138 - CHARACTERISTICS OF MORAL DEVELOPMENT OF TEENAGERS WHO PLAY BASKETBALL: A READING FROM KOHLBERG'S THEORY

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INTRODUCTION

The issue of ' taming ourselves ' within the context of competition is related to our ability to take rational and fair decisions , therefore to increase our capacity of thinking not only about us , but about the collective, which indicates the possibility of developing morally while competing . For this purpose, it is necessary to have or create a competitive environment where individuals wich are inserted there , do not see the sport as an arena of barbarians fighting for victory at all costs. "The great paradox of man lies in the fact of being born as an animal, but can not be held as such , can only be held transcending its original state with the help of culture , incorporating the 'shapes' available in the culture" (BENTO, Jorge. 2006) So , what makes us human after all ? This question permeates scientists for many years and is cited by the authors of the Human Development Papalia , Olds and Feldman (2009) and Atkison et al (2002) as being a product of heredity and environment. Therefore , we are human by our genetic traits and experiences we live.

In this study the developmental aspects considered for heredity were the characteristics of adolescent development; for the environment we took the characteristics of competition and for the task, the basketball practice, só that we were able to observe the relations between morality and sport, having as the premise for the study some queries such as: can you play against someone without stimulating in us the primitive sense of competition? How is our real behave when we are in a competitive environment? Will the competitive environment influence our behavior in order to change it? How does the moral behavior of young athletes develops? And to understand more of the relationship of moral development and sport, we established the objective of the research: examining the characteristics of teenager's moral development who play basketball, from a reading of Kohlberg's theory, considering only the characteristics of adolescent behavior in sport settings, starting from the premise of understanding the characteristics of this student/athlete related to the moral. Kohlberg proposed various moral dilemmas where there wasn't a correct answer, but an ideal thinking, as the process to justifying the answer is vastly more important than the simple "yes" or "no." We see this with the importance of making decisions - reasoned - and above all, resolve dilemmas .For this cross-sectional research, male adolescents from a basketball team from the city of Campo Grande – MS - born in 1996 , 1997 and 1998 were subjected. The research is conducted in two phases: observation of training and some games to record the relations of moral behavior, and the application of questionnaires to identificate moral reasoning in dilemmas . The theoretical framework will talk about moral development and competition, as seen below. According to Shweder , Mahapatra , Miller (1990) with the development of a moral obligation, it is necessary to develop various skills of rational thought such as deductive logic, the ability of one to distance itself from the personal and take actions based on consensus. And seeking to approach more these issues on moral development and the sport we will following present the theoretical considerations of this study.

THEORICAL REFERENCE

Studies of human development consider it as a complex processes that consist primarily in the changes and estabilizations throughout human life cycle (Papalia & Olds & Feldman, 2009). And it is in this process of change that we find moral development which was defined by Kohlberg (1979) as being universal, that means, it's not asserting the universality of the norms/rules/laws, but the structures that enable its application in specific contexts. It believes that through a maturational and interactive process, all human beings have the ability to reach full moral competence, as measured by the paradigm of autonomous morality, or the post-conventional morality (Kohlberg, 1970). There is no magic formula to have moral or develop it as this is depending on the situation, context and culture. What is more important is the process of construction and development of moral reasoning.

Ideally, the individual should develops, it means, always skip into higher moral levels, but will only do so when completely dominate the previous stage. Kohlberg divided the moral development into six stages, where an individual can be worked cognitively to move from a lower to a higher stage within that range. The levels are divided as follows: Pre - Conventional (2-6 years) which is subdivided into two parts. The first where the individual has an orientation for punishment and disobedience, so at this stage the child seeks to avoid penalties and punishments imposed by authorities, the children respects the rules and regulations to not be punished. The second one is called Relativistic Instrumental Hedonism where there is an extremely selfish level where the child justify their actions based on that should meet your needs and interests in a world where there are other people with the same interests as them. The second stage is the Conventional (school age) wich is also divided into two other levels:The first is the 'Morality of the Good Kid' that is where the child begins to care more about their image before society and seeks to always be well seen, looking after to make a good impression in order to match people's expectations. In the other level the child has an orientation for law and order, an authority maintaining morality: children tend to maintain social and establishment order. Start thinking as a whole, and not only in itself or as will be seen by others. The last stage called Post - Conventional (teenage) is when the individual has an orientation for the democratic social contract: Comprehended in teenages where the individual complies the laws and rules , but now understand its relativity and seeking their own right and others as well - what is the best and beneficial for most. And the last level has to do with the universal principles of consciousness: Now as a rational being they have a great bond and commitment to their morals and seek fidelity to them. (Kohlberg, 1979 Apud. Atkinson , 2002)

What would the sport be without a code of ethics or a moral conscience in athletes? Certainly a chaos where everyone would do what they wanted to achieve victory. But far beyond the rules and punishments there are the individual thinking of each player who through years of practice in the sport context experiences countless positive and negative experiences for their moral development. Unfortunatelly the integrity of the sport has been violated by corruption, the perception of integrity must be present for the sports enthusiast so that they may believe that the outcome of a sport competition is genuine (MCLAREN , 2010) .

Arnold (1994) makes a connection between the sport and moral development into three points of view: negative, positive and neutral. The first point of view, pointed as negative, the author leads us to think about high performance sport stating like it would be harmful because it encourages athletes to break the rules, cheat and have considered unethical attitudes which contribute to poor training of individuals . The second point of view – positive - says there is a strong connection between the practice of sport and moral development of individuals and was divided into two theories supported by the English schools of the

nineteenth century. The first theory stated that the practice of games and sports led individuals to cooperativism and the second theory stated that positive behaviors learned during the lesson were taken to other spheres of life when needed. The third point of view - considered neutral - had a view that the lessons learned within the sport context was limited to it, not being transferred to the day - to-day individual. Although these three viewpoints is fundamental the importance of the model in the context of behavior modification (Bandura , 1969).

But how competition can influence this process?Simple, to exist fraud and dishonesty you just need to take an opponent fighting for the same goal as you. It is in the competition enviroment that our values and moral principles are developed, put to the test and in practice. Bento (1990) states that we can not separate sports ethics of social ethics since the sport does not play its role in a social vacuum but in a sociocultural context. To Cagigal (1979) competition in sports is an indispensable element for motivating your character. It's basically a cycle since the competition motivates us to practice sport and this sport motivates us to compete. Here is the importance of working from small "team spirit" and healthy competition in children, so that they can grow up knowing that there is competition in almost everything in our lives and the importance of honesty.

According with Coackey (1994), competition is a social process that occurs when rewards are given to people based on their performance compared with that of other individuals who are performing the same task or attending the same event. If we star from that it is inevitable to think in a sport event where athletes are rewarded with the trophy, medals, money, recognition and many other ways indirectly. Of course they are all there to sort of receive some recognition. When there is a winner there are losers , but that is merely a superficial issue that unfortunately is often more valued than the process , the performance inside the court and the improvements that the team or the athlete had to get up in the competitive context. We walked in term of cooperation which is defined as a social process by which performance is evaluated and rewarded in terms of collective achievement of a group of people working together to achieve a certain goal (Coackley , 1994). So, we cannot untie cooperation from competition when it comes to collective sports. Machado (1999) says that sport practice is essential to develop team spirit and solidarity. According to Kroll (1976) most of team spirit's scholars can not clearly define what this term means, and even if everyone understood its meaning would be very difficult to create a accepted concept by all, or an universal definition, since this concept resembles the attempts of definitions about love, loyalty, sincerity and obscenity. But Martens (1978) defines team spirit as a moral behavior within the sport .

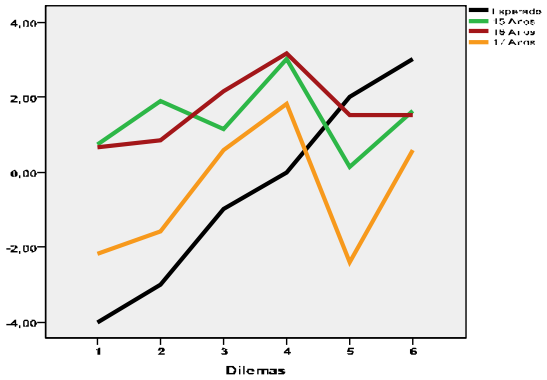
Discussing the sport spirit - here in this study defined as moral behavior within the sport - identify the terms as 'fair play', created in 1975 by the International Committee, who brought guidance such as to recognize that above written rules of the sport there are implicit rules concerning to loyalty to the competitors , the superiority of the arbitrators decisions, honesty in the field, wether your mate , opponent or the referee. The fair play involves modesty in victory and grace in defeat. By making a comparison of this phenomenon with the developmental stages of moral reasoning proposed by Kohlberg, we perceive that the stage two (Conventional) is directly connected, because that is where the individual complies with the laws and rules, but now they understandits relativity and seek understanding oneself and the other's rights. Thus , we realize that when we talk about morality, it is necessary to consider issues of culture constructed into the sport. The formalism , according to Riggs (1964), is the difference between the actual conduct and the standard setting that this conduct should be, without this difference implies in some punishment for the violator of the standard, in other words, the difference between what the law says and what actually happens, without generating punishment for the lawbreaker .

METHODOLOGY

This research has a descriptive character , bringing the features of the moral development of teenagers in relation to their sports practice. The subjects were 19 individuals who train in private School's basketball team in the city of Campo Grande - MS, and who accepted the invitation. Five subjects were born in 1996 (17 years old), seven were born in 1997 (16 years old) ; and seven were born in 1998 (15 years old) . The research instruments were : a) anecdotes , used to record the behavior of adolescents in practice and in a game / match (a certain championship). b) the instrument of moral judgment and evaluation of current competence as the Moral Judgment Test (MJT) that is presented in Likert scale where the are six arguments about the dilemma and the level of agreement may vary from completely acceptable (-4) to completely acceptable (+4). The research followed the procedure as follows : a) authorization of the College sports coordinator b) authorization of the team's coach , c) observation of practices and games ; d) sending the Temrs of Free and Clarified Agreement (TCLE) , e) scheduling data collection with those who accepted the invitation, f) scheduling to return to coaching in order to bring the overall analysis; g) scheduling for individual feedback to the subjects. The analysis of yield through content analysis, based on Kohlberg's stages and descriptive statistics.

SEARCH RESULTS AND DATA ANALYSIS

The results of the subjects were analyzed considering the developmental stages of moral reasoning proposed by Kohlberg, thus from the responses we were able to connect, whether direct or indirect, with competition and competitive environment in which those athletes live. For the results presentation we have a graph bringing in black line the expected answer and in other colors the answers found in the search, which will facilitate the identification of how individuals argue the resolution of the dilemma established by Kohlberg.



Graph 1 - Capacity of dilemmas argument and capacity arguments (-4 and +4 complenatemnte unacceptable acceptable).

The results meets Kohlberg's theory which proposes that there should be a greater preference for argument number six than five, five than four and so on, as well as the arguments go completely unacceptable (-4) to completely acceptable (+4) and that the older the greater the capacity for moral reasoning. Considering Kohlberg's theory of the moral development, seventeen years old athletes have gone better because within cognitive- evolutionary theories it presupposes a progressive improvement from the development of reasoning. And so it was with the athletes of 16 years compared to 15 years. The chart showed a common inversion of stage four and five and a particular impartiality by questions one and two where the athletes are not positioned nor positively or negatively in the ages of fifteen and sixteen years old.

This graph shows us that generally the individuals came out in a satisfactory way, but still didn't had great results, especially because athletes from 15 to 16 years old were impartial in most arguments, and having arguments pointing unsatisfactory in arguments 4 and 5 and only one 17 years old individual did not have the low response rate in argument number four. But all improved in the argument number six. However, we understand that despite they do not reject altogether more selfish and hedonistic attitudes, overall athletes have a good level of moral reasoning development, because according to Kohlberg's theory, it is normal to go through transactional stages of development due to the fact that we are becoming more mature and therefore is common to present personal dilemmas in many subjects.

In this dilemma we must analyze affective and cognitive issues, as proposed by Lind (1999) where individuals responses may vary as to their degree of affective commitment with the workers - that is, if they were their parents, for exemple, the answers could take another direction - their abilities of cognition, and consequently to solve moral dilemmas. Starting from the positive vision of Arnold (1994) where it is believed that what was learned in court is brought to daily life and vise versa, we can understand that a person who competes knows this environment and has experienced several opportunities in this area , so inevitably it will have a higher level of moral development than the individual who has never had a practice of sports competition, but other environments such as family, school, cultural and social decisions are relevant to the decision made during competition. But for the competition acts positively to the person there is a need to be an environment where competitiveness encourages moral values, it means, we cannot think of the sport just related to competition and the individual as a mere athlete, we must remember how complex such human development is and the influence of the environment in the process.

FINAL CONSIDERATIONS

This study was not intended to identify psychological disorders, framing the student in a pattern - or out - of a correct reasoning, but the intention was to observe, listen and analyze in a most comprehensive and focused view not to be superficial, bringing only subsidies on the competitive environment and the moral development of the athletes, having Kohlberg's theory as support. Thus, based on the interpretation and discussion of the data obtained we believe that in general there is a good level of moral reasoning development of the athletes regarding their attitudes towards the Workers Dilemma. Because when discussing moral development we must look carefully and cautiously other relationships that were not discussed in this research. We verified that most individuals had capacity to make fair attitudes towards a situation of social problem and in a more broad range, we saw that their opinions and attitudes towards such dilemmas differ by age, but we can not say with certainty the real reason for this, because it would require a more deeply case study of each individual and situation.

We can consider that this work has opened doors for further studies in sport psychology related to moral development of athletes in the age of school sport competition. Since we can identify that the coach plays a key role in the team by being a role model for the athletes and a trendsetter is vital that he may continue developing and working the moral of their athletes and also the sportsmanship, but other factors such as age, time practicing basketball, family background, life experiences, religious orientation also come in the context being analyzed as influencer for moral development. Through observation of drills and random statements given by athletes, we can consider that the coach has been trying to encourage the location of the basketball practice as an environment that promotes the moral of their athletes by teaching them principles and precious values. But we still see the need of the group to feel like a team - we mean the union - not of ideas but of ideals. Partnership in and out of court and it will probably help more students with moral conflicts and foster those who performed better to continue being an example and follow firm in their beliefs and attitudes across the different dilemmas in their lives.

It was also interesting to note that athletes are able to take the lessons learned in training into their lives and being able to develop as citizens/men. Eventhough the competition takes place between students and with other teams is crucial to keep the respect, honor, integrity and fair play because only then we will be able to build athletes increasingly developed and morally able to do a clean game without much effort, which only has to add to the regional and global competitive landscape. To end the considerations of this study we would like to emphasize that there are no correct answers expected, but an ideal thought or development for this age group which Kohlberg has shown us that have to do with the universal principles of conscience. Therefore , the rational being has a great bond and commitment to their morals and search fidelity to them. And this characteristic was observed in some athletes, not necessarily making direct relation to their age or education, which comes in mismatch somehow with Kohlberg's theory that suggests better outcomes for people who have had greater access to education and/or are older. But such moral development can be explained by the family environment, time of sport practice and the level of commitment to their moral values.

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CHARACTERISTICS OF MORAL DEVELOPMENT OF TEENAGERS WHO PLAY BASKETBALL: A READING FROM KOHLBERG'S THEORY

ABSTRACT

This research was supported by Kohlberg's Theory of Moral Reasoning Development with the aim of identifying the characteristics of moral development of teenagers who play basketball. The subjects were male athletes from Dom Bosco College's basketball team aged fifteen to seventeen. A questionnaire was proposed where we rely on Lind's test: Moral Judment Test and also observation of practices and matches where we could see broadly the relationship between themselves and with their coach, with the sense of victory, honor, virtues learned in the sporting environment and also their ability to make moral choices during the game. After analyzing and interpreting the data it was observed that there was a difference of moral reasoning by age, where older generally had a better moral reasoning then younger, which meets Kohlberg's theory in relation to social dilemmas. We believe that the team's ability to resolve conflicts is in agreement with what is proposed by Kohlberg's theory. The basketball sporting environment may be favoring to the moral development of its practitioners due to the influence of the coach who was quoted as determining to transmit moral values and with this influence he might be able to propouse and develop topics that can be worked as a team in order to increase the team's process of moral development as well as individually.

KEY WORDS: Moral Development - Basketball Practice – Kohlberg

CARACTERISTIQUES DU DÉVELOPPEMENT MORAL DES ADOLESCENTS QUI JOUENT AU BASKET-BALL: UNE LECTURE À PARTIR DE LA THÉORIE DE KOHLBERG

RÉSUMÉ

Cette recherche a été soutenue par la théorie du Développement du Raisonnement Moral de Kohlberg dans le but d'identifier les caractéristiques du développement moral des adolescents qui jouent au basket-ball . Les sujets sont les athlètes masculins de l'équipe de basketball de l'École Dom Bosco de quinze à dix-sept ans. Un questionnaire où nous fondons sur le test de Lind (1999): Moral Judment Test et aussi sur l'observation des pratiques et des jeux où l'on pouvait voir la relation entre eux, avec leur entraîneur, avec le sens de la victoire, l'honneur, leur capacité à faire des choix moraux au cours du jeu et les vertus apprises dans le milieu sportif. Après analyse et l'interprétation des données, il a été observé qu'il y avait une différence de raisonnement moral par âge , où plus avaient généralement un raisonnement moral mieux alors jeune, qui se réunit la théorie de Kohlberg par rapport à des dilemmes sociaux . Nous pensons que la capacité de l' équipe à résoudre les conflits est en accord avec ce qui est proposé par la théorie de Kohlberg. L'environnement sportif du basket-ball peut être favorise par le développement moral de ses praticiens en raison de l'influence de l'entraîneur qui a été cité comme le déterminat de transmettre des valeurs morales et de cette influence, il pourrait être en mesure de propose dans et développer des thèmes qui peuvent être travaillé comme une équipe afin d'augmenter les processus de l' équipe de développement moral aussi bien qu'individuellement.

MOTS CLÉS: Développement moral - La Pratique de Basket-ball – Kohlberg

CARACTERÍSTICAS DEL DESARROLLO MORAL DE ADOLESCENTES QUE JUEGAN BALONCESTO: UNA LECTURA A PARTIR DE LA TEORÍA DE KOHLBERG

RESUMEN

Esta investigación fue apoyada por la Teoría de Desarrollo del Razonamiento Moral de Kohlber con el objetivo de identificar las características del desarrollo moral de los jovenes que juegan a baloncesto . Los jóvenes atletas del equipo de baloncesto del Colegio Don Bosco son de quince a diecisiete años. Fue propuesto un cuestionário donde nos basamos em el

test de Lind (1999): Moral Judment Test y tambien em la observación de algunos treinos donde pudimos de una manera ampla percibir sus relaciones interpersonales, com el entrenador, sus ideas de victoria, honor, virtudes aprendidas em el ambiente desportivo como tambien sus habilidades de tomar decisiones moral durante un partido. Después de analizar e interpretar los datos , se observó que había una diferencia de razonamiento moral por la edad, donde la mayoría tenía un mejor razonamiento moral que los más jovenes, lo que está de acuerdo con la teoría de Kohlberg en relación a los dilemas sociales. Creemos que la capacidad del equipo resolver los conflictos viene em acuerdo con lo propuesto por Kohlberg en su teoría y que el ambiente deportivo del baloncesto ha sido un ambiente favorable al desarrollo moral de sus practicantes. Debido a la influencia del entrenador, que fue citado como cruciales para transmitir los valores morales, puede ser propuesto y trabajado cuestiones/dilemas por resolver con el equipo con el fin de mejorar el desarrollo moral del proceso de grupo e individual.

PALABRAS CLAVE: Desarrollo Moral - La Práctica del Baloncesto – Kohlberg

CARACTERÍSTICAS DO DESENVOLVIMENTO MORAL DE ADOLESCENTES QUE JOGAM BASQUETEBOL: UMA LEITURA A PARTIR DA TEORIA DE KOHLBERG

RESUMO

Esta pesquisa teve como suporte a Teoria do Desenvolvimento do Raciocínio Moral de Kohlberg com o objetivo de identificar as características de desenvolvimento moral de adolescentes que jogam basquete. Os sujeitos foram atletas da equipe masculina de basquetebol do Colégio Dom Bosco com idades de quinze a dezessete anos. Foi proposto um questionário onde o baseamos no teste de Lind (1999), Moral Judment Test e observação dos treinos e jogos onde pudemos perceber de forma ampla a relação dos atleas entre si, com seu treinador e com o sentido de vitória, honra, virtudes aprendidas no ambiente esportivo e suas capacidades de tomar decisões morais rapidas durante o jogo. Após a analise e interpretação dos dados foi possível observar que houve diferença do raciocínio moral por idade, onde os mais velhos apresentaram de forma geral um raciocínio moral melhor que os mais novos, o que vem ao encontro da teoria de Kohlberg no que se refere aos dilemas sociais. Consideramos que a capacidade de solucionar conflitos da equipe está de acordo com o que é proposto por Kohlberg em sua teoria e que o ambiente esportivo do basquetebol tem sido um ambiente favorável para o desenvolvimento moral de seus praticantes. Devido a influencia do treinador, que foi citado como sendo determinante para transmitir valores relacionados a moral, onde ele pode propor e desenvolver assuntos a serem trabalhados com a equipe afim de incrementar no processo de desenvolvimento moral do grupo e individualmente.

PALAVRAS CHAVE: Desenvolvimento Moral – Pratica do Basquetebol – Kohlberg