

The RSBH Value-judgment Inventory: Preliminary Analysis of the Portuguese Version

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1. INTRODUCTION

The belief that sports build character has been held across the centuries. However, the scientific scrutiny of these beliefs is only a few decades old.

The RSBH Value-judgment Inventory (RSBH VI; Rudd, Stoll, Beller, & Hahm, 1996) was developed to assess moral ($\alpha = .82-.88$) and social ($\alpha = .70-.77$) reasoning. The former is based on the principles of honesty, responsibility, and justice. By applying the defined principles, any abused or confused situation should be solved within moral standards (see Lumpkin, Stoll & Beller, 2003). The latter is about weighing a social value against a moral value which is more important.

The purpose of this study is to validate the Portuguese version of RSBH Value-judgment Inventory (RSBH VI-P). To investigate for construct validity, it was anticipated that moral reasoning would be negatively associated with ego-involvement, but positively associated with task-involvement.

2. METHODOLOGY

Participants

- ♦ 238 PE students (10th through 12th grades)
- ♦ Mean age = 16.93 ± 1.34
- ♦ 36,6% males and 63,4% females

Instruments

♦ RSBH Value-judgment Inventory-Portuguese version (RSBH VI-P)

- ♦ Translation-back translation method
- ♦ Moral Reasoning and Social Reasoning Scales.
 - ♦ ethical dilemmas, to which subjects indicate the extent of agreement with the presented solution
 - ♦ 5-point Lickert scales (1=strongly disagree, 5= strongly agree)
 - ♦ Scores can vary between 10 and 50
- ♦ Social reasoning scale (mean of 10 items; $\alpha = .42$).

(sample) 1. Miguel and Joao are long time tennis doubles partners. They have played hundreds of matches together. They are playing in the championship of a doubles tournament. After an exhausting match, they are only one point away from winning the match. Miguel calls the ball out that is clearly inside the line. With a guilty looking face, Miguel glances at Joao. As they are teammates, Joao should not overrule Miguel's line call.

(sample) 3. While having a comfortable commanding lead in a team handball game, Jorge shot a goal and purposefully hit the goalkeeper's, Ricardo in the face. As a result, Ricardo is injured and is taken to the hospital. Later in the game, Ricardo's team is awarded a penalty shot. Ricardo's teammates pressure the striker, Alex, to retaliate by throwing the ball directly at the face of team A's goalkeeper. Alex should follow his team's advice.

(sample) 6. Sandra a young swimmer discovers that two of her teammates Paula and Marta are using illegal drugs. If the coach is notified of Paula and Marta's drug use, the two players will be benched for drug rehabilitation. Because Paula and Marta are Sandra's teammates, Sandra should not notify the coach.

- ♦ Moral reasoning scale (mean of 10 items, $\alpha = .77$).

(sample) 12. Soccer players are allowed to play the ball with any part of their body except the hands and outstretched arms. A soccer player receives a chest high pass and taps the ball to the ground with his hand. The referee does not see this action and the play goes on. As the referee's job is to see these actions, the player is not obliged to report the foul.

(sample) 14. Certain basketball teams are coached to run plays that cause the opponents to foul. Players and coaches believe this is a clever strategy because the opponents may foul out the game, giving the team an advantage. Because the coach orders this type of play, the players should follow his directions.

(sample) 19. In Team Handball, during a foul, forwards can't be beyond the 9-meters line until the ball is put into play. During a youth game, one forward, who was slightly inside the 9-meters area when a foul was taken, received the ball directly and scored. The referee did not notice the incorrect player's position and validated the goal. As the referee's job is to see the correct position of players, the player or the coach are not obliged to report the infraction.

♦ Task and Ego Orientation Sport Questionnaire (TEOSQ; Duda et al., 1994;

Portuguese version [Serpa et al., 1992])

- ♦ 5-point Lickert scales (1=strongly disagree, 5= strongly agree)
- ♦ Ego-orientation (mean of 6 items, $\alpha = .87$)
- ♦ Task-orientation (mean of 7 items, $\alpha = .71$)

♦ Demographic information

- ♦ Gender
- ♦ Sport participation (athlete or non-athlete)
- ♦ Years of experience

3. RESULTS

Table 1 - Mean, standard deviation and factor loadings (Principal Component Analysis, Varimax rotation) for a) Moral Reasoning and b) Social Reasoning items.

a) Moral Reasoning			b) Social Reasoning			
Item	Mean ± sd	Factor loadings	Item	Mean ± sd	Factor loadings	
		1	2		1	2
16.	2.26 ± 1.07	.80	6.	3.60 ± 1.14	.68	
12.	1.91 ± 0.95	.75	2.	2.66 ± 1.06	.68	
19.	2.69 ± 1.68	.70	5.	3.50 ± 1.19	.64	
8.	3.04 ± 1.28	.59	7.	4.53 ± 0.76		.84
14.	3.05 ± 1.28	.49	15.	3.84 ± 0.96		.72
13.	2.85 ± 1.12	.46	4.	2.84 ± 1.14		.73
17.	3.34 ± 1.51	.36	9.	3.16 ± 1.20		-.61
20.	3.51 ± 1.09	.72	1.	3.66 ± 1.20		.51
18.	3.19 ± 1.16	.61	3.	4.57 ± 0.79		.80
11.	3.57 ± 1.25	.60	10.	2.70 ± 1.07		-.37
Total	29.43 ± 6.60		Total	35.00 ± 4.25		

Table 2 - Correlations coefficients between Moral Reasoning Scale and Task- and Ego-orientation, gender and sport participation, and results of Univariate Analysis of Variance for gender and sport participation.

Moral Reasoning						
		n	Mean	SD	F	η
Gender	Male	86	25.38	6.08	36.89***	.141
	Female	150	31.78	5.63		
Sport Participation	Non-athlete	159	30.97	5.94	9.80****	.08
	Athlete	58	26.24	6.70		
Task-orientation						.01
Ego-orientation						-.30***

***P<.001



Figure 1 - Moral reasoning scores for males and females according to sport participation.

4. DISCUSSION AND CONCLUSIONS

Factor analysis partially supports original Moral Reasoning scale with most its items, but three, loading on one factor. All items were grouped in one factor with acceptable internal consistency ($\alpha = .77$). The original structure of Social Reasoning scale was not reproduced, for its items loaded in four different factors. Furthermore, internal consistency of the scale comprising all items is very low ($\alpha = .42$).

Moral reasoning was uncorrelated with Task-involvement (cf. Stephens, 2000), but was negatively correlated with Ego-involvement (cf., Kavussanu & Ntoumanis, 2003; Kavussanu & Roberts, 2001; Stephens, 2000). Focusing on comparing to others may undermine moral reasoning. Role of task-involvement needs clarification.

As in Beller et al. (1995), non-athletes (NA) and females have significantly higher moral reasoning scores than athletes and males, respectively. Male NA also score higher than both Individual Sport (IS) and Team Sport (TS) male athletes, while IS male athletes score higher than TS male athletes. Female TS athletes score lower than female NA and IS athletes. Contrary to Beller et al.'s study, female IS athletes score higher than NA.

The Social Reasoning scale needs further development. Social concerns may be more important in current sample, inducing subjects to be unclear as to what extent they should compromise individual well being for the sake of the group. Moral Reasoning scale seems promissory, and further refinements should be made to improve its factor structure.

5. REFERENCES

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