coaches can play an important role in the social and moral development of children. However, little is known about how teachers and coaches themselves understand their role and responsibilities and how they try to transfer values to their students through PES.

**Purpose:** The purpose of the current research was to investigate the perspectives of sport/PE teachers and coaches from 5 European countries (Greece, Romania, Bulgaria, Latvia and Italy) participating in a European project designed to promote Olympic values through PES in young children (8-10 years old). The study was guided by four research questions: (a) what is the value orientation of sport/physical education teachers and coaches, (b) how they define, understand and facilitate the potential contribution of sports to the development of values through teaching social and moral skills to their pupils, (c) which are the resources/training sport/PE teachers and coaches draw on to obtain their knowledge about promoting values, and (d) which are their needs regarding educational tools and approaches for the promotion of fundamental Olympic values.

**Participants:** A total of 250 sport/PE teachers and coaches of young children participated in the present survey. Most of the sport/PE teachers and coaches were males (64%), belonged to the 36 - 55 years age group, and had 5-10 years of teaching or coaching experience.

**Data Collection:** There was a four (4) weeks data collection period, from April to May 2017, and sport/PE teachers and coaches were given to fill out structured questionnaires translated to their native languages. Data analysis: the data were analyzed using SPSS.

**Findings:** The results revealed that: (a) sport/PE teachers and coaches from different countries have different value priorities and the observed differences include social and cultural parameters, (b) sample participants acknowledge that their own behavior plays a role to the social and moral development of the children and they try to model appropriate behavior, but they also try to transfer values though teaching children to help each other and encouraging them to reflect on their behavior, (c) most sport/PE teachers and coaches state that they have acquired their own values from either their families or from personal experience, while only in one country sport/PE teachers reported as primary source of values their sports clubs and coaches, and (d) the majority of the participants indicate lack of formal training on moral and ethical values and they consider further education on the issues beneficial.
Conclusions: Physical education and sports can be a platform conducive to the development of values, such as Olympic values, beneficial to children’s’ personal growth, but it is highly dependent on the ability and knowledge of the sport/PE teachers and coaches, to effectively deliver such values. Thus, sport/PE teachers should be better equipped to teach values through PES.

Keywords: Olympic values, transfer, young children, social development, moral development
1. INTRODUCTION

The main objective of the FAIRHAP Project is to support and provide awareness to those who teach sports to children about basic Olympic values, through innovative educational seminar approaches, in order to recognize and instil these values and joy through sports.

This document, within the context of Activity 2, presents the results of an exploratory survey in the 5 Partners’ countries: Greece, Romania, Bulgaria, Latvia, and Italy.

1.1. Scope of the study

The main objectives of this study are:

**Objective 1:** Explore the concepts that sport/PE teachers and coaches adopt regarding values (values are conceptions about what is desirable and guide individuals in their attitudes and behaviors),

**Objective 2:** Explore how sport/PE teachers and coaches define, understand and facilitate the potential contribution of sports to the development of Olympic values through teaching social and moral skills to their pupils,

**Objective 3:** Identify the resources sport/PE teachers and coaches draw on to obtain their knowledge about promoting Olympic values, social and moral skills development,

**Objective 4:** Identify sport/PE teachers’ and coaches’ possible needs regarding new educational tools and approaches for the promotion of fundamental Olympic values.
2. METHODOLOGY

The figure 1 below summarizes the methodology used.

The methodology employed for the execution of A2 has been structured into 3 phases as depicted in Figure 1:

**Phase 1.** Research and documentation reviews of reports, journal articles, statistical data to provide an overview of the sport/PE teachers’ and coaches’ values and training for the moral development of children.

**Phase 2.** Collection of information regarding the contribution of sport/PE teachers and coaches in teaching values for the moral development of primary school children.

**Phase 3.** Analysis of results and training needs identification. These needs will be classified and prioritized according to their importance and relevance leading to proposals for tools to help meet the needs of the target group.

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2.1. Survey Methodology

In this section the procedure used to statistically analyze the responses to the surveys completed by the different Partners in the consortium will be presented.

The content of the survey questionnaire was derived from a literature review regarding values transmitted to children through sports by sport/PE teachers and coaches. The resultant survey questionnaire was organized into 3 parts:

PART 1. Demographic information: This part assesses basic demographic and background characteristics of the respondents. It also includes information on the children and the type of sports the responders are providing training for.

PART 2. Value orientation: This part assesses the attitudes and perceptions of physical education teachers and sport coaches regarding teaching values and whether they believe they are able to transfer these values though Physical Education and Sports (PES).

PART 3. Training: This part assesses the didactics of social and moral development to identify possible gaps and thus, to improve future values training programs. The survey presents a list of possible problematic situations related to sports, that respondents need to give input based on personal experience, in order to identify needs on ethical issues. Respondents are also asked to rate their level of interest in receiving additional training on teaching values in sports.

There is also a final section on the survey questionnaire in which respondents can state comments, observations or suggestions as well as give their email address for further information regarding survey results.

To facilitate the collection of data from different national settings, the survey was translated into 6 languages: English, Greek, Romanian, Bulgarian, Latvian and Italian. The survey questionnaire, and its translated versions, are presented in Appendix 1 to 7.

Statistical Analysis

Excel files were created to filter and sort the data in each regional version and generate descriptive statistics. Excel was also used to organize data from the open-ended questions. These data were codified and classified in general categories.

Further statistical analyses of Likert-scaled questions were performed using SPSS 15.0 (SPSS Inc, Chicago, Ill). One-way analysis of variance was performed for
comparisons involving a discrete variable\(^1\) and more than 2 groups. For comparisons involving multiple groups across related variables, multivariate analysis of variance using Wilks \(\Lambda\) was performed. When significant, univariate analyses with Tukey HSD post hoc tests were conducted.

In some questions factors analysis was also used. Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. For example, it is possible that variations in six observed variables mainly reflect the variations in two unobserved (underlying) variables. Factor analysis searches for such joint variations in response to unobserved latent variables. The observed variables are modelled as linear combinations of the potential factors, plus "error" terms. Factor analysis aims to find independent latent variables. Followers of factor analytic methods believe that the information gained about the interdependencies between observed variables can be used later to reduce the set of variables in a dataset. Factor analysis is not used to any significant degree in physics, biology and chemistry but is used very heavily in behavioral statistics, psychometrics personality theories, marketing, product management, operations research and finance. Users of factor analysis believe that it helps to deal with data sets where there are large numbers of observed variables that are thought to reflect a smaller number of underlying latent variables. It is one of the most commonly used inter-dependency techniques and is used when the relevant set of variables shows a systematic inter-dependence and the objective is to find out the latent factors that create a commonality.

**Summary of Survey Setup**

The data collection tool that has been chosen is a survey questionnaire administered to Sports Instructors, Physical Education Teachers and Coaches in each of the 5 participating countries.

In total, 250 questionnaires were collected, 50 from each country. Participation in the study was voluntary and respondents were explained their rights to confidentiality and anonymity.

Some questionnaires were filled in the presence of the researchers. However, some were sent by email after preliminary contacts with the survey respondents.

**Survey Duration:** from April to May 2017 (4 weeks).

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\(^1\) A variable is a characteristic (or phenomenon) which may take on different values. For example, gender, age, are variables since they take different values when different individuals are observed (Punyon, R.P and Haber, A. (1977). Fundamentals of Behavioral Statistics. Addison-Wesley Publishing co).
3. RESULTS OF STATISTICAL ANALYSIS

The statistical analysis did not reveal statistically significant differences in data collected from different countries, in most of the cases. Thus, data are presented cumulatively, except in those cases that differences have been detected. These cases are presented independently.

3.1. Demographic Information

Information regarding sample respondents’ include: gender, age, education, place of employment, experience, type of sport, as well as information regarding Trainees such as number of Trainees, Trainees with special education needs or from different ethnicities, since for the latter, sport/PE teachers and coaches should strive not only to achieve the educational, but also the social benefits that PE promotes and especially to enhance inclusion of these children in cooperative interactions with their peers.
Of the 250 respondents in the survey, 64% were males and 36% females, while most of the respondents were between 36-55 years of age, as it is shown in Figures below:

![Figure 2: Respondents' gender](image)

![Figure 3: Age group of respondents](image)

Studies have shown that the gender of the PE teachers affects pedagogical approaches, participation rates and content of training so as to lead, in some countries, in the implementation of separate teaching: boys with male teachers and girls with female teachers (Berg & Lahelma, 2010).
Boys and girls do not show the same interest in physical education classes. Girls' participation in physical education decreases with age, although this is not so evident in primary school. The teacher, being the architect in promoting children’s participation in physical activities in order to achieve the educational and social benefits purported by physical education, seems to have a very important role in weakening stereotypical factors that affect participation such as family, friends, social perceptions, as well as his/her own attitudes.

Teachers’ influence has been documented in many studies which present evidence of teachers' behaviors favoring boys rather than facilitating a shared education (Davis, 2003). It seems that in implementing the educational curriculum, differences emerge not only in language, but also in the type of contents, since the curriculum usually favors those with greater mastery of skills (Ennis, 1999; Kirk, 2004), which are normally the boys more often than the girls. In addition, it seems that coaches are implicitly recruiting potential athletes “in their own image,” developing mentor-like relationships with pupils and exposing them to a range of experiences that seem to have a powerful impact on their career, but also on the development of key masculine dispositions toward sport and physical activity (Castejón and Giménez, 2015).

Lower participation rates for girls are also evident in this study, since survey respondents reported a population of 6880 boys in comparison to 4905 girls as their trainees. Thus, the analogy is 58% boys vs 42% girls.

![Figure 4: Participation in sports according to gender](image)
Regarding education, 48% of the respondents hold a Bachelor’s degree and 42% have completed postgraduate studies, (see Figure below).

![Figure 5: Survey respondents’ educational status](image)

The majority of the sample respondents’ work in schools as PE teachers (36%) and in sports club as coaches (29%), see Figure below.

![Figure 6: Where survey respondents’ work](image)
As far as experience in PE and coaching is concerned, the majority of sample respondents’ seems to have less than 10 years of experience, although there is a 22% that has more than 20 years of experience, see Figure below.

Studies have shown that teachers’ age influence response patterns as a result of their experience and differences in university training. Thus, in a recent study in physical education teachers across the state of Kentucky, in the U.S. older teachers (40+) were significantly more likely to possess an undergraduate degree in physical education compared to younger teachers, (Vorbeck, et al. 2014). Over 95% of older teachers who reported coaching at least one athletic team indicated that it positively impacted their teaching. Examination of the results indicated that teachers over the age of 40 were more likely to report coaching duties to have a positive impact on their teaching and were less likely to report coaching as having a negative impact on their teaching compared to younger teachers. The results imply a need to emphasize a certain type of training, certification program, or awareness of certain issues.

Although the respondents offer training in a multitude of sports, from the most popular team sports such as basketball and football to combat sports such as wrestling and martial arts and acro sports such as gymnastics and dancing, the majority of the sample (49%) support children in ball game sports (football, volleyball, basketball, handball), see Figure below.

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Experience with trainees from disadvantaged groups

Only 46 out of the 250 PE teachers and coaches reported that they did not have children with special educational needs in their classes/teams, while 101 sport/PE teachers and coaches reported that they did not have children from different ethnicities in their teams. Therefore, 82% of the Trainers have at least one child with special needs in his/her class/team and 60% of the Trainers have children from different ethnic groups in their classes/teams being, thus, aware of the challenges that the inclusion of different groups entails and their responsibilities to provide programs that can incorporate children of all social backgrounds and ethnic groups, as well as those with special educational needs and disabilities.

The inclusion of pupils from disadvantaged groups such as children with disabilities or children from ethnic minorities in integrated classes is an educational philosophy and practice that is gaining increased acceptance. A number of studies examine teachers’ behaviors and beliefs, because beliefs influence practice. These studies have found that teachers:
(a) exhibited multiple teaching styles,
(b) had concerns about student outcomes,
(c) expressed frustrations, and
(d) varied in their inclusion practices (Hodge et al, 2009).

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Teachers were particularly concerned with the level of training they had received in dealing with students with various disabilities. They reported that they had received insufficient support and some believed not to be well trained to teach PE to students with various disabilities.

Although in general teachers report favorable views of the concept of inclusion, they differ in their efficacy in achieving successful inclusion, and they state that they face challenges in their inclusive practices. Research undertaken in different countries (Morley, Bailey, Tan, & Cooke, 2005; Sato et al., 2009) have reached the same conclusions.

Teachers seem to be particularly concerned with the level of training they had received in dealing with students with various disabilities. They report that they had received insufficient support and some believe not to be well trained to teach PE to students with various disabilities.

With the continued movement toward inclusive programming, teachers will increasingly have students from disadvantage groups in their classes including children from different racial or ethnic groups and the accompanying social pressure to do so. Thus, they would have to take into consideration religious and cultural beliefs also as many sport participation programs continue to lack cultural sensitivity. That necessitates changes in their teaching to promote efficacy in managing behaviors and individualizing instruction (e.g., adapting lesson plans and modifying activities).

3.2. Value orientation

Values development is a complex process that takes place in all aspects of children’s life. Although influences such as the family, the immediate community and religion are the key factors in this process, the responsibility for developing values is also assigned to schools, in formal teaching settings, and sports clubs as they are part of children’s life. This part assesses educators’ value orientations as well as the didactics of social and moral development to understand the role of the sport/PE teachers and coaches in the teaching of values, to identify possible gaps and thus, to improve future values training programs. Important questions that this part tries to answer are: How are values, ethical behaviors learned? How can they be taught, and how can this teaching be supported?

Sport/PE teachers and coaches Value Orientation

In the following sections, questions from Part 2 of the questionnaire are analyzed regarding the value orientations of sport/PE teachers and coaches in the sample. Teachers’ actions are not dominated and determined only by their cognitive understandings of teaching sports and physical education. The beliefs of sport/PE
teachers and coaches are also important because they influence practice. In addition, teachers’ and coaches’ values, character and conceptions have significant impact in the formation of values among his or her students.

Particularly, value orientations influence teachers’ and coaches’ decision making on curricula and affect choices in relation to contents, pedagogy, and assessment. Value orientations are a complex blend of intentions, beliefs and actions in practice and provide the lens through which teachers’ and coaches’ interpret and enact curriculum. Ennis and Hooper (1988) developed the Value Orientation Inventory (VOI) to examine physical education teachers’ value profiles. The classification of value orientations in physical education identifies the following five orientations: discipline mastery, learning process, self-actualization, ecological integration, and social responsibility. A short description of each value orientation is presented in the Table below.

Table 1: The five most prominent value orientations in PE  (from Gillespie, 2011)

<table>
<thead>
<tr>
<th>Value Orientation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline Mastery</strong></td>
<td>This orientation promotes a traditional approach to curriculum where mastery of content is of utmost importance. Teachers with this value orientation as their priority have a curriculum focus on performance proficiency and performance related knowledge. Learning experiences will primarily focus on skill development, competence in sport, fitness, and biophysical knowledge and its connection with improved performance.</td>
</tr>
<tr>
<td><strong>Learning Process</strong></td>
<td>This value orientation highlights skill learning and understanding of the associated learning principles. Learning experiences emphasise learning progressions so that students understand content relationships by adding new knowledge to prior learning. The focus of the learning predominantly involves the synthesis of scientific concepts and applying knowledge and skills to solve problems related to movement and sport.</td>
</tr>
<tr>
<td><strong>Self-actualisation</strong> (or learner centred)</td>
<td>This orientation has a student-centred focus that aims to build self-worth, self-knowledge and an enjoyment in learning. The individual student has autonomy and responsibility for learning. Physical education programmes and learning experiences focus on the students becoming increasingly self-directed, responsible and independent.</td>
</tr>
<tr>
<td><strong>Ecological Integration</strong></td>
<td>This orientation emphasises a holistic approach where a balanced curriculum considers student needs, subject matter, educational context and social concerns. Students learn to balance the personal relevance of their own needs with that of the larger social and natural environment. Learning experiences enable students to undertake and develop critical questioning, problem solving and decision making to respond to changes in their own lives and to determine their own future.</td>
</tr>
<tr>
<td><strong>Social responsibility</strong></td>
<td>This orientation places the needs of society over individual needs with the over-riding curriculum goal of encouraging students to become socially responsible and consider contributing to social change. Programmes and learning experiences provide learning through movement and focus on the students developing an awareness of social needs, issues and concerns and develop respect for group concerns. Students are empowered to make decisions, implement change and contribute to a better society and environment for all.</td>
</tr>
</tbody>
</table>
The first question in Part 2 is based on these value orientations and respondents were asked to select 4 out of a list of 10 statements. The combined answers of the 250 respondents can be seen in the Figure below.

Thus, the 5 most commonly selected responses across all respondents are:

1) Sports should focus on enjoyment in playing games (55.2%),
2) Sports should focus on skill development (50.4%),
3) Sports should focus on building children’s self-esteem and self-knowledge (47.2%)
4) Sports should focus on teaching children to become social responsible and respect for group concerns (42.8%), and
5) Sports should focus on developing self-directed, responsible and independent children (42.4%).

Three (3) of the above responses belong to the **self-actualization value orientation** (sports should focus on enjoyment in playing games, sports should focus on building children’s self-esteem and self-knowledge, sports should focus on developing self-directed, responsible and independent children), one (1) response belongs to the **discipline mastery value orientation** (sports should focus on skill development) and the other to **social responsibility value orientation** (sports should focus on teaching children to become social responsible and respect for group concerns).

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However, there seems to be differences in sample responses among the 5 participating countries, as it can be seen in the Figure below.

Survey respondents from Greece, Romania and Italy have selected the same statements regarding value orientations in the top four positions (sports should focus on enjoyment in playing games, sports should focus on building children’s self-esteem and self-knowledge, sports should focus on developing self-directed, responsible and independent children, sports should focus on teaching children to become social responsible and respect for group concerns) although percentages and prioritization differ. Bulgarian and Latvian respondents seem to place more emphasis on performance. Thus PE teachers and coaches from Bulgaria have selected in the top four positions the following statements:

1) Sports should focus on performance proficiency and performance related knowledge,
2) Sports should focus on skill development, and
3) Sports should focus on fitness, and
4) Sports should focus on teaching children to become social responsible and respect for group concerns.

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Latvian respondents have selected in the top four positions the following statements:

1) Sports should focus on improving children’s individual performance,
2) Sports should focus on fitness, and
3) Sports should focus on skill development, and
4) Sports should focus on enjoyment in playing games.

In the following Table, comparisons between countries are presented.

Table 2: Top four value orientations statements per country

<table>
<thead>
<tr>
<th>Item</th>
<th>Greece</th>
<th>Romania</th>
<th>Bulgaria</th>
<th>Latvia</th>
<th>Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-esteem</td>
<td>60</td>
<td>70</td>
<td>84</td>
<td>58</td>
<td>84</td>
</tr>
<tr>
<td>fun</td>
<td>58</td>
<td>independent</td>
<td>54</td>
<td>78</td>
<td>fitness</td>
</tr>
<tr>
<td>independent</td>
<td>56</td>
<td>responsibility</td>
<td>48</td>
<td>fitness</td>
<td>26</td>
</tr>
<tr>
<td>responsibility</td>
<td>54</td>
<td>self-esteem</td>
<td>46</td>
<td>responsibility</td>
<td>20</td>
</tr>
</tbody>
</table>

Accompanying this table, a pie chart on the map is presented to show the value categories that respondents have selected in the different countries.

Figure 11: Valid Percentage Pie Charts over Map
Thus, data findings highlight the fact that survey respondents exhibit different value orientations. Three seem to be the most prominent in the sample: disciplinary mastery, self-actualization, social responsibility.

As mentioned at the beginning of Part 2, value orientations have been found to influence how sport/PE teachers and coaches conceive their role as teachers/instructors as well as their pedagogical choices, even though national curricula could instruct otherwise. Especially when educators are coping with restrictions on time and resources, as it happens in many countries, studies show that they usually tend to modify teaching contents to be compatible with their own beliefs and values rather than to reproduce those of the national curricula in physical education (Curtner-Smith, 1999; Evans and Penney, 1993).

Literature review has shown that physical educators with a self-actualization (SA) orientation believe that training should be focused on personal development and more specifically, the growth of the learner. Thus, knowledge acquired and skills taught in classrooms should be meaningful to each individual student and should be delivered to students in a manner that will not only increase their self-esteem but also their enjoyment of participation in learning (Jewett, 1994; Jewett et al., 1995).

On the other hand, PE teachers who place a high value on the disciplinary mastery (DM) orientation tend to focus on developing performance proficiency in sport skills and focus on the more functional side of the teaching. These individuals show an understanding of performance-related knowledge. Consequently, their main concern is for student competence (Jewett, 1994; Jewett et al., 1995). Trainers with the social responsibility (SR) value orientation consider the wider picture of education, reiterate the influential nature of connection, and strive to uncover new views on physical education in terms of how it could be taught and what might be achieved. They see physical activities and sports as vehicles to help students aligning their individual needs with the needs of the society.

Comparisons between samples responses suggest that physical educators in the sample have different value priorities, but these differences are consistent between countries. Respondents from Greece, Romania and Italy place higher priority to SA and SR while respondents from BG place higher priority to DL and SR and respondents from LT place higher priority to DL and SA.

Self-actualization focuses on nurturing personal development. The emphasis here is on self-discovery, self-learning and personal liberation (Jewett et al., 1995). The findings from this study have indicated that physical educators from Greece, Romania and Italy have a tendency to view sport and physical activity as a medium through which they can develop the self-confidence and self-concepts of their students. In planning and implementing the physical education curriculum, these teachers are more likely to encourage students to focus on their own performances, to set realistic goals and develop plans to achieve those goals. Results also indicate that they place emphasis on social responsibility. Teachers, who place emphasis on
social responsibility, tend to encourage students to compare their own behaviors with those established by the society and to formulate strategies for improvement. During lessons on sport and physical activity, students are placed in situations in which they must cooperate and take responsibility (Jewett et al., 1995).

While the focus of the self-actualization perspective in the curriculum is on personal growth, the disciplinary mastery value orientation places a stronger emphasis on the “correct” or most “efficient” way to perform. Disciplinary mastery, as operationalized through sport, movement, and exercise content has been thought to be the central focus of physical education in the previous years focusing on developing performance proficiency in sport skills. Educators adhering to this orientation show an understanding of performance-related knowledge and their main concern is for student competence.

Ennis and Chen (1995) indicate a negative relationship between disciplinary mastery and self-actualization due to the fundamentally different characteristics of these two orientations. They provide further explanation for this discrepancy, that the knowledge base of disciplinary mastery and the affective orientations of self-actualization and social responsibility have an inverse relationship regarding curricular decision-making.

However, in the sample it was found that the majority of the respondents concentrate on more than one value orientation, although not with the same degree. These findings are in accordance with those studies suggesting that value orientations of physical education teachers’ can be represented across the range of value orientations and it is common for teachers to have a mix of value orientations in their approach, a trend that is necessary, especially nowadays, in order to respond to the needs of diverse trainees’ populations.

A possible explanation for the observed differences among countries, regarding value orientation, can include social and cultural parameters. The social environment in which children live may require an emphasis on orientations that place the individual or the context in a higher priority than mastery of movement and sport. Children who live in urban centers tend to exercise less because of other distractions such as TV, computer games, etc. They lack motivation and incentives to participate in sports and this may lead teachers to place a higher priority on self-actualization and social responsibility, since emphasis on skill proficiency may deter children from sports participation. In this case we see that students’ individual characteristics in terms of their social and cultural background, may influence the priority of value orientation for teachers in physical education. In addition, there are physical educators and coaches who believe that sports can be used as a means to resolve problems and teach positive social interaction skills to societies that are characterized by cultural diversity, as usually are those in urban areas. On the other hand, there are communities where children are trained by their family and teachers to manage personal discipline and behavior in order to be compatible with those of
the society. Physical educators in such communities could place a higher priority on discipline mastery orientation than on self-actualization.

Values in Sports

Following the amalgamation that was evident in analyzing teachers’ and coaches’ value orientation, and in order to acquire a better understanding of sport/PE teachers and coaches views, their attitudes regarding Olympic values were sought. Respondents were asked to select, out of the 5 Olympic values those 2 that they consider most important. 68,5% of the respondents state that “Fair play” is the most important value, while “Balance of body, will and mind” is considered the second most important value, see Figure below.

In the following Table, comparisons between countries are presented.

Table 3: Most important Olympic values

<table>
<thead>
<tr>
<th>Item</th>
<th>Greece</th>
<th>%</th>
<th>Romania</th>
<th>%</th>
<th>Bulgaria</th>
<th>%</th>
<th>Latvia</th>
<th>%</th>
<th>Italy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair play</td>
<td>86</td>
<td></td>
<td>62</td>
<td></td>
<td>54</td>
<td></td>
<td>74</td>
<td></td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Balance body, will &amp; mind</td>
<td>44</td>
<td></td>
<td>56</td>
<td></td>
<td>52</td>
<td></td>
<td>46</td>
<td></td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

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“Fair play” has been selected by all respondents in all countries in the first or second position of preference. “Practicing respect” is the top choice in Bulgaria and ‘Joy of effort” has been selected as second choice in Latvia and Italy.

There are 2 fundamental values in the Olympic Charter:

**Fundamental Principle 1:** Olympism is a philosophy of life; exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

**Fundamental Principle 2:** The goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity.

These principles emphasize respect and tolerance. Fair play is a positive and complex concept that comprises and embodies a number of fundamental values such as: fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy. ([http://www.fairplayinternational.org/what-is-fair-play](http://www.fairplayinternational.org/what-is-fair-play)). In other words, fair play includes the most fundamental principles of Olympism and can be viewed as comprising an ideal ethical set of behaviors. In addition, studies have shown that the use of fair-play instruction by the PE teacher contributed to the development of social skills of pupils in a physical education class (Vidoni and Ward (2009).

Respondents were also asked to assign a score from 1-5 (not at all important to extremely important) to a list of selected values regarding their importance in class teaching. All 13 values were given scores of 4 or 5, with “respecting others” having the highest mean (4.79%), see Figure and Table below.
Figure 13: Importance of values, mean percentages

Table 4: Importance of values in hierarchy order

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respecting others</td>
<td>4,79</td>
</tr>
<tr>
<td>2. Respecting the rules</td>
<td>4,72</td>
</tr>
<tr>
<td>3. Working together</td>
<td>4,7</td>
</tr>
<tr>
<td>4. Help each other</td>
<td>4,62</td>
</tr>
<tr>
<td>5. Building self-esteem</td>
<td>4,55</td>
</tr>
<tr>
<td>6. Dealing with winning and losing</td>
<td>4,55</td>
</tr>
<tr>
<td>7. Discipline and hard work</td>
<td>4,55</td>
</tr>
<tr>
<td>8. Having Fun</td>
<td>4,53</td>
</tr>
<tr>
<td>9. Doing the best they can</td>
<td>4,48</td>
</tr>
<tr>
<td>10. Openness to people of various ethnic or racial backgrounds</td>
<td>4,45</td>
</tr>
<tr>
<td>11. Overcoming Adversity</td>
<td>4,4</td>
</tr>
<tr>
<td>12. Courage to try new things</td>
<td>4,26</td>
</tr>
<tr>
<td>13. Competitiveness</td>
<td>4,1</td>
</tr>
</tbody>
</table>

Because this question was considered important, data were further analyzed using factor analysis to investigate variable relationships. The analysis revealed 3 factors, as shown in the following Table.
**Table 5: Factor analysis results**

**Structure Matrix**

<table>
<thead>
<tr>
<th></th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>quest_1_1</td>
<td>-.746</td>
</tr>
<tr>
<td>quest_1_5</td>
<td>.683</td>
</tr>
<tr>
<td>quest_1_6</td>
<td>.651</td>
</tr>
<tr>
<td>quest_1_7</td>
<td>.559</td>
</tr>
<tr>
<td>quest_1_8</td>
<td></td>
</tr>
<tr>
<td>quest_1_9</td>
<td></td>
</tr>
<tr>
<td>quest_1_2</td>
<td></td>
</tr>
<tr>
<td>quest_1_10</td>
<td></td>
</tr>
<tr>
<td>quest_1_4</td>
<td></td>
</tr>
<tr>
<td>quest_1_3</td>
<td></td>
</tr>
</tbody>
</table>

*Extraction Method: Principal Component Analysis.*

*Rotation Method: Oblimin with Kaiser Normalization.*

The first factor includes the following values:

- Doing the best they can,
- Respecting others,
- Overcoming adversity,
- Dealing with winning and losing

and seems to focus more on parameters that characterize sports such as determination, persistence and molding of character.

The second factor includes variables such as:

- Discipline and hard work,
- Helping each other,
- Working together,

emphasizing thus team work and cooperation.
The third factor includes:

- Openness to people of various ethnic or racial backgrounds,
- Respecting the rules,
- Building self-esteem,

thus concentrating more on self and internal processes leading to self-development.

Taken all factors together comprise a rather holistic approach towards sports values from or, through, sports achievement to personal development, social interaction and teamwork and seems to be in line with the Code of Sports Ethics (Council of Europe):

“Sport is a social and cultural activity which, practiced fairly, enriches society and the friendship between nations. Sport is also recognized as an individual activity which, played fairly, offers the opportunity for self-knowledge, self-expression and fulfilment; personal achievement, skill acquisition and demonstration of ability; social interaction, enjoyment, good health and well-being. Sport promotes involvement and responsibility in society with its wide range of clubs and leaders working voluntarily. In addition, responsible involvement in some activities can help to promote sensitivity to the environment.”

Sources of Values

Sport/PE teachers and coaches, like the rest of the world, are also products of their own cultural, political and educational environment and they have an established set of values that remain pertinent and highly influential throughout their working life, (Zeichner & Liston, 1996). Values are transmitted through socialization practices which vary according to cultures.

In the sample, most respondents state that they have acquired their values from either their families (Greeks, Italians) or from personal experience (Romanians, Latvians and Italians).

Only Bulgarians report as primary sources of values their sports clubs and coaches, while “family” is in the second position. Bulgarians emphasize also the importance of the community and the culture in the acquisition of values, while they believe that personal experience is least important.
These differences between countries are statistically significant.

Table 6: Sources of Values across all respondents

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>4.67</td>
</tr>
<tr>
<td>Personal experience</td>
<td>4.55</td>
</tr>
<tr>
<td>Sporting background</td>
<td>4.32</td>
</tr>
<tr>
<td>Culture</td>
<td>4.02</td>
</tr>
<tr>
<td>Formal training</td>
<td>3.92</td>
</tr>
<tr>
<td>Community</td>
<td>3.63</td>
</tr>
</tbody>
</table>

Figure 14: Sources of values across all respondents

According to the literature, the transmission process of values and its results differ depending on the cultural context, individualistic compared to collectivist. In cultures which emphasize the developmental pathway of independence, children are exposed to many different influences outside the family and are free to choose among different models. In cultures which follow the developmental pathway of interdependence, conformity to parental values is highly encouraged, and this can explain the answers by Greek and Italian respondents. However, since parents are highly motivated to transmit those values that are most preferred by society (Arnett, 1995), families play significant role even in more collectivist cultures. Furthermore, ‘apprenticeship of observation’ (Lortie, 1975) has been found to strongly affect
perceptions and actions regarding PE and can explain why Bulgarians report as primary sources of values their sports clubs and coaches, which also accentuates the contribution of sports in learning values. A surprising fact was that teacher education came 5th in respondents answers, while personal experiences received very high mean score (4.55%). This could suggest that formal training is not considered adequate to equip PE teachers with clear guidelines, curriculum, skills, teaching methods and evaluation criteria to integrate the social and moral development of their pupils systematically into their lesson plans and activities.

**Transmission of Values**

When respondents were asked the methods they used to instil values in their trainees, the majority (55.2%) stated through teaching them to help each other. “Make students reflect on their behavior” and “By setting a good example” were the next most commonly selected methods with 49.2% and 45.2% respectively, see table below.

**Table 7: Methods for teaching values across all respondents**

<table>
<thead>
<tr>
<th>METHODS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach them to help each other</td>
<td>55.20%</td>
</tr>
<tr>
<td>Make students reflect on their behavior</td>
<td>49.20%</td>
</tr>
<tr>
<td>By setting a good example</td>
<td>45.20%</td>
</tr>
<tr>
<td>Adjusting the level of competition (high-low to teach winning and losing)</td>
<td>37.20%</td>
</tr>
<tr>
<td>Giving instructions / through teaching lessons</td>
<td>36.40%</td>
</tr>
<tr>
<td>Careful selection of learning activities</td>
<td>36.40%</td>
</tr>
<tr>
<td>Creating a pedagogical climate</td>
<td>36.00%</td>
</tr>
<tr>
<td>Working together with their peers</td>
<td>34.80%</td>
</tr>
<tr>
<td>Teach them to look through the eyes of the other by taking on different roles</td>
<td>28.80%</td>
</tr>
<tr>
<td>Stimulate discussions using certain questions to guide these dialogues to enable students to reflect on their view of things</td>
<td>23.60%</td>
</tr>
<tr>
<td>Other</td>
<td>6.40%</td>
</tr>
</tbody>
</table>

The answers supplied by Greek respondents seem to differentiate from the rest, since the creation of a pedagogical climate and the stimulation of discussions to guide students to reflect on their view of things are among the most commonly selected methods to instil values to trainees, while “working with their peers” seems...
to be less preferable method for Bulgarians and Latvians respondents, see Table below.

Table 8: Comparisons between countries

<table>
<thead>
<tr>
<th>Item</th>
<th>Greece</th>
<th>Romania</th>
<th>Bulgaria</th>
<th>Latvia</th>
<th>Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a pedagogical climate</td>
<td>56</td>
<td>52</td>
<td>54,0%</td>
<td>60,0%</td>
<td>76,0%</td>
</tr>
<tr>
<td>Teach them to help each other</td>
<td>44</td>
<td>52</td>
<td>40</td>
<td>54</td>
<td>64</td>
</tr>
<tr>
<td>Teach them to look through the eyes</td>
<td>42</td>
<td>50</td>
<td>30</td>
<td>46</td>
<td>58</td>
</tr>
<tr>
<td>Stimulate discussion for reflection</td>
<td>42</td>
<td>42,0%</td>
<td>20</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>

Although many studies mention that there is a connection between PE and values, the process of teaching values has received little attention especially since most studies focus on analyzing the results of programs presenting sport as an educational tool, and not on the understanding of teaching values in regular PE classes (Bailey, 2006). Jacobs et al. (2013) verified that teachers believe that PE could contribute to the acquisition of values, such as respect, fair play and teamwork, but teachers have difficulty explaining the strategies used for teaching values (Camiré et al., 2013) due to unconscious work agendas.

In the literature (Binder, 1995), two learning processes have been identified as important for helping young children (8 to 11 years old) to develop their ability to make moral judgements:

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• To initiate discussion so that children can express their opinions and feelings. Talking is considered a very important component of the process of moral decision-making.

• Changing roles and perspectives. Children at this age tend to see their world from an egocentric point of view. Games, simulations, role plays etc. provide them with opportunities to put themselves in someone else’s shoes.

A common denominator to all studies regarding moral development is that moral growth is not an automatic consequence of participation in physical activity, but it requires systematic and organized design and delivery to be effective.

Even though the most popular methods reported by the sample do not include discussions (23.6% of the sample selected this method) or changing roles (28.8% of the sample selected this method), teaching children to help each other and encouraging them to reflect on their behavior can assist children overcome their egocentricity. Educators also seem to acknowledge that their own behavior plays a role to the social and moral development of the children and they try to model appropriate behavior and contend so as to “set a good example” and “create a pedagogical climate”.

Across all respondents, the answer most commonly indicated, regarding how to support children from different backgrounds (cultural, socioeconomic, religious, etc.) and children with disabilities at best, is through “building their self-confidence” (mean 4.74 on a 5-point scale), closely followed by helping them “in their relationships with other children” (mean 4.70 on a 5-point scale).
Respondents were asked to rate how easy they believe teaching values to children is, on a 5-point scale (not at all – very much). As seen in the Table below, most answers center around the middle of the scale, with mean 3.14, across all respondents. Bulgarian participants considered this task as most challenging (mean score 2.48).

**Table 9: How easy is teaching values to children (5-point scale: not at all – very much)**

<table>
<thead>
<tr>
<th>Partner</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR</td>
<td>3.40</td>
<td>.948</td>
<td>47</td>
</tr>
<tr>
<td>RO</td>
<td>3.32</td>
<td>1.096</td>
<td>50</td>
</tr>
<tr>
<td>BG</td>
<td>2.48</td>
<td>.974</td>
<td>50</td>
</tr>
<tr>
<td>LT</td>
<td>3.20</td>
<td>.857</td>
<td>50</td>
</tr>
<tr>
<td>IT</td>
<td>3.33</td>
<td>.922</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>3.14</td>
<td>1.014</td>
<td>246</td>
</tr>
</tbody>
</table>

However, respondents’ perceptions regarding how receptive children are to the teaching of values is more optimistic (mean score across all respondents is 3.61 on a 5-point scale “not at all – very much”). The most optimistic seem to be the Italian respondents (mean 4.00) and the least optimistic the Bulgarian respondents (mean 3.06), despite the fact that they consider the environment of sports as most favorable in transmitting values.

**Table 10: How receptive are children to the teaching of values (5-point scale: not at all – very much)**

<table>
<thead>
<tr>
<th>Partner</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR</td>
<td>3.87</td>
<td>.850</td>
<td>47</td>
</tr>
<tr>
<td>RO</td>
<td>3.90</td>
<td>.931</td>
<td>50</td>
</tr>
<tr>
<td>BG</td>
<td>3.06</td>
<td>.652</td>
<td>50</td>
</tr>
<tr>
<td>LT</td>
<td>3.26</td>
<td>.694</td>
<td>50</td>
</tr>
<tr>
<td>IT</td>
<td>4.00</td>
<td>.791</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>3.61</td>
<td>.872</td>
<td>246</td>
</tr>
</tbody>
</table>

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Although PE is assumed to play an important role, through the learning of values, in the moral development of children mainly because it provides a context where there is a great deal of social interaction among pupils and between pupils and teacher, literature findings are inconclusive with respect to the extent to which this development occurs. Some of the findings suggest a positive change regarding children’s moral reasoning and attitudes towards fair play, sportsmanship and personal responsibility (Mouratidou et al. 2009), while others have pointed out that there is a lack of credible monitoring and evaluation of such developments (Bailey et al., 2006). Other studies associate perceived changes with teachers’ efficacy, i.e. the degree of confidence teachers’ have in their ability to successfully perform specific teaching proficiencies and pedagogical skills. It seems that survey participants are quite confident on the positive impact they have on pupils’ learning.

**Reasons for Sports participation**

Respondents were asked to select from a list of 11 statements those four (4) that they believe are the most important reasons that children play sports for. Their answers are shown in the Figure below. The majority believe that to have fun (79.2%), to improve their skills (56.4%), to be with their friends (56%) and to do the best they can (44%) are the most important reason for playing sports.

![Figure 15: Sample perceptions why children play sports](image_url)
The comparison of data between countries revealed a somehow different prioritization, see Table below. Greek respondents attribute children participation in sports more to psycho-social aspects (fun, be with friends and develop self-esteem), while Bulgarian respondents emphasize more the athletic aspects (do their best, skill development, performance).

It seems that sample predominant value orientations affect the way respondents perceive the motives of children and parents. Those who have a self-actualization orientation attribute sport participation to more psychological reasons, while those who have a disciplinary mastery orientation to physical competency.

**Table 11: Comparisons of sample perceptions why children play sports**

<table>
<thead>
<tr>
<th>Item</th>
<th>Greece %</th>
<th>Romania Item</th>
<th>Bulgaria Item</th>
<th>Latvia Item</th>
<th>Italy Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>88</td>
<td>Improve skills</td>
<td>88</td>
<td>Do their best</td>
<td>70</td>
</tr>
<tr>
<td>Having fun</td>
<td>86</td>
<td>Be with friends</td>
<td>78</td>
<td>Having fun</td>
<td>64</td>
</tr>
<tr>
<td>Be with friends</td>
<td>56</td>
<td>Having fun</td>
<td>76</td>
<td>Perform well</td>
<td>64</td>
</tr>
<tr>
<td>Do their best</td>
<td>40</td>
<td>Do their best</td>
<td>46</td>
<td>Improve skills</td>
<td>54</td>
</tr>
</tbody>
</table>

In the question “why parents encourage their children to participate in sports”, 63.6% of the respondents believe for “lifelong health”, 51.2% to “limit screen time”, 40% to “do something constructive in their free time” and 39.2% to “learn discipline”.

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The comparison of data between countries revealed a somehow different prioritization, see Table below. Greek respondents believe that parents encourage their children to do sports in order to develop “self-esteem” and to “learn to behave as part of a team”, while Latvian respondents include “physical activities” as parents’ motive. Bulgarian respondents are the only ones who believe that except the development of self-esteem and other psychological benefits, parents have in mind the ethical development of children when they encourage them to participate in sports (52%).

**Figure 16: Sample perceptions why parents encourage children to play sports**

The comparison of data between countries revealed a somehow different prioritization, see Table below. Greek respondents believe that parents encourage their children to do sports in order to develop “self-esteem” and to “learn to behave as part of a team”, while Latvian respondents include “physical activities” as parents’ motive. Bulgarian respondents are the only ones who believe that except the development of self-esteem and other psychological benefits, parents have in mind the ethical development of children when they encourage them to participate in sports (52%).

**Table 12: Comparisons of sample perceptions why parents encourage children to play sports**

<table>
<thead>
<tr>
<th>GREECE</th>
<th>ROMANIA</th>
<th>BULGARIA</th>
<th>LATVIA</th>
<th>ITALY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>%</td>
<td>Item</td>
<td>%</td>
<td>Item</td>
</tr>
<tr>
<td>Limit screen time</td>
<td>66</td>
<td>Lifelong Health</td>
<td>88</td>
<td>Lifelong Health</td>
</tr>
<tr>
<td>Part of a team</td>
<td>40</td>
<td>Limit screen time</td>
<td>64</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Lifelong Health</td>
<td>38</td>
<td>Learn discipline</td>
<td>52</td>
<td>Psychological benefits</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>38</td>
<td>Constructive activities</td>
<td>44</td>
<td>Ethical skills</td>
</tr>
</tbody>
</table>

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Sport/PE teachers and coaches characteristics

Regarding what respondents believe that children want from a coach a great majority across all respondents stated “respect and encouragement” (76%) and a “positive role model” (70%). The third most common response was to “improve their skills”, see figure below. Fifty-six percent (56%) of the Latvian respondents stated that children also want consistent and clear communication on what to do, and 40% of the Bulgarian respondents believe that teaching them how to win is important for children.

Many studies show that physical education based motivational processes can influence students’ physical and psychological behavioral changes (Standage and Gillison 2007). The social context created by a PE teacher such as an autonomy-supportive class climate can have a positive effect on students’ motivation, general self-esteem, and health-related quality of life. Respondents of the sample seem to be aware of the importance of fostering competence beliefs among children providing encouragement and supporting them to develop the knowledge, attitudes, and motor skills that are needed. Therefore, although knowledge of subject matter and didactics, meaning planning, execution, and evaluation of lessons, is a relevant part of a teacher’s professional knowledge, participants in the sample seem to perceive their role as more of a pedagogue paying attention to the psychological needs of their pupils, offering them encouragement and trying to influence their

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behavior through their actual involvement and personal example (76% and 70% respectively).

Respondents were asked to select three (3) statements from a list of 7 that best describe what they wish the children they are teaching to react or feel when they win or lose a competition. The answers were unanimous and for this reason the percentages are the highest so far: “Bear victory and defeat with dignity” (91,2%), “Accept decisions of the judges” (65,2%), and “Help someone in need - even if they put their own victory at risk by doing so” (57,2%).

![Figure 18: How respondents wish trainees to react in a competition](image)

The issue of fair play is again evident in this question as it is expressed in respecting the decisions of the judges and opponents, showing ethos and sportsmanship and promote socially desirable moral values such as helping others even at the expense of losing.

The final question in this Part 2, is an open-ended question on how respondents think that sports affect society positively. The responses can be classified in 3 major categories. However, it is surprising the fact that most answers focus on the psychological and social benefits of sports rather than the physical benefits, re-emphasizing this way the importance of sports as a vehicle for personal development and transmission of social values. In the few cases that physical benefits are mentioned, they are always coupled with psychological benefits, as shown below:

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
1. **Physical benefits.** Movement and exercise as well as the reduction of the undesirable outcomes of sedentariness and the promotion of health. For example two respondents write:

“targeting in the balance of body, mind and heart creates harmonic development”

“healthier population in the body and mind”

2. **Psychological benefits.** Psychological and emotional wellbeing including mental health, development of self-esteem, character building and confidence. Understanding others and learning to accept diversity. These can be illustrated by the following quotes

“the engagement of children with sport has the effect of developing discipline, justice, solidarity, compassion and tolerance, elements essential to a healthy society”

“people through sports learn to set goals and with hard work and insistence to try to achieve them”

“by building up habits of conduct in the spirit of fair play; By building up behavioral habits in the spirit of fair play manifested in social emulation”

3. **Social benefits.** Most respondents highlighted the social element of sport participation such as team-work and collaboration for the attainment of a common goal. Moral values, social responsibility and citizenship through sports was also pointed out. In addition, many respondents mentioned the issue of violence and how sports can be used to prevent it. The following quotes are typical in this category:

” children who do sports especially in a very early age learn coexistence, socializing, and in that way their adaptation to society is more easily”

“sports by developing man harmoniously and balanced physically, mentally and spiritually, creates socially-minded, acceptable and therefore positively active people in society”

“sport can teach how to be in a group and the group is the core of society”
3.3. Training

If Sports and Physical Education have to create a favorable context to the learning of values, sport/PE teachers and coaches must be trained appropriately. This part assesses sport/PE teachers’ and coaches’ perceptions regarding the existence of phenomena that prevent equal participation in sports as well as the need and the didactics of social and moral development to identify possible gaps and improve future values training programs.

Equal Participation in Sports

Despite the efforts at national and European level, equal participation in sports is far from guaranteed. Discrimination, racism and violence incidents are still evident and they can take many forms: sexism, harassment, disability discrimination, etc. In order to investigate the existence of such phenomena in the Partner countries, respondents were given a list describing 14 discriminatory situations and were asked to state whether they have experienced such situations, whether they have received appropriate training to deal with it and whether they believe they could benefit from further education on the issue. Sample responses are shown in the Table below.

Table 13: Discriminatory phenomena (across sample, high percentages in bold)

<table>
<thead>
<tr>
<th>Item</th>
<th>Witnessed phenomena</th>
<th>Received training</th>
<th>Further education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of respect for the rules of sport (i.e. cheating).</td>
<td>57.6%</td>
<td>38.8%</td>
<td>61.6%</td>
</tr>
<tr>
<td>2. Unequal treatment of girls/women in sports compared to their male counterparts.</td>
<td>49.2%</td>
<td>41.2%</td>
<td>60.4%</td>
</tr>
<tr>
<td>3. Unequal treatment of participants within the context of sporting activities due to race, religion, culture, socioeconomic status etc.</td>
<td>46.4%</td>
<td>43.6%</td>
<td>64.4%</td>
</tr>
<tr>
<td>4. Disability inequality, unequal treatment within the context of sport due to disability.</td>
<td>29.6%</td>
<td>32.0%</td>
<td>51.2%</td>
</tr>
<tr>
<td>5. Violence (i.e. fights/brawls) inside or outside the rules of sport. Includes spectator/children/parental/official/or coach violence.</td>
<td>57.6%</td>
<td>38.8%</td>
<td>60.8%</td>
</tr>
<tr>
<td>6. Exploitation, promotion of a child for personal/financial or other gain.</td>
<td>45.2%</td>
<td>30.8%</td>
<td>53.2%</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>37.6%</td>
<td>31.2%</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>7</td>
<td>Sexually inappropriate behavior, engaging in deliberate or repeated sexually oriented comments, anecdotes, gestures or touching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Inappropriate verbal communication (calling someone names), teasing with offensive and degrading comments, telling jokes against someone, shouting, belittling, acts of humiliation, use of trash talk, obscene gestures, or profanity between teammates or opponents.</td>
<td><strong>56.8%</strong></td>
<td><strong>43.2%</strong></td>
</tr>
<tr>
<td>9</td>
<td>Physical abuse, shoving, striking, slapping, punching, beating, kicking, biting between teammates or opponents.</td>
<td><strong>49.2%</strong></td>
<td><strong>44.4%</strong></td>
</tr>
<tr>
<td>10</td>
<td>Inattention to an athlete’s physical, emotional, educational, or social needs (i.e. refusal of injury treatment, lack of attention, discouraging friendships, encouraging a child to miss school for training or competition).</td>
<td><strong>31.2%</strong></td>
<td><strong>36.4%</strong></td>
</tr>
<tr>
<td>11</td>
<td>Forcing a child to train extra or at a higher intensity as a form of punishment/out of anger or frustration.</td>
<td><strong>40.4%</strong></td>
<td><strong>33.2%</strong></td>
</tr>
<tr>
<td>12</td>
<td>Lack of assurance that activities selected are suitable for the age, experience, ability, and physical and psychological conditions of children.</td>
<td><strong>43.6%</strong></td>
<td><strong>37.6%</strong></td>
</tr>
<tr>
<td>13</td>
<td>Vandalization of sport facilities (i.e. sport buildings, pitches, tracks, etc.).</td>
<td><strong>38.8%</strong></td>
<td><strong>30.4%</strong></td>
</tr>
<tr>
<td>14</td>
<td>Irresponsible coaching - Negative conditions in sport (e.g. burnout, addictions); Lack of interest in the child as a whole person; lack of professional training.</td>
<td><strong>40.0%</strong></td>
<td><strong>30.8%</strong></td>
</tr>
<tr>
<td></td>
<td>Mean value</td>
<td><strong>44.5%</strong></td>
<td><strong>36.6%</strong></td>
</tr>
</tbody>
</table>
The majority of the respondents reported that they have encountered:

- Lack of respect for the rules of sport (i.e. cheating).
- Unequal treatment of girls/women in sports compared to their male counterparts.
- Violence (i.e. fights/brawls) inside or outside the rules of sport. Includes spectator/children/parental/official/or coach violence.
- Inappropriate verbal communication (calling someone names), teasing with offensive and degrading comments, telling jokes against someone, shouting, belittling, acts of humiliation, use of trash talk, obscene gestures, or profanity between teammates or opponents.
- Physical abuse, shoving, striking, slapping, punching, beating, kicking, biting between teammates or opponents.

The majority of respondents reported that they have not received formal training on the issues. The majority of respondents stated they believe they would benefit from further education on the following issues:

- Lack of respect for the rules of sport (i.e. cheating).
- Unequal treatment of girls/women in sports compared to their male counterparts.
- Unequal treatment of participants within the context of sporting activities due to race, religion, culture, socioeconomic status etc.
- Disability inequality, unequal treatment within the context of sport due to disability.
- Violence (i.e. fights/brawls) inside or outside the rules of sport. Includes spectator/children/parental/official/or coach violence.
- Exploitation, promotion of a child for personal/financial or other gain.
- Inappropriate verbal communication (calling someone names), teasing with offensive and degrading comments, telling jokes against someone, shouting, belittling, acts of humiliation, use of trash talk, obscene gestures, or profanity between teammates or opponents.
- Physical abuse, shoving, striking, slapping, punching, beating, kicking, biting between teammates or opponents.
- Inattention to an athlete’s physical, emotional, educational, or social needs (i.e. refusal of injury treatment, lack of attention, discouraging friendships, encouraging a child to miss school for training or competition).
- Lack of assurance that activities selected are suitable for the age, experience, ability, and physical and psychological conditions of children.
- Irresponsible coaching - Negative conditions in sport (e.g. burnout, addictions); Lack of interest in the child as a whole person; lack of professional training.
Thus, the only issues respondents do not think they would benefit from further education are:

- Sexually inappropriate behavior, engaging in deliberate or repeated sexually oriented comments, anecdotes, gestures or touching (reported encountered by 37.6%),
- Forcing a child to train extra or at a higher intensity as a form of punishment/out of anger or frustration (reported encountered by 37.6%),
- Vandalization of sport facilities (i.e. sport buildings, pitches, tracks, etc.), (reported encountered by 38.8%).

An interesting finding is that Bulgarian respondents in the issues with the highest percentages of formal training, such as lack of respect for the rules of sport, unequal treatment of girls/women in sports, unequal treatment of participants within the context of sporting activities due to race, religion, culture, socioeconomic status etc. also reported highest percentages on the need for further education because these were also the most problematic issues regarding occurrence, see Table below.

**Table 14: Bulgarian responses on selected equal participation issues (high percentages in bold)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Have you encountered (witnessed/experience) issues related to this?</th>
<th>Have you received formal training on this issue?</th>
<th>Do you believe you would benefit from further education on this issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of respect for the rules of sport (i.e. cheating).</td>
<td>84.0%</td>
<td>88.0%</td>
<td>72.0%</td>
</tr>
<tr>
<td>Unequal treatment of girls/women in sports compared to their male counterparts.</td>
<td>84.0%</td>
<td>86.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Unequal treatment of participants within the context of sporting activities due to race, religion, culture, socioeconomic status etc.</td>
<td>82.0%</td>
<td>86.0%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Violence (i.e. fights/brawls) inside or outside the rules of sport. Includes spectator/children/parental/official/coach violence.</td>
<td>78.0%</td>
<td>68.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Inappropriate verbal communication.</td>
<td>82.0%</td>
<td>76.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Physical abuse, shoving, striking, slapping, punching, beating, kicking</td>
<td>78.0%</td>
<td>80.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Mean values in all (14) issues</td>
<td>51.4%</td>
<td>49.7%</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

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Benefits of Sports

Respondents were asked to rate on a 5-point scale ranging from “strongly disagree to strongly agree” a list of statements on the perceived benefits of sports. The mean score across the sample is 4.46 indicating strong agreement, while responses range from 4.26 to 4.72.

Table 15: Mean scores across sample on the benefits of sports

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports can improve people’s physical and mental health, and well-being</td>
<td>4.72</td>
</tr>
<tr>
<td>Sport for all can deliver better health.</td>
<td>4.71</td>
</tr>
<tr>
<td>Sports can foster unity among diverse populations and a critical role in promoting social inclusion</td>
<td>4.55</td>
</tr>
<tr>
<td>Sports can promote intercultural dialogue and social integration</td>
<td>4.51</td>
</tr>
<tr>
<td>Sports can promote social, cooperative and problem-solving competencies</td>
<td>4.46</td>
</tr>
<tr>
<td>Sports can be used as a “hook” to bring participants into a wider range of activities</td>
<td>4.46</td>
</tr>
<tr>
<td>Sport interventions can reduce youth violence by developing trust within communities</td>
<td>4.44</td>
</tr>
<tr>
<td>Sports can be used as a diversion from crime</td>
<td>4.26</td>
</tr>
</tbody>
</table>

From the high mean ratings that respondents give to all statements, it is understood that sports is considered as a vehicle for learning moral and social values.

The contribution of physical education and sports to the learning of values has been identified by teachers and researchers. Thus, although physical education and sports are concerned with acquiring knowledge regarding one’s own body and its capacity for movement as well as learning the skills to participate in physical activities, they also supply the context and the means to learn a wide range of outcomes not inherent to physical activity, such as social and moral benefits.

Training on Values

Respondents were asked to rate on a 5-point scale ranging from “strongly disagree to strongly agree” whether information on ethical issues in sport is adequately included in existing coach education training. The mean score across the sample is 3.63 indicating moderate agreement. Furthermore, the plot of the responses per
country revealed interesting patterns: Greek and Romanian respondents express reservations regarding the existence of information on ethical issues in existing coach training, while Latvian and Italian respondents express more positive opinions. Only respondents from Bulgaria express certainty that such information is included in the training (mean 4.62).

In accordance to the previous question, Bulgarian respondents highly believe that they have been sufficiently trained in didactics of social and moral development (mean 4.70) when the mean score across the sample is 3.81. In the plot below are presented the comparison of means between countries.

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The majority of respondents “strongly agree” that the teaching of values in sport can have a positive effect in limiting negative phenomena that are associated with sports (mean, 4.55 on a 5-point scale).

Table 16: Teaching of values can limit negative phenomena in sports (mean scores)

<table>
<thead>
<tr>
<th>Partner</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR</td>
<td>4.67</td>
</tr>
<tr>
<td>RO</td>
<td>4.46</td>
</tr>
<tr>
<td>BG</td>
<td>4.76</td>
</tr>
<tr>
<td>LT</td>
<td>4.10</td>
</tr>
<tr>
<td>IT</td>
<td>4.78</td>
</tr>
<tr>
<td>Total</td>
<td>4.55</td>
</tr>
</tbody>
</table>

With the exception of respondents from Romania and Latvia that they state as their primary source of education on ethical issues and values in sports the University education (60% and 80% respectively), the rest of the sample indicate as most prominent sources books (62%), workshops (58.4%) and the internet (51.2%).

Figure 21: Sources of education on ethical issues and values in sports (across sample)
The majority of the sample “strongly agrees” with the statement that supplementary education on how to teach values in sports should be mandated for coaches (mean 4.43 on a 5-point scale) with Italian and Bulgarian respondents being even more supportive of this position (4.72 and 4.71 respectively).

![Figure 22: Plot of sample responses on the necessity to include supplementary education on teaching values in coach training](image)

Respondents overall indicate that resources on promoting values in sport should be available for coaches (mean 4.47 on a 5-point scale). Sample responses range from 4.30 to 4.84 as can be seen in the Figure below.

![Figure 23: Plot of sample responses on the necessity of available resources for coaches regarding values teaching](image)
4. CONCLUSIONS AND STUDY IMPLICATIONS

The survey took place in five countries (Greece, Romania, Bulgaria, Latvia, Italy) and 250 valid questionnaires were collected from PE teachers, sports trainers and coaches. Despite the fact that the survey sample is not large, certain interesting themes seem to emerge. These are presented in the following sections.

Value Orientation of sport/PE teachers and coaches

Values, i.e. conceptions about what is desirable and guide individuals in their attitudes and behaviors, are significantly influential in education. Teachers’ and coaches’ value orientation represent educational perspectives that influence the emphasis teachers and coaches place on the learner, the context and the body of knowledge. Value orientations are a complex blend of intentions, beliefs and actions in practice and provide the lens through which teachers’ and coaches’ interpret and enact curriculum.

There are five value orientations: disciplinary mastery, learning process, self-actualization, social responsibility, and ecological integration. Three of these, namely self-actualization, disciplinary mastery, and social responsibility seem to be most prominent in the survey sample.

Sport/PE teachers and coaches with a self-actualization (SA) orientation believe that the curriculum should be focused on personal development and the growth of the learner. These sport/PE teachers and coaches believe that knowledge and skills should be meaningful to each individual student and should be delivered in a manner that increases their self-esteem and the enjoyment of participation in learning. Sport/PE teachers and coaches with a disciplinary mastery (DM) orientation tend to focus on developing performance proficiency in sport skills and emphasize performance-related knowledge. Their main concern is for student competence. Finally, physical educators with the social responsibility (SR) value orientation consider physical activities and sports as vehicles to help students align their individual needs with the needs of the society. These teachers design the learning context in such a way as to promote cooperation and the taking of responsibility on the part of the learners.

Analysis of survey data revealed that sport/PE teachers and coaches of the sample have different value priorities. Respondents from Greece, Romania and Italy place higher priority to SA and SR, respondents from BG place higher priority to DM and SR, and respondents from LT place higher priority to DM and SA. Explanation for the observed differences among countries, regarding value orientation, include social and cultural parameters.
For example, when examining, in desk research, the physical education system in Greece, Romania and Italy it was noted that the state educational policy places strong emphasis on personal growth and development by nurturing the individual level of health and physical fitness (self-actualization), while in Bulgaria and Latvia more emphasis seems to be placed, in addition, to competitive sports. Such findings implied that physical educators’ beliefs and values are compatible with the philosophy of the national curriculum.

Loughran (2007) and Gillespie (2011) suggest that teacher’s awareness of value orientations presents an opportunity to consider their beliefs and reflect on the influence these have on their own decisions about content, teaching methods, assessment practice and the way in which they regard the curriculum for the benefit of both themselves and their students. Sport/PE teachers and coaches should be challenged to consider multiple value perspectives reducing, this way, the filtering of new knowledge and permitting them to understand better their pedagogical role and how it affects their learners.

Teachers should be aware of their value orientations as these are involved and affect their interaction and relationship with students and influence their decisions about teaching objectives, implementation of the contents, and the evaluation procedures. Designing of training procedures and materials should take into consideration teachers’ value orientations, since understanding teachers’ belief systems is an essential element for reducing the filtering of new knowledge.

**Teaching of Moral and Social Values**

Teachers, usually, have difficulty explaining the strategies they use for teaching values to their trainees. Respondents were asked to select from a list, the methods they use, in an effort to understand how sport/PE teachers and coaches attempt to teach values and develop their ability to make moral judgements, in regular sport classes.

The methods indicated as most popular by the sample were: teaching children to help each other and encouraging them to reflect on their behavior. Children of primary school age are characterized by egocentricity and for this reason, methods usually proposed by the literature include simulations, role plays, etc. to help them see the others’ point of view.

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Respondents also seem to acknowledge that their own behavior plays a role to the social and moral development of the children and they try to model appropriate behavior and so as to “set a good example’ and “create a pedagogical climate”.

A common denominator to all studies regarding moral development in children is that moral growth is not an automatic consequence of participation in sports, but it requires systematic and organized design and delivery to be effective.

Moral and Social Values that sport/PE teachers and coaches Emphasize

The contribution of physical education and sports to the moral and social development of children is widely acknowledged. The outcomes of sport/PE teachers and coaches can be understood in terms of children development in 5 domains: physical, lifestyle, affective, social cognitive. Literature review stresses also the fact that some of the benefits do not result only from participation, but from the interactions between pupils, teachers, and parents, (Bailey, 2006). In other words, contexts that emphasize positive experience and are managed by teachers and coaches trained for this purpose and have the support of informed parents are essential.

Sample responses regarding which values they consider important in teaching were analyzed using factor analysis. From this procedure, 3 composite factors emerged. The first factor focus on parameters that characterize sports such as determination, persistence and molding of character and includes the following values:

- Doing the best they can,
- Respecting others,
- Overcoming adversity,
- Dealing with winning and losing.

The second factor focus on teamwork and cooperation and includes the following variables:

- Discipline and hard work,
- Helping each other,
- Working together.
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The third factor focus on the self and internal processes leading to self-development and includes the following variables:

- Openness to people of various ethnic or racial backgrounds,
- Respecting the rules,
- Building self-esteem.

Taking all the factors together, they exhibit a rather holistic approach towards values, from or, through, sports achievement to personal development, social interaction and teamwork.

To realize the full potential of physical education in moral and social development of children, emphasis should be given to the development of a favorable context with the cooperation of all the agents: trained PE teachers and coaches as well as supportive parents.

**Equal Participation**

Participation in physical education and sports has been associated not only with positive effects but also with negative effects such as discrimination, aggression, racism, etc. The European Union Agency for Fundamental Rights & Council of Europe, (2010, p.89) states that “there shall be no discrimination on any ground such as sex, race, color, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth, or other status’. However, phenomena such as those described above are still around. The majority of the respondents (49% to 57%) reported that they have encountered and/or witnessed and/or experienced the following:

- Lack of respect for the rules of sport (i.e. cheating).
- Unequal treatment of girls/women in sports compared to their male counterparts.
- Violence (i.e. fights/brawls) inside or outside the rules of sport. Includes spectator/children/parental/official/or coach violence
- Inappropriate verbal communication (calling someone names), teasing with offensive and degrading comments, telling jokes against someone, shouting, belittling, acts of humiliation, use of trash talk, obscene gestures, or profanity between teammates or opponents.
- Physical abuse, shoving, striking, slapping, punching, beating, kicking, biting between teammates or opponents.
An interesting finding is that sport/PE teachers and coaches indicate lack of formal training (only 36.6% have reported training) on equal participation issues and the majority of them consider further education on the issues beneficial (55.5%).

Sport/PE teachers and coaches should be supported to recognize, prevent, and deal with discrimination and the various forms that it can take.

**Sport/PE teachers’ and coaches’ Training in Social and Moral Values**

Physical education and sports can be a platform conducive to the development of competencies, including values, which can benefit children’s’ personal growth. However, the promotion of developmental objectives in physical education is not an automatic process. It is highly dependent on the ability and knowledge of the sport/PE teachers and sport coaches to effectively deliver the program.

There have been reported in the literature studies that show how, for example, a fair play program in students increased fair play behaviors and developed their social skills (Vidoni and Ward, 2009). Another study (Jacobs et al., 2013) investigated how PE teachers tried to teach social and moral skills to their pupils although they were not trained for it. Teachers used different strategies and set different goals limiting thus the effectiveness of the intervention. The problem, recognized in the literature also, is the lack of formal training on how to develop social and moral skills. Thus, it is suggested that further research is needed to help developing clear guidelines for sport/PE teachers and coaches to facilitate positive developmental outcomes especially in the area of teaching and increasing the transferability of values.

Sample participants when asked to rate on a 5-point scale ranging from “strongly disagree to strongly agree” whether information on ethical issues in sport is adequately included in existing sport/PE teachers’ and coaches’ education training gave a mean score of 3.63 indicating moderate agreement. Only respondents from Bulgaria expressed certainty that such information is included in their training (mean 4.62) and that they have been sufficiently trained in didactics of social and moral development (mean 4.70). However, when asked whether they had received training regarding equal participation issues, only half answered positively. An interesting finding is that in the issues they reported the highest percentages of formal training, such as lack of respect for the rules of sport, unequal treatment of girls/women in sports, unequal treatment of participants within the context of sporting activities due to race, religion, culture, socioeconomic status etc. they also reported highest
percentages on the need for further education because these were also the most problematic issues regarding occurrence.

Regarding sources of sport/PE teachers and coaches education on ethical issues and values in sports, with the exception of respondents from Romania and Latvia stating as their primary source of education the University education (60% and 80% respectively), the rest of the sample indicate as most prominent sources books (62%), workshops (58,4%) and the internet (51,2%). University education among these respondents ranks fourth with 48,40%. However, regarding whether supplementary education on how to teach values in sports should be mandated for coaches, the majority of the sample “strongly agrees” (mean 4.43 on a 5-point scale) with Italian and Bulgarian respondents being even more supportive of this position (4.72 and 4.71 respectively).

Another interesting finding here is that most respondents state that they have acquired their own values from either their families (Greeks, Italians) or from personal experience (Romanians, Latvians and Italians). Only Bulgarians report as primary sources of values their sports clubs and coaches, while “family” is in the second position. Bulgarians emphasize also the importance of the community and the culture in the acquisition of values, while they believe that personal experience is least important. These findings suggest that sport/PE teachers’ and coaches’ personal understandings, ideas and memories influence their value acquisition. Therefore, the way sport/PE teachers and coaches actively work to contribute to the social and moral development of their pupils could reflect a globalized socialization of sport/PE teachers and coaches into and through sport (i.e. teaching, coaching, mentoring they have received) accompanied by differences rooted in how they as individuals make sense of their upbringing. Thus, the question is should we leave everything to family and experience or should training set the correct guidelines for moral development?

Development of clear guidelines for sport/PE teachers and coaches to facilitate positive developmental outcomes through PES, particularly in the area of teaching and enhancing the transferability of values.

The role of sport/PE teachers and coaches

The vast majority of the teachers and coaches in this study seem to place more emphasis on the pedagogical aspects of their role as it is evident in their responses in different questions: on what children expect from a coach, the importance
attributed to fair play among the Olympic values, the selection of specific values that they try to teach which point towards a holistic development of children, and the high mean scores (4.2 to 4.7 on a 5-point scale) that they attribute to the contribution of sports in transmitting social and moral values implying their involvement to it. In particular, analyzing their answers regarding children’s expectations on their role, sport/PE teachers and coaches seem to emphasize their role as helping children attain their dreams through encouragement (76%) and inspiring them by setting a good example (70%), while skill improvement ranks third (51.6%). And this despite the fact that the majority of the respondents are males (64%) and have less than 10 years’ of experience. Studies have shown that more male than female teachers perceive themselves as subject matter experts, while most female teachers see themselves as balanced group teachers combining the distinct aspects of expertise.

In addition, literature findings suggest that new teachers perceive their professional identity at the beginning of their career in a more differentiated way than their older colleagues placing more emphasis on the subject matter (Beijaard et al. 1999). The results of this study point towards a more combined approach especially since PE teachers more than the other specialties teachers are not so much in a “knowing” environment as in a “doing” environment, (Clandinin, 1986; Eraut, 1994). Furthermore, there is some research evidence that many teachers “find the pedagogical side of their profession more important than the didactical side and the subject matter side (Beijaard & De Vries, 1997). There is also research evidence that this part of teaching enhances the quality of children’s learning processes.

The above insights are not only useful in helping sport/PE teachers and coaches reflect on their role and what is expected from them as educators, but it could be useful for introducing innovative methods in schools and designing training materials: the new methods should support pedagogical aspects and not only the subject matter or didactics, especially since the pedagogical aspect in teachers’ and coaches’ profession enhances the quality of children’s learning processes.

**Boys and Girls Participation in Sports**

According to the number and gender of the children sport/PE teachers and coaches have reported that they train, the analogy is 58% boys vs 42% girls showing a masculine superiority in participation. Similar trends have been observed in many studies attributing it to the orientation and content of the PE curriculum that seems to favor boys' participation and learning more than that of the girls. Although there
are researchers and practitioners that suggest separation of boys and girls in physical education class so as to increase girls’ participation this could involve the loss of some educational outcomes that the co-existence of the genders entail.

The above suggest that a more a critical appraisal of the curriculum could support the achievement of the educational goals for both boys and girls.
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Internet References

ANNEXES

ANNEX I: INVITATION LETTER

Dear Madam/Sir,

In January 2017, a consortium of five partners from Greece, Romania, Bulgaria, Latvia and Italy joined the project entitled “Fair Play and Happiness through Sports (FAIRHAP)“- co-funded by the European Commission under the Erasmus+ programme.

The project will focus on providing the necessary awareness to those who teach sports to children about basic human values, through innovative educational seminar approaches, in order to recognize and instil these values and joy through sports’ training to children.

The project will identify and develop strategies for communicating the values of true sport and provide coaching education opportunities to be armed with proper tools for success. The main aim is to mobilize people who have direct involvement with sports; education, schools, amateur clubs and mass sports bodies (sport for all) in the importance of promotion Olympic values through sport training to children.

The FAIRHAP team kindly requests your participation in a survey focused on the current state of the art regarding your awareness about the principles of the fair play and Olympic values as well as ways to instil those values to children.

To this end, your answers will be of great help! Participation in the survey is voluntary. All responses will be treated with the strictest confidence and no individual will be identifiable in the published report. However, we would be extremely grateful for your valuable implication and input, if you agree to participate.

What will be your benefit?

Participating in the survey promises longer-term benefits as the findings will be fed into education and training schemes to improve the promotion of social values and a balance between the competitive outcome and the spirit of sports. in this context, coaches, training and PE teachers can act as multipliers of social values.

If you have further questions please contact [name and telephone number or email of the responsible person of the project partner].

We would be very pleased if you could send us the completed questionnaire through e-mail: (address) no later than 7 May.

For further information regarding the project please visit: http://www.fairhap-project.eu/

Thank you in advance for your cooperation.

Yours faithfully,

[Position in the project, name and surname,
Partner institution]
ANNEX II: SURVEY QUESTIONNAIRE FOR DATA COLLECTION

(SURVEY ON THE LEVEL OF AWARENESS ABOUT THE PRINCIPLES OF THE FAIR PLAY
AND OLYMPIC VALUES)

PART 1: DEMOGRAPHIC INFORMATION

Please provide some information about yourself:

Gender:
1 □ Male  2 □ Female

Age:
1 □ under 25  2 □ 26-35  3 □ 36 – 45  4 □ 46 -55  5 □ over 56

Education
1 □ Bachelor  2 □ Post graduate degree  3 □ PhD  4 □ Other (please specify) ____________

Where are you currently employed?
1 □ School  2 □ Sport club  3 □ Sports for all providers  4 □ Other (please specify) ____________

Years of Coaching/ PE education Experience:
1 □ less than 5  2 □ 5-10  3 □ 11-15  4 □ 16-20  5 □ more than 20

Which Sport(s)? ________________________________________________________________

How many children do you train? ________________
Boys _________  Girls _________

In which sports? ____________________________  Boys _______  Girls _______
__________________________  Boys _______  Girls _______

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Are there in your class children with special educational needs / physical disabilities?

1 □ NO  
2 □ YES  
If YES, how many ________?

Are there in your class children from different ethnicities?

1 □ NO  
2 □ YES  
If YES, how many ________?

PART 2: VALUE ORIENTATION

1. Which of the following statements do you believe are more appropriate?  
   Please select only 4.

   1 □ Sports should focus on performance proficiency and performance related knowledge.  
   2 □ Sports should focus on skill development.  
   3 □ Sports should focus on fitness.  
   4 □ Sports should focus on improving children’s individual performance.  
   5 □ Sports should focus on building children’s self-esteem and self-knowledge.  
   6 □ Sports should focus on enjoyment in playing games.  
   7 □ Sports should focus on developing self-directed, responsible and independent children.  
   8 □ Sports should focus on children’s needs taking into consideration the educational context and social concerns.  
   9 □ Sports should focus on teaching children to balance their needs with the social and natural environment.  
   10 □ Sports should focus on teaching children to become socially responsible and respect for group concerns.

2. Which of the following do you consider to be the most important Olympic values? Please select only 2.

   1 □ Joy of effort  
   2 □ Pursuit of excellence  
   3 □ Fair play  
   4 □ Balance of body, will, and mind  
   5 □ Practicing respect

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3. **How important are these values in teaching your classes?** *Please assign a grade, on a scale of 1 to 5, with 1 the lowest (Not at all important) and 5 being the highest (Extremely important).*

<table>
<thead>
<tr>
<th></th>
<th>Not at all important</th>
<th>all</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Doing the best they can</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2 Working together</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3 Building self-esteem</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4 Respecting the rules</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5 Respecting others</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6 Overcoming Adversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7 Dealing with winning and losing</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8 Discipline and hard work</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9 Help each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10 Openness to people of various ethnic or racial backgrounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11 Courage to try new things</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12 Competitiveness</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13 Having Fun</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

4. **Where did you learn your values from?** *Please assign a grade, on a scale of 1 to 5, with 1 being the lowest (Strongly disagree) and 5 the highest (Strongly agree).*

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Family/up-bringing</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2 Sporting background (Sport-clubs/coaches)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3 Community</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4 Formal training/education</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
5. How do you try to instil them to your trainees? Please select only 4.

1. Giving instructions / through teaching lessons
2. Careful selection of learning activities
3. Adjusting the level of competition (high-low to teach winning and losing)
4. Make students reflect on their behavior
5. Stimulate discussions using certain questions to guide these dialogues to enable students to reflect on their view of things
6. Working together with their peers
7. Creating a pedagogical climate
8. Teach them to help each other
9. Teach them to look through the eyes of the other by taking on different roles
10. By setting a good example
11. Other (please specify) __________________________

6. In which matters do you believe children from different backgrounds (cultural, socioeconomic, religious, etc.) and children with disabilities should be supported?

Please assign a grade, on a scale of 1 to 5, with 1 being the lowest (Not at all) and 5 the highest (Very much).

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Very much</th>
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</tbody>
</table>

1. In sport performance
2. In their relationships with other children
3. In their self-confidence
4. Other (please specify) _______________
7. How easy do you think it is to teach values to students?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<tr>
<td>3</td>
<td>4</td>
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<tr>
<td>5</td>
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</tr>
</tbody>
</table>

8. How receptive do you think children are to the teaching of values?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>3</td>
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<td>5</td>
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</tbody>
</table>

9. Which are the most important from the following for children when they play sports? *Please select only 4.*

- Having fun
- Doing their best
- Being with their friends
- Improving their skills for the game
- Performing well
- Something good to do after school/on weekends
- Feel good about their self/building their self-esteem
- Winning
- Earning medals/trophies
- Making their parents happy
- Helping control their weight

10. Why do you think parents encourage children to participate in sporting activities? *Please select only 4.*

- Limit screen time (TV, smart phone, computers)
- Doing something more constructive with their free time
- Lifelong Health
- Weight control
5 □ Physical Skills
6 □ Psychological Benefits
7 □ Self-Esteem
8 □ To get a sense of belonging
9 □ Develop ethical skills
10 □ Learn to cooperate with other children
11 □ Learn discipline
12 □ Learn to behave as part of a team
13 □ Other (please specify) ___________

11. What do you believe kids want from a coach? Please select only 3.

1 □ Respect and encouragement
2 □ Someone who listens
3 □ To teach them how to win
4 □ Positive role model
5 □ To help them improve their skills
6 □ Knowledge of sports
7 □ Consistent and clear communication on what to do
8 □ Other (please specify) ___________

12. How do you wish the children you are teaching to react or feel when they win or lose a competition? Please select only 3.

1 □ Bear both victory and defeat with dignity.
2 □ Help someone in need - even if they put their own victory at risk by doing so.
3 □ Accept any decisions of the judges.
4 □ The aim is to win and defeat the opponents without humiliate them.
5 □ When competing, the optimal goal is to win.
6 □ Losing is failure to do their best.
7 □ Other (please specify) ________________
13. How do you think sports can affect society positively?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

PART 3: TRAINING

14. Have you ever witnessed the following situations? Do you believe you have the appropriate knowledge to adequately deal with these issues? Please review the following ethical issues and answer the questions with either No, Yes or Uncertain.

<table>
<thead>
<tr>
<th>Have you encountered (witnessed/experience) issues related to this?</th>
<th>Have you received formal training on this issue?</th>
<th>Do you believe you would benefit from further education on this issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>Uncertain</td>
</tr>
<tr>
<td>1</td>
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<td>2</td>
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<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Uncertain</th>
<th>No</th>
<th>Yes</th>
<th>Uncertain</th>
</tr>
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<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Physical abuse, shoving, striking, slapping, punching, beating, kicking, biting <em>between teammates or opponents.</em></td>
<td>1</td>
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<tr>
<td>10</td>
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<td>2</td>
<td>3</td>
<td>Inattention to an athlete's physical, emotional, educational, or social needs (i.e. refusal of injury treatment, lack of attention, discouraging friendships, encouraging a child to miss school for training or competition).</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td><em>Forcing a child to train extra or at a higher intensity as a form of punishment/out of anger or frustration.</em></td>
<td>1</td>
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<tr>
<td>12</td>
<td>1</td>
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<td>3</td>
<td>Lack of assurance that activities selected are suitable for the age, experience, ability, and physical and psychological conditions of children.</td>
<td>1</td>
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<tr>
<td>13</td>
<td>1</td>
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<td>3</td>
<td>Vandalization of sport facilities (i.e. sport buildings, pitches, tracks, etc.).</td>
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<tr>
<td>14</td>
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<td>2</td>
<td>3</td>
<td>Irresponsible coaching - Negative conditions in sport (e.g. burnout, addictions); Lack of interest in the child as a whole person (benifence); lack of professional training.</td>
<td>1</td>
</tr>
</tbody>
</table>

15. Do you believe that information on ethical issues in sport adequately included in existing coach education training?

| Strongly disagree | 1 | 2 | 3 | 4 | 5 |
| Strongly agree |

16. Have you been formally sufficiently trained in didactics of social and moral development?

| Not at all | 1 | 2 | 3 | 4 | 5 |
| Very much |
17. Do you believe the teaching of values in sport can have a positive effect in limiting such phenomena as those mentioned above?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
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<tbody>
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<td>1</td>
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18. Please indicate your level of agreement with the following: Please assign a grade, on a scale of 1 to 5, with 1 being the lowest (Strongly disagree) and 5 the highest (Strongly agree).

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly agree</th>
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</table>

19. What is your primary source of education on ethical issues and values in sport?

Please select only 3.

1. Workshop
2. Word of Mouth
3. Books
4. Newsletters
5. Online
6. University/College Education
7. Other (please specify) ____________

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20. Do you feel that supplemental education on how to teach values in sport should be mandated for coaches?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
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21. Do you feel that resources on promoting values in sport should be available for coaches?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
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</tbody>
</table>

END OF THE QUESTIONNAIRE

Please state other comments/ observations/ proposals

Thank you for your time and support in completing this questionnaire.
If you would like to receive a brief report of the survey results, please let us know your e-mail address: ____________________________