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Values important to students of the Faculty of Physical Education

Ważne wartości dla studentów Wydziału Wychowania Fizycznego

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Abstract: The aim of the study was to analyse values important to the students of the University of Physical Education in Warsaw. The survey was conducted among 102 students of first- and second-cycle studies (51 women and 51 men) aged between 18 and 26 years ($M=20.941$; $SD=2.029$). Differences between groups of basic values were analysed using the Mann-Whitney and Kruskal-Wallis U test. A standardized tool (Scheler Value Scale SVS) was used. The results showed significant differences between *vital* ($Z=-2.936$; $p=.003$), *moral* ($H=9.386$; $p=.025$) and *sacred* values ($H=7.829$; $p=.049$). Differences in the study groups show the expected trend related to the current developmental period of young people and the field of study.

Keywords: coaches, higher education, teachers

Abstrakt: Celem pracy była analiza wartości ważnych dla studentów z Akademii Wychowania Fizycznego w Warszawie. Badanie zostało przeprowadzone wśród 102 studentów studiów I i II stopnia (51 kobiet i 51 mężczyzn) w wieku od 18 do 26 lat ($M = 20,941$; $SD = 2,029$). Różnice wartości podstawowych między grupami analizowano za pomocą testu U Manna-Whitneya i Kruskala-Wallisa. Zastosowano standardowe narzędzie (Scheler Value Scale SVS). Wyniki wykazały istotne różnice między wartościami *życiowymi* ($Z = -2,936$; $p = 0,003$), *moralnymi* ($H = 9,386$; $p = 0,025$) i *świętymi* ($H = 7,829$; $p = 0,049$). Rezultat porównania wyników między badanymi grupami wskazuje na oczekiwany trend związany z aktualnym okresem rozwojowym młodzieży i kierunkiem podjętych studiów

Słowa kluczowe: edukacja wyższa, nauczyciele, trenerzy

1. Introduction

The proper transmission of the hierarchy of importance to the younger generations, especially the outdated ethos of chivalry (now beyond the boundaries of educational standards), seems more important than ever. In the ethos of the Middle Ages, there were manifestations of life in accordance with the principle of *fair play*, which can hardly be regarded as identical with the foundations of the contemporary meaning of competition (Nowocień, 2014, pp. 198-204).

Values are understood as forms or beliefs or a particular type of knowledge. Especially in the case of physical education, their consideration should also be connected with the process of social impact (Wallhead, Garn, Vidoni, 2012). Establishing the character of the rules of living among people, expecting the rules of proper conduct, and defining the

role of values as a determinant of the internal sense of striving for normative behaviour justifies the presence of this concept in culture (Kirk, 2013), and, at the same time, raises some reservations regarding the terminological subtleties.

The “elusive quality” of values is associated with its abstract character. This leads to the perception of this construct in the dimension of assessment (valuating), subjective states (feelings), or moral principles (Nikiel, 2009, pp. 201-210). Contemporary culture is characterized by an attitude towards measurable, superficial results with no delayed gratification (Evans, 2012). Continuous evaluation of outcomes rather than the development brings profits in the form of a continuous but apparent increase in numerical or ranking-related “values” (López-Pastor, Kirk, Lorente-Catalán, MacPhail, Macdonald, 2012). However, this attitude and the need for a rapid improvement in competences do not have an effect on the education of children and young people. What really counts in physical education and sport is many years of experience of the individual. This is especially evident in beginner physical education teachers, who use the knowledge from their own participation in physical activity (Garrett, Wrench, 2007).

“Values” mean mental experiences or emotional reactions (Brzozowski, 1995). The basis for building a system is experiences, feelings of a person, and contact with other people. It turns out that the professed values of coaches and physical education teachers are important in the intensity of their commitment and differentiation of priorities in the process of learning (Sofa, Curtner- Smith, 2010). Studies show the effect of sport and physical education on the development of values in young people (Koh, Ong, Camiré, 2014). Establishing a specific hierarchy is important to relationships and interactions. The individual value system may differ from the accepted rules and standards. In physical education, each teacher has an individual value system that is conducive or restricts his or her curriculum (Zhu, Ennis, Chen, 2010). Differences are revealed in situations of conflicts or development crises. The externally acquired contents in the educational process change over time into internalized ones and thus become part of the person’s own value system (Elżanowska, 2012, pp.97-114). There is evidence of correlations between the values important to carers and children at an early stage of development. Programs that analyse the specific behaviour of teachers, such as the tone of voice, encouragement and serving as a role model, emphasize the adoption of appropriate attitudes by students through appropriate modelling and understanding the intrinsic value of physical activity and sport (Jung, Choi, 2014). The next stages of development (adolescence and early adulthood) are characterized by increased autonomy and the establishment of their place in the adult world. Late adolescence is connected with the development of identity. The cognitive awareness of material or moral values important to parents and presentation of behaviour similar to those learnt at home plays a decisive role in preserving moral and aesthetic feelings. University age is usually the time of becoming an adult and moving from adolescence to early

adulthood. This is related to an internal qualitative change in the form of transferring excessive concentration from one's own person to others and gaining relative independence. Multiple roles require rich resources in every sphere; physical, mental and social. Without the regeneration of the potential, reserves can be exploited and the vitality cannot be regained, which, in the middle of adulthood, inhibits development (Smykowski, 2004, pp.4-5). According to Scheler, "value" is understood as a factual equivalent of feelings - it is the only way to capture directly emotional experiences and an intentional object of experiences. Basic groups of values (*hedonistic, vital, spiritual, sacred*) are present in every epoch, social group and form a model of universal hierarchy.

Using the standardized theoretical framework and assessed the values of students physical education, we will predict probably their passed to the students in future teacher work (Timken, van der Mars, 2009).

2. Methodology

2.1. Objective

The study analysed values appreciated by students of the University of Physical Education in Warsaw. The aim of the research was to answer questions about differences in the professed values between men and women and between students in their first year of first-cycle studies and first year of second-cycle studies.

2.2. Participants

Respondents were students from the Faculty of Physical Education from the university majors of sport and physical education at the University of Physical Education in Warsaw. The number of participants was 102, with 51 female and 51 male students aged between 18 and 26 ($M=20.941$; $SD=2.029$) from the first year of first-cycle studies and the first year of second-cycle studies.

2.3. Instrument and procedure

A diagnostic survey was conducted for the purpose of the research. A standardized psychological tool (SVS Scheler Value Scale) in the Polish adaptation of Brzozowski was used. Four groups of basic values were analysed: *hedonistic, vital, spiritual* and *sacred*, from which spiritual values were divided into *aesthetic, truth* and *moral* values. No factorial subscale values (*secular, religious, fitness* and *physical strength* and *endurance*) were interpreted in the study. Respondents were informed about the purpose of the study and gave consent for participation. The principle of anonymity of results and the possibility of termination of the examinations at any time were used for all the respondents.

2.4. Data analysis

Based on the collected data of the raw results in the above scales, the relevant statistical analyses were carried out using the Mann-Whitney U-test and Kruskal-Wallis test to compare students by current year of study and sex. The statistical significance was set at $p < .05$ and $p < .001$, respectively.

The analyses represent a significant contribution to sports education. Moreover, they outline the current state of knowledge concerning the values professed by future teachers (graduates of the University of Physical Education). Using a standardized theoretical framework, the values appreciated by students were evaluated. The chosen field of study, (physical education in this case), plays an important role. It requires the development of specific competencies and having appropriate internal aptitudes guaranteeing the student's success as a future teacher or a coach.

3. Results

The following tables contain the results of the female and male students. The applied statistical analyses made it possible to present the data and, in accordance with the objectives mentioned above, to determine the differences between the variables surveyed and to identify the interdependencies between each other. The first table shows the results of the mean for values professed by the female and male students. Based on the non-parametric Mann-Whitney U test, women and men were compared in terms of scale data (Tab.1.).

Table 1. Comparison of means for women and men in terms of value scales

Variables	Female students			Male students			Mann-Whitney U-test	
	M	Me	SD	M	Me	SD	Z	p
Truth	77.47	78.75	9.18	79.49	80	12	-1.332	.183
Hedonistic	71.75	73.75	13.43	75.18	75	11.07	-1.098	.272
Vital	68.12	67.5	15.57	66.24	65	15.8	-.797	.426
Esthetic	56.31	58.57	17	60.67	64.29	18.91	-1.419	.156
Moral	82.48	83.81	11.43	79.48	80.91	11.07	-1.677	.094
Sacred	61.37	63.5	20.76	65.74	65	18.75	-.733	.464

The above results show the mean results, which in women on the scale of *vital* and *moral* values, turned out to be higher than in men. In other scales, students showed an advantage over their peers in terms of mean results. Based on the analyses, no statistically significant differences can be found between the examined persons.

The second table compares the first-year students of first-cycle studies with female and male first-year students of second-cycle studies. The difference is statistically significant in the case of the variable of *vital* values. Higher scores on this scale were found for students of second-cycle studies than among those from the first-cycle studies.

Table 2. Comparison of means for study participants from first-cycle and second-cycle studies in terms of value scales

Variables	First-cycle studies			Second-cycle studies			Mann-Whitney U-test	
	M	Me	SD	M	Me	SD	Z	p
Truth	7.14	78.75	9.69	78.82	79.75	11.67	-.355	.723
Hedonistic	71.64	74.06	13.31	75.29	73.75	11.17	-1.158	.247
Vital	62.75	63.33	14.88	71.61	71.67	15.25	-2.936	.003*
Esthetic	57.46	57.86	18.28	59.53	62.86	17.88	-.683	.495
Moral	79.9	81.82	11.45	82.06	83.81	11.15	-1.018	.309
Sacred	61.06	63.5	18.62	66.05	67	20.8	-1.315	.188

* p < .05

The results contained in the following table show the differences between the years of study. It turns out that newcomers are characterized by lower means in all scales. The only values tested that significantly differentiated both groups were *vital* values. Students from the second-cycle studies value this variable higher than those from the first-cycle studies. The third table contains the mean results for values in individual groups of respondents. Based on the results obtained, a hierarchy of values (Tab. 3) can be observed in students by sex and degree of study.

Table 3. Hierarchy of mean test values

	First-cycle studies				Second-cycle studies			
	Female students		Male students		Female students		Male students	
	M	SD	M	SD	M	SD	M	SD
Hedonistic	68.87	15.57	74.3	10.33	71.68	10.58	76.09	11.93
Vital	62.33	15.88	63.16	14.16	70.58	13.31	69.44	17.05
Esthetic	56.14	17.53	58.72	19.24	53.9	16.82	62.7	18.73
Truth	79.35	8.55	76.97	10.72	72.51	9.56	82.11	12.9
Moral	83.67	10.89	76.28	10.97	78.11	12.02	82.81	10.36
Sacred	62.58	21.77	59.59	15.3	57.9	20.1	72.13	20.12

The results presented in the table reveal the mean values professed by students from the first and second cycle studies. The highest-ranked *moral* values are those presented by the respondents at a mean level in relation to the general population. *Moral* values are at the

same time the most valued by women studying in first-cycle studies (5th sten) as well as men in first-cycle studies (5th sten) and second-cycle studies (6th sten).

High in the hierarchy of values are also *truth* values, which in almost all groups have a numerical value close to *moral* values. The results of the *truth* values are average compared to the population; they range between the fifth and sixth stens. Other values considered important for each group are *hedonistic* values, which in the hierarchy of the variables studied take the third position (against the background of the population they have higher average levels i.e. 6th and 7th stens). Sten results show a similar arrangement in the case of *vital* values. The greatest intergroup variation concerns the *sacred* values. Students of the first-degree cycle studies achieved results at the level of 4th sten, whereas female students of the second-cycle studies had 5th sten. The highest score for these values can be observed in men from the older year group (6th sten). The results obtained are at an average level. All groups consider *aesthetic* values to be the least valued and this is comparable to values appreciated by society. The results are at a level consistent with the population standard (5th and 6th sten). The values presented by the students are within the mean sten standards. In both women and men, the results are medium compared to the general population.

The Kruskal-Wallis test was used to compare four groups: men and women from first-cycle and second-cycle studies. Furthermore, the multiple comparison test was used to determine the relationships between individual subgroups. Table 4 shows only statistically significant results for specific scales.

Table 4 presents statistically significant differences on the scales of *vital*, *moral* and *sacred* values. Based on the analyses, there are differences between female students of the second-cycle studies (2) and male and female students starting higher education (1), (3).

Table 4a. Significant differences in the values professed by female and male students of the first-cycle and second-cycle studies

Values	Group	M	Me	SD	Kruskal-Wallis Test
Vital	Female students first-cycle studies (1)	62.33	63.33	15.88	H=9.386 p=.025* S.S. a: (1)>(3)
	Female students second-cycle studies (2)				
	Male students first-cycle studies (3)				
	Male students second-cycle studies (4)				

Table 4b. Significant differences in the values professed by female and male students of the first-cycle and second-cycle studies

Values	Group	M	Me	SD	Kruskal-Wallis Test
Moral	Female students first-cycle studies (1)	83.67	86.82	10.89	H=9.386 p=.025* S.S.: (1)>(3)
	Female students second-cycle studies (2)				
	Male students first-cycle studies (3)				
	Male students second-cycle studies (4)				
Sacred all	Female students first-cycle studies (1)	62.58	66	21.77	H=7.829 p=.049* S.S.: (4)>(3)
	Female students second-cycle studies (2)				
	Male students first-cycle studies (3)				
	Male students second-cycle studies (4)				

* p < .05

It turns out that female students (2) have a significantly higher mean scale of *vital* values than female and male students from earlier years. In the case of *moral* values, female students of the first year of the first-cycle studies (1) achieved a significantly different result from their male peers (3). Compared to men, women reached a higher level of values on this scale. In the last of the analysed variables, in which statistically significant results were obtained, differences were found between men from first-cycle (3) and second-cycle (4) studies. The students of the older year (4) presented a significantly higher level of *sacred* values compared to their younger peers (3).

4. Discussion

The presented results can be considered only as part of the student's reality of the University of Physical Education. It is difficult to refer to the entire University to give opinions on the level of the value of its students, or to separate individual differences based on one-off analyses.

The literature on the subject shows that the values important for students are above all health, happiness, friendship, feelings, trust, sincerity, respect and joy. Further places are occupied by self-improvement, peace, individuality, privacy, and kindness. These values are considered universal - common to all, regardless of their role (Görgüt, Tutkun, 2018). There

is evidence that young people brought up in a sports climate, engaging in various activities, thus more often shape ethical behavior (Harvey, Kirk, O'Donovan, 2011).

The student's role should be adjusted to the socially accepted role that is currently considered desirable in the environment. According to Ostrowska (2004), contemporary young people point to values that favour excessive individualism, the devastation of the value system and intensification of hedonistic tendencies (ibid, pp.10-25). Perhaps the results of this study are related to the mutual support of students for the purpose of strategic (informal) education also shown in other reports (Armor, Yelling, 2007). It is hard to find that the values presented by the female and male students of Physical Education were characterised by such high egoism and pessimism. The hierarchy of values, starting from the most important ones (which scored the most points), was *moral, truth, hedonistic, vital, sacred* and *aesthetic* values. In all the variables, the respondents achieved average stent scores, which means that their values were highly consistent with those professed in society. At the same time, there was a significant difference between younger and older people in terms of vital values (*resistance to fatigue, physical strength, fitness, flexibility, ability to bear cold, ability to bear hunger*). This may mean that there has already been a process of over-exploitation of student's organisms at the age starting early adulthood, where the multitude of tasks and lack of opportunities for recovery leads to the overload to the body (Smykowski, 2004, pp. 4-5). Therefore, it is suspected that people from the second-cycle studies, more than younger students, appreciate greater resistance to fatigue or physical strength.

As shown by Demel (1973), physical culture includes, among other things, values relating to "health, body build, immunity, fitness and beauty" (ibid, p. 38). The reason for the results may be the fact that as a specific group, the students of the University of Physical Education shape the values associated with physical culture in the educational process.

In the case of analyses concerning women and men, a statistically significant result differentiating younger female and male students is observed. Among the *moral* values that comprise the variables of *goodness, honour, love of neighbour, peace, helping others, truthfulness, reliability, sincerity, honesty, kindness, politeness*, women from the first year of the first-year studies attained a significantly higher level than men from the same studies. Similar differences can no longer be observed in the master's course (second-cycle studies).

In similar studies involving students from the faculty of Physical Education and Sport, the hierarchy of student values began with *kindness*, followed by *universalism, security, achievement, stimulation, self-direction, hedonism, compliance, power* and *tradition*. The differences between students were evident in *strength, tradition, compliance* and *safety* values in which women scored higher. The values of *hedonism* and *stimulation* of men turned out to be higher than for their friends (Gullu, 2016). In some reports examining the approach of students from Physical Education was observed a different ratio of values for girls and boys; men valued *strength* and *endurance* higher, and women took into account *aesthetic* values and slim figure

(Klomsten, Marsh, Skaalvik, 2005). In other publications that have shown the aspect of moral reasoning, students of the last year showed a significantly lower level of moral judgements than students of the first year (Splawska, 2008, pp.107-120). Value theories emphasize the "circular continuum" as the basis for the accepted system. This demonstrates that it is impossible to realize conflicting values in one action, but it does not negate their occurrence in one system. The hierarchy of values is changing and it seems natural to see the dominance of the opposing values in different developmental periods. Observations related to moral changes indicate a developmental crisis or a temporary dominance of opposing variables. There are also studies that show differences based solely on experience and not gender (Behets, 2001). The students from Józef Piłsudski University of the older year showed a significantly higher level of *sacred* values compared to those younger. The sacred values are composed of religious and secular values (items: *God, country, faith, nation, salvation, homeland, eternal life, state, patriotism*). These results are consistent with the general trend that indicates a positive correlation between *sacred* values and age (Brzozowski, 1995). It is interesting to note that such a difference occurred in respondents at a very similar age (mean age of students from the first-cycle studies: $M=19.08$, $SD=.56$; in those from the second-cycle studies: $M=23$, $SD=1.02$). It was also found that significant differences between men and women in the first year of the first-cycle studies did not occur in the master's degree courses.

The previous interdependence analyses have presented female and male students of the University of Physical Education as people who did not stand out from the rest of the population in terms of their values. Differences in the study groups show the expected trend related to the current developmental period of young people and the field of study.

5. Conclusions

The paper deals with the problems of the values professed by female and male university students. The scales analysed were based on the Scheler's universal value hierarchy.

According to the author, the basic layers (sensual, vital, psychological and spiritual) are the spheres of the emotional life of a human being that do not yield to empirical experience. The author is aware of the limitations of the research, which include, for example, the lack of a longitudinal form, which would favour a more thorough analysis of values. The changing world and contemporary pressure-creating trends can also be a problem with noticed what is the most important for teacher development (Shaw, 2006). The lack of a measurable borderline between the observed development periods also represents a criticism-sensitive aspect of the study.

The analysed differences in individual maturation in terms of emotional, cognitive and social aspects allow for only expecting that the older, more educated and mature

a person is, the more fully his or her hierarchy of values is similar to the Scheler's universal hierarchy.

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