

Physical education and moral development: An intervention programme to promote moral reasoning through physical education in high school students

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Abstract

Moral development is one of the goals of physical education (PE). However, few programmes have been implemented to investigate how moral development is promoted in PE settings. This study was designed in order to explore the effectiveness of a six-week specially designed moral development intervention in the PE domain in high school students, and to examine whether moral reasoning differs between males and females. The intervention's design was based on the creation of a task-orientated motivation climate and on reciprocal teaching style. The sample ($n = 157$) was assigned to control ($n = 80$) and experimental ($n = 77$) groups. At the beginning and end of the intervention the Moral Judgment Test was applied. The results revealed that the experimental group exhibited statistically greater moral reasoning after the intervention compared to the control group; however, no significant gender differences were found. These findings indicate that an appropriate design of PE could support moral development.

Key-words: moral development • perceived motivational climate • physical education • reciprocal teaching style

Student's moral development is defined – in many countries, including Greece – as one of the educational goals in the PE curriculum, both in elementary and high school grades (IPC, 2005; Ministry of Education and Religion Affairs, 1997; NASPE, 2004). At the same time play and participation in physical activities are settings which could support a child's moral development (Marcoen, 1999; Ross, 1989; Wandzilak, 1985). As supported by Shields and Bredemeier (1995), PE can probably be the most important physical activity context for promoting moral development. However, the promotion of moral development through PE sports has only in recent decades been the subject of empirical research (Bredemeier et al., 1986; Gibbons et al., 1995; Giebink and McKenzie, 1985; Miller et al., 1997).

According to Laurence Kohlberg's theory, moral development is part of cognitive development. Kohlberg proposed a model based on three levels of moral development that a child goes through: pre-conventional, conventional and post-conventional. Each of these levels includes two separate stages. In each stage the child is called upon to think about, perceive and solve moral dilemmas in different ways regarding issues of good or bad behaviour. In order to behave morally, an individual must have a cognitive capacity to make moral judgements, while the ability of moral judgement is defined as 'the capacity to make decisions and judgments which are moral (i.e., based on internal principles) and to act in accordance with such judgments' (Kohlberg, 1964: 425). Furthermore, concepts such as sportspersonship, fair play, empathy, social responsibility, role taking and pro-social behaviours are related to morality. We will describe these concepts briefly, in order to understand the theoretical background of the present study as well as previous relevant studies.

Sportspersonship concerns understanding and valuing the rules, rituals, and traditions of sports and activities and distinguishing between good and bad practices in those activities (Siedentop et al., 2004). Fair play means not just playing by rules, but also respecting others, participating always with the right spirit and attitude, valuing equal opportunity and behaving with responsibility towards a teammate or a player (Siedentop et al., 2004). The concept of empathy refers to emotional role-taking, while role taking is characterized as 'the ability to understand a person's thoughts, feelings, motives, and intentions and to assume his or her perspective' (Marcoen, 1999: 297). Pro-social behaviour is any altruistic behaviour, whose primary motive is the maintenance and the increase of other people's well-being (Marcoen, 1999). Finally, the term social responsibility is synonymous with

... communicating with people in a manner that enables and ennobles them, rather than demeans them: honoring other students' right, dignity, and worth; cooperating, or working together toward common goals; negotiating problems and conflicts successfully; and creating opportunities for others.

(Morris, 2003: 54)

As can be seen, all the concepts above are related immediately to morality and moral development, since developing an autonomous morality means that one: a) has the capacity to judge, b) has the capacity for role taking, c) becomes responsible and d) establishes attitudes and affections towards other people.

In an effort to investigate whether physical activity can affect students' moral development, several researchers implemented different intervention programmes during PE classes (DeBusk and Hellison, 1989; Gibbons and Ebbeck, 1997; Gibbons et al., 1995; Giebink and McKenzie, 1985; Miller et al., 1997; Romance et al., 1986; Wandzilak et al., 1988;). Specifically, Giebink and McKenzie (1985) examined the effects of three social learning strategies (instructions and praise, modelling and contingent reward/point system) on children's sportspersonship, and implemented their programme during PE classes and recreational activities. Results indicated that the instructions and praise intervention were effective in reducing unsportsmanlike behaviour.

Romance et al. (1986) investigated further the effectiveness of selective structural–developmental teaching strategies utilized in PE classes in order to study the moral reasoning of children. At the end of the intervention, the results showed significant pre- to post-test increases in the moral reasoning in the experimental group compared to the control group.

An empirical study by Wandzilak et al. (1988) examined the effectiveness of a values-related model in producing changes in the moral reasoning, sportsmanship perceptions and behaviours of basketball players. The experimental group exhibited positive changes in sportsmanship perceptions and in moral reasoning. In contrast, the control group exhibited a decrease in those areas.

DeBusk and Hellison (1989) designed an intervention programme with delinquency-prone boys, which was exclusively based on a mix of structural developmental and social learning teaching strategies. At the end of the programme positive affective, behavioural, and cognitive changes were observed as a result of the intervention. Similarly, the authors reported changes in teachers' attitudes and values, and noted that the teachers consider the programme as a good way of having children participate during lessons.

In a more recent study Gibbons et al. (1995) investigated the effectiveness of teaching strategies selected from a specially designed curriculum (called 'Fair Play for Kids') on four indicators of moral development: moral judgement, reason, intention and pro-social behaviour. Participants were 452 students assigned to three groups: a) control, b) Fair Play for Kids teaching strategies in PE class only, and c) Fair Play for Kids strategies during all school subjects. Results revealed that both experimental groups (b and c) scored at post-test significantly higher on moral judgement, reason and intention than the control group. Extending their research, Gibbons and Ebbeck (1997) compared the effectiveness of social learning and structural developmental intervention strategies on the moral development of PE students. Both experimental groups scored significantly higher on the four indicators of moral development compared to the control group. Moreover, the structural developmental group scored significantly higher on moral reasoning compared to the social learning group, indicating the effectiveness of the social learning and structural–developmental teaching strategies in the children's moral development in PE settings.

Miller et al. (1997) implemented an experimental PE programme with at-risk students in an urban elementary school. The intervention was designed to enhance empathy, moral reasoning maturity, task motivation and personal and social responsibility through cooperative learning. This was accomplished by building both moral community and a mastery motivational climate, and by shifting power from teachers to students. The researchers reported that the programme – as indicated by the 'end of the year student interviews' - had positive effects on the students' moral growth.

A common point in all the studies mentioned was that they tried to address the issue of supporting moral development by using techniques based on Kohlberg's structural–developmental theory and Bandura's social learning theory. However, during the interventions the researchers did not focus on the implementation of a specific teaching style (Mosston and Ashworth, 2002). Specifically, it seems possible

that the reciprocal teaching style could positively affect the moral development of students due to interactions between peers. However, to date there is no study which examines the effects of the reciprocal teaching style on moral development.

Another lack in the previously mentioned research is the absence of the achievement goal theory in the design of intervention programmes. According to the achievement goal theory, two major goal perspectives of a person's behaviour are distinguished: a task orientation and an ego orientation (Ames, 1984, 1992; Duda and Nicholls, 1992; Nicholls, 1983, 1984). These goal orientations reflect differences in how individuals construe their level of competence and how they define success in specific situations. High task-orientated individuals tend to use self-reference criteria to judge their competence and they feel successful only when they have learned or mastered the task. Furthermore, task orientation is positively associated with the players' respect and interest for social conventions in sports (Dunn and Dunn, 1999), and with the four sportsmanship dimension subscales (e.g. respect for social conventions, respect for rules and the officials, respect for one's full commitment towards sport and respect and concern for the opponent) (Lemyre et al., 2002). In contrast, high ego-orientated individuals feel successful when they have outperformed others. Besides, the ego orientation has a positive relation to aggressive behaviours and endorsement of unsportsmanlike play (cheating) (Duda et al., 1991), and it is positively associated with lower levels of moral functioning (judgement and intention) and greater acceptance of intentionally injuring acts (Kavussanu and Roberts, 2001). Considering that moral development is positively correlated with task orientation (Duda et al., 1991; Dunn and Dunn, 1999; Kavussanu and Roberts, 2001; Lemyre et al., 2002), exercises promoting task-orientated motivational climate could be useful in an intervention programme that aimed at moral development.

Another aspect researchers focused on in relation to moral development and sports was whether there are any differences in moral reasoning between the two genders (Bredemeier, 1985, 1994; Crown and Hetherington, 1989; Duda et al., 1991; Gardner and Janelle, 2002; Hall, 1986; Kavussanu and Roberts, 2001). According to Gilligan's theory (1977, 1982), boys and girls have differential moral development. However, findings in this area are contradictory. In some of the previously mentioned studies it was indicated that women differ from men in their level of moral development and that participating in sports did not have the same effect on both genders (Bredemeier, 1985; Duda et al., 1991; Gardner and Janelle, 2002; Hall, 1986; Kavussanu and Roberts, 2001), while other studies indicated no differences between women's and men's moral reasoning (Bredemeier, 1994; Crown and Hetherington, 1989). Consequently the issue of differential moral reasoning between boys and girls is still unclear and further research is deemed necessary.

These research deficiencies, combined with the fact that nowadays many disruptive phenomena such as competition, inequality between sexes, violence and racism towards classmates are being observed in the schools (Bombas, 1996; Dimakos and Tasiopoulou, 2003; Grantham, 1994; May, 1994; Rhea and Lantz, 2004; Rigney, 1997; Staurowsky, 1999), made the present study necessary. More specifically, the

main purpose of the study was to examine the effectiveness of a PE intervention programme, which was based on creating task-orientated motivation climate by means of a reciprocal teaching style, in supporting high school students' moral development. Specifically, the hypothesis examined in the study was that an intervention programme based on reciprocal teaching style and on task orientation promotes students' moral reasoning. The second purpose of the study was to investigate if there was any difference in moral reasoning between the sexes.

Method

Premises of the research design

The present study was based on and utilized both the structural–developmental theory and the social learning theory. According to these theories the development of moral behaviour is connected to social interaction (Bandura, 1977; Kohlberg, 1984; Telama, 1999) and for that reason the reciprocal teaching style (see Mosston and Ashworth, 2002) was utilized in the design of the study.

The reciprocal style of teaching was selected because it primarily serves as the means of real interaction between students and because it incorporates characteristics that ensure the promotion of moral development. Specifically, the reciprocal teaching style offers opportunities to the students not only for essential interaction but also for observation, reinforcement, modelling and imitation of sportsmanlike behaviour. Students work in pairs, provide feedback to each other, learn to obey the rules and have opportunities for discussing and solving problems. Furthermore, students learn social skills through cooperation and peer interaction, such as listening to others, waiting their turn and helping their schoolmates (see Bandura, 1977; Kohlberg, 1984; Mosston and Ashworth, 2002; Telama, 1999).

Another element of the design of the study was the effort to create a task-orientated motivational climate. A task-orientated motivational climate promotes cooperation, mutuality and social interaction between peers (see Ames, 1984, 1992; Bandura, 1977; Kohlberg, 1984; Miller et al., 1997; Nicholls, 1983, 1984). In other words it promotes all those elements which support an individual's moral reasoning. Furthermore, a motivational climate orientated on task helps students to obtain more positive experiences through their participation in physical activities by becoming more responsible and more cooperative and by reducing unsportsmanlike behaviours.

Participants and design

The sample was comprised of 157 high school students, 79 boys and 78 girls, ranging in age from 11 to 13 years old (mean = 12.3 years, SD = 0.62). These students represented eight whole classrooms, four classrooms of 7th graders and four classrooms of 8th graders. At the beginning of the study, two classrooms of 7th graders and two classrooms of 8th graders were randomly chosen to constitute the experimental group,

while the other four classrooms constituted the control group. The experimental group consisted of 37 boys and 40 girls and the control group had a total of 80 students, 42 boys and 38 girls.

Intervention process

The intervention lasted six weeks. Students in all groups received PE three times per week for a total of 18 lessons. The subject matter of the intervention programme – which was also included in the regular curriculum – included volleyball, track and field, and dance. The primary researchers of the present study introduced the intervention programme, while the participants of the control group followed the regular curriculum for the specific educational season that included the same activities (i.e. volleyball, track and field and dance) with their regular physical educators. In the intervention programme teaching with the reciprocal teaching style and the creation of a task-orientated motivational climate were emphasized.

In order to employ the reciprocal teaching style, the directions of Johnson and Ward (2001) were followed. They propose a variation of peer teaching known as ‘Class Wide Peer Tutoring for Physical Education’ (CWPT-PE). The CWPT-PE strategy is consisted of six specific elements that were included in each lesson:

- 1) Teams. Each class is divided into permanent teams of four students.
- 2) Peer dyads. Within each team, students are paired up with another team member to form a smaller group of two. Students are allowed to make this decision daily, switching to a new partner if desired.
- 3) Practice time and task cards. Each task of the lesson is presented on a task card. The teacher first demonstrates the task to be performed and then students can consult the task card for further information, including a description of the drill, critical features of the skill required, and criteria for performing. Students will then individually practice these tasks for an allotted time of about two minutes.
- 4) Partner check. For the next two minutes, students engage in a partner check of the skill. One partner attempts five trials while the other partner observes him/her. After each trial, the observer would give a ‘thumbs up’ for a correct performance or a ‘thumbs down’ for an incorrect performance accompanied by feedback indicating which critical features were absent or inappropriate.
- 5) Posting team scores. After each pair completes their partner checks, one member of each group will post the number of correct trials performed by the whole group.
- 6) Goal setting. At the start of each day’s lesson, the teacher establishes a goal for each team. The goal should be based upon the number of team members and their performance in the previous lesson.

During teaching in the intervention programme and in order to support the task-orientated motivational climate, efforts were made to de-emphasize competition, while emphasis was put on self-betterment, individual learning and the contentment

of the students. For instance during class when technical elements of volleyball were discussed students were required to keep personal notes in order to improve their technique. The implementers of the intervention programme helped the students to set goals according to their personal drive for improvement and not according to their normative ranking in the class. In addition, students gave feedback to their peers regarding students' individual performances, their effort and improvement.

Measures

Verification of perceived motivational climate

Each participant was administered the Learning and Performance Oriented Physical Education Classes Questionnaire (LAPOPECQ) prior to and following the six-week intervention programme (Papaioannou, 1994). The purpose of this was to assess whether during the intervention the children perceived the changes in the motivational climate in the same way the researchers did. In other words, during the intervention programme did the children perceive that the motivational climate switched in favour of the task-orientated motivational climate and not in favour of the ego-orientated one.

LAPOPECQ includes 27 questions/items, which measure student's perceptions about the physical educator's behaviour towards students during the PE class. Participants responded to a five-point Likert-type scale anchored by 'strongly disagree' = 1 to 'strongly agree' = 5, following the thematic sentence 'In my physical education class . . .'. The items correspond to five factors, which represent the two goal orientations. Factors 1 and 5 correspond to task orientation and the other three factors (factor 2, 3 and 4) to ego orientation.

Verification of reciprocal teaching style

For treatment verification of the reciprocal teaching style three randomly chosen lessons were videotaped and analysed by two observers. Analysis included the six specific elements of the CWPT-PE (that needed to be included in each lesson). All six elements are observable and codable using a simple event-recording (tally) format. Interobserver agreement (IOA) for each of the six elements ranged from .96 to 1.0. According to the results of the analysed lessons, the teachers who instructed the experimental group followed the intervention model of Johnson and Ward (2001).

Moral judgement

Each participant was administered prior to and following the six-week intervention programme the Greek version of the Moral Judgment Test (MJT; Mouratidou et al., 2003) to assess student's moral reasoning. The MJT developed by Lind (1985, 2002a, 2002b) is based on Kohlberg's structural–developmental theory for morality. In MJT the individual confronts two moral dilemmas–stories and must express whether he/she approves or disapproves of a string of arguments in favour of or against the prescribed behaviour in each story. Students responded to a nine-point Likert-type

scale ranging from 'totally disagree' = -4 to 'totally agree' = +4. Each item corresponds to one of the six Kohlberg's stages of moral development.

Data analysis

To determine whether there were any differences in the beginning of the intervention regarding participants' moral development, an analysis of variance with two factors (group \times gender) was conducted. For the determination of differences at the end of the intervention, an analysis of co-variance with two factors (group \times gender) was conducted for each variable. The dependent variables were the final scores of the two questionnaires and the co-variate was the initial scores. To determine if there are any differences within groups (comparison pre- to post-test) the paired samples' *t*-test was conducted. The statistical significance was set at the .05 level.

Results

Means (M) and standard deviations (SD) for all variables apart for each group on pre- and post-measure are listed in Table 1.

Table 1 Means and standard deviations of the variables for each group and for each gender, before and after the intervention programme

		Pre-test				Post-test			
		Experimental group		Control group		Experimental group		Control group	
		M	SD	M	SD	M	SD	M	SD
MJT	Boys	16.35	8.51	15.62	9.35	20.28	11.34	16.63	10.23
	Girls	16.50	8.66	17.21	7.78	19.30	10.07	16.19	8.26
LAPOPECQ									
Factor 1 (task)	Boys	3.69	0.64	3.94	0.64	4.12	0.45	3.69	0.70
	Girls	3.97	0.47	3.96	0.67	4.10	0.62	3.93	0.85
LAPOPECQ									
Factor 2 (ego)	Boys	2.78	0.84	2.70	0.79	2.81	0.86	2.92	0.84
	Girls	3.03	0.82	2.74	0.88	2.90	0.90	2.93	0.81
LAPOPECQ									
Factor 3 (ego)	Boys	3.20	0.86	3.19	0.77	3.10	0.90	3.30	0.83
	Girls	3.41	0.82	3.31	0.90	3.33	0.99	3.63	0.88
LAPOPECQ									
Factor 4 (ego)	Boys	2.35	0.72	2.45	0.88	2.5	0.74	2.51	0.95
	Girls	2.56	1.12	2.26	0.87	2.30	1.07	2.38	0.98
LAPOPECQ									
Factor 5 (task)	Boys	4.10	0.70	3.86	0.69	3.66	0.75	3.59	0.90
	Girls	3.82	0.81	3.80	0.72	3.80	0.82	3.69	0.98

Verification of motivational climate

The analysis of variance with two factors (group \times gender) showed that there were no significant pre-test differences between the two groups and the two genders in any of the five factors.

Data analysis for factor 1 (corresponding to task-orientated motivational perceived climate) revealed that the experimental group scored significantly better than the control group after the intervention ($F_{1,152} = 13.16, p < .01$). This finding indicates the emphasis on task-orientated motivational climate during the intervention plans.

As far as the factors 2 and 4 are concerned, which correspond to ego-orientated motivational perceived climate, there were no significant differences between the two groups at the end of the intervention. However, regarding factor 3 (corresponding to ego-orientated motivational perceived climate), the control group showed significantly higher scores than the experimental group ($F_{1,152} = 4.32, p < .05$), suggesting that specific teaching styles must be adopted in a PE class in order to avoid an ego-orientated motivational climate.

Finally, regarding factor 5 (corresponding to task-orientated motivational perceived climate), although the experimental group scored higher than the control group, this difference was not significant.

Moral reasoning

Regarding participants' moral development, the analysis of variance with two factors (group \times gender) did not reveal any pre-test significant differences between the two groups, and the two genders. After the intervention, the ANCOVA with two factors (group \times gender) showed that the experimental group exhibited significant higher scores on moral reasoning than the control group ($F_{1,152} = 5.31, p < .05$). There were no significant differences between the two genders.

The paired *t*-tests, which were performed to determine the differences within groups, showed a significant improvement for the experimental group ($t = 2.62, p < .05$). On the contrary there were no significant pre–post changes in the control group.

Discussion

The present study was designed to examine the effectiveness of a PE programme in supporting high school students' moral development. The strategies utilized were based on both the reciprocal teaching style and on techniques for the creation of a task-orientated motivational climate. Other purposes of the study were to investigate if there was any difference in moral reasoning between sexes.

The hypothesis of the study concerned the effectiveness of the intervention programme in students' moral reasoning. At the end of the study, the experimental

group showed statistically better scores on moral reasoning than the control group, which means that the intervention programme had positively affected the participants' moral reasoning. More specifically, it seems that the combination of the reciprocal teaching style and the task-oriented motivational climate promotes moral development in elementary school children.

As Kurtines and Gewirtz support (1987) social interaction, and particularly peer interaction, plays an important role in moral development. One basic principle to guide educational action in moral development is to maintain a psychological climate that is warm and accepting, with numerous opportunities for students to participate in the democratic process (Figley, 1984). Also Kohlberg stressed the necessity of participation as well as of mutuality in role taking for developing a sociomoral perspective. As data of the present study showed, the reciprocal teaching style, since it achieves participation, mutuality and intense interaction between peers, ensures in great measure the promotion of moral judgements which correspond to superior developmental levels.

Furthermore, because previous relevant studies showed that a motivational climate, which is task-oriented, relates positively to moral development, the intervention programme of this study focused on giving emphasis on task-orientation and not on ego-orientation. In order for this to be achieved and considering the fact that teachers' behaviour does not change easily – meaning that if a teacher promotes in his/her teaching an ego-oriented motivational climate, he/she will probably continue to do the same despite any recommendations – the intervention programme was introduced by the primary researchers of the present study, and not by the students' regular physical educators. So, the introducers of the intervention programme, having relevant experience, gave emphasis during the choice of tasks that constituted the teaching lessons as well as in their verbal comments to self-betterment, individual learning and the contentment of the students' efforts, trying at the same time not to produce competition among students. The results of this study showed that the experimental group presented a motivation climate more task orientated than ego oriented in comparison with the control group. Apparently, setting personal goals and stressing personal progress affected positively the creation of a better motivation climate for morality.

These facts are in accordance with the results of earlier studies, which also examined the development of moral reasoning in PE classes (Bredemeier et al., 1987; Gibbons and Ebbeck, 1997; Gibbons et al., 1995; Romance et al., 1986). Generally, both the present study and the ones previously mentioned suggest that moral reasoning can be promoted through PE in combination with properly designed educational interventions. Furthermore, the positive effect of special designed intervention programmes on different dimensions of morality, such as the individual perceptions of 'fair play', sportsmanship, the students' knowledge, and affective changes, is supported by other detailed studies (DeBusk and Hellison, 1989; Wandzilak et al., 1988).

In addition, the results of the present study did not reveal any differences between boys' and girls' moral reasoning, although findings of other recent studies have supported that women differ in their moral development stage from men and that participating in sports does not have the same effect on the two sexes (Bredemeier, 1985; Duda et al., 1991; Gardner and Janelle, 2002; Hall, 1986; Kavussanu and Roberts, 2001). This fact can possibly be attributed to differences in the experimental settings. Most of the studies mentioned were carried out in a sport environment, whereas the present study was conducted in a school environment. It has been argued that sport is a powerful determinant in the socialization of males and that aggressive behaviour in sport is more socially acceptable for males than for females (Gardner and Janelle, 2002). On the other hand, in PE classes competition is not as intense as in sport environments and winning is not claimed at any cost as it very often occurs in a sport competitive field. Moreover, the lack of gender differences in moral reasoning is supported in the findings of some previous studies (Bredemeier, 1994; Crown and Hetherington, 1989; Gielen and Markoulis, 1994; Karamavrou et al., 2004).

In conclusion, based on the present study, we might say that: a) support of moral development requires a systematic and careful planning of PE lessons, and b) moral reasoning development in PE is feasible without a need to deviate from the present curriculum. Further research on the application of different teaching styles, beyond the reciprocal style or the combination of more than one teaching styles, is needed. Additionally, the question which has more effect motivational climate or teaching style, on moral behaviour could be investigated. Also, the gender differences on moral reasoning in sports could be examined. Moreover, the examination of students' moral reasoning during school games could possibly detect any different tendencies of moral behaviour during the competition period.

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Résumé

Education physique et développement moral: un programme d'intervention pour promouvoir le raisonnement moral à travers l'éducation physique au lycée

Le développement moral est l'un des objectifs de l'éducation physique. Cependant, peu de programmes ont été mis en oeuvre pour étudier comment le développement moral est encouragé dans le cadre de l'éducation physique. Cette étude a pour objet de vérifier l'efficacité d'une intervention dans le domaine de l'éducation physique spécialement destinée au développement moral chez des lycéens, et d'examiner si le raisonnement moral diffère selon le sexe. Cette intervention visait à créer un climat de motivation pragmatique et s'appuyait sur un style d'enseignement réciproque. L'échantillon ($n = 157$) a été partagé en un groupe témoin ($n = 80$) et un groupe expérimental ($n = 77$). Le Test de Jugement Moral a été pratiqué au début et à la fin de l'intervention. Les résultats ont révélé que le groupe expérimental faisait statistiquement preuve d'un plus grand raisonnement moral après l'intervention que le groupe témoin ; cependant on n'a dégagé aucune différence significative selon le sexe. Ces données indiquent qu'un projet approprié d'éducation physique pouvait encourager le développement moral.

Resumen

Educación Física y desarrollo moral: Un programa de intervención en estudiantes de bachillerato para promover el razonamiento moral a través de la Educación Física.

El desarrollo moral es uno de los objetivos de la Educación Física. En todo caso, muy pocos programas han sido desarrollados para investigar como se promueve el desarrollo moral en

los escenarios propios de la educación física. Este estudio se realizó sobre una muestra de estudiantes de bachillerato con la intención de explorar la efectividad de una intervención de 6 semanas de duración, especialmente diseñada para el desarrollo moral en la materia Educación Física, así como examinar si el razonamiento moral difería entre hombres y mujeres. El diseño de intervención estaba basado en la creación de un clima motivacional orientado a la tarea y en el estilo de enseñanza recíproca. La muestra ($n = 157$) fue distribuida en el grupo control ($n = 80$) y en grupo experimental ($n = 77$). Se aplicó el Test de Juicio Moral al principio y al final de la intervención. Los resultados revelaron que el grupo experimental exhibió un mayor razonamiento moral después de la intervención respecto del grupo de control; en todo caso, no se encontraron diferencias significativas en función del género. Estos hallazgos indican que la utilización de un diseño apropiado en la Educación Física podría apoyar el desarrollo moral.

Zusammenfassung

Sportunterricht und die Entwicklung des Wertes 'Moral': Ein Programm, um die Moral von Oberstufenschülern durch Sportunterricht zu fördern

Die Entwicklung der Moral ist eines der Ziele des Sportunterrichts. Es wurden jedoch bisher wenige Methoden entwickelt, um zu untersuchen, inwiefern diese Entwicklung tatsächlich im Sportunterricht gefördert wird.

In dieser Studie ging es darum, die Effektivität einer 6-wöchigen speziell entwickelten Methode zur Herausbildung des Wertes 'Moral' in der Domäne des Sportunterricht von Schülern der Oberstufe zu untersuchen. Außerdem wurde untersucht, inwiefern sich die Entwicklung zwischen männlichen und weiblichen Schülern unterscheidet.

Das Design der Methode basiert auf der Grundlage des aufgabenbezogenen Antriebs zur Leistungsbereitschaft und auf dem reziproken Unterrichtsstil.

Die Stichprobe ($n = 157$) wurden aufgeteilt in eine Kontrollgruppe ($n = 80$) und eine Experimentiergruppe ($n = 77$). Vor Beginn und am Ende der Untersuchung wurde der 'Moral Judgement Test' angewendet. Die Ergebnisse zeigten, dass die Versuchsgruppe nach Anwendung der Methode statistisch gesehen eine höhere Moral im Vergleich zu der Kontrollgruppe hat. Es wurden jedoch keine signifikanten Unterschiede zwischen den Geschlechtern gefunden. Diese Ergebnisse zeigen, dass ein angemessenes Design des Sportunterrichts die Entwicklung des Wertes 'Moral' fördern kann.

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