Abstract
The research aim – to identify the features of moral judgments of physically active and inactive 7-8 grade male adolescents. The research sample consisted of 104 school learners (gender distribution: 52.9% male and 47.1% female) from the mainstream school of Lithuania (Klaipeda and Kretinigas). The present article develops and analyzes results obtained from the boy group of the sample. Research methods: analysis of relevant scientific research, a questionnaire, and statistical analysis. The obtained research results have demonstrated certain differences between the group of physically active and physically inactive male adolescents. Results have shown that physically active male students more so than physically inactive ones tend to resist peers’ influence to disobey the rules and are able to control their behavior, stand up for their beliefs even in cases a competitor plays unfair. However, physically inactive boys as opposed to physically active ones witness occasions of unfair play and noncompliance with the rules less often. Physically inactive boys perceive any behavior of an athlete breaking the rules as unacceptable; they cheat less often and attempt not to harm the competitor in any way. This is because they do not appreciate a victory achieved at any cost and unfair play, which is very often justified among physically active boys.

KEYWORDS: physically active and inactive boys, moral judgments, sporting behavior.

Introduction
The influence of values on actions and perception of the surrounding environment for physically active and inactive adolescents and youth has been known for years. The developed values disclose what a person or a team-mate appreciates and considers as worthy of attention. Conclusion may be made that a set of values functions as a motivating factor providing the human action a certain direction and pace. Together, the values are perceived as a standard, based on which a human behavior is judged. It is postulated that a value system attains its course of development based on personal experience only by internalizing the values, dominant in a specific group significant to that particular person (Schwartz, 1994). Lithuania as well as other European countries have been noticed to have started losing the values. Period of adolescence plays a critical role in this matter, since adolescents engage in high risk behavior (for ex., harmful habits, delinquency and etc.) during sporting activities as well as other life situations (D’Arripe-Longueville et al., 2010). For this reason, the educational process commits itself to develop a personality by introducing a conception of values, which should undergo certain changes in consciousness, emotional experiences and behavior of the learner (Stančienė, 2008).

Sport more so than other activities feature dynamics of different situations, present a variety of options to choose or reject. For this reason, both the athletes and the coaches need to act and adopt a decision promptly. Such situations motivate the learners to develop constructive thinking skills. This is highly relevant, since thinking has a great impact on development of an athlete’s morality. Sport, and especially competitions, establish conditions to analyses a certain situation, think over the actions, intentions, achievements, mistakes, and relationships. An athlete improves own morality by analyzing the cases one has acted inappropriately and anticipating the behavioral pattern allowing not to repeat such situations. Athlete’s ability to analyze oneself, evaluate own behavior and set morality related standards is a guarantee of sporting success. Therefore, an athlete’s introspection, allowing to analyze own behavior, evaluate the actions and act in consideration of an opinion of other people, becomes highly critical. Self-observation facilitates an evaluation and change in relationship with the reality, coach and surrounding people (Karoblis, 2003). Thus, in certain situations values do influence our decisions (Šukys, 2010a). Contemporary sport features a high number of ethical issues, where decision-making rattles one’s morality. For this reason, management of sport-related moral judgments is highly relevant. Research analyzing the issue of moral judgments in sports not only allows to assess a present situation, but also reveals effectiveness of moral judgment-related teaching (Rudd et al., 2010). It is highly important for the learners to comprehend their own behavior and that of others, its causes and learn to act on their own under certain circumstances. Promotion of moral judgments in sport could be related to moral standards set by certain people, participating in a specific situation (coach, teammates and etc.) and an obligation to behave accordingly to them. In this case, moral judgments may be at question with a moral dilemma present and where a strategy related to a certain issue of a key concern needs to be chosen. Therefore,
promotion of moral judgments in sport should be facilitated by teaching the analysis of surrounding
environment, where the issue of morality emerges (Vasiliauskas, 2005). The moral judgment in sports
may be of two types: first – individual decision that a person makes is based on one’s beliefs and moral
values; 2) decisions are influenced by other people (coach, teammates). Therefore, a coach may create a
sporting environment of two types – environment, where an athlete may express own emotions,
demonstrate abilities, initiative, independence, or an environment, where behavior of an athlete is
controlled through criticism, inflicting a sense of guilt, violence, manipulation, and obedience. For this
reason, quality of relationships maintained by the teacher and a school learner, an athlete and a coach
becomes of a critical importance (Hodge et al., 2011).

The education conjoins the moral values-based relationships of an educator (coach or physical
education teacher) and school learners (physically active and inactive students). Based on such method
of education, it may be proposed that value systems, acquired by the educator and a learner interact
with each other during the entire educational process. Moral judgments, adopted by the teacher,
determine an educational aspect one pleases to highlight during the class, objectives and teaching
approaches applied. Besides the educators, who bring their contribution to this educational process,
there are also the school learners, who either accept it, since their value system agree with the teacher’s,
or make a decision to partially reject it. In the first case, a learner takes time to think before acting and
the actions become predetermined and conscious, while in the second case, behavior is impulsive and
unpredictable. In a case of the latter example, a learner needs to rethink one’s value system and adopt
new decisions (Vasiliauskas, 2005). For this reason, physical education teachers and coaches should be
concerned not only with sporting achievements of the learners, but also pursue the sport to become a
source, promoting the moral values. Sport, functioning as a means to promote the morality, creates the
conditions to develop the following moral values: respect, integrity, friendliness, responsibility, fair
play, and etc. (Binder, 1994; Papp, Prisztoka, 1995; Lee, Cockman, 1995; Cruz et al., 1995; Stonkus,
2000; Miškinis, 2006; Georgiadis, 2006; Naul, 2007; Šukys, 2007; Budreikaitė, 2011). Moreover,
values developed during the physical activity, may be easily transferred to other fields of life. However,
a number of opinions persist that sport induces aggressive behavior. This contradiction encourages an
in-depth analysis of the morality in sport. Having analyzed available Lithuanian research conducted on
values of physically active in inactive youth and children, we may cite only few articles, which have
analyzed moral values of physically active students (Malinauskas, 2008, Šukys, 2008), fair play and
moral values of school learners (Žukowska, Žukowski, 2010), expression of physically active and
inactive adolescents’ moral values (Budreikaitė, 2013), student attitude towards the values rooted in the
Olympism (Šukys, Majauskienė, 2013), and values of physically active adolescents (Stupuris, et al.,
2013). Moreover, even though the researchers have been discussing the issues of an athlete education
and behavior in sport activity for a while now, still Lithuania and other countries demonstrate a gap in
research, conducted both earlier and during the last decade on this particular issue (Jones, McNamee,
2000; Šukys, Jankauskienė, 2008; Kavussanu, Boardley, 2008; 2009; Šukys, 2010a; Budreikaitė, 2011;
Stupuris, et al., 2013).

The research object: moral judgments of physically active and inactive 7-8 grade male adolescents.
The research aim – to identify the features of moral judgments of physically active and inactive 7-8
grade male adolescents.

Material and methods

Organization of the research. The research was conducted during the months of October –
November, 2011. The survey was carried out in physical education classes having agreed with the
physical education teachers in advance. The male school learners of 7-8 grades were introduced to an
objective of the present survey and explained the procedure of the questionnaire completion, and
guaranteed a complete anonymity. The respondents were not allowed to take the questionnaires home as
they were completed under a supervision of the researcher. Total number of 104 school learners (52.9 %
of males and 47.1% of females) from different mainstream schools of Lithuania (Klaipėda “Vyturys”
basic school and Kretinga “Pranciskonai” gymnasium) were asked to complete the questionnaires.
However, a number of physically inactive girls (58.0%) was higher compared to physically inactive boys
(42.0%) and, respectively, a number of physically active boys (63.0%) was higher compared to the
physically active girls (37.0%). The respondents were asked to name a group of physical activity that they
belong to (Vainienė, Kardelis, 2008). The first group consisted of the school learners, attending a sports school as well as the physical education classes, while learners from the second group engaged in physical education classes only. The current article presents and analyzes the research results, obtained from the male group only.

**Research methods.** Methods of scientific literature analysis, questionnaire, and statistical analysis.

Questionnaire. The present questionnaire used an inventory adapted from Fabienne d’Arripe-Longueville et al., (2010) to suit the sporting environment and consisted of 11 questions, answers to which were recorded on a 6-point Likert scale. Each question was followed by 6 multiple-choice answers: *always able, often able, occasionally able, often unable, occasionally unable and never able*, which asked the respondents to rate the effectiveness of self-control, i.e., an ability to resist the influence of peers and teachers (coach) to modify own moral decisions.

**Statistical analysis.** The research data were analyzed and processed using the *SPSS 17 and Microsoft Excel software*. The difference between the groups (physically active and physically inactive) was considered to be statistically significant with Student’s *t* test statistical significance set at *p* < 0.05. The data obtained throughout all stages of the research were processed using the methods of mathematical statistics - descriptive statistics and percentage frequency values.

Results of the research

Considering the results of physically active and physically inactive boys, first of all, attempts were made to measure the extent to which the moral judgments are influenced by the peers (Fig. 1.).

![Fig. 1. Respondents’ answers on their ability to resist peer influence in sport](image)

Results have demonstrated that a number of physically inactive boys, *never being able* to resist (14.3 %) or *occasionally unable* (respectively 4.8 % and 2.9 %) to resist peer influence is slightly higher compared to the physically active boys (11.8 %). Physically inactive and active groups of boys being able to *occasionally* (respectively 23.8% and 14.7%) and *often* (respectively 33.3% and 26.8%) resist peer influence shared a similar distribution of results. However, a number of physically active boys, being able to *always* resist the peer influence to cheat in sports is higher compared to physically inactive group of boys (Fig. 1.). The differences in results between physically active and physically inactive groups are not statistically significant (*t* = 1.04; *p* > 0.05).
Having compared the physically inactive boys with the physically active ones (Fig. 2.), the results demonstrate that a higher number of physically inactive boys as opposed to physically active ones occasionally (respectively 23.8 % and 14.7 %) and often (respectively 52.4 % and 38.2 %) abide by the sport rules. However, a number of physically active (32.4 %) boys being able to always abide by the rules is significantly higher compared to physically inactive (9.5 %) boys. The differences between the groups of physically active and physically inactive respondents are not statistically significant (t = 1.24; p > 0.05).

Besides the environment impact in decision making, beliefs and attitude are highly influential as well. The present article focuses on boys’ ability to stand up for one’s beliefs in cases when such beliefs are clearly not appreciated by the peers. Data have revealed that around one third of physically inactive respondents are often (30.0 %) or occasionally (28.0 %) able to act based on their beliefs in sport, even though peers disapprove of such behavior. Similar number of physically inactive boys are always able (10.0 %), often unable (12.0 %) or occasionally unable (12.0 %) to act based on their beliefs in sports. This demonstrates that the process of moral decision making is complex, requiring not only perception, but also awareness of different moral values. Having compared the physically inactive respondents with the physically active ones, the results have diverged, since twice as many physically active respondents (20.4 %) are always able to act and stand up for their beliefs in sports even though their peers disapprove of their behavior. Such results allow to presume that participation in an informal physical education activity facilitates development of moral values in boys and contributes to formation of moral judgments. The difference in results is statistically significant (t = 2.07; p < 0.05).

Identity of an adolescent takes its form based on belonging to a group of peers, meeting its standards, and complying with the rules established within that particular group (Rudd et al., 2010). 40.0 % of all physically inactive respondents are occasionally able to act the way it is expected of them by their peers, while 32.0 % are always or often able act as expected. A slightly lower number of physically inactive respondents (28.0 %) are able to occasionally resist the peer influence to act as expected of them. This attests to a strong peer influence on adolescents’ moral judgments. Analysis of the results has shown that a significantly higher number of physically active respondents (42.6 %) as opposed to physically inactive ones (18.0 %), are often able to act the way it is expected of them by their peers. This allows to presume that informal physical activity, especially the one that requires a team work (basketball, football, handball, and etc.) shapes a very clear sporting identity, i.e. creates a sense of membership of a certain sporting community, the backbone of which is the peers themselves. For this reason, having a considerable time spent within this group during the workouts, a very strong peer influence on moral judgments is observed. The difference in results between physically active and physically inactive respondents is statistically significant (t = 3.03; p < 0.05).
High percentage (23.8 %) of physically inactive adolescent boys are never able control their behavior when their opponents fail to comply with the rules. Meanwhile, a considerably higher number of physically active adolescents, compared to the physically inactive ones, often (respectively 20.6 % and 14.3 %) or always (26.5 %, and 4.8 %) manage to control themselves even in cases their competitors play unfair (Fig. 4.). No statistically significant differences were recorded (t = 1.08; p > 0.05).

The questionnaire has revealed that boys are able to act in accordance with their beliefs even when such is disapproved by the physical education teacher or a coach (Fig. 4.). Only 23.5 % of physically active adolescents often and 2.9 % always object the coach’s comments and act following their own beliefs. Whereas, more than half of the physically inactive adolescent boys (57.1 %) only occasionally act that way. No statistically significant differences were recorded in results between the physically active and physically inactive male respondents (t = 1.79 p > 0.05).

Discussion

Our conducted research has revealed that a higher number of physically inactive adolescents compared to physically active ones have never pushed or injured a competitor during a sporting activity, always abide by the rules, play fair and do not wish to harm anyone, and respect their opponents. Physically disengaged boys attempt to escape word fights with their peers and especially detest being guilty. Whereas, physically active boys more often than physically inactive ones violate the rules, punch a competitor, attempt to always take an opportunity to play unfair, as they wish to win at any cost, and not to fail in the eyes of a coach and their teammates. These results attest to a finding that behavior and moral judgments of physically active children are highly influenced by the external factors, whereas physically inactive children act based on their moral beliefs more often.

According to K. Hodge and Ch. Lonsdale (2011), self-motivated athletes make every effort possible to act pursuant to their own beliefs and moral values, comply with the game rules and avoid the sense of guilt in case of a foul play or having ignored own moral principles. These athletes are more prone to
internalize values, which embrace respect towards other athletes, support, fair play, compliance with the rules; and contrary, those athletes, whose behavior is control-dependent (feedback and reactions of a coach, teammates), seek fame, satisfy own selfish needs as well as results at any cost.

Moreover, our obtained results were partially consistent with I. D. Boardley and M. Kavussanu (2007) research results, demonstrating that physically active 7—8 grade boys tend to cheat in a sporting activity, injure a competitor on purpose and provoke them. Such finding demonstrates that physically active boys more often than physically inactive ones find themselves in situations where they act disgraceful seeking better sport results.

According to data, collected by M. Kavussanu, Ch. M. Spray (2006), a team and moral sporting climate, i.e. standards of a group, moral motives and behavioral models of group members, become the key factors in the process of moral decision making. In other words, group members communicating with each other within that group develop a commonly shared understanding of what proper behavior is in a specific sport-related context. An example of one such context is preparation to act aggressively with the competitors. The research has revealed that physically active boys play unfair or disobey the rules otherwise due to 2 principal reasons: 1) they burst with a desire to win, their results are personally highly relevant to them; 2) results are highly relevant to a team or a coach. However, questionnaire results have demonstrated that a number of physically active boys, being able to control their behavior in cases the opponent plays unfair or in cases peers push to act aggressively, is higher compared to physically inactive adolescent boys. Such finding allows to propose that physically inactive children tend to act based on spontaneously made decisions, while physically active children are better in resisting influence and their decisions made are conscious.

Research conducted by M. Kavussanu, G. C. Roberts (2001) has revealed that physically active learners consciously decide to play unfair and act in conflict with their sport-related moral principles. When an athlete faces a risk of losing, he, seeking to prove his advantage, would be more prone to choose a behavior, which will guarantee him a success even though such behavior contradicts his internalized moral ideals. Research results have revealed that physically active children, for whom winning is their top priority, realize they have disobeyed the rules and played unfair, however, if such behavior is the last chance to win, the athlete will sure use it.

Data collected from the questionnaire were partially consistent with S. Šukys (2010b) research findings, claiming to have proved that a higher number of physically active boys, compared to physically inactive ones, are able to act pursuant to their beliefs, resist their peers’ influence to cheat in sport, pursue a nonviolent play, avoid injuring and provoking an opponent, abide by the rules, better control their behavior when a competitor fails to comply with the rules. Obtained results demonstrate a positive influence of a sport on behavior of physically active boys as well as on development of moral judgment making and pursuit of the decisions made.

Therefore, both physically active as well as physically inactive boys should be taught not only to respect and support each other, but also explained the implications of such behavior. Even though our research has discussed the features of moral judgments, adopted by the male learners, the future research could investigate the moral judgment making is respect to a gender factor.

Conclusions

1. The issue of moral judgments is highly relevant in a presence of moral dilemma, and especially in sport, where a decision needs to be made at an exact moment and fast. Moral decisions can be made based on two different influential factors – physically active and physically inactive boys adopt a decision based on their beliefs and values or decisions are influenced by others (coach, teammates, physical education teacher, etc.). In order to understand the moral judgments, it is necessary to analyze the processes, such as situation assessment, behavioral motives in sport, decision making, and realization of intentions, under the basis of which action-related outcomes are produced. The objective of education on moral judgments is to teach both physically active and physically inactive boys to adopt moral judgments, based on moral standards and moral beliefs, which are not in conflict with the rights and beliefs of other people. This way, moral decisions made by physically active and physically inactive people would be based on moral values and not the resulting benefit.
2. Research data have revealed certain differences between physically active and physically inactive boys. It has been identified that physically active boys more so than the physically inactive ones are able to resist peers’ influence to disobey the rules and are able to control their behavior, stand up for their beliefs even in cases they have witnessed a foul play. However, physically inactive children face a lower number of opportunities to witness a foul play and noncompliance with the rules. Physically inactive boys perceive any behavior of an athlete breaking the rules as unacceptable; they cheat less often and attempt not to harm the competitor in any way. This is because they do not appreciate a victory achieved at any cost and unfair play, which is very often justified among physically active boys.

References
24. Šukys S. 2010a. Adaptation and validation of the prosocial and antisocial behavior in sport scale and youth sport values questionnaire for Lithuanians. Education, Physical Training, Sport, 3 (78), 97-104.
Vertybių vaidmuo tiek sportuojančių, tiek nesportuojančių paauglių ar jaunimo veiksmais ir aplinkos suvokimui yra seniai žinomas. Vertybės atskleidžia, kas svarbu asmeniui ar komandas nariams. Galima teigti, kad vertybės veikia kaip motyvacijos veiksny, suteikdamos asmens veiksmais tams tikrą kryptį ir intensyvumą. Kartu vertybės yra tarsi standartas, padedantis vertinti asmens elgesį. Tačiau vertybės sistema formuojasi tik asmeninės patirties metu ir internalizuojant individų svarbiojo grupėje dominuojančias vertybes (Schwartz, 1994). Lietuvoje ir kituose Europos šalyse, yra pastebimos asmenų veiklos šviesmenos įvairios tendencijos. Tam labai svarbus yra paauglystės laikotarpis, kai sporte ir kitose gyvenimo situacijose yra užsiimama didelės rizikos veikla (pavyzdžiui, žalini išpročiai, nusikalstamumas ir pan.) (D’Arripe-Longueville ir kt., 2010). Todėl ugdymo procesui yra keliamas tikslas formuoti asmenybę, sujaukant jai vertybių sampratą, kuri transformuotų ugdymo sąmonėje, emociniuose išgyvenimuose ir elgesyje (Staneckienė, 2008).

Tyrimų šioje srityje vis dar stokojama (Jones, McNamee, 2000; Šukys, Jankauskienė, 2008; Kavussanu, Boardley, 2008; 2009; Šukys, 2010a; Budreikaitė, 2011; Stupuris, et al., 2013).

Tyrimo objektas: Tyrimo objektas – sportuojančių ir nesportuojančių 7–8 klasės berniukų doroviniai sprendimai.

Tyrimo tikslas – nustatyti sportuojančių ir nesportuojančių 7-8 klasės berniukų dorovinių sprendimų ypatumus.

Darbė taikyti šie tyrimo metodai: literatūros šaltinių analizė, anketinė apklausa, laisvo pasirinkimo situacijos, matematinė statistika.

Anketinė 7–8 klasės berniukų apklausa atskleidė, kad sportuojantys paaugliai (57,4 proc.) geriau negu nesportuojantys (46,0 proc.) gali atsispirti bendrąjamžių spaudimui nesilaikyti taisyklių, laikytis savo įsitikinimų, valdyti savo elgesį kai priešinininkas elgiasi nesąžiningai, koreguoti savo elgesį pagal trenerio reikalavimus. Tai leidžia teigti, kad nesportuojantys berniukams (40,4 proc.) yra daugiau būdingi spontaniški doroviniai sprendimai, o sportuojantys berniukai (50,0 proc.) geriau sugebėja atsispirti kitų spaudimui, todėl jų doroviniai sprendimai yra mažiau apsprostūs kitų asmenų poveikio. Tai rodo teigiamą sporto įtaką sportuojančių paauglių elgesiui bei dorovinių sprendimų ugdymui.

Laisvo pasirinkimo situacijų rezultatai atskleidė, kad nesportuojantys berniukai (48,0 proc.) rečiau negu sportuojantys (52,2 proc.) susiduria su nesąžiningu žaidimu, taisyklių nesilaikymu, šiems berniukams yra nepriimtinas bet koks sportininko elgesys, kuris prieštarauja taisykliams, jie rečiau patys sukelia ir stengiasi nepakenkti varžovams. Tai rodo, kad sportuojantys berniukai (28,0 proc.) dažniau negu nesportuojantys (17,4 proc.) siekdamis geresnį sportinį rezultatų atsiduria situacijose, kuriose yra pasielgiama negarbingai.

RAKTINIAI ŽODŽIAI: sportuojantys ir nesportuojantys berniukai, doroviniai sprendimai, elgesys sporte.