

Personal and Sport Values, Goal Orientations, and Moral Attitudes in Youth Basketball¹

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Abstract

In this study with 746 basketball players ($M_{age} = 14.63$, $SD = 1.4$), we examined the relationship between the personal values that guide their lives and their moral attitudes when they play basketball, and we explored how this relationship is mediated by both personal values towards sports practice and goal orientations. In addition, we analyzed the modulating role of perceived competence in the relationship between goal orientations and the moral attitudes of participants. The results confirm the relevance of personal values in the sport domain, and they point to the importance of instilling human values of self-transcendence (transcending the self in favor of the group), transmitting competence and moral values, and promoting task orientation in the athlete, in order to foster prosocial attitudes and diminish unsportsmanlike attitudes during the practice of basketball.

Keywords: values; goal orientations; attitudes; youth basketball

Basketball is widely considered a valuable tool for transmitting values. Nevertheless, there are few studies on human values in sport based on a relevant theoretical framework that supports the relationships among several variables (Adell and Castillo, 2016).

The Refined Theory of Human Values (Schwartz et al., 2012) proposes the existence of 19 basic values that are motivationally different and organized in a circular structure (see Figure 1), where values that are closer to each other complement each other (e.g., achievement and power), and those that are farther away would enter into conflict (e.g., power and universalism). Two values are in conflict if they lead to opposing behaviors and attitudes. Basic values can be combined into four higher-order motivations that form two bipolar

and opposite dimensions: Self-transcendence (universalism and benevolence), which is concern for the well-being of others, versus Self-enhancement (power and achievement), which is concern for oneself; and Conservation (tradition and conformity), which is the tendency to preserve tradition and order, versus Openness-to-change (stimulation and self-direction), which is the tendency to expose oneself to novelty and change. Self-transcendence and conservation (with the exception of personal safety) would have a social focus, whereas the values of openness-to-change and self-enhancement would have an individual focus. This universal circular structure allows a systematic relationship between values and other psychological constructs, such as attitudes and behaviors (Bardi and Schwartz, 2003).

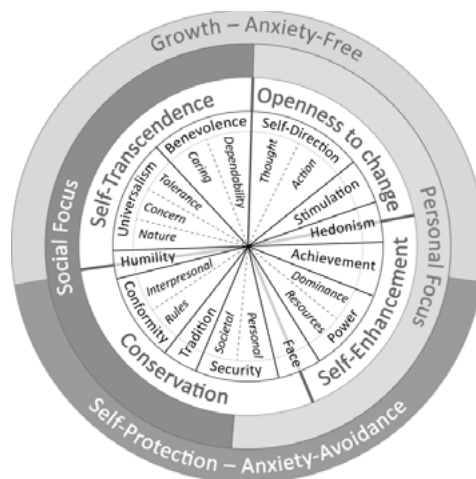


Figure 1. The circular motivational continuum of 19 values in the refined value theory (from Schwartz et al., 2017)

¹ A summary of this work was presented at the IX Iberian Basketball Congress (CIB 2018); November, 20-24; Florianópolis, Brasil

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Linking values and motivation in sport, Lee, Whitehead, Ntoumanis and Hatzigeordiadis (2008) proposed a value-expressive model of moral attitudes, suggesting that sport values in adolescent athletes (i.e., competence, moral, and status values) could influence athletes' moral attitudes and choices about different behavioral options. These authors found that prosocial attitudes (commitment to sport participation and respect for social conventions) were positively predicted by competence and moral values, whereas antisocial attitudes (acceptance of cheating and gamesmanship) were negatively predicted by moral values and positively predicted by status values. They also proposed that goal orientations (task and ego), that is, the ways people tend to judge their competence and define success in athletic settings, mediate the effects of values on young athletes' prosocial and antisocial attitudes. Specifically, Lee et al. (2008) found that task orientation partially mediated the effect of competence values on prosocial attitudes, and ego orientation partially mediated the effect of status values on antisocial attitudes. Recently, Lucidi et al. (2017) offered similar results in young tennis players.

The relationship between motivational processes and human values has previously been explored by Balaguer, Castillo, Queded and Duda (2013). Specifically, they examined how personal values were linked to dispositional achievement goals. They found that the bipolar dimension of self-transcendence versus self-enhancement presented relationships with goal orientations. On the one hand, task orientation was positively predicted by self-transcendence and negatively predicted by self-enhancement. On the other hand, ego orientation was negatively predicted by self-transcendence and positively predicted by self-enhancement. To date, the relationship between human values and attitudes in sport has received little study.

Based on the refined theory of personal values (Schwartz et al., 2012), and extending the interactionist model for research on values in youth sport (Lee et al., 2008), the aim of this study was to explore personal values as antecedents of the value-expressive model of moral attitudes in a sample of young competitive basketball players (see Figure 2).

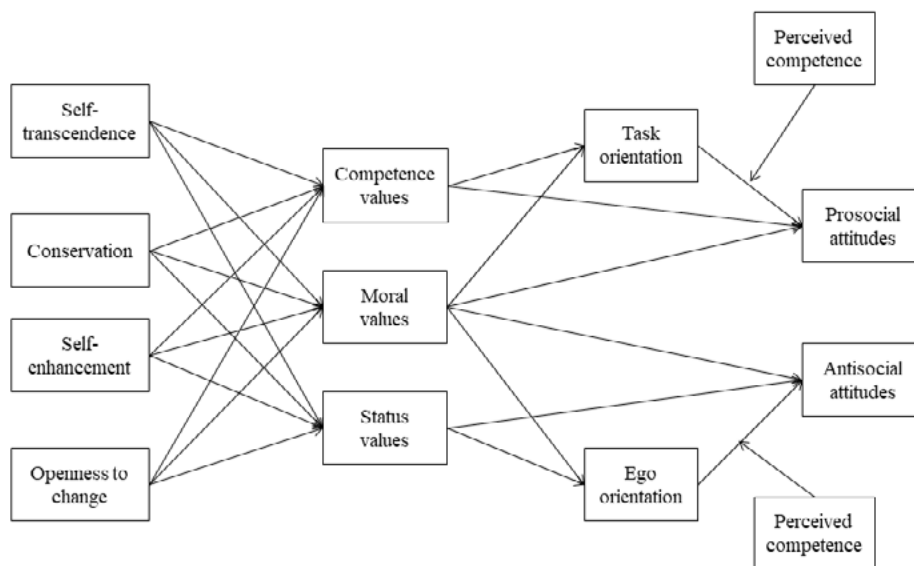


Figure 2. Conceptual model of the direct and indirect relationships of personal values on attitudes

Method

Participants

A representative sample of 746 basketball players (449 males, 297 females; 361 infantile, 287 cadet, and 98 junior) between 12 and 18 years old ($M = 14.63$; $SD = 1.4$) from 84 basketball clubs in the Valencian Community (Spain) participated in this research. The sample was selected on a random, stratified basis (relative size of each province: Alicante, Valencia, and Castellón; categories: infantile, cadet, and junior; and gender). All the clubs approached agreed to participate. The players trained between 2 and 5 days a week ($M = 3.09$; $SD = 0.56$).

Measures

The Spanish version of the 57-item Portrait Values Questionnaire-Revised (Schwartz et al., 2012) was used to measure 19 human values of players. The items described a person in terms of what is important to him/her (gender-matched). The players were asked to answer the question "How much is this person like you... on a scale ranging from 1 (not like me at all) to 6 (very much like me). We combined the 19 values into four higher-order values. Self-transcendence combines universalism-nature, universalism-concern, universalism-tolerance, benevolence-care, and benevolence-dependability. Self-enhancement combines achievement, power-dominance, and power-resour-

ces. Openness to change combines self-direction-thought, self-direction-action, stimulation, and hedonism. Conservation combines security-personal, security-societal, tradition, conformity-rules, and conformity-interpersonal. Reliability and validity of this questionnaire have been provided previously (Schwartz et al., 2012).

Youth sport values were measured with the Youth Sport Values Questionnaire-2 (Lee et al., 2008), translated for this study. This 13-item questionnaire starts with the phrase: "When I play basketball, it is important to me that..." and it is divided into three subscales: Competence (4 items), moral (5 items), and status (4 items) values. Responses are provided on a 7-point scale ranging from -1 (the opposite of what I believe) to 5 (extremely important to me). Reliability and validity of this questionnaire have been provided previously (Lee et al., 2008).

The Spanish version (Balaguer, Castillo and Tomás, 1996) of the Task and Ego Orientation in Sport Questionnaire (Duda, 1989) was used to measure achievement orientations. The players were asked to think about when they felt most successful in basketball, indicating their agreement with 7 items reflecting task-oriented achievement and 6 items reflecting ego-oriented achievement, on a 5-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree). Reliability and validity of this questionnaire have been provided previously (Balaguer et al., 1996).

The Spanish version (Balaguer, Castillo and Duda, 2008) of the Perceived Competence subscale from the Intrinsic Motivation Inventory (McAuley, Duncan and Tannen, 1989) was used to assess perceptions of the players' competence. The 5 items were answered in a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Reliability and validity of this subscale have been provided previously (Balaguer et al., 2008; McAuley et al., 1989).

Prosocial moral attitudes were assessed using the means on three subscales: two subscales of the Spanish version (Martín-Albo, Núñez, Navarro and González, 2006) of the Multidimensional Sportsmanship Orientation Scales (Vallerand, Brière, Blanchard and Provencher, 1997): Commitment to sport participation (5 items) and Respect for social conventions (5 items); and the Keep winning in proportion (3 items) subscale of the Attitudes to Moral Decision-making in Youth Sport Questionnaire-2, translated for this study (AMDYSQ-2; Whitehead and Ntoumanis, 2013). Antisocial moral attitudes were assessed using the means on two subscales: Acceptance of cheating (6 items) and Acceptance of gamesmanship (6 items) from the AMDYSQ-2. All responses are provided on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Previous research has shown a strong correlation between the three prosocial subscales and between the two antisocial

subscales (Lee et al., 2008). Reliability and validity of these questionnaires have been provided previously (Martín-Albo et al., 2006; Whitehead and Ntoumanis, 2013).

Procedure

Approval was obtained from the university ethical committee (H1523110229495). The heads of the clubs were informed by telephone, the parents were informed, and informed consent was obtained for the participation of their children, who also provided their consent to participate (100% agreement). Data collection took place between April and June 2017, either before or after team training. The instruments were administered for a period of approximately 20 minutes. Confidentiality and anonymity of the participants were respected.

Data Analysis

Descriptive statistics and bivariate correlations were conducted using the SPSS 20. The hypothesized mediated and moderated interactions model was conducted using LISREL 8.80. Following Schwartz et al. (2012), score-centered responses for each value dimension were used.

Results

In general, all the study variables were significantly correlated in the expected directions (see Table 1). The hypothesized model (figure 2) was reformulated, excluding the moderation of the relationship between goal orientations and perceived competence because the interactions between these variables were not significant. Furthermore, we excluded other relationships that were not significant. The model presented an adequate fit to the data: $\chi^2(29) = 207.41$; RMSEA = 0.086; SRMR = 0.069; CFI = 0.936; NNFI = 0.927. Self-transcendence positively predicted moral values and negatively predicted status values. Conservation positively predicted moral values, whereas the relationship between self-enhancement and moral values was negative. Self-enhancement and openness to change positively predicted status values. Openness to change positively predicted competence values. Competence and moral values positively predicted task orientation, and status values positively predicted ego orientation and antisocial attitudes. Moral values positively predicted prosocial attitudes and negatively predicted antisocial attitudes. Finally, ego orientation partially mediated the relationship between status values and antisocial attitudes, and task orientation fully mediated the relationship between competence values and prosocial attitudes (the direct path dropped to zero) (see Figure 3).

Table 1
Descriptive statistics and bivariate correlations

	Range	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Self-transcendence	1-6	4.92	0.56	-										
2. Conservation	1-6	4.21	0.63	-.01	-									
3. Self-enhancement	1-6	3.23	0.82	-.65**	-.51**	-								
4. Openness to change	1-6	4.95	0.56	.02	-.61**	-.05	-							
5. Competence values	-1-5	4.14	0.74	-.01	-.06	-.02	.10**	-						
6. Moral values	-1-5	3.80	0.77	.26**	.33**	-.40**	-.13**	.30**	-					
7. Status values	-1-5	2.18	1.08	-.33**	-.22**	.41**	.06	.42**	-.05	-				
8. Task orientation	1-5	4.38	0.47	.17**	.02	-.20**	.10*	.46**	.40**	.10**	-			
9. Ego orientation	1-5	2.75	0.86	-.31**	-.25**	.44**	.01	.18**	-.23**	.49**	.06	-		
10. Perceived competence	1-5	3.79	0.52	-.01	.02	-.05	.06	.32**	.14**	.31**	.30**	.18**	-	
11. Prosocial attitudes	1-5	4.25	0.42	.34**	.20**	-.42**	.02	.32**	.58**	-.05	.55**	-.18**	.27**	-
12. Antisocial attitudes	1-5	2.33	0.76	-.38**	-.33**	.49**	.14**	.01	-.42**	.34**	-.14**	.36**	-.01	-.38**

* $p < .05$, ** $p < .01$.

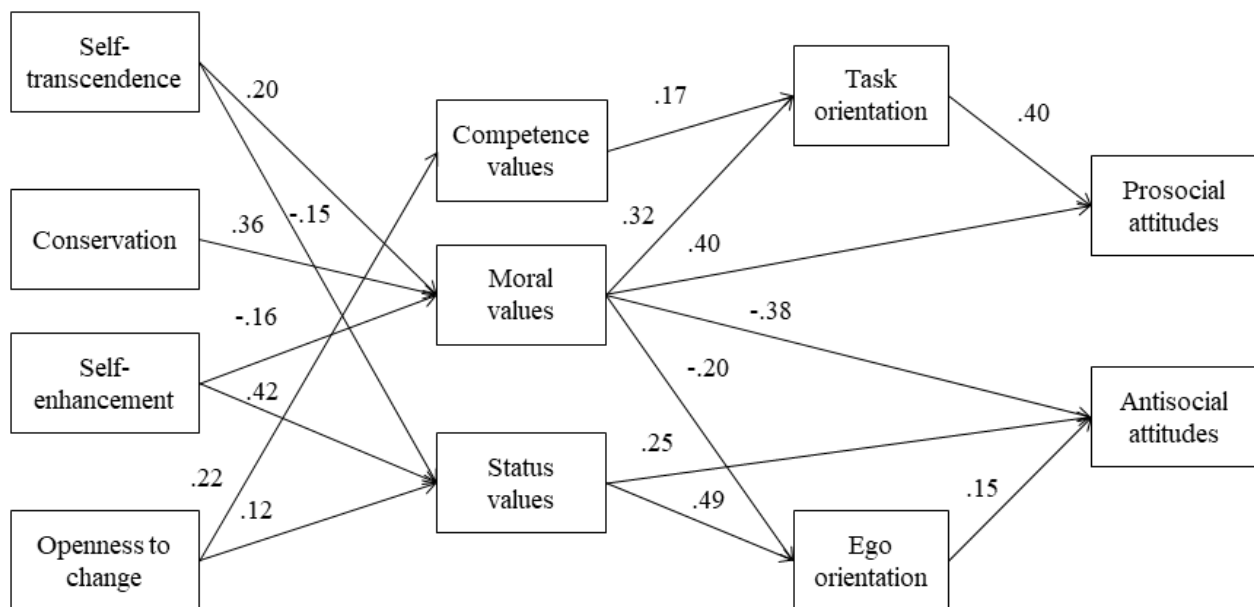


Figure 3. Standardized beta coefficients of the relationships between personal values, sport values, orientations and attitudes. All relationships are significant $p < .01$.

Discussion and Conclusions

Our study confirmed that personal values are transferred to values in sport and, in turn, related to attitudes in the development of the game. A significant association was found between personal values, values in sport, motivational orientations, and attitudes in basketball players. As in previous studies with basketball coaches (Castillo, Adell

and Álvarez, 2018) and adolescent athletes (Balaguer et al., 2013), self-transcendence values (transcending personal interests by prioritizing collective interests) are associated with more adaptive motivational and personal patterns, whereas self-enhancement values (prioritizing one's own interests) are associated with less adaptive psychosocial patterns. Athletes who display concern, tolerance, and care for others (self-transcendence), and those who emphasize self-restric-

tion, order, and change avoidance (conservation) express moral values in sport. In other words, they try to be fair, show good sportsmanship, and help others when they need it. Athletes who emphasize their personal interests (self-enhancement), and those who are open to new ideas, actions and experiences (openness to change) express status values in sport. In other words, they give importance to their public image and value being a recognized member of the team. Finally, for athletes who display high competence values in sport, openness to change is an important personal value.

Consistent with Lee et al.'s (2008) model and previous research (Lucidi et al., 2017), our findings extended the model's application to competitive young basketball players, reinforcing the suggestion that values guide decision-making and behaviors in sport contexts. Specifically, moral attitudes (prosocial and antisocial) are predicted by sport values (competence, moral, and status values) directly, and indirectly through goal orientations.

Our results suggest that the higher the score on self-transcendence and conservation, the more likely the player was to show prosocial attitudes in a basketball context. Similarly, a low score on self-enhancement was associated with prosocial attitudes during the game. Conversely, antisocial attitudes were associated with high scores on self-enhancement and low scores on self-transcendence and conservation. These results are congruent with pre-

vious studies that analyzed the relationships between personal values, attitudes, and social behaviors (e.g., Boer and Fischer, 2013; Danioni and Barni, 2017). Basketball is a context where it is understood that compliance with the rules has personal and collective benefits, which will lead the player with self-transcendence and conservation values to comply with the rules, preserve good practices, and avoid disruptive behavior. By contrast, athletes' self-enhancement values discourage cooperation because they prioritize their own personal interests, even at the expense of their team, condoning cheating and gamesmanship to succeed.

In our study, perceived competence did not modulate the relationship between goal orientations and the attitudes of athletes when playing the game. Thus, task-oriented players reported greater prosocial attitudes in sport, whereas ego-oriented players reported greater antisocial attitudes in sport, regardless of their perception of their competence at the sporting level.

These results confirm the relevance of personal values in the field of sport, and they point to the importance of instilling human values of self-transcendence (transcending the personal in favor of the collective), transmitting competence and moral values in sport, and promoting task orientation in the athlete, in order to foster prosocial attitudes and reduce unsportsmanlike attitudes during basketball practice.

Valores personales y deportivos, orientaciones de meta y actitudes morales en el baloncesto de formación

Resumen

En este estudio se examinó en 746 jugadores de baloncesto ($M_{edad} = 14.63$, $DT = 1.4$), la relación entre los valores personales que guían su vida y sus actitudes morales cuando practican baloncesto, explorando cómo media en dicha relación los valores personales hacia la práctica deportiva y las orientaciones de meta. Asimismo, se analiza el papel modulador que tiene la competencia percibida en la relación entre las orientaciones de meta y las actitudes morales de los participantes. Los resultados confirman la relevancia de los valores personales en el ámbito del deporte y apuntan hacia la importancia de inculcar valores humanos de auto-trascendencia (transcender lo personal a favor del colectivo), transmitir valores de competencia y morales, y promover una orientación hacia la tarea en el deportista, si queremos fomentar las actitudes prosociales y disminuir las actitudes antisociales durante la práctica del baloncesto.

Palabras clave: valores; orientaciones de meta; actitudes; baloncesto de formación.

Valores pessoais e desportivos, orientações de objectivos e atitudes morais no treino do basquetebol

Resumo

Neste estudo, 746 jogadores de basquete ($M_{idade} = 14,63$, $DT = 1,4$) foram examinados quanto à relação entre os valores pessoais que norteiam suas vidas e suas atitudes morais na prática do basquetebol, explorando como essa relação media os valores pessoais em relação à prática esportiva e às orientações de metas. Analisa também o papel modulador da competência percebida na relação entre as orientações de objetivos e as atitudes morais dos participantes. Os resultados confirmam a relevância dos valores pessoais no campo do esporte e apontam para a importância de inculcar valores humanos de autotranscendência (transcendendo o pessoal em favor do coletivo), transmitindo valores de competência e moral, e promovendo uma orientação para a tarefa no atleta, se quisermos fomentar atitudes pró-sociais e diminuir atitudes antisociais durante a prática do basquete.

Palavras-chave: valores; orientações de metas; atitudes; treinamento de basquetebol.

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