
Attitudes of teachers and students towards Olympic and humanitarian values

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Abstract

Olympic education is closely related to the assumptions and values of Olympism. Olympic values are a theme dear to Olympic education, which seeks to rescue the relationship between sport and the presuppositions and pedagogical values present in the Olympic Movement. Olympic Values serve as a code of conduct for the Olympic Movement, and strive to guide the attitudes and actions of all those involved in Olympic activities, be they competitive, administrative, or voluntary work. One tries to combine sport, education and culture, using the harmony between body and mind, excellence of oneself, integrity in actions, mutual respect, and joy found in effort. Thus, the objective of this research was to measure the self-perception of teachers and students in an educational program for sports, from the state of São Paulo (Brazil). The results showed differences between the groups of teachers and the one of students, as well as differences concerning the variables of gender and age, and the knowledge and education of the participants regarding Olympic values and Olympic education within the premises of good performance in sports and the judgment of their own behaviors regarding humanitarian values.

KEYWORDS: Olympic values, education, sport, psychological assessment, sports education.

Atitudes de professores e alunos em relação à valores olímpicos e humanitários

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Resumo

A educação olímpica está intimamente relacionada aos pressupostos e valores do olimpismo. Os valores olímpicos são um tema caro à educação olímpica, que busca resgatar a relação entre o esporte e os pressupostos e valores pedagógicos presentes no Movimento Olímpico, funcionando como um código de conduta e contribuindo para nortear as atitudes e ações de todos os envolvidos nas atividades olímpicas, sejam elas competitivas, administrativas ou voluntárias. Nesse sentido, busca-se combinar esporte, educação e cultura, valendo-se da harmonia entre o corpo e a mente, da excelência de si mesmo, da integridade nas ações, do respeito mútuo e da alegria no esforço. Desta maneira, o objetivo desta pesquisa foi de mensurar a autopercepção de professores e alunos de um programa de educação para o esporte do Estado de São Paulo (Brasil). Os resultados mostraram diferenças entre o grupo de professores e alunos, além de diferenças também quanto às variáveis sexo, idade e escolaridade dos participantes a respeito da educação e valores olímpicos dentro das premissas da boa atuação no esporte e o julgamento de seus próprios comportamentos a respeito de valores humanitários.

Palavras-chave: valores olímpicos, educação, esporte, avaliação psicológica, educação esportiva.

Actitudes de profesores y estudiantes hacia valores olímpicos y humanitarios

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Resumen

La educación olímpica está estrechamente relacionada con los supuestos y valores del Olimpismo. Los valores olímpicos son un tema querido por la educación olímpica, que busca rescatar la relación entre el deporte y los presupuestos y valores pedagógicos presentes en el Movimiento Olímpico. Los valores olímpicos sirven como un código de conducta para el movimiento olímpico y se esfuerzan por guiar las actitudes y acciones de todos los involucrados en las actividades olímpicas, ya sean trabajos competitivos, administrativos o voluntarios. Se intenta combinar deporte, educación y cultura, utilizando la armonía entre cuerpo y mente, excelencia de uno mismo, integridad en las acciones, respeto mutuo y alegría en el esfuerzo. Por lo tanto, el objetivo de esta investigación fue medir la autopercepción de docentes y estudiantes en un programa educativo para deportes, del São Paulo (Brasil). Los resultados mostraron diferencias entre los grupos de maestros y el de estudiantes, así como también las diferencias en cuanto a las variables de género y edad, y el conocimiento y la educación de los participantes con respecto a los valores olímpicos y la educación olímpica dentro de las premisas del buen desempeño en los deportes y el juicio de sus propios comportamientos con respecto a los valores humanitarios.

Palabras-clave: valores olímpicos, educación, deporte, evaluación psicológica, educación deportiva.

Introduction

The Olympic Games represent one of the activities of greater visibility in the sports context, representing the greatest socio-cultural event of the planet, either for its socio-cultural value or for its artistic representation, which allows us, therefore, to affirm that Olympism is contained in the cultural history of humanity. According to Rubio (2009, p.44), Olympic Values function as a code of conduct for the Olympic Movement and strive to guide the attitudes and actions of all those involved in Olympic activities, be they competitive, administrative, or voluntary work. To do so, one tries to combine sport, education and culture, using the harmony between body and mind, excellence of oneself, integrity in actions, mutual respect, and joy found in effort. Understanding issues related to Olympic Values is, above all, overcoming the discussion about values as something contained within the scope of sports, so as to understand them as universal values, establishing sport as a cultural practice (Binder, 2012, Chatziefstathiou, 2012; Monnin, 2012; Teetzel, 2012).

Olympic values are a theme dear to Olympic education, which seeks to rescue the relationship between sport and the presuppositions and pedagogical values present in the Olympic Movement, based on the ideas and ideals of Pierre de Coubertin. Olympic education is closely related to the assumptions and values of Olympism, of which the Olympic Games are a public expression (Rubio, 2013; Rubio, Leite, & Zimmermann, 2013).

Olympic education refers not only to a defined content, but is also in line with what is professed by the Law on Guidelines and Bases of National Education (Law 9394/96, Brazil), which defines it as a set of educational activities of a multidisciplinary and transversal character, with the Olympic Sport as its integrating axis. In Brazil, this law (Law 9394/96) defined that the National Curricular Common Base (BNCC) should guide the curricula of educational systems as well as the pedagogical proposals of all public and private schools throughout the country.

In this manner, education is committed to global human development training and shaping, in its intellectual, physical, affective, social, ethical, moral and symbolic dimensions. Thus, it is structured so as to make explicit the competences that students must develop throughout Basic Education and in each stage of schooling, as an expression of the learning and development rights of all students.

Thus, according to BNCC, Physical Education is the curricular component that guides bodily practices in their various forms of codification and social meaning, understood as manifestations of the subject's expressive possibilities, and cultural patrimony of humanity. The Sport, one of six thematic units, is considered as one of the most well-known practices of contemporary times, due to its great presence in the media, and sees possibilities to problematize sports practice through Olympic Education.

This also shows that the potentialities of sport for its pedagogical function in the process of forming the individual are already socially recognized. It is the conducting wire in interpersonal relations in the sense that values disseminated within the Olympic and sporting context can promote development of aspects such as discipline, respect for hierarchy and 'rules of the game', solidarity, persistence, creativity, team spirit and other

important factors for human development, which are essential not only for an adequate experience at school, but also for one's experience in society. It can also help the consolidation of significant behaviors for a particular social group, reinforcing cultural and personal identity, holding great educational potential and being an appropriate instrument for ethical attitudes and values, necessary both for social and individual life.

Hence, studying the meaning of Olympic, sporting, and humanitarian values in the everyday life of the actors within the school context becomes important as more and more institutions, whether governmental or not, are concerned with contributing in some way, whether social, educational, financial, etc., to improve the quality of life of children, young people, and the entire community. Some scholars aim to build evaluation tools that can offer understandings and perceptions of concepts and contents about Olympism and Olympic education, such as Gómez-Mármol, Sánchez-Alcaraz, Bazaco and Molina (2015), Gómez, Sánchez-Alcaraz, Molina and Bazaco (2016), Rabelo, Peixoto, Nakano and Rubio (2017).

In order to gather information about Olympic and humanitarian values, this research used the Olympic Values and Education Scale (EEVO), which is under construction (Rabelo, Rubio, & Ambiel, 2013; Castro, Rabelo, & Rubio, 2013, Quintilio, Marconi, & Rabelo, 2018; Zimmermann, Rabelo, & Rubio, 2020) and aims to be a measure of values related to the Olympic context and in education for sport. It is a scale composed of 70 items, set up in the Likert five-point format, with statements related to the perception that the person has about their behaviors, attitudes, thoughts, etc., in the sporting context and others. It is hoped that such a measure can contribute to the perception of oneself, one's education and one's experience in sports.

The results of the factor analysis, using the principal components analysis and varimax rotation methods, showed an organization of the measuring instrument into three factors, namely: Factor 1 - Respect; Factor 2 - Excellence; Factor 3 - Friendship. Of the 70 items that made up the scale, only 9 items presented factor loadings below 0.30 and did not meet the minimum criteria for the keeping of items in the scale.

Regarding the coefficients of accuracy, through Cronbach alpha analysis, from this grouping it is observed that they were favorable, being 0.93 for Factor 1 - Respect, followed by 0.89 in Factor 2 - Excellence and the alpha of 0.87 in Factor 3 - Friendship. Theoretical assumptions to underpin the factors were based on Rubio's (2009) writings regarding education and Olympic values, and corroborated with the grouping presented in the factor analysis.

Especially in the educational context, sports leisure activities, more than occupying otherwise idle time, play an important role in people's lives, as they are fundamental for the development of sociability and interpersonal relationships (Dória, & Tubino, 2006, p.78). Hence, sport presents itself as a tool to aid the process of integral development of children, adolescents and young people, respecting individual experiences and expectations, democratizing access to sports space, valuing sports as a complement to preventive health techniques and instilling ethical and social values, rescuing the sports culture.

The prominent role of sport in the social sphere, its pedagogical function in the process of forming the individual, can promote the development of aspects such as discipline, respect for hierarchy and rules, solidarity, persistence, creativity, team spirit and other factors key for human development, essential for adequate living not only in the school context, but also for living in society. Thusly, the objective was to carry out a research aimed at measuring the self-perception of teachers and students regarding education and values for sports practice within the premises of good performance in the sport, according to the precepts and goals of the Olympic Movement.

Method

Participants

Participated in this study: 542 people, out of which 131 were educators (24.2%) and 401 were students (75.8%). Their ages ranged from 9 to 62 years, with a mean of 18 and a half years and standard deviation of 11.78, of both sexes, 52.8% male and 47.2% female. The level of education of the participants ranged from elementary school to postgraduate. The data collection with teachers and students took place during a training program carried out in partnership with the Education Department of the city of São Paulo. Respondents reported that 63.5% had already participated in some form of sports competition, in contrast to 34.1% who said they did not compete and 2.4% who did not disclose this information.

Instrument

The Olympic Education and Values Scale (EEVO), still under construction, was used to evaluate the perception of students and teachers from the municipal public education network regarding sports practice and, above all, humanitarian values, in the Olympic context (Zimmermann, Rabelo, & Rubio, 2020). Thus, the EEVO used in this research was comprised of 70 items, which will be treated as EEVO-70, which aim to investigate the subjects' perception of Olympic values, based on the theoretical writings on education and Olympic values described by Rubio (2009). The theme of Olympic education has also been the subject of other studies, among them the writings of Rubio, Leite and Zimmermann (2013), the research by Rabelo, Rubio and Ambiel (2013), and Castro, Rabelo and Rubio (2013), also in Perez, Zimmermann, Quintilio and Marconi (2013), in Perez and Rubio (2014), Quintilio, Marconi and Rabelo (2018), and other studies.

Data analysis

The project was approved by the Ethics and Research Committee of the School of Physical Education and Sports of *Universidade de São Paulo*, under protocol number 2009/57. It is noteworthy that the participation in this research was conditioned to the formal consent of the participants and your parents, obtained through signing the TCLE. Data collection was done collectively, in the classroom, among the students, and individually among the teachers. In both sample extracts the average response time was 10 minutes.

Data analysis was performed using the IBM SPSS Statistics program, version 21.0. In agreement with the objectives of this research, was analyzed the subjects' judgment about themselves regarding sports and humanitarian values, by the comparison was made between the group of teachers and students of the sample investigated. The difference between the group composed of teachers and another group formed by students was verified through Student's t-test.

Based on the difference between groups, a study was carried out considering the influence of the sex variable on the samples of teachers and students separately. Afterwards, was attempted to analyze the influence of the variable age of the respondents on the results in the scale, through the analysis of variance (ANOVA), with significance level of 0.05 in both groups.

Results

The results of the participants in this sample were analyzed and interpreted based on the factorial structure proposed by the initial studies with the scale, which considers the three-dimensional instrument. The overall score (OS) refers to the average of the three factors, that is, the sum of the results of the three factors, divided by the number of factors.

In agreement with the objectives of this research, to analyze the subjects' judgment about themselves regarding sports and humanitarian values, a comparison was made between the group of teachers and students of the sample investigated. The difference between the group composed of teachers and another group formed by students was verified through Student's T-test. The data can be analyzed in table 1.

Table 1. Comparison of averages between teachers and students in EEVO

Factors	Subjects	N	Mean	SD	t	df	p
Respect	Teachers	131	3,17	0,69	6,635	530	>0,001*
	Students	401	2,75	0,62			
Excellence	Teachers	131	3,15	0,61	2,971	530	0,003*
	Students	401	2,95	0,67			
Friendship	Teachers	131	3,42	0,52	1,010	530	0,313
	Students	401	3,37	0,48			
OS	Teachers	131	3,25	0,50	4,773	530	>0,001*
	Students	401	3,02	0,46			

*statistically significant. / OS=The overall score.

Regarding the differences between the groups, it is observed that only the factor 3 (Friendship) did not present differences of statistically significant averages between the two groups of participants. However, in all EEVO-70 scores, higher averages were observed for the group of teachers, allowing us to infer that this group demonstrates a higher valuation of aspects related to education and Olympic values investigated by the scale.

Table 2 shows that the teachers had a higher results percentage than the students in the general score of the scale in the classification considered as high score. On the other hand, the group of students presented their highest concentration of participants' scores with average scores in the general score, but still with approximately 25% of the sample with below average scores and only 18.5% above average.

Table 2. Distribution of participants in the OS classification of the scale

Sample	OS	Frequency	Percentage
Teachers	low	28	21,4
	medium	45	34,4
	high	58	44,3
Students	low	103	25,7
	medium	224	55,9
	high	74	18,5

OS=The overall score.

It should be noted, however, that the higher results for teachers were already expected considering their experience, both in matters related to sports practice, as well as in the issues of education and living practices in society. However, these results allow us to consider that our teachers show a higher level of judgment about their values, allowing us to infer higher levels of subsidies to support their students during the program of skills development related to the values proposed by the training program of the Municipal Secretary. There is a concern that for many teachers, although they are engaged in the teaching of Physical Education in the school context, dealing with humanitarian values could be considered something "new" to be taken in.

Afterwards, we attempted to analyze the influence of the variable age of the respondents on the results in the EEVO-70, through the analysis of variance (ANOVA), with significance level of 0.05 in both groups. The results indicated statistically significant differences only in the Respect factor ($F = 2,102$; $p < 0,01$), and in the General Score ($F = 1,848$; $p < 0,05$) only among teachers.

In the group of students the age variable did not pose differences in the scores, either through analysis of variance or Pearson correlations between the factors of the scale and the variable age. The results of the Pearson correlation with the age variable are shown in table 3.

Table 3. Pearson correlation between EEVO and the age and level of education variables

			Respect	Excellence	Friendship	OS
Teachers	Age (N=110)	<i>r</i>	0,40**	0,29*	0,25*	0,40**
	Level of education (N=131)	<i>r</i>	0,76**	0,56**	0,39**	0,71**
Students	Age (N=337)	<i>r</i>	-0,03	-0,04	0,11	0,01
	Level of education (N=401)	<i>r</i>	0,13*	0,02	-0,08	0,04

** statistically significant ($p < 0,001$). * statistically significant ($p < 0,05$). OS=The overall score.

Regarding the age variable, the results allow us to infer that in the group of teachers the respondents' age presented a moderate positive correlation with factor 1 - Respect ($r = 0.40$, $p < 0.001$) and the Overall Score ($r = 0.40$, $p < 0.001$), indicating that the scores grew higher as the respondents' ages were more advanced. In the student group the results on the scale were undifferentiated based on the age variable, which again also differentiates the behavior of the scale results in the groups of teachers and students.

In order to investigate differences in the judgment and evaluation of aspects related to Olympic and humanitarian values and education, we also sought to analyze the influence of the Level of Education variable on the data studied. For this purpose, we tested the variance analysis (ANOVA), with a significance level of 0.05 to analyze the differences in this group.

Discussion

The results of this analysis indicated that all the factors and the overall score showed statistically significant differences for the group of teachers ($F > 2.0$, $p < 0.001$), differently from the group of students, in which only the variance in factor 3 - Friendship was statistically significant between respondents' different levels of education ($F = 2,961$, $p < 0,01$). However, as can be seen in table 3, correlations between levels of education and student outcomes in the EEVO did not show correlations of statistically representative magnitude and significance.

In the group of teachers, Pearson correlation analysis between level of education and the results from the scale showed correlations considered very strong between this variable and factor 1 - Respect ($r = 0.76$, $p < 0.001$) and with the overall scale score ($r = 0.71$, $p < 0.001$). There were also correlations considered strong between this variable and factor 2 - Excellence ($r = 0.56$, $p < 0.001$) and moderate with factor 3 - Friendship ($r = 0.39$, $p < 0.001$) in the group of teachers. Thus, the level of education in this group had a very expressive representation in the results of the scale, which allows us to infer that as the respondents' level of education got higher, the scores on this factor also increased.

In the factor called to Respect, it refers to items that self-respect, self-control, respect for the opponent, sports ethics, etc. This understanding is tied to the value judgment that the individual has about himself in regard to respect and awareness of his own body, his emotions, including respect for opponents and sports ethics.

One of the main goals of the Olympic Movement is to provide support for the development of values that guide the individual's behavior, including respect for oneself, one's body and one's well-being. Eurythmy, which means a way of living based on physical exercise, and is also the basis for thinkers who deal with Olympic values, was also a premise of Ancient Greece, with *kalokagathia*, which described the man who was good, beautiful and with full intellectual formation, and also one of the pillars of the thoughts of Pierre de Coubertin, who understood that the main pursuit of the human being is for its harmonious development (Rubio, 2009, p. 45).

According to Angelo (2010), the modern idea of body care traces back to several aspects which relate to the forms, proportions, beauty, image, ultimately the external characteristics of the human being, which mobilize indicators such as physical health, physical condition and appearance. Difficulty in managing adverse situations such as stress levels, weight gain, mood changes, self-improvement, among others, become themes with value within this premise. Among factors that maintain the concern about health care is a greater physiological stimulation, in which the perception of threat increases the sensations automatically mediated; focus on attention to bodily sensations; avoidance of behaviors in which subjects with concerns about their physical condition are basically anxious about the threats posed by situations or internal stimuli; beliefs and misinterpretations of medical symptoms and communications.

Furthermore, as something of socializing value, sport favors international cooperation and friendship, allowing different people to respect each other. It is understood from this perspective the need for an adversary for competition to happen in a fair and honest manner, and for the individual to discover him or herself (Rubio, 2009). Fair play, conceptually known as a sports ethic, can be defined as a set of ethical principles that guide sports practice. It presupposes an ethical and moral ground of the one who practices it and relates to other athletes in the competition, so that this athlete does not make use of means other than his own ability to overcome opponents. In these conditions there is no room for illicit methods that aim to win, bribe or for the use of substances to increase performance (Rubio, & Carvalho, 2005).

The formation of character within the precepts and goals of the Olympic Movement takes place through self-knowledge, self-control and self-realization. This is because sport allows the manifestation of freedom, spontaneity, creative fantasy and of the desire to identify with the real conditions of life. And, through this educative action, it is how character formation takes place. The right to equality and justice are the educational grounds par excellence of the Olympic sport. Equality between competitors is a condition for the expression of fair competition, therefore, any means that prevent this fairness -- such as disloyalty, doping or anti-sport conduct -- are condemned (Rubio, 2009, p. 47).

Thus, the synthesis of Olympic values resides in the search for the best of oneself, not only in the sphere of sports competition, but in everyday actions. The motto "the important thing is not to win necessarily, but to participate" was created on this thought, which summarizes the search for excellence with ethics and commitment (Rubio, 2009, p.46).

The other factor, called Excellence (incorporating themes on the importance of training, overcoming difficulties, disposition, etc), refers to the spirit of excellence and triumph, present in the Olympic motto *Citius, Altius, Fortius*. In order to achieve the best results, the competition continues to be established as a space of achievement and confirmation of personal and social skills. Furthermore, overcoming difficulties is seen as an inherent characteristic of the sport, which materializes in the form of records (Rubio, 2009).

The concept of training is based on planned teaching and directed to the rapid increase of the physical, psychic, intellectual or technical-motor performance capacity of the man, and in the sports field the sports training is related to the preparation of the athletes to achieve high and maximum sports outcomes (Harre, 1988). According to Markunas (2010) it is considered that every physical, technical and tactical component of sports action has a psychological correlation, and emphasizes the need to work with these different psychological abilities in order to increase the performance, in accordance with the psychological capacities of each athlete. Hence, the degree of awareness that the individual has about the activity performed helps in the regulation of effort, and consequently in obtaining results.

The psychological correspondence in the technical preparation (training, development and improvement of sports motor-habits) is based on the pedagogical process of technical training. It is worth noting that the requirements regarding the sports technique will vary according to the type of sport practiced and its characteristics. It is important to consider as part of the sporting process the relationship between the athletes and the professional staff that make up the team of coaches, in the most different contexts and with the most varied attributions, in present days also covered by high technology and computer science, which allows for greater control and management of the sport, enabling varied data analysis of specific behaviors of players and teams (Pereira, 2010).

The third factor, called Friendship (encompassing planning, integration, cooperation, sports team, etc), refers to items that deal with planning, integration, teamwork, etc. The building of positive results in sport demands the action of several entities that interact with each other, which demands action beyond the athlete's individuality. Friendship and fraternity are considered the heart of the Olympic Movement. This is because it leads to social coexistence, friendship and understanding, regardless of one's nationality. For this reason, Olympism presents itself as a universal language for recognition, which favors the search for peace, and the acknowledgement of equality among peoples (Rubio, 2009, p. 46).

Finally, it is suggested for further studies to be carried out with the two groups proposed in this research, in order to analyze in greater depth the influence of external variables on the self-assessment of the perception of Olympic and humanitarian values in teachers and students. As an example, we highlight the study published by Rabelo, Peixoto, Nakano and Rubio (2017) which refers to a proposal for a summarized version of the Education and Olympic Values Scale (EEVO) with only 36 items, and another study by Quintilio, Marconi and Rabelo (2018) about the stages of development of a measure about Education and Olympic Values.

In this sense, it was look for another research format, using data extraction through text mining, to identify personality traits, values, motivations, and emotional aspects, not performed using the self-report scale format, as in the other studies already reported, but in Rubio, Rabelo, Sinoara, Barbosa, and Rezende (2019), it was applied a preliminary study of the relationship between personality traits and patterns of texts extracted from transcribed interviews. It was present joint analyzes between the results of a psychological test of personality traits, and values, and emotional

aspects, and an exploratory analysis of the transcription of an interview with an Olympic athlete. This analysis was supported by the application of automatic text processing methods. The results corroborated for the study of associations between the content more frequently present in narratives (interviews) and the crossing of data with light to the psychological theories of personality traits, values and motivations.

Yet another the study by Rabelo and Rubio (2018), through a non-exhaustive initial bibliographical method, it was verified that different studies that applied methods of data extraction, specifically with text mining, about personality traits, values being in sports education, and social and emotional aspects. Thus, was important to know what the academic productions have presented regarding the mining of texts with personality traits, values and emotional aspects, present in research associated with the sport context. Although the results indicated publications that present the descriptors proposed in the search, but that the majority only used the terms in a theoretical or introductory way, or even superficially, but did not effectively apply some format of extraction of texts (Rabelo & Rubio, 2018).

Conclusion

From the standpoint of the factors investigated regarding Olympic and humanitarian values in the group of teachers and students, the results showed some statistically significant differences between the two sample groups. In particular regarding the scale overall score, teachers presented a higher concentration of participants with above-average scores, classified as high scores in judging Olympic values, differing from students who focused mostly on the average overall score, with little concentration on judgments classified as high.

Although these results on the scale were already expected, they indicate the importance of our educators being at the forefront of the group of students regarding the judgment of Olympic and humanitarian values, especially considering that they are shapers of concepts, opinions and, above all, they are models for these students in the school environment. The results also revealed that we have a part of the teachers who are still concentrated on below-average judgments, suggesting that the training program for these educators must continue in order for values to be disseminated, and the importance of sport as a facilitator and contributor for the development of social-emotional skills of our children and youth at school.

Regarding the differences in responses considering the respondents' gender, women had higher scores and such statistically significant differences, except for the Friendship factor in which the difference was not significant - as a matter of fact, in this factor the men's averages were slightly higher than that of women, and this was the only case with a higher score for the male group. So the results indicate a greater propensity of women, whether in the group of teachers or students, for a more positive judgment regarding Olympic and humanitarian values.

Regarding the aspects of age, no differences were observed among the students; in the group of teachers the results indicated statistically

significant differences only in the Respect factor and the overall score, indicating that the scores got higher as the respondents' ages advanced. However, it should not be inferred that this result indicates that the more experienced teachers necessarily have a greater appreciation of the aspects investigated by the EEVO-70, since the total time they spend in the classroom and other factors that could have impacted their self-perception were not investigated.

However, in addition to the general factor, it is observed that the Respect factor was shown to be higher in the more advanced age groups, so it is believed that lifelong experiences may become key factors in the conception and formation of one's self-image, of one's own judgments, of understanding of respect for the opponent, the sports ethic and other aspects addressed by the items that make up this factor.

Regarding the educational variable, unlike the group of students in which only the Friendship factor presented a small statistically significant variation, in the group of teachers the level of education presented a very expressive impact on the results of the scale, so the higher the respondents' level of education, the higher the scores on factors and overall score.

Finally, the need for a greater variety of instruments oriented to measures of constructs in the sports sphere is emphasized, embracing themes such as motivation, sports values, personality, aggressiveness, leadership, perception of pain, psychological well-being, thoughts and feelings of athletes and various other aspects of sports practice and physical activity.

Increasingly, a person's success on a large scale is determined by his or her individual characteristics, through most varied researches on social-emotional characteristics and their impact on education, work, sport, in the economy, etc., and for this reason the State, in this research represented by the Education Department of the city of São Paulo, has sought to show interest in contributing to the improvement of the welfare of their students, striving to formulate policies which contribute to the enhancement of their talents. Aligned with this purpose, the scientific community, in particular psychologists and sports educators, strive to understand how individual characteristics determine success in different dimensions of well-being, and above all, how these characteristics are capable of influencing the development and performance in the sporting context.

Lastly, the universal values of Olympism, idealized by Pierre de Coubertin, among them friendship, respect and excellence, are a determining factor in the moral development of children and young people, and are considered essential for society (Coubertin, 1973). In that sense, Olympic Education is nothing more than the process that brings the philosophy of Olympism to daily practice, through the teaching of Olympic ideals, with the goal of achieving full human development.

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