

“L’Eliana: school of values”. A program of transmission of values through sport

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This work has been awarded with the First Prize in the Applied Psychology Research Chair by the Official College of Psychologists of the Valencian Community.

This research has been carried out, in part, thanks to the Project PsyTool “Sport Psychology as a Strategic Tool for Prevention and training on Grassroots Sports” Erasmus+ Sport Programme. Application Nr.: 567199-EPP-1-2015-2-ES-SPO-SCP.

Introduction

In recent years, sports practice is no longer just a vehicle to be fit or to have fun, but it is also considered a tool to inculcate and encourage prosocial values (Cecchini, Montero, Alonso, Izquierdo and Contreras, 2007; Escartí, Buelga, Gutiérrez and Pascual, 2009; García-Calvo, Sánchez-Oliva, Sánchez-Miguel, Leo and Amado, 2012; Sánchez-Oliva, Leo, Sánchez-Miguel, Gómez and García-Calvo, 2011).

Schwartz (1994) defines values as 'desirable transituational goals, which vary in importance and serve as guiding principles in people's lives' (p.2). In any case, the definitions of values are varied and sometimes ambiguous, although in the social context, we all think we know what we mean when talking about values. It is important to differentiate between values, attitudes and behaviors; the distinction between attitudes and values is based on the fact that attitudes could be negative or positive, and are specific to each situation. On the opposite, values are all positive for the person who maintains them, are considered general principles and evaluate behaviors in different situations (Torregrosa and Lee, 2000).

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

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

- Set goals, clearly describing the educational objectives.
- Assume objectives, considering sports users as protagonists of the development of positive values.
- Develop plans and strategies, designing patterns of interaction between subjects in a way that guides the learning of values.

- Learn through practice, using its own ecological context, taking advantage of the situation in which a concrete problem of moral implication appears.

- Carrying out and sharing a reflection. Orienting sport to the development of values to encourage self-reflection and collective debate as learning instruments, since reasoning develops the ability to make judgments about correct and incorrect behaviors.

- Generalize to other different situations, because although the acquisition of moral values in sports practice is important, you should try to apply these values to different life contexts.

The program of transmission of values that is designed and implemented in this work, is a project created and coordinated by the Department of Psychology of Physical Activity and Sport of the Association of Sports Clubs of L'Eliana, a Valencian municipality of 18,000 inhabitants approximately. The basic objectives of the program 'Sport: School of Values' have been: to achieve a quality sports education, to promote the emotional and social development of young people, to favor a context where coexistence and values are integrated into sports practice and to educate in the comprehensive global development of athletes as people.

For this, the following actions were carried out:

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

Method

There were 461 users of the Municipal Sports Schools of l'Eliana that participated in the program, while the satisfaction survey gathered a sample of 356. The variables collected were: sociodemographic data, motives for practice, value of their sport, presence of the value

in their training, and the importance of working in values. The data was collected through a telephone interview by selecting randomly a number of users of each sport, ensuring the confidentiality and anonymity of the collected data.

Results

The most chosen practice motives were social and competitive, while fun and improving health or the physical results were showed in lesser results. The values are distributed in a more balanced manner, although cooperation, overcoming and discipline stand out. Most of the respondents (81.5%) consider that working in values is very important in sports practice. On the other hand, 49.1% consider that values are quite or very present in their sports practice.

The analysis of the interactions between sport and prevailing values indicated that in athletics improvement and cooperation are the most indicated values, while in basketball overcoming stands as the most important value. Overcoming, cooperation and discipline are the most chosen values by dance practitioners; while in football, overcoming and humility are chosen more frequently. Karate and judo share the choice of discipline as the predominant value, a value that also appears in tennis together with cooperation.

Discussion

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

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

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