Abstract

The purpose of the study was to compare sports morality among physical education students of SHIATS. It was hypothesized that there shall be any significant difference between means of sports morality of Allahabad, Sultanpur and Varanasi district physical education students. The study was delimited to the physical education students of SHIATS. It was further delimited to assessment of morality by using sports morality questionnaire of Dawn Slephae and David Layed Shield. Total forty five subjects from various districts are divided into three groups of fifteen students each as shown Group-I Allahabad, Group-II Sultanpur, and Group-III Varanasi. To compare the Sports Morality among physical education students of SHIATS, F test was applied at .05 level of significance. Result: The mean and standard deviation of physical education students belonging to various groups. The observed mean and standard deviation of Morality were Group I: 71.6 & 7.4, Group II: 80.00 & 8.7 and Group III: 74.6 & 7.3 respectively. There exist a significant difference among the three group, since the computed value of F (4.438) among physical education students of SHIATS in relation to morality was more than the tabulated of 3.22, at F(2.42) at .05 level. There exist significant differences between all 3 groups that are Group 1 and 2, Group 1 and 3, & Group 2 and 3.
1. Introduction

The development of moral values, sportsmanship, and fair play through sport has long been a major objective of sport professionals. Historically, philosophic authors of 20th-century sport foundation texts have enthusiastically stated that moral instruction through sport is an expressly stated purpose. This philosophic purpose evolved to a firmly rooted cultural belief that sport does build character, does sport build character? The task at hand was to develop instrumentation that could validly and reliably answer the question or, more correctly, measure moral development or moral reasoning. The researchers used varied instrumentation, and at times, the reliability could be questioned. However, the studies examining physical education students basically corroborated each other and found negative relationships between sportsmanship behaviors and the length of involvement in sport.

The completed research appears to dispel the myth that sport builds moral character. On the whole, the studies concluded that competitive sport places participants in conflict situations where winning is emphasized more than sportsmanship or fair play. Still, nagging doubts persist from those most directly involved in the experience. Influential coaches and sport supports cry, "The research is flawed," "They weren't measuring what they thought they were," and, "Character can't be objectively measured". Yet, what is moral character, and what is the worth of evaluating it? Today, much confusion exists concerning what is meant by moral character versus social character.

The belief that moral character exists is based on the premise that certain, positive outward behaviors match a conception of what is morally good or bad. Morally good is the notion that we as a people judge certain motives, intentions, and actions as acceptable and positive as compared to other motives, intentions, and actions that are judged unacceptable. Morality, then, in its most common form, could be classified simply as common decency to others. In its most specific case, morality is our respectful, honest, and fair dealings with others. It involves a consideration of and concern for others, as well as being able to distinguish between what is honest and dishonest, fair and unfair, respectful and disrespectful.

Moral theorists believe that moral character is a learned process, whereby the learning occurs through our past and present experiences and our modeling of significant others (i.e., peers, family, and teachers). We learn through a reasoning or thought process. We researchers and cognitivists believe that if morality can be defined as fair dealing, honesty, and respectful behavior, and if this behavior is learned, then it can be measured. We typically call what we are measuring moral reasoning or moral judgment.

The measurement of moral reasoning becomes important because scores should tell a great deal about the learning environment and the learning process. If some groups of individuals score lower than others, one might ask what is occurring differently in that group or what can be done to improve the environment, modeling, or learning process of that group. Moral reasoning measurement instruments, in general, focus on the belief that one knows the difference between honest and dishonest, fair or unfair, respectful and disrespectful behavior. It is believed that individuals who have a better principled way of knowing will score higher on such instruments because a higher score should reflect a greater understanding of the value of honesty, fairness, and respect.

Thus, after listening to the complaints of teachers and realizing that some of the previous research did appear to have reliability and validity questions, plus knowing that few large-scale studies have examined physical education students, we decided to re-evaluate moral reasoning of physical education students.
1.1 Statement of the problem
The purpose of the study was to compare sports morality among physical education students of SHIATS.

1.2 Delimitations
i.) The study was delimited to the physical education students of SHIATS.
ii.) It was further delimited to assessment of morality by using sports morality questionnaire of Dawn Slephae and David Layed Shield.

1.3 Hypothesis
It was hypothesized that there shall be any significant difference between means of Sports Morality among physical education students of SHIATS.

2. Significance of the study
i.) The study may help the teachers to maintain the optimum self-concepts and Morality, level during the course of physical education.
ii.) The teachers may teach good moral values in the students by influencing them not to be blindfolded by Morality.
iii.) The study may help the teachers in selection of the suitable activities for the players according to their level of Morality.

3. Subjects
To compare the sports morality among physical education students of SHIATS, a total of forty five subjects from various districts are divided into three groups of fifteen students each as shown

<table>
<thead>
<tr>
<th>Group</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group-I</td>
<td>Allahabad</td>
</tr>
<tr>
<td>Group-II</td>
<td>Sultanpur</td>
</tr>
<tr>
<td>Group-III</td>
<td>Varanasi</td>
</tr>
</tbody>
</table>

- **Criterion measures**
  Morality score of the subjects was obtained by using sports morality test by Dawn Slephae and David Layed Shield.

4. Administration Of Questionnaire

4.1 Purpose: To measure the sport morality test among physical education students of SHIATS.
4.2 Questionnaire: To ensure maximum cooperation from the subjects, the research scholar had a meeting with the selected players where the subjects were oriented and explained regarding the purpose and procedure of the questionnaire. The Sports Morality test (SMT) was administered to each athlete after the competition. The direction was read by the research scholar at a dictation speed to make the subjects understand about what they had exactly required to do. After making sure that the subjects had clearly understood the procedure to fill up the questionnaire, they were asked to record the answers the questionnaire. The questionnaire was taken back after it was duly filled. Thorough screening was made to ensure that no question was left unanswered.
4.3 Scoring: The sports morality test consisted of total 28 items divided in two parts. The part “A” consisted of 20 items with four points of answers, and the positive statements No. 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 18, 19 and 20 were scored as:

- Not at all true: 1
- Partly True: 2
Moderately True  3
Exactly True       4

And the negative statement No. 3, 12, 14, 16 and 17 were scored reversibly.
Not at all true       4
Partly True        3
Moderately True    2
Exactly True       1

The part “B” consisted of 8 items, which were, keyed “Yes” and “No”. For each answer, which was marked “Yes”, two points were awarded and for “No” 0 (Zero) was given. Therefore, the maximum score might be 96 and minimum score might be 20. Scores obtained by each subject on each statement was added up which represented one’s total score on morality.

4.4 Statistical Treatment
To compare the sports morality among physical education students of SHIATS, F test was applied at .05 level of significance.

5. Analytical Results
The findings and discussion of findings with regard to the present study have been presented below. Descriptive statistics was applied to characterize morality belonging to various groups. To study morality among physical education students of SHIATS mean and standard deviations were computed and data pertaining to that have been presented in table - 1

**Table-1: Mean and Standard Deviation of morality among physical education students of SHIATS**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Groups</th>
<th>Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morality</td>
<td>I</td>
<td>71.6</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>80.0</td>
<td>8.7</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>74.6</td>
<td>7.3</td>
</tr>
</tbody>
</table>

**Table-1** clearly indicates the mean and standard deviation of students belonging to various groups. The observed mean and standard deviation of morality were **Group I**: 71.6 & 7.4, **Group II**: 80.0 & 8.7 and **Group III**: 74.6 & 7.3 respectively.

The observed mean on morality of all group are shown in graphical form **Group I**: 71.6, **Group II**: 80.0 and **Group III**: 74.6

![Figure 1: The observed mean of morality](image-url)
To find the difference between and within the students belonging to various groups in relation to morality, the data is analyzed using F test is shown in table-2.

Table -2: F test table of students belonging to various groups in relation to morality

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>d.f.</th>
<th>Variance</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>543.6</td>
<td>2</td>
<td>271.8</td>
<td>4.4378*</td>
<td>0.018</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2572.36</td>
<td>42</td>
<td>61.2467</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3115.96</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level, F (2.42) = 3.22

It appears from the Table- 2 that there exist a significant difference among the three group, since the computed value of F (4.4378) on students belonging to various groups in relation to morality was more than the tabulated of 3.22, at F(2.42) at .05 level. To find the difference between the groups the post hoc test is done, the post hoc test is shown in table-3

Table -3: Tukey HSD Post-hoc Test of students belonging to various groups in relation to morality

<table>
<thead>
<tr>
<th>Groups</th>
<th>Diff</th>
<th>95% CI</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 vs Group 2</td>
<td>Diff=8.4</td>
<td>1.4573 to 15.3427</td>
<td>0.0144</td>
</tr>
<tr>
<td>Group 1 vs Group 3</td>
<td>Diff=3.0</td>
<td>-3.9427 to 9.9427</td>
<td>0.5501</td>
</tr>
<tr>
<td>Group 2 vs Group 3</td>
<td>Diff=5.4</td>
<td>-12.3427 to 1.5427</td>
<td>0.1542</td>
</tr>
</tbody>
</table>

It is evident from the table-3 that there exist significant differences between all 3 groups that are Group 1 and 2, Group 1 and 3, & Group 2 and 3.

6. Discussion

The findings of the study in relation to sports morality among physical education students of SHIATS belonging to various districts in relation to sports morality indicated significant difference in sports morality. It has been widely emphasized for the need for optimum sports morality levels among students belonging to various districts for better performance outcomes. The results of the study have shown significant sports morality difference among physical education students of SHIATS belonging to various districts in Uttar Pradesh. Group 1 and 2, Group 1 and 3 & Group 2 and 3 differ in sports morality. The mean value obtained on sports morality test is more in case of Group 2 as compared to Group 3 and 1, and the mean value obtained on sports morality test of Group 3 is more than the Group 1 as it is evident from table-1.

7. References