

The Promotion of Values in Young People in Different Contexts of Sports Practice

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Abstract

The educational potential of sport is a widely researched topic area in sports science. This potential is greater or lesser depending on the focus given to sports. The objectives of this study are to: (i) Establish the reference values and their hierarchy in participants in the RMF's Socio-sporting Basketball Schools compared with secondary school students; (ii) Identify whether there are differences according to sex and age group; (iii) To determine if there are differences in the relationships between dimensions comparing the RMF athletes and the group of secondary school students. The study includes 304 participants. Of these, 80 have engaged in sports at the RMF's Socio-sporting Basketball Schools and 224 are secondary school students who had not played sports in the RMF's schools. All participants are aged between 12 and 16 ($M = 13.94$; $SD = 1.35$). The instrument used is the Questionnaire on Values in Team Sports, in Spanish Cuestionario sobre Valores en los Deportes de Equipo (CUVADE) (12-16 years). This tool allows the researcher to establish the reference values of participants in team sports as well as the hierarchy in which they place these values, both inside and outside the educational and/or sports club setting. The athletes at the RMF Socio-sporting Schools exhibit a greater appreciation of the dimensions of sportsmanship, fair play, and peaceful behaviour. In addition, the boys and girls who play basketball at the RMF Socio-sporting Schools do not display significant differences in any of the six dimensions. However, the secondary school students display differences in the dimensions of personal and team success. According to the data obtained, the sporting-educational model of the RMF can be regarded as contributing to young athletes' optimal personal development.

Keywords: basketball, sport and values, education.

Introduction

The educational potential of sport is a frequently studied research theme in sports science (Ruiz, Ponce de León, Sanz, & Valdemoros, 2015). Nonetheless, it should be noted that this influence largely depends on the proposed focus and the educational action implemented (Ponce de León, Sanz, Valdemoros, & Ramos, 2009; Ortega et al., 2012) as sport does not automatically transmit values or countervalues (Durán, 2013; Giménez, 2003). Accordingly, it is apparent that experiences during athletes' formative stages will be of great importance in the development of their personalities (Weinberg & Gould, 2010). Recent studies (Koh, Ong, & Camiré, 2016) indicate that the activities physical education teachers and sports coaches design with the aim of educating, help foster the transmission of values. This places teachers and coaches in a critical position of responsibility as their work involves not just transmitting physical and motor content, but also transmitting competences and values that might be learnt and used in lessons/training sessions and which the young

participants might apply to other contexts in their lives (Viciano, Mayorga-Vega, Ruíz, & Blanco, 2016).

Recently, the most commonly used models for promoting and developing educational values in the field of physical education and sport have been the personal-social responsibility model proposed by Hellison (2010) and Siedentop's sport education model (1994). Hellison (2010) promotes an intervention programme based on personal-social responsibility that can be applied both, in the field of physical education at school and in sports out of school. This model encourages the use of physical activity and sports with the aim of teaching life skills and values (Hellison, 2010) and is based on five convictions: Integrating values into the teaching of physical and sporting activities; transferring what is learnt in physical education classes/training sessions to participants' lives; empowering athletes by gradually handing over responsibilities to them; and recognition and respect by the teacher/coach of the opinions and decisions of the participants (Hellison & Walsh, 2002). To this end, some studies have analysed the promotion of values using

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Hellison's personal and social responsibility model. Sánchez-Alcaraz et al. (2019) investigate levels of responsibility, sportsmanship and violence among secondary school students, and Manzano-Sánchez, Valero-Valenzuela, Conde-Sánchez, and Chen (2019) study the impact of the model of personal and social responsibility in secondary education according to the sex of the students. Lamonedá, Córdoba, Huertas, and García (2015); Lamonedá, Huertas, Córdoba and García (2015) focus on improving the personal and social aspects of sportsmanship; and Malinauskas and Juodsnukis (2017) examine the particular features of social responsibility education using the personal-social responsibility model. With regards to the sport education model proposed by Siedentop (1994), it is worth noting that this approach sets out to contribute to ethical development and fair play from the motor, attitudinal and cognitive spheres. The aim of Siedentop's model is to offer all students a real and complete sporting experience, so he regards it as vital that the teacher assigns roles and responsibilities to the students (Siedentop, 2002). Previous research examines in-depth the development of educational values in physical education and sport using Siedentop's sport education model in comparison with the use of a traditional model. In this regard, Burgueño and Medina (2020) focus on the promotion of morality and ethical education in baccalaureate students, Méndez-Giménez, Fernández-Río, and Méndez-Alonso (2015) analyse the effects of sports education on the motivation and sportsmanship of secondary education students, and Vicianá, Casado-Robles, Pérez-Macías, and Mayorga-Vega (2020) evaluate the effects of a sports education programme on personal and interpersonal variables, acquisition of positive habits, and autonomy in secondary education students.

Other interesting proposals relating to the development of values through engaging in physical activity and sport include one study by Gimeno, Sáenz, Vicente and Aznar (2007) in which they put in place an intervention regarding fair play based on an Olympic education programme, and the approach used by Pan, Huang, Lee, and Hsu (2019) who investigate the influence of the use of a hybrid of the personal-social responsibility model and the sport education model.

Finally, the Real Madrid Foundation (RMF) has, for several years been implementing in its Socio-sporting Schools, a project called "Por una Educación Real: Valores y Deporte" (For a Real Education: Values and Sport) (Ortega et al., 2012), the main aim of which is to provide a well-rounded education for boys and girls who play football and basketball, with the promotion of values being the foundation on which the whole programme is based.

To do this, a specific initial and continuing training programme has been developed over the years for coaches; families have been made involved in the development of the programme by contributing ideas and solutions; and the type of competition has been profoundly modified, along with the rules of the game, participation, and classification.

Ultimately, research into the promotion of educational values through the practice of physical activity and sport is currently an important subject in specialist literature, and there is a need for more research focusing on the development and promotion of values according to participation in different contexts with defined educational orientations (Ruiz, Ponce de León, Valdemoros & Sanz, 2017). This issue is important as the way in which sports programs are implemented can be a determining factor in the type of values promoted, making it crucial to analyze and study different sports models to understand the transmission of values through sport. In this sense, the study formulates the hypotheses to the effect that the participants in the social-sports basketball program of the RMF will show better results in the measured values than the students at the secondary schools, and that boys and girls from RMF schools will not show significant differences. For this reason, the objectives of this study are to: (i) Establish the reference values and their hierarchy in participants in the RMF's Socio-sporting Basketball Schools compared with secondary school students; (ii) Identify whether there are differences according to sex and age group; (iii) To determine if there are differences in the relationships between dimensions comparing the RMF athletes and the group of secondary school students.

Method

Participants

This study uses a sample size of 304 participants, of whom 80 have participated in sport in the RMF's Socio-sporting Basketball Schools and have been practicing for an average of 3.65 ± 2.3 years, and 224 were secondary school students who play sports in their physical education classes. This latter group of students is composed of boys and girls from two state secondary schools who have experience of team sports in the physical education subject. All participants are aged between 12 and 16 ($M = 13.94$; $SD = 1.35$). The sample comprises 181 boys (59.5 %) and 123 girls (40.5 %). With regards to age categories, 175 are in the 12-13 age group (57.5 %) and 131 in the 14-15 age group (42.5 %). (This piece of data should perhaps be removed as it is not relevant to the results below.)

Instrument

The instrument used is the Questionnaire on Values in Team Sports, in Spanish Cuestionario sobre Valores en los Deportes de Equipo (CUVADE) (2017). This instrument makes it possible to establish the reference values of participants in team sports and how they place these values in a hierarchy, both inside and outside the educational and/or sports club sphere. The questionnaire comprises 29 items divided into six dimensions: a) Personal and team success: this dimension considers values relating to the importance for young people of winning, personal and team accomplishment, technical and tactical level and cooperation (e.g., being fair to other people during the course of the game, for me it is...); b) Self-realisation and prosocial behaviour: this dimension focuses at a personal level on the importance of enjoyment and accepting oneself, and at a group level on the importance of friendship, and helping and supporting other teammates (e.g., that the others accept me in the group, for me it is...); c) Sportsmanship and fair play: this emphasises aspects relating to respect, justice, sportsmanship and tolerance (e.g., acting with sportsmanship, being polite with others and knowing how to act when winning and losing, for me it is...); d) Personal and group superiority: this considers the importance young people place on public image and the sense of superiority at both a group and individual level (e.g., that other people look up to me, for me it is...); e) Health and physical fitness: this dimension attempts to analyse the importance given to sport as a means of promoting health and improving sporting performance (e.g., improving my fitness to perform better, for me it is...); f) Peaceful behaviour: this comprises valuing dialogue as a way of solving conflicts (e.g., acting peacefully, resolving conflicts, when they arise, through dialogue, for me it is).

Each item is answered on a 5-point Likert scale where 1 = *not at all important* and 5 = *very important*. With regards to its psychometric properties, the CUVADE questionnaire, with the sample from the present study, has an overall reliability (Cronbach's Alpha) of .801.

Procedure

The present research is carried out once the organisations involved had approved the study. The ethics review board of the RMF has approved the study and parents have given informed consent by signing the consent forms. In addition, the management teams of the different secondary schools have notified the families of the participating students and approved this study. Participation in the study is voluntary. Prior to data collection, the participants are informed that the study focuses on the analysis of their

perceptions of educational behaviours during sport and are given guarantees that the information collected will remain confidential. The study is carried out within the framework of the international ethics declarations of Helsinki (2013), the recommendations of the WHO, the code of ethics, data protection regulations, and Spain's Law 3/2018 of 5 December of Data Protection and Safeguarding Digital Rights. The data is collected between January and March 2020.

The project carried out is characterized by an emphasis on the teaching and learning of both sports and educational content (values); the use of a comprehensive teaching method; a thorough training program, both initial and ongoing, for all sports coaches; a competition in which the rules are adapted for the benefit of the participants and the promotion of values (e.g., less relevance of the result, teams made up of boys and girls, fewer players per team or lower baskets); and an evaluation by coaches and families where the process of acquiring values by young people is assessed every three months. The programming of the 7 values selected by the RMF in each basketball sports school (respect, autonomy, motivation, equality, self-esteem, health, and companionship), is carried out in the long term, before the start of the season and, in the short term, in each training session. Each season lasts 9 months of training with a frequency of two one-hour sessions per week. All the sessions are oriented to a joint learning of the sport practice and the promotion of each value. Each session begins with an initial briefing where the value being developed is recalled and, from there, all activities are executed to help promote that value through different strategies. At the end of the session, the work done is reflected upon and evaluated. The entire training process is continuously reviewed by RMF coordinators who attend the training sessions in person to help ensure that the project is carried out correctly and uniformly by all the coaches.

The questionnaires are administered in the presence of the coaches at the respective Socio-sporting Schools and the physical education teachers for the different group's classes. The questionnaires are applied following the protocol established by Ruiz et al. (2017): the purpose of the questionnaire is explained, respondents are asked not to communicate with each other while completing the questionnaire, and they were told to ask the person administering the questionnaire if they had any doubts. The respondents are then asked to answer the different items once the person administering it had finished reading and clarifying it. The questions are read out one by one, adding clarifying phrases and providing examples if necessary. A new item would not be read out until

everyone has answered the current one. With the respondents from the RMF, it was decided that they would have to have spent at least one season at the RMF's Socio-sporting Schools.

The secondary school students who are surveyed have engaged in sports in physical education classes following the official curriculum (Royal Decree Real Decreto (2014) of 26 December), while, as noted above, the students at the Real Madrid Foundation are trained following a sporting model in which the promotion of values is a piece of content of vital importance. All of the sessions and all of the activities planned for them is done taking into account the previously planned value. Seven specific values are covered: respect, autonomy, motivation, equality, self-esteem, companionship, and health (Ortega et al., 2012).

Statistical Analysis

A basic descriptive analysis of the central tendency and dispersion is performed for each dimension. The Kolmogorov-Smirnov normality test is used, giving values of $p < .05$, and so nonparametric statistical analysis is used. To determine whether there are differences regarding the independent variables, the Mann-Whitney U hypothesis test is used and the effect size is calculated (Field, 2009). To calculate effect sizes, the criteria established by Cohen (1988) has been used: $d = .10$ (low), $d = .30$ (medium), $d = .50$ (large), $d = .70$ (very large).

A small effect size ($d // .20$) is equal to a PS of .56, a medium effect size ($d // .50$) is equal to a PS // .64, a medium effect size ($d // .80$) is equivalent to PS // .71

A small effect size ($d // .20$) is

Table 1

Data describing the dimensions and differences between the RMF Socio-sporting Schools and the secondary schools.

	Total (N=304)	RMF (n=80)	Others (n=224)	r (RMF vs Others)
	M ± SD	M ± SD	M ± SD	
Personal and team success	4.031 ± .549	4.140 ± .432	3.993 ± .581	.12
Self-realisation and pro-social behaviour	3.946 ± .417	3.992 ± .355	3.930 ± .436	.05
Sportsmanship and fair play*	4.460 ± .510	4.663 ± .345	4.387 ± .539	.27
Personal and group superiority*	2.697 ± .822	2.381 ± .744	2.809 ± .820	.26
Health and physical fitness*	4.429 ± .684	4.331 ± .616	4.464 ± .705	.16
Peaceful behaviour*	4.171 ± .910	4.450 ± .745	4.071 ± .944	.22

M = Mean; SD = Standard Deviation; r = Effect Size.

Group variable: RMF: Real Madrid Foundation Socio-sporting Schools; Others: Secondary Schools.

* $p < .05$.

Differences By Dimensions According to the Sex of the Sportspeople/Students

Considering the data obtained, the author notes that boys valued all the dimensions higher than girls do except for

equal to a PS of .56, a medium effect size ($d // .50$) is equal to a PS // .64, a medium effect size ($d // .80$) is equivalent to PS // .71

The current study uses Spearman's correlation coefficient to determine whether there are associations between the dimensions. The correlation coefficient is interpreted following what was established by Hopkins, Marshall, Batterham, and Hanin (2009): $< .09$, trivial; $.10 - .29$, small; $.30 - .49$, moderate; $.50 - .69$, large; $.70 - .89$, very large; $> .90$, almost perfect. We used the SPSS version 21.0 statistics program.

Results

Evaluation of Dimensions and Comparison Between the RMF Socio-Sporting Schools and Secondary Schools

Considering the sample, the highest valued dimensions are sportsmanship and fair play, health and physical fitness, and peaceful behaviour. Meanwhile, the lowest rated ones are personal and group superiority as well as self-realisation and pro-social behaviour. Considering the differences between the athletes from the RMF schools and the secondary school students, differences are found in four of the dimensions. On the one hand, respondents who play basketball at the RMF attach more importance to the dimensions of sportsmanship and fair play ($Z = -4.017$; $p < .001$) and peaceful behaviour ($Z = -3.256$; $p = .001$), while the secondary school students rate the dimensions of personal and group superiority ($Z = -3.840$; $p < .001$), and health and physical fitness ($Z = -2.440$; $p = .015$) higher (see Table 1).

sportsmanship and fair play, which is valued higher by the girls. When analysing the dimensions by sex, considering where the respondents practise sport, it is important to note that the boys and girls who play basketball at the RMF Socio-sporting Schools do not display significant differences in any of the six dimensions. However, the secondary school students display differences in the dimensions of personal and team success ($Z = -4.546$; $p < .001$), with a medium effect size, and personal and group

superiority ($Z = -2.024$; $p = .043$), with boys reporting higher values in both cases (see Table 2).

Differences By Dimensions According to the Age Category of The Athletes/Students

Comparing age categories, it is evident that the students

from the RMF do not obtain significant differences in any dimension. It is also observed that the students from secondary schools show differences in the personal differences in the dimensions of personal and team success ($Z = -3.776$; $p < .001$), with a medium effect size, and group superiority dimension ($Z = -4.017$; $p = .030$), with a small effect size (see Table 3).

Table 2

Descriptive data for the dimensions by the sex of the sportspeople/students.

		Female (n = 123)	Male (n = 181)	
		M±SD	M±SD	r (RMF vs Others)
Personal and team success	RMF	4.150 ± .441	4.138 ± .443	.01
	Others*	3.811 ± .549	4.155 ± .561	.30
Self-realisation and prosocial behaviour	RMF	4.098 ± .324	3.963 ± .360	.01
	Others	3.886 ± .432	3.968 ± .438	.01
Sportsmanship and fair play	RMF	4.706 ± .367	4.651 ± .341	.00
	Others	4.426 ± .549	4.351 ± .529	.01
Personal and group superiority	RMF	2.368 ± .691	2.385 ± .763	.00
	Others*	2.683 ± .749	2.921 ± .866	.14
Health and physical fitness	RMF	4.324 ± .498	4.333 ± .648	.00
	Others	4.386 ± .740	4.533 ± .665	.12
Peaceful behaviour	RMF	4.353 ± .931	4.476 ± .692	.02
	Others	4.132 ± .916	4.016 ± .969	.06

RMF: Real Madrid Foundation Socio-sporting Schools; Others: Secondary Schools.

M = Mean; SD = Standard Deviation; r = Effect Size. Group variable: Sex. * $p < .05$.

Table 3

Descriptive data for the dimensions to the age category of the athletes/students.

		12-13 age group	14-15 age group	
		M±SD	M±SD	r (RMF vs Others)
Personal and team success	RMF	4.143 ± .471	4.134 ± .354	.01
	Others	4.003 ± .483	3.790 ± .683	.16
Self-realisation and pro-social behaviour	RMF	4.404 ± .398	3.727 ± .459	.12
	Others*	3.886 ± .432	3.968 ± .438	.33
Sportsmanship and fair play	RMF	4.490 ± .473	4.310 ± .518	.10
	Others*	4.426 ± .549	4.351 ± .529	.19
Personal and group superiority	RMF	2.293 ± .790	2.544 ± .613	.15
	Others	2.931 ± .769	2.948 ± .778	.02
Health and physical fitness	RMF	4.298 ± .628	4.392 ± .598	.14
	Others	4.590 ± .566	4.395 ± .878	.16
Peaceful behaviour	RMF	4.442 ± .802	4.464 ± .637	.07
	Others	4.207 ± .816	4.045 ± 1.055	.04

RMF: Real Madrid Foundation Socio-sporting Schools; Others: Secondary Schools.

M = Mean; SD = Standard Deviation; r = Effect Size.

Group variable: age category

* $p < .05$.

Correlations Between Dimensions

When analysing correlations between dimensions, it bears to not that the athletes from the RMF display a greater

positive correlation between dimensions, specifically a moderate correlation between the dimensions of personal and team success and self-realisation and pro-social behaviour ($r_s = .331$, $p > .001$); a large correlation between self-realisation and pro-social behaviour and sportsmanship and fair play ($r_s = .673$, $p > .001$); a moderate correlation between self-realisation and prosocial behaviour and peaceful behaviour ($r_s = .492$, $p > .001$); and finally, a moderate correlation between sportsmanship and

fair play and peaceful behaviour ($r_s = .462, p >.001$) (see Table 4).

Table 4

Spearman's correlations (IC) by dimensions.

		Self-realisation and prosocial behaviour	Sportsmanship and fair play	Personal and group superiority	Health and physical fitness	Peaceful behaviour
Personal and team success	RMF	.331**(.05 - .56)	.272*(.06 - .46)	.245*(.03 - .44)	.268*(.05 - .46)	.066(.05 - .56)
	Others	.305**(.14 - .45)	.188**(.02 - .35)	.354**(.19 - .50)	.290**(.12 - .44)	.067*(-.06 - .20)
Self-realisation and prosocial behaviour	RMF		.673**(.48 - .80)	.062*(-.16 - .28)	.236*(.02 - .43)	.492**(.24 - .68)
	Others		.400**(.25 - .53)	.038*(-.09 - .17)	.328**(.17 - .47)	.276**(.11 - .42)
Sportsmanship and fair play	RMF			.054*(-.07 - .17)	.342**(-.05 - .49)	.462**(.20 - .66)
	Others			-.133*(-.26 - .00)	.212**(.04 - .37)	.329**(.07 - .47)
Personal and group superiority	RMF				.170*(-.05 - .38)	-.155*(-.36 - .07)
	Others				.165*(.03 - .29)	-.023*(-.34 - .09)
Health and physical fitness	RMF					.162*(-.06 - .37)
	Others					.125*(-.01 - .25)

RMF: Real Madrid Foundation Socio-sporting Schools; Others: Secondary Schools.

**The correlation is significant at the .01 level (two-tailed).

*The correlation is significant at the .05 level (two-tailed). Furthermore, the students from the secondary schools only display moderate correlations between the dimensions of personal and team success and personal and group superiority ($r_s = .354, p >.001$); and self-realisation and pro-social behaviour and sportsmanship and fair play ($r_s = .400, p >.001$) (see Table 4).

Discussion

The objectives of this study have been to: (i) Establish the reference values and their hierarchy in participants in the RMF's Socio-sporting Basketball Schools compared with secondary school students; (ii) Identify whether there are differences according to sex and age group; (iii) To determine if there are differences in the relationships between dimensions comparing the RMF athletes and the group of secondary school students. In this sense, the overall data highlights that girls value the sportsmanship and fair play dimension higher than the boys did. These data do not agree with those found by Sánchez-Alcaraz et al. (2019) nor with those found by Manzano-Sánchez et al. (2019), who observe that boys report more personal and social responsibility compared to girls. Some studies into sportsmanship, in both physical education classes and at sporting schools, highlight that it can prevent violent behaviour (Gimeno et al., 2007) and encourage pro-social behaviour (Kavussanu, Stamp, Slade, & Rings, 2009). Furthermore, in relation to what is discussed above,

Martín-Albo, Núñez, Navarro-Izquierdo, and González-Ruiz (2006) found in their work that people felt that aspects relating to respect for social conventions are the subscale that best represents the concept of sportsmanship (Vallerand, Deshaies, Cuerrier, BriÈre, & Pelletier, 1996), considering social conventions as positive behaviour when playing sports, for example, recognising good play by the opponent or shaking the adversary's hand after the match (Gimeno et al., 2007).

The athletes who play basketball at the RMF place greater importance on the dimensions of sportsmanship, fair play and peaceful behaviour. These resulting findings are on the same lines as those obtained by Cecchini, Montero, and Peña (2003), Brock and Hastie (2007), Cecchini, Montero, Alonso, Izquierdo, and Contreras (2007), Gimeno et al. (2007), Méndez-Giménez et al. (2015), Ruiz et al. (2015), Malinauskas and Juodsnukis (2017) Sánchez-Alcaraz et al. (2019), Burgueño and Medina (2020); Lamonedá et al. (2015a); Lamonedá et al. (2015b), and Vicianá et al. (2020). The results obtained in this study could perhaps be explained by the fact that the RMF's model uses the White Card programme (Ortega et al., 2012), which involves giving a white card to players who display good behaviour in competition, and also, players adopt the role of referee, thus encouraging respect and autonomy, which are values that are specifically emphasized on in the RMF model (Ortega et al., 2012).

On the other hand, the dimensions of personal and group superiority and health and physical fitness are valued more by students who practise team sports at secondary school, probably because the traditional teaching/training model excessively favours the desire to win, which can reduce prosocial behaviour in young people (Pan et al., 2019), as

well as result in approval of unsporting play (Sage, Kavussanu, & Duda, 2006). Accordingly, it seems to be necessary to modify traditional ways of teaching/training if we wish to favour the social and moral development of students/players (Gimeno et al., 2007), as well as effective development of values (Wandzilak, 1985).

When examining the dimensions by sex, considering where the respondents practised sport, it is pertinent to note that the boys and girls who play basketball in the Socio-Sporting Schools of the RMF do not display significant differences in any of the six dimensions. This could be because in the RMF model, participation and competition are mixed. Also, this model promotes the value of equality between boys and girls and teachers/coaches are trained in this matter (Ortega et al., 2012). In contrast, the students who practised team sports in the secondary schools show differences in the dimensions of personal and team success and personal and group superiority, with the boys giving them higher values in both cases. This could be because boys generally display more interest in competitive sporting activities (Murillo, Julián, García-González, Abarca-Sos, & Zaragoza, 2014; Ruiz, Graupera, Moreno, & Rico, 2010).

When analysing the correlations between the dimensions, it stood out that the athletes from the RMF display a stronger positive correlation between the following dimensions: self-realisation and prosocial behaviour, sportsmanship and fair play, and peaceful behaviour. Accordingly, Malinauskas and Juodsnukis (2017) consider that social responsibility is related to personality traits characterised by moral and ethical principles of reasonable behaviour, self-conscious adoption of social norms, attitudes and values, acceptance, expression of the will, and perception of the consequences of one's own activity and that of other people. Nonetheless, it should be taken into account that sport and physical activity can contribute to personality development, but only if the environment is structured and well-designed (Doty, 2006; Mouratidou, Goutza, & Chatzopoulos, 2007). For sport to be a favourable context for learning values, teachers/coaches must be appropriately trained (Koh, Ong, & Camiré, 2014). To this effect, one of the objectives of the RMF's Proyecto por una Educación Real: Valores y Deporte refers to the training of its teachers/coaches and to the involvement of families (Ortega et al., 2012) as key elements in the process of all-round training of the students. Therefore, when teachers receive this training about teaching values, it can help facilitate reflection and transfer of values beyond physical education and sport classes for teachers and students (Koh, Camiré, Regina, & Soon, 2017).

Despite its results, this research has some limitations. Firstly, the Covid-19 pandemic made it impossible to distribute more questionnaires in the RMF's Socio-sporting Schools. Secondly, as the data were obtained through questionnaires, it should be noted that the results represent self-declared perceptions and behaviour and not real behaviour. For this reason, future studies might include interviews with students/players to understand and analyse their perceptions better and so be able to improve future interventions. The observations derived from the results obtained in the study underline the importance of using specific teaching models designed to educate in values to favour the socio-moral development of students/players (Gibbons, Ebbeck, & Weis, 1995). Furthermore, future studies could continue to study the most appropriate forms of sports teaching practices to most efficiently help students/players develop in the socio-moral sphere (Gimeno et al., 2007) and offer them opportunities to improve as athletes and as citizens (Koh et al., 2014).

Limitations and Future Studies

Despite resulting study outcomes, this research has some limitations. Firstly, the Covid-19 pandemic made it impossible to distribute more questionnaires in the RMF's Socio-sporting Schools. Secondly, as the data is obtained through questionnaires, it should be noted that the results represent self-declared perceptions and behaviour and not real behaviour. For this reason, because of the importance of using specific teaching models designed to educate in values in order to favour the sociomoral development of students/players (Gibbons, Ebbeck, & Weiss, 1995), future studies may include interviews with students/players to understand and analyse their perceptions better and so be able to improve future interventions. Furthermore, in the future, the most appropriate forms of sports teaching practices could be further explored to more efficiently help students/players develop in the sociomoral sphere (Gimeno et al., 2007) through an intervention with an experimental and control group, as well as pre- and post-intervention measures.

Conclusions

In general, the most highly valued dimensions are sportsmanship and fair play, health and physical fitness, and peaceful behaviour. In contrast, the lowest rated ones are personal and group superiority, self-realisation, and pro-social behaviour. From the perspective of the specific valuation of the dimensions, the athletes at the RMF Socio-sporting Schools show a greater appreciation of the

dimensions of sportsmanship and fair play and peaceful behaviour. In other words, they place more emphasis on values relating to respect, justice, sportsmanship, and tolerance, as well as regarding dialogue as a way of solving conflicts to a greater extent. In contrast with the students from the RMF, the students who practise team sports in secondary schools place more value on aspects relating to the dimensions of public image, the sense of superiority both as a group and individually, and health and physical fitness as an aspect that also helps improve sporting performance.

The students from the RMF do not display differences with regards to the importance they gave to the different values in each of the dimensions. However, this is not the case

with the other athletes, since the boys who participate in team sports at secondary school display higher values than girls in the personal and team success dimension and the personal and group superiority dimension.

Finally, the athletes at the RMF show stronger positive correlations than the other athletes, especially in the dimensions of personal realisation and prosocial behaviour, sportsmanship and fair play, and peaceful behaviour.

According to the data, the sporting-educational model of the RMF can potentially contribute to young athletes' optimal personal development. These observations could have great utility for teachers and coaches when developing values in team sports among their students and players.

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