The Effect of Type of Sport, Gender, Personality and Goal Orientation on Sport Ethics of Student Athletes

A. Khairi, H. Assadi, A. Farahani and M. Goodarzi

Abstract: This research primarily aimed at finding the effects of type of sport, gender, personality and goal orientation on the sport ethics of student athletes. 399 student athletes (including 208 females and 191 males) from 11 universities participated in this study. The participants were selected through cluster sampling method. They were representatives of all university students all over the country. The final aim of the present research was to design a model based on drawing the path of the effect of the predictive variables of type of sport, gender, personality and goal orientation (as the internal independent variable) on sport ethics (criterion variable). The model’s hypotheses were tested by analyzing the data collected through a questionnaire which included four subscales as well as through multivariate regression method. The findings indicated that personality had significant direct and indirect effects on the levels of sport ethics of the student athletes (through goal orientation) ($p = 0.05$). Gender was only affected indirectly through goal orientation; however, (individual/team) type of sport had no effect on the levels of sport ethics.

Key words: Sport ethics %Goal orientation %Personality %Type of sport %Gender

INTRODUCTION

Many experts in educational issues believe that sport activities can teach values and interpersonal skills. Through these activities, sport behaviour, team work, discipline, self-confidence and so on can also be learned. Nonetheless, we observe that fair play which is the motto of today’s sport circles is not respected as it should be by some of the athletes, coaches and even managers and others who are somehow involved in sport. Roberts et al. (2007) points out that based on all interpretations, fair play has been introduced as the standpoint that sport should be used to educate positive social values and also to shape the intellectual contents based on the selected values [1] because in the competitive environment of sport, concern about others particularly the opponents might be damaged due to excessive athletes’ attention to competition and its results and also to the encouragement of unacceptable and non sportive acts. For example, if an opponent is injured, the coach might ask the player just to mind the game and even more, some might try to exploit the weakness of the opponent or the opposing team to their advantage. Empathy can be prevented this way [2]. Basically, a student athlete should be equipped with a high level of moral knowledge, moral sense and moral action. But whether this is the case now is questionable. If this not the case, what factors then can actually affect their sport morality? Results of studies conducted in the field of personality reveal that personality can be one of the above mentioned effective factors.

According to Stanger’s definition, personality is an abstract concept that is not directly visible but it can only be detected through evidences and certain individual’s acts and behaviours. Traits or characteristics are good sources for regulating and adjusting some aspects of behaviour and its predictions [3].

The second effective variable or the probable related factor is “goal orientation”. This perspective suggests that individuals’ definition of success is based on their definition of their goal position; in other words, implementing internal measures and scales to judge their own competency and merits. In addition to what was mentioned, is it different to measure possible relation between personality and goal orientation based on sport type (individual-team) and gender of the student athletes? According to a recent study conducted on 803 young
athletes, about 10% of them admitted cheating, 13% attempted to injure opponents, 31% confirmed their involvement in dispute and arguments with officials and authorities, 13% admitted making fun of less skilled teammates, 27% endorsed their non-sportive (immoral) behaviour [4].

Sport Ethics or Ethics in Sport: Is a concept which refers to moral (ethical)-social values in sport and a description of the behaviour according to norms, rules and expectations (by individual or group) in the field of sport.

Sportsmanship: Is the moral quality, practice or specific athlete skills. It is a behaviour associated with fairness, generosity, accepting defeat with grace and jolly manner, fair play, respect opponent and courteous behaviour (Webster dictionary).

Personality: So many definitions have been provided by researchers and psychologists, but the authors personally tend more towards the following definition of personality that says: “Personality is a complex psychological component, which includes hereditary and acquisitive background together with some methods through which these regular and developed phenomena affect a person to make so that the individual can prepare to accept a certain motivation to encounter his environment” [5]. Personality is studied in a practical manner through its traits.

Goal Orientation: In the achievement motivation theory, goal has been defined as the ultimate orientation of efforts and the alignment of what people are trying to do [6, 7]. Individual’s subjective interpretation of success occurs in two main methods or approaches which are consistent with the two initial achievement goals “task orientation” and “ego orientation” [8].

Mc Cloy (1930-1957) was one of the first scholars who raised and discussed the impact of sport on socially desirable personality traits [9].

Moral reasoning and its relation to participating in sport had not become a subject of regular study for scholars [10-18] until early 1980s. So no surprise if we still see big holes in our knowledge about athletes’ moral reasoning. Contrary to the general idea of coaches, officials, politicians and ordinary people who believe that sport builds character, results of studies show something else.

Findings by Hall (1981) and Silva (1983) revealed that participation in sport at university level is associated with low level of moral maturity [15, 19]. In a comparative study of moral development among athlete and non-athlete students, Bredmeier and Shields (1983) found out that in sports such as football and basketball there is more chance of injury during the game by opponents than sports such as tennis and athletics; this can arouse the attack sensitivity of the athletes [20]. There are plenty of theoretical perspectives on motivation in sport, but, one cognitive-social perspective has been dominating for the last two decades. Sport psychologists in particular have welcomed and adopted the goal orientation theory [21, 22]. Nicoll (1989) has created a stable theoretical framework for describing the relationship between the trend of predisposition and moral issues for youth sports [21]. He suggested that achievement goals represent different reasons for participating in achievement objectives [23].

Previous studies have continuously pointed to the possible negative or positive relationship between goal orientation and moral structure [24-29].

Various definitions of ethics of sport that have been proposed induced different researchers [30, 31] to use the structure of fair play based on normative or conventional structure for assessing the ethics of sport, because fair play is to a great extent supported by the laws and also by cognitive factors (denial of winning at any cost) and also to use social structures (such as success along with the participation of all individuals) [23].

Gender: 482 Portuguese teenagers (13-16 years old) participated in a research aimed at discovering the effect of goal orientation on ethical attitudes. Results of the study revealed that prosocial attitude (accepting the social conventions and commitment to sport) and denying anti-social tendencies (cheating and gamesmanship) were more obvious and clear among females. Moral reasoning had been tested earlier in relation to various sport types. Some studies emphasized the difference of sport moral maturity among genders and types of sports [32, 33, 34]. However, other studies did not find significant differences among these subsets [34, 35]. Silva (1993) in his study found out very clearly that males more than females believed that behaviours that violate the laws are justified, so the belief of being justified in violating a similar law will be increased with the increased level of competitiveness and level of contact of the sport. Gender difference in aggressive tendencies is well observable in the related literature [36]. For different goal orientations, females and males are socialized over the years [35], Gender difference in moral variables has been reported [33, 37, 38].
**Relationship of Personality and Goal Orientation:** Elliot and Thrash (2002) in regard to relationship between personality and goal orientation pointed out that these two will lead to continuous functions in the motivational processes and when the personality traits are considered as the power of potential trends, goal orientation is defined as the specific set of conceptualization that directs the overall trends. Hence, the individuals’ goal orientation is influenced by personality traits [39].

**The Relationship Between Personality and Sport Ethics:** Barthelme (2009) studied the relationship between aggressiveness and five personality factors of employees in successful organizations. The results showed a significant relationship between the five factors of personality and aggressiveness [40]. Jenson (2006) also examined this relationship among selected sport athletes. He came to this conclusion that there was a significant relationship between some personality characteristics (traits) and aggression [41].

Evidences have revealed that too much emphasis on winning might create ethical problems, reduce the prosocial behaviour [16] and promote antisocial behaviour [42]. As expressed by Stanley Itzen (1988), in an intense competitive environment, sport is not a clean activity in Utopia, but instead, it takes place in an environment where the rule is ‘The survival of the fittest’ [43].

Beller and Stoll (1995) found out that female students have more awareness and moral obligations (commitment) in comparison with male students and that they analyze ethical issues and bottlenecks with more caution [44]. Malete (2006) showed no gender and age differences among the subjects in terms of goal orientation, perception ability and perception of “enjoying sport” [45]. According to a study conducted by Sage and Kavussanu (2007), no gender difference was found in antisocial behaviour [46]. This finding was unlike “the effect of gender differences” reported by Bredmeier (1994), Doda et al. (1991) and Kavussanu and Roberts (2001) (Quoting from Sage and Kavussanu, 2007 [46]).

**Sport types:** According to Lata’s (2006) findings, student athletes of individual sports received significantly higher scores in moral attitude than student athletes of team or group sports [44]. Priest et al. (1999) showed that student athletes in individual sports obtained higher scores in exams regarding values than student athletes of group sports [47]. In conclusion, the present research aimed at investigating the effects of variables of gender, sport type, personality and goal orientation on the student athletes’ levels of sport ethics.

**MATERIALS AND METHODS**

The statistical population in this study were all the student athletes who were members of selected teams and were studying in one of the universities affiliated to Ministry of Science, Research and Technology in the academic year 2010-2011. The total number of the eligible students was 15,000. The method was cluster sampling and the sample in this research included 488 student athletes who were members of one of the common sport types in most universities across the country (16 male sports and 11 female sports). Among the abovementioned sport types, two individual sport types and two group sport types were selected by drawing lots. Due to the definite number of members in each team, a limited number were appointed and then the sample of universities was selected as follows: To select universities, the division of Physical Education general department of the Ministry of Science, Research and Technology which has classified universities into nine administrative and geographic regions was used. There were five to seven member universities in each of these regions. After selecting the member universities through drawing lots as the sample, two other universities, namely Payam Noor University and University of Applied Science and Technology, were added due to their large student population as well as their special status. Thus, the number of member universities was upgraded to eleven universities as the sample.

**The Variables:** Sport ethics or sportsmanship has been considered as the criterion variable and personality, goal orientation, gender and sport type (individual and group) have been considered as predictor variables.

Five factors model questionnaire (Big five model) which consisted of 44 questions was used to investigate personality and its characteristics. To determine the validity of the questionnaire at this stage and to ensure that the questionnaire measured the same characteristics as desired by the researchers, they had to correspond and interview experts and professionals in fields (such as physical education, psychology, sciences of behaviour, education and philosophy) and some adjustments were made to the questionnaire and its questions.

To determine the final validity of the questionnaire, a pilot study was conducted. The reliability coefficient was calculated based on Cronbach Alpha method. After the questionnaires had been returned, the collected data based on the research objectives were tested using multiple regression method and path analysis method.
Graph path is a combination of the total paths that connects the independent variable (predictor) to the dependant variable (criterion) as arrows. Each path is recognized by one path coefficient. The path coefficient or Beta = $\beta$ represents share or weight of each independent variable in identifying the variance of the dependent variable. In graph path, each independent variable (predictor) has one path coefficient that represents the amount of variation in the dependent variable (criterion) as a result of one unit of variation in the independent variable; in other words, it shows how much variation (change) occurs in the dependent variable per one unit of the independent variable.

**Instrument**

**Personality:** To measure this variable, John, Donahue and Kentle’s (1991) Big Five Inventory (BFI) was used [48]. It consisted of 44 questions with short expressions which measured the five dimensions of neuroticism, extroversion, openness, agreeableness, conscientiousness [49]. Cronbach’s alpha calculated in this section were 85%, 71%, 78%, 65% and 86% respectively.

**Goal Orientation:** For goal orientation test, questionnaire (TEOSQ) by Duda and Nicholls (1992) was applied [49]. The questionnaire included 13 components, seven of which were designed for task orientation scores and six for ego orientation. Many sources have confirmed the reliability of this questionnaire. Cronbach test of this questionnaire indicated 80% and 86% for task orientation and ego orientation respectively.

**Sport Ethics:** It is composed of subscales of values including sportsmanship, personal responsibility and perseverance (Cronbach alpha of respectively 79%, 76% and 82%) from the ITCSQ questionnaire of Davidson et al. (2006) and the subscale of negative approach towards the practice of sport from the Multidimensional Sportsmanship Orientation Scale (MSOS-25). Cronbach’s alpha calculated for this component was equal to 79%.

In the overall design of the questionnaire, Likert five-point scale was used which is one of the most common forms of measurement in the behavioral sciences.

**RESULTS**

The number (frequency) of students participating in the study was as follows: 208 females (52%), 191 males (48%). Though equal ratio was considered in the initial proposal, the female response ratio was higher. Type of sport was one of the variables that were dealt with in this study. 169 participants (42.4%) played individual sports and 230 (57.6%) were in group types. In the initial calculations, these ratios had been considered to be 220 (45.45%) for individual sports and 264 (54.55%) for group sports. Obviously, student athletes from individual sports had better participation in the study.

For example in the table, it was observed that the average sport ethics of Iranian student athletes is between 3 and 3.06 units out of a total 5 units (Table 1).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td>3.46</td>
<td>0.28</td>
<td>3.43</td>
<td>3.48</td>
</tr>
<tr>
<td>Sport Ethics</td>
<td>3.03</td>
<td>0.40</td>
<td>3.00</td>
<td>3.06</td>
</tr>
<tr>
<td>Goal Orientation</td>
<td>3.75</td>
<td>0.55</td>
<td>3.69</td>
<td>3.80</td>
</tr>
</tbody>
</table>

Table 1: Total mean, standard deviation and confidence interval of variables and parameters

Table 2: Correlation matrix between personality, goal orientation, sport type, gender and athlete students’ sport ethics

<table>
<thead>
<tr>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
</table>

In the overall design of the questionnaire, Likert five-point scale was used which is one of the most common forms of measurement in the behavioral sciences.
Table 3: Regression analysis: direct effect of Gender, Sport type, personality and goal orientation on athlete students' sport ethics

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Degree of Freedom (df)</th>
<th>Mean</th>
<th>F</th>
<th>Sig.</th>
<th>R</th>
<th>R²</th>
<th>R² Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>15.5154,7270.24</td>
<td>4392396</td>
<td>3.870.140</td>
<td>27.79</td>
<td>0.000</td>
<td>0.470</td>
<td>0.216</td>
</tr>
<tr>
<td></td>
<td>Remaining</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4: The explanation of coefficients and significance of path analysis model, the direct effect of personality, gender, sport type and goal orientation on athlete students' sport ethics

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Sd. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>0.682</td>
<td>0.239</td>
<td>2.85</td>
<td>0.005</td>
</tr>
<tr>
<td></td>
<td>Gender</td>
<td>0.017</td>
<td>0.038</td>
<td>0.020</td>
<td>0.434</td>
</tr>
<tr>
<td></td>
<td>personality</td>
<td>0.612</td>
<td>0.071</td>
<td>0.413</td>
<td>8.63</td>
</tr>
<tr>
<td></td>
<td>Sport type</td>
<td>-0.061</td>
<td>0.038</td>
<td>-0.071</td>
<td>-1.59</td>
</tr>
<tr>
<td></td>
<td>Goal Orientation</td>
<td>0.096</td>
<td>0.037</td>
<td>0.126</td>
<td>2.60</td>
</tr>
</tbody>
</table>

Table 5: Regression analysis: The indirect effect of personality, gender and sport type on athlete students' sport ethics

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom (df)</th>
<th>Mean</th>
<th>F</th>
<th>Sig.</th>
<th>R</th>
<th>R²</th>
<th>R² Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>17.67</td>
<td>3</td>
<td>5.89</td>
<td>27.79</td>
<td>0.000</td>
<td>0.470</td>
<td>0.216</td>
</tr>
<tr>
<td></td>
<td>Remaining</td>
<td>102.79</td>
<td>393</td>
<td>0.262</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120.46</td>
<td>396</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6: Explanation of coefficients and the significance of path analysis model of the indirect effect of gender, sport type and personality variables on sport morality of student athletes through goal orientation

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Sd. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.50</td>
<td>0.318</td>
<td>4.73</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Gender</td>
<td>-0.152</td>
<td>0.052</td>
<td>-0.138</td>
<td>-2.94</td>
</tr>
<tr>
<td></td>
<td>personality</td>
<td>0.667</td>
<td>0.091</td>
<td>0.343</td>
<td>7.311</td>
</tr>
<tr>
<td></td>
<td>Sport type</td>
<td>0.023</td>
<td>0.052</td>
<td>0.021</td>
<td>0.447</td>
</tr>
</tbody>
</table>

Table 7: Regression analysis: The indirect effect of gender and sport type variables on sport ethics of student athletes through personality variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom (df)</th>
<th>Mean</th>
<th>F</th>
<th>Sig.</th>
<th>R</th>
<th>R²</th>
<th>R² Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>0.448</td>
<td>2</td>
<td>0.224</td>
<td>2.80</td>
<td>0.062</td>
<td>0.383</td>
<td>0.147</td>
</tr>
<tr>
<td></td>
<td>Remaining</td>
<td>31.56</td>
<td>395</td>
<td>0.080</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32.00</td>
<td>397</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8: Explanation of coefficients and the significance of path analysis model of the indirect effect of gender and sport type variables on sport ethics of student athletes through personality variable

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Sd. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.428</td>
<td>0.034</td>
<td>12.45</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Gender</td>
<td>-0.009</td>
<td>0.050</td>
<td>-0.009</td>
<td>-1.82</td>
</tr>
</tbody>
</table>
Table 9: Explanation of coefficients and the significance of path analysis model of the indirect effect of gender on the sport ethics due to the sport type in the athlete students

<table>
<thead>
<tr>
<th>Model</th>
<th>Non-standardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Sd. Error</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>3.45</td>
<td>0.023</td>
</tr>
<tr>
<td>Gender</td>
<td>-0.047</td>
<td>0.028</td>
</tr>
<tr>
<td>Sport type</td>
<td>0.048</td>
<td>0.029</td>
</tr>
</tbody>
</table>

Table 10: The direct and indirect effects of personality, gender, sport type and goal orientation on athlete students’ sport ethics

<table>
<thead>
<tr>
<th>Variables/ Factors</th>
<th>Direct</th>
<th>Indirect</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>-.138</td>
<td>-.138</td>
<td>-.138</td>
</tr>
<tr>
<td>Personality</td>
<td>.413</td>
<td>.043</td>
<td>.456</td>
</tr>
<tr>
<td>Sport type</td>
<td>.126</td>
<td>.126</td>
<td>.126</td>
</tr>
<tr>
<td>Goal Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 1: Causal model of personality, goal orientation, type of sport, gender and sport ethics in Iranian athlete students

ethics (" = 0.01) is significant and also goal orientation had a significant effect on sport morality (" = 0.01) (Table 4 And 5).

With regard to indirect effects, it should be mentioned that sport type had no significant effect on the internal dependent variable of personality and goal orientation but gender significantly affected the internal dependent variable of goal orientation ($\approx -0.13$). As a result, it indirectly affected the criterion variable of sport morality (Fig. 1 and Tables 6-10).

**DISCUSSION**

Sport essentially has a social nature and in the social sphere of sport, athletes are in relation to each other, affected by each other and interact with each other. Due to this nature, sport provides a suitable opportunity for acts performed by the players and brings positive and beneficial results for others such as helping injured rivals or opponents or supporting teammates who perform poorly. But at the same time and exactly due to this social nature of sport, the potential base is provided for the emergence of cheating, lying, threatening and harming opponents and in brief, being involved in behaviour that is associated with negative and harmful consequences for others. Findings of Table 2 indicated a significant correlation among the three main variables of the study and according to Figure 1: Sport type ($\approx 0.071$) and gender ($\approx 0.20$) had no significant direct effect on sport ethics; as well both of them through personality had no significant indirect effect on sport ethics of student athletes (respectively $\approx 0.083$ and -0.083 at $\approx =0.05$ which were not significant).
Gender through goal orientation had a significant indirect effect on sport ethics of the student athletes (β = -0.138) and the hypothesis testing showed that gender variable (only the general model) through goal orientation had a significant indirect effect on sport ethics. Accordingly, we cannot say that there is a difference between these findings and the results of other studies that have found a significant relationship between gender and sport ethics (with its diverse perspectives) because the present study only rejected the direct effect of gender on sport ethics and confirmed the indirect relationship between them. Therefore, the present findings can be consistent with the findings of other studies such as Hyde (1984), Bredmeier (1994), Doda et al. (1991), Kavussanu and Roberts (2001), Boardley et al. (1992), Beller and Stoll (1995), Stephens and Bredmeier (1996), Miller et al. (2005) [36, 38, 50-55].

Sport type through goal orientation had no significant indirect effect on sport ethics of student athletes. In regard to the effect of sport type (individual/group) on sport ethics, the findings of this research showed no significant direct or indirect effects and the obtained results did not support the findings of the few studies that have been conducted in this regard such as Vallerand et al. (1997), Priest et al. (1999), Smith (1999), Hemmati Nezhad (2010) and Lata (2006) though they are consistent with the findings of Beller and Stool (1995) [16, 31, 43, 44, 47, 56].

The results showed that personality not only had direct effect, but also through goal orientation had an indirect effect on sport ethics of student athletes. With regard to the effect of personality variable on the criterion variable of sport ethics, the findings of this study confirmed the direct and indirect effect between personality and sport ethics in the four sample groups; female individual sports, female group sports, male individual sports and male group sports. These findings are consistent with the results obtained by most researchers such as Stoll and Beller (1992), Bartheleme (2009), Jensen (2006), Sachiko (2002), Shabani Bahar (2006), Shirvani (1985) [41, 57-61] who have carried out studies from various perspectives in this field.

Goal orientation variable had a direct effect on sport ethics (β=0.126). The findings of the present study have confirmed the effect of goal orientation as a whole (four samples into one) on sport ethics. Its effect on female sample (group and individual) was also confirmed. It sounds that the gender effect which is observed in most studies in sport morality literature (Stephens and Bredmeier (1996), Kavussanu and Roberts (2001), Miller et al. (2005), Hyde (1984), Malete (2006)) [36, 45, 51, 55, 62] is due to the different effects of goal orientation on sport morality between males and females and this is the reason why females show less aggressiveness, more social acceptable behavior, higher moral attitude and more awareness and moral commitments compared to males.

CONCLUSION

Based on the findings of this study and the importance of personality and goal orientation as predictors of sport ethics, it is advisable that authorities prepare and implement programs to improve personality and to develop goal orientation. It is also essential that since a large part of personality and motivation are formed at an early age, these programs can be launched from secondary schools.

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