



Exploring gender differences in youth sports values: A study of moral, competence, and status among adolescents

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Abstract

Sports have great potential in shaping the character of teenagers, but in Indonesia, they still focus more on achievement than self-value development. As a result, moral and social values that should be instilled through sports have not been optimally utilized, especially in the face of the value crisis and the increase in juvenile delinquency. This study aims to compare the values that teenagers learn through sports and to see if these values are different for boys and girls. The method used was a quantitative approach with a comparative survey design, involving 1,564 adolescents aged 12–18 years in the Bandung area, consisting of 762 boys and 802 girls. Sampling was carried out using the convenience sampling technique. The instrument used was the Youth Sport Values Questionnaire-2 (YSVQ-2), which measures three dimensions of values: morality, competence, and status. The technical aspects of the research include the preparation of instruments, coordination with schools, direct data collection, and data supervision and checking. The results showed that the total sports score of adolescent boys was 54.5 and girls was 53.4, with a difference of 1.1 points. The significance test yielded a value of $0.10 < 0.05$, showing a significant difference between men and women in interpreting sports values. This study aims to compare the values teenagers learn through sports and to see if these values differ for boys and girls.

Keywords: Sport values, gender, youth, sports.

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INTRODUCTION

Sports in adolescents have great potential to support the development of the younger generation, not only in physical aspects such as fitness and health. However, they can also develop performance,

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participation, and personal development (Côté & Hancock, 2016). Therefore, sports in adolescents play a role as a means of recreation and an important tool in shaping character and a better future for the younger generation (Hardiansyah et al., 2024). In fact, in Indonesia, sports often only focus on developing achievements without paying attention to other benefits that can be obtained (Anira et al., 2021). This makes the full potential of sports not be utilized optimally to shape adolescents' character through self-development in adolescents (personal development). Personal development plays an important role in shaping character, especially for adolescents who are in the phase of searching for their identity (Setyaningsih, 2019).

The high rate of violence and juvenile delinquency reflects a serious moral crisis among the younger generation. According to the World Health Organization (WHO), teen violence, including homicides, is the third highest cause of death in this age group. In addition, one in eight adolescents reported having experienced sexual violence. The high rate of juvenile delinquency shows that there are still many individuals who do not have a strong moral foundation. The phenomenon in Indonesia shows that there are still many teenagers who do not have a strong character, so they are vulnerable to falling into deviant behavior. Indonesia itself is facing a moral deterioration, which is characterized by increasing acts of violence, rape, drug abuse, brawls, alcohol consumption, and bullying practices among adolescents (Fahrudin & Sari, 2020; Ni Made & Ni Ketut, 2020; Yaumulhak et al., 2024). Data shows that juvenile delinquents continued to increase by 10.7% from 2018 to 2021 (Murni & Feriyal, 2023) and reached 13,000 cases in 2020 (Mahesha et al., 2024). Fitriyah (2018) emphasized that one of the main factors of this problem is the lack of character formation.

Many deviations occur among teenagers due to the lack of a strong foundation for a teenager's character. A study conducted by Siagian (2020) shows that the lack of instillation of Pancasila values causes the emergence of radicalism, so character education is needed to solve this

problem. Character formation in adolescents can be done through education because there is a Profil Pelajar Pancasila (PPP), which contains values to develop adolescents' character (Taryudi, 2024). In the context of education in Indonesia, this is strengthened through the implementation of the PPP, which is a learning development framework to form superior and characterful Indonesian adolescents. The study results showed that the PPP program has succeeded in strengthening adolescents' character in line with national education goals (Rekha Indah Sitanggang & Liesna Andriany, 2024). The character values in PPP put forward by the Ministry of Education and Culture include faith, obedience to God Almighty, good behavior, acceptance of global diversity, ability to work together, independence, critical thinking, and creative innovation. Forming an adolescent character can be done in any way, one of which is through participation in sports; as Yaumulhak (2023) said, the efforts made to shape a character can be done through sports.

Sports can effectively shape individuals to uphold positive attitudes and behaviors (Bisa, 2023). Sport has values such as morality, ethics, responsibility, sportsmanship, honesty, caring, cooperation, justice, discipline, morals, social status, and competence (Lucidi et al., 2017; Mortimer et al., 2021). These values not only help in shaping individuals with character but also create a comfortable community environment. Through sports, one learns to respect opponents, obey rules, and prioritize fair play (Salahudin et al., 2024). In addition, exercise also teaches the importance of hard work, perseverance, and commitment to achieving goals (Kendellen et al., 2017; Şenel E., 2022). Sports can be a bridge to instill social values in adolescents, which is in line with research conducted by Purnomo et al. (2024) and Chaudhary (2024) structured and planned sports activities, both individual and team sports, can significantly improve social values in adolescents, such as cooperation, communication, and empathy.

Physical education and sports play an important role in shaping positive student character and building a strong nation (Salahudin et al.,

2024). These activities foster discipline, cooperation, sportsmanship, and other essential values. Traditional sports, in particular, play an important role in character formation, fostering a sense of responsibility, mutual respect, and integrity (Hananingsih et al., 2024). Integrating physical education and sports into the academic curriculum creates a holistic learning environment that develops students' cognitive, affective, and psychomotor aspects (Munajad et al., 2024). The professionalism of physical education teachers greatly influences character development, with certified teachers substantially impacting student character (Muhtar & Dallyono, 2020). By paying more attention to physical education and sports in the education system, we can form a healthier, more competitive, and morally responsible generation. This will ultimately support the creation of a golden generation in the future. This study aims to compare the values contained in sports in adolescents, moderated by gender.

METHOD

This study uses a quantitative approach to examine the differences in sports values in adolescents based on gender in numerical form. The design used is a comparative survey study, which focuses on a group of subjects, which are then viewed in terms of the variables in the group to be compared. This study was conducted in junior high schools and vocational high schools in the Bandung Raya area, involving 1,564 adolescents aged 12-18 years, 762 males and 802 females. This study uses a convenience sampling method for sample selection, namely a sampling technique based on ease of access and availability of participants. Technical aspects of the research include the preparation of instruments, coordination with schools, direct data collection using the YSVQ-2 questionnaire, and monitoring and checking data to maintain the validity and ethics of the research.

The instrument used in this study was the YSVQ-2, which was developed by Lee et al. (2013). This instrument consists of 13 statements, which include five items on moral values—such as honesty, sportsmanship, and compliance with rules; four items on competence

values—which measure the importance of skill development and personal achievement; and four items that reflect status values—namely, the importance of social recognition and winning in sports. Respondents were asked to rate on a scale from -1 (opposite to personal beliefs) to 5 (very important). The YSVQ-2 instrument is valid and reliable, with Cronbach's alpha coefficient values above 0.80 in previous studies (Lee et al., 2013).

Research procedure

The research procedure begins with the preparation stage, which includes the preparation of instruments, permits, and technical training for enumerators or research assistants involved in the data collection process. The researcher first conducted a study of the YSVQ-2 instrument to ensure its suitability to the cultural and language context of the respondents in the research area, and submitted a permit application to the school and related agencies in the Bandung Raya area.

After the preparation stage, coordination was carried out with the schools that were the research locations, both junior high and vocational high schools. The researcher communicated with the principal, physical education teacher, or homeroom teacher to explain the intent and purpose of the research and its implementation process. In addition, the number of students who could be respondents was mapped out based on their availability and readiness to participate. This process was carried out in stages to not interfere with students' learning activities at school.

In the technical stage of the research, the researcher arranged a data collection schedule and ensured the logistics, such as questionnaires, stationery, and documentation, were ready. Data was collected directly at the school by distributing questionnaires to students who expressed their willingness through informed consent. Before filling out the questionnaire, respondents were given a brief explanation of the purpose of the research, how to fill out the instrument, and their rights as participants.

Data collection was carried out in a structured manner and supervised directly by researchers and assistants to ensure that the

instruments were filled out honestly and without pressure from other parties. The entire process was carried out while maintaining the principles of confidentiality and research ethics, including maintaining the anonymity of respondents and using data only for academic purposes. After the data was collected, a re-check was carried out to ensure the completeness and consistency of the answers before further analysis.

RESULT

To understand how adolescents view the ideals of sports, it is necessary to compare these factors based on gender. This comparison helps to determine whether male and female adolescents have comparable levels of value internalization. Table 1 depicts the descriptive data from this study, which provides an overview of these differences.

Table 1. Characteristic YSVQ-2 by Gender

Gender	N (%)	YSVQ-2
Male	762 (48.72)	54.5
Female	802 (51.27)	53.4

Description YSVQ-2: Youth Sport Values Questionnaire-2

Table 1 shows that female respondents comprise a higher proportion than male respondents, 51.27% (802 people), while male respondents comprise 48.72% (762 people). However, when viewed from the YSVQ-2 (Youth Sport Values Questionnaire-2) score, which reflects values in youth sports, male respondents scored higher, 54.5, compared to female respondents who scored 53.4. An overview of the YSVQ-2 indicators, which includes aspects of moral, competence, and status values, can be seen in Figure 1.

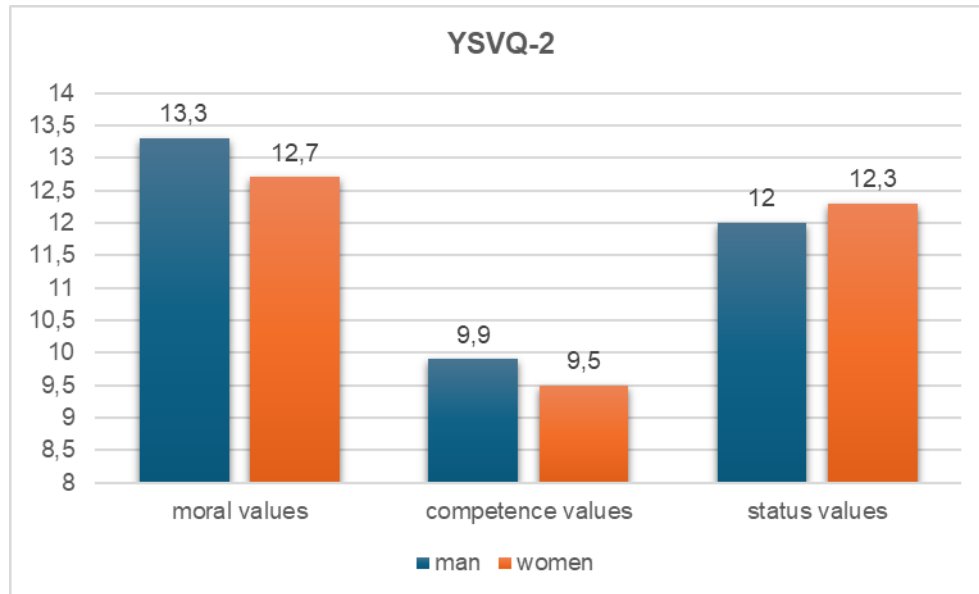


Figure 1. Data on sports values

Based on Figure 1, which presents the scores of sports values across three indicators—moral, competence, and status values—there are clear gender-based differences in emphasis. Male adolescents scored higher on moral values (13.3 compared to 10.2) and competence values (9.9 compared to 8.5), indicating a stronger inclination toward ethical conduct, fairness, and skill development in sports. In contrast, female adolescents scored higher on status values (12.3 compared to 10.1), suggesting that the pursuit of social recognition and prestige more influences their sports participation. These distinctions highlight the need for gender-responsive approaches in sports education that align with the differing value orientations of boys and girls.

To find out whether there are statistically different sports values based on gender, the researcher used an Independent Sample t-test on SPSS software version 29. The independent sample t-test (parametric) is used because it has met the prerequisite test, namely, normally distributed data. Table 2 shows the significance value of data normality using the Kolmogorov-Smirnov test.

Table 2. Result of the kolmogorov-smirnov normality test

	Gender	Statistic	df	Sig.
Sport Values	Female	.38	762	.10
	Male	.35	802	.22

Based on Table 2, the results of the data normality test in men and women show that the significance value of the two datasets is >0.05 , indicating that the data is usually distributed. Furthermore, to determine whether the sample is homogeneous, the researcher used the Test of Homogeneity of variances on an independent t-test sample (see Table 3). Data homogeneity tests are required to select results on the Independent sample t-test

Table 3. Test of Homogeneity of Variances

		Levene Statistic	Sig.
Sport Values	Based on the Mean	6.582	.010
	Based on the Median	6.722	.010
	Based on Median and with adjusted df	6.722	.010
	Based on the trimmed mean	6.587	.010

Based on Table 3, the results of the data homogeneity test show that the significance value is $0.010 < 0.05$, so it can be concluded that the variance of the data of male and female sports values is not homogeneous. After the results of normality and homogeneity of the data are obtained, the independent t-test results can be seen in Table 4 below.

Table 4. Differences in sports values (YSVQ-2) based on gender

		Sig.	Two-Sided p	Mean Difference
Sport Values	Equal variances assumed	.010	.195	-1.0527
	Equal variances not assumed.		.194	-1.0527

Based on Table 4, it is known that the significance value of Levene's Test for Equality of Variances is not assumed for sports values of $0.010 < 0.05$, so it can be concluded that there is a significant difference between sports values in men and women with an average difference of -1.0527.

Table 5. Details per sports value indicator

Indocator	Men	Women	Difference
Moral values	13.3	10.2	+3.1
Competence values	9.9	8.5	+1.4
Status values	10.1	12.3	-2.2

Based on the results of filling out the Youth Sport Values Questionnaire-2 (YSVQ-2), it was obtained that the total score of male

adolescent sports values was 54.5, while female adolescents obtained a score of 53.4. Thus, the average score of males was recorded as being 1.1 points higher than that of females, indicating a descriptive difference in the tendency of sports values between the two gender groups.

The findings reveal gender-based differences in youth sport values, particularly in moral, competence, and status values. Male adolescents scored higher in moral values (e.g., justice, respect) and competence values (e.g., skill development, achievement), indicating a stronger internalization of ethical conduct and performance-related goals in sports. Conversely, female adolescents demonstrated higher scores in status values (e.g., recognition, social prestige), suggesting a greater emphasis on sports participation's social and external recognition aspects. These differences were statistically significant, as confirmed by the independent t-test analysis, supporting the conclusion that gender plays a role in shaping the value orientation of adolescents in sport contexts.

DISCUSSION

The study results show significant differences in sports values between male and female adolescents, particularly in the aspects of moral, competence, and status values. Male adolescents demonstrated higher scores in moral values, such as fairness and respect, indicating a stronger emphasis on ethical behavior in sports contexts. They also scored higher in competence values, reflecting greater motivation toward skill development and achievement. In contrast, female adolescents scored higher in status values, suggesting that the pursuit of social recognition and prestige more strongly influences their participation in sports. The results of the study show that there are differences in sports values between men and women. This aligns with previous studies showing that sports values between men and women are different ([Šukys & Aušra Janina Jansonienė, 2018](#); [Warner & Dixon, 2015](#)). In contrast, several studies have shown that men and women do not have differences in sports values ([Nurmanita, 2020](#)). This provides a new and refreshing

perspective in this study, which marks a breakthrough in research on gender influences and sports values.

In a debate on gender differences in sports values, researchers revealed that gender cannot be a reference for comparison in sports values. [Cordellieri et al. \(2020\)](#) state that gender differences in values are still unclear, even though many studies have been conducted. [Guntur Aji Prasetyo et al. \(2023\)](#) revealed that male and female adolescents have different motives for exercising, where males tend to prioritize psychological aspects, while females pay more attention to health aspects. Meanwhile, [Mayasari \(2020\)](#) noted that female athletes in the sport of takraw often display characteristics that are considered masculine, thus challenging traditional gender norms. These findings highlight the complexity of gender relations in the context of sport and emphasize the importance of further research to better understand differences in sport values based on gender. Gender can be interpreted as affecting sports values and other factors, including adolescents' participation in sports.

According to [Côté & Hancock \(2016\)](#), exercising can develop existing values, ranging from achievement to participation to personal development, to provide a quality educational experience for adolescents. The importance of adolescents' participation in sports and how this participation is carried out can support the practice of sports values ([Ezomoh & Alaubi, 2020](#)). There are many aspects to be gained from receiving experience in sports values; the first is personal development, which teaches perseverance ([Bean & Forneris, 2016](#)). Second, participation in purposeful sports allows children to explore different types of sports and develop various skills, contributing to positive values such as teamwork, discipline, and fair play ([Bean & Forneris, 2016](#)). Third, long-term participation with the goal that sports values embedded in adolescents can last for a more extended period ([Bean & Forneris, 2016](#)). Finally, balancing performance and fun ensures that adolescents have a good experience exercising and applying the values taught in sports

([Bean & Forneris, 2016](#)). In this case, teachers play an important role in instilling the values of sports. Teachers can develop these points to develop adolescents' sports values ([Arslan, 2021](#)).

Teachers play a crucial role in developing adolescents' sports values through physical education and sports activities. Integrating universal sports values into physical education can promote positive youth development, enhancing social and emotional skills ([Juhrodin et al., 2023](#)). Educators should create a safe environment, foster respect and honesty, and contribute to children's sports development ([Arslan, 2021](#)). A targeted methodology for developing moral and volitional qualities in adolescent athletes, involving collaboration between teachers, coaches, and parents, has shown effectiveness in track and field athletics ([Gunazhokof, 2024](#)). By emphasizing these approaches, teachers can help students internalize ethical values related to sports, supporting their personal growth and character development beyond winning or losing.

In the context of sports as a medium to improve sports values in adolescents, the theory of [Kendellen et al. \(2017\)](#) provides an effective framework for teachers and coaches to apply. This theory includes four main stages that must be given to adolescents to absorb sports values better. First, teachers should focus on one life skill per lesson, ensuring that adolescents do not feel overwhelmed and can truly understand every value being taught. Second, introducing life skills at the beginning of the lesson helps adolescents know the learning objectives from the start. Third, implementing strategies to teach life skills throughout learning ensures that these values are mentioned and applied in various contexts throughout the lesson. Finally, explaining life skills at the end of learning helps reinforce adolescents' understanding and emphasizes the importance of these values. In addition, adolescents' participation in sports dramatically affects the social support they receive ([Côté & Hancock, 2016](#)). More actively involved adolescents tend to receive more social support from peers, coaches, teachers, and parents, which can ultimately improve their moral decision-making in sports. Thus, applying Kendellen's

theory and attention to participation levels can significantly support the development of sports values among adolescents.

The limitation of this study is that the comparative survey method is used as a pilot study, so it is better to see the development of experiments by integrating moral, competence, and status values. In addition, norms, culture, and peer influence have not been explored more deeply, even though they have potential in forming sports values. Future research involving these factors could provide deeper insights into the development of moral, competence, and status values in sports in a way that.

CONCLUSION

This study concludes that there are differences in sports values between men and women. Participation in sports plays an important role in shaping values such as obedience, cooperation, discipline, and sportsmanship. Therefore, a sports program designed with a balance between moral, competence, and status values can provide a diverse experience for learners, allowing them to better understand and internalize the positive values taught in sports. In addition, the role of teachers and coaches is crucial in integrating sports values into learning. These findings emphasize the need for targeted interventions to strengthen moral, competence, and status values to create a healthy sports environment and support adolescent development.

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