Instructions for questionnaire administrators.

Values and motives in youth sport survey

Introduction.
1. The questionnaire is presented in a small pack which has five parts, not necessarily in the same order:
   a) An introduction and screening data information sheet.
   b) How I think about myself: designed to measure students’ perceptions of ability in sport.
   c) When I feel successful: designed to measure views about success in sport.
   d) How I play sport: designed to measure attitudes in sport.
   e) What is important to me in sport: designed to measure the importance of the sport relevant values.

2. Each questionnaire has an ID number on the Front Sheet which must be copied by the pupils onto the other sheets.
3. Since the questionnaire is being administered in a variety of schools and settings it is important that conditions and procedures are as consistent as possible. This can be achieved by careful application of the following guidelines.
4. We estimate that the whole process can be completed within about 20 minutes

Principles:
The purpose of these guidelines is to ensure as far as possible
   a) that all pupils complete the instruments without conferring;
   b) that they give their honest opinions without fear of teachers or others knowing them; and
   c) that the data are as accurate as possible.

Administration

Conditions
1. Please administer the questionnaire to the group of pupils in a quiet room to minimise interruption and distraction.
2. Arrange conditions as far as possible so that pupils can answer the questionnaire without conferring.

Process
1. Distribute the questionnaires in number order face down onto desks, or tables, so that there cannot be discussion about it.
2. When all pupils are present ask them to turn over and read the introduction.
3. Check their understanding of the instructions and show them all the pages, each of which has a different set of questions to be completed. In some groups the order of the pages may vary. Draw their attention to the different response formats on different pages. It is important that they complete all pages.
4. Ask them to copy their ID code into the boxes provided on all the pages in the pack.
5. Check that they all understand that it is confidential and that they should be truthful when answering the questions.
6. Explain the difference between recreational and school or club sport as explained in the accompanying glossary.
7. Tell them that when they have finished the questionnaires they will put their own paper into the large reply envelope at the end and you will seal it before they leave so that no-one in the school will see their answers.
8. Pupils should be instructed to begin completing the questionnaire.
9. When pupils have finished ask them to check that all pages are coded then to put the questionnaires into the large reply envelope and return it to the University immediately.
**Glossary**

The following definitions may help to answer the major queries which we anticipate from the pupils. Please use them in clarifying any problems which the athletes may have in answering the questions.

<table>
<thead>
<tr>
<th>Term</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAIN SPORT:</td>
<td>The sport which the child has devoted most time to during the preceding twelve months.</td>
</tr>
<tr>
<td>SCHOOL OR SPORT CLUB.</td>
<td>REPRESENTING the school or club in formal competition against individuals or teams from other schools or clubs</td>
</tr>
<tr>
<td>REGIONAL OR ABOVE</td>
<td>Participating as a representative of a regional team, on a national squad, or in international matches against the representative team of another country.</td>
</tr>
<tr>
<td>PSYCHE (How I play sport No7)</td>
<td>This word is understood by children when they know how to read (pronounce) it. It refers to various strategies which people use to gain a psychological advantage over their opponents, which are not covered by the rules.</td>
</tr>
<tr>
<td>WIND UP (How I play sport No10)</td>
<td>This phrase is understood by children when they know how to read (pronounce) it. It refers to using strategies to upset other players and thereby gain a psychological advantage over them.</td>
</tr>
</tbody>
</table>

**Comments sheet**

We would also appreciate it if you would complete the Comment sheet to enable us to record difficulties which may have arisen from (a) the structure of the instrument (b) administrative procedures, and (c) cases where there is reason to believe that data may be suspect due to distractions or discussion between pupils. The last point is important because statistical analysis may be less reliable due to the presence of 'contaminated data' if pupils talk to each other.

**Any questions**

If, on reading this, you have further queries do not hesitate to telephone this office on: 01273-643731.

Thank you very much for your time and co-operation.
**Comments:**
Please include this sheet with your return

School ID: ________

Comments: ____________________________________________________________

__________________________________________________________

__________________________________________________________

**Data collection conditions:**
Where was the instrument administered? (Tick as appropriate)

- In a classroom or room with desks/tables
- In gymnasium or other exercise area
- In a changing room
- Some other venue (please write in)

Were there any disturbances during the administration procedure which might have affected the pupils? Yes ___  No ___

If Yes please explain briefly: ____________________________________________________________

__________________________________________________________

__________________________________________________________

Are you satisfied that the responses do represent the sole opinion of each pupil? Yes ___  No ___

If No please explain briefly: ____________________________________________________________

__________________________________________________________

__________________________________________________________

This will help because we will be able to not include those data in our analyses.

Are you sending a list of names so that some pupils can repeat the questionnaires early next term? Yes ___  No ___

If Yes, are you satisfied that the pupils are assured of the confidentiality of their answers to the research team? Yes ___  No ___

If No please explain briefly: ____________________________________________________________

__________________________________________________________

__________________________________________________________

Signed: ____________________________________________________________

Position: ____________________________________________________________

We would like, once again, to thank you very much indeed for help and co-operation.
Values and motives in youth sport survey

Introduction

We would like to know what young sports-people think about things that go on in their sport. Please help us by ticking boxes or circling numbers on the following pages. Use only one answer for each question. Read each page carefully because the numbers mean different things on different pages! We do not need your name. We have given you a number so you can be completely honest. There are no right or wrong answers so please ask if you don’t understand.

ID number

Please put down today’s date. _____/____/____

BEFORE YOU BEGIN PLEASE ANSWER THE QUESTIONS BELOW

1. When were you born? ____/____/____
   (Day) (Month) (Year)

2. What gender are you? TICK ONE ONLY
   Female
   Male

3. How long have you been competing in this sport? TICK ONE ONLY
   Less than 1 year
   1 year
   2 years
   3 years
   4 years
   More than 4 years

4. Where do you mostly play this sport? TICK ONE ONLY
   School
   Sport Club
   Both

5. Within the last year what is the best team you have played for? TICK ONE ONLY
   School or Club¹
   District or County
   Regional or Above²

¹ School or club means playing FOR your school or sport club against another school or sport club, not playing WITHIN your school or sport club.
² Regional or above= e.g. South East, National Squad or for your Country in internationals.
In the next two questions please **CIRCLE any number between 1 and 7** to show the answer that describes you best.

6. How much have you improved in your main sport in the last year?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>A little</td>
<td>A lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. How good are you compared with others in your age group?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not nearly as good</td>
<td>The same</td>
<td>A lot better</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**How I think about myself in sport**

Here is a list of things that young people have said about themselves. Please **CIRCLE any number between 1 and 7** to show how much each idea describes you in your main sport.

This is what the numbers mean:

1 = **Strongly Disagree (SD)**  
4 = **Neutral/Uncertain (N)**  
7 = **Strongly agree (SA)**

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>N</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think I am pretty good at my sport</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. I am satisfied with my performance in my sport</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. After playing my sport for a while I feel pretty competent (capable)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. I am pretty skilled at my sport</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. I can’t play my sport very well</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
What is important to me in sport

Please **CIRCLE** one of the numbers beside each item to show how important it is to you in your **main sport**.

This is what the numbers mean:
- **-1** = This idea is **the opposite of what I believe**
- **0** = This idea is **not important** to me.
- **1** = This idea is **slightly important** to me.
- **2** = This idea is **quite important** to me.
- **3** = This idea is **important** to me.
- **4** = This idea is **very important** to me.
- **5** = This idea is **extremely important** to me.

<table>
<thead>
<tr>
<th>Example</th>
<th>the opp</th>
<th>not imptnt</th>
<th>slight imptnt</th>
<th>quite imptnt</th>
<th>impntnt</th>
<th>very impntnt</th>
<th>extra impntnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to me to do my homework straight after school</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When I do sport it is important to me that....</th>
<th>the opp</th>
<th>not imptnt</th>
<th>slight imptnt</th>
<th>quite imptnt</th>
<th>impntnt</th>
<th>very imptnt</th>
<th>extra imptnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I don’t let people down</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I get a buzz or feel really good when I am playing</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I do the best I can</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I go along with everybody else</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I show that I am better than others</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I try to be fair</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I win or beat other people</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I improve my performance</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I do what I am told</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I do sport to get fit</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I do the skills or techniques well</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I show good sportsmanship</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. I am a leader in the group</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I accept other people’s weaknesses</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I enjoy myself and have fun</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I become a better player</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. I make sure we all stick together</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. I look good</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. I always play properly</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. I do things with my mates</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. I use my skills well</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. It is an exciting contest</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. I win</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. I help people when they need it</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. I set my own targets</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. People recognise what I do</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

PLEASE CHECK THAT YOU ANSWERED ALL THE QUESTIONS AND THAT YOU GAVE ONLY ONE ANSWER FOR EACH QUESTION
How I play sport

Please CIRCLE one number for each item to show how well it describes how you play in your main sport. This is what the numbers mean:

1= Strongly Disagree (SD)  
2= Disagree (D)  
3= Neutral/Uncertain (N)  
4= Agree (A)  
5= Strongly Agree (SA)

<table>
<thead>
<tr>
<th>Example</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often play computer games</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please answer the following questions in relation to your MAIN SPORT:

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I go to every practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Sometimes I waste time to unsettle the opposition</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I would cheat if I thought it would help me win</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I congratulate the opposition after I’ve lost</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. If other people are cheating, I think I can too</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I always try my hardest</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. It is not against the rules to ‘psyche’ people out so it is OK to do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I shake hands with the opposition’s coach</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I cheat if I can get away with it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I sometimes try to “wind up” the opposition</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I am always thinking about how to improve</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I congratulate the opposition for a good play or performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Sometimes I have to cheat</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I think I can unsettle my opponents as long as I don’t break the rules</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I make an effort even if I am certain of losing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. It’s OK to cheat if nobody knows</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. I shake hands with the opposition—win or lose</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. If I don’t want another person to do well, then I put them off a bit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Sometimes I cheat to gain an advantage</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. It’s a good idea to upset your opponents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. I don’t give up after mistakes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. I congratulate the opposition after I’ve won</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. I try to get officials to rule in my favour even when they shouldn’t</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
When I feel successful

Please **CIRCLE** one number besides each item to show when you feel successful in your **main sport**. This is what the numbers mean:

1= Strongly Disagree (SD) 
2= Disagree (D) 
3= Neutral/Don’t know (N) 
4= Agree (A) 
5= Strongly Agree (SA)

**IN MY SPORT, I FEEL MOST SUCCESSFUL WHEN:**

<table>
<thead>
<tr>
<th>Item</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I beat other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I am clearly better</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I am the best</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I try hard</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I really improve</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I do better than others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I reach a target I set for myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I overcome difficulties</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I succeed at something I could not do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I do something that others cannot do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I show other people that I am the best</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I perform to the best of my ability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. I do things more easily than others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I learn something new to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Data file: Lee.SAV (126 KB)
(SPSS version 7.5, 892 cases, 94 variables)

1. MAINSPOR: sport of participants.
   0= athletics
   1= badminton
   2= basketball
   3= cricket
   4= football
   5= gymnastics
   6= hockey
   7= netball
   8= rugby
   9= squash
   10= swimming
   11= tennis
   12= judo

2. SPORTYPE: sport type.
   1= individual sport
   2= team sport
   9= missing values

3. CLUBSCHO: club/school code. (names of clubs and schools available through contact).
   011 to 131= clubs
   x20 to x25= schools

4. SOURCE: source of data
   1= club
   2= school

5. ORDER: Order in which the three final instruments were placed in the questionnaire pack.
   1= Values page3, attitudes page 4, goal orientation page 5.
   2= Goal orientation page 3, attitudes page 4, values page 5.
   3= Attitudes page 3, goal orientation page 4, values page 5.

6. SUBJECT: subject code

7. DATE: date of completion of the questionnaire

8. DOB: date of birth

9. AGE: date of completion minus date of birth in years

10. AGEDAY: age categorisation
    12 = greater or equal to 12 and below 13
    13 = greater or equal to 13 and below 14
    14 = greater or equal to 14 and below 15
15 = greater or equal to 15 and below 16

11. GENDER:
   0= female
   1= male

12. YEARS: years of competing
   0= less than one
   1= one year
   2= two years
   3= three years
   4= four years
   5= more than four years
   9= missing values

13. TEAM: sport participation place/team
   1= school
   2= club
   3= both
   9= missing values

14. LEVEL: participation level
   1= school/club
   2= district/county
   3= regional or above
   9= missing values

15. SELFIMP: self-referenced perceived ability item. (1 to 7).
   1= not at all
   4= a little
   7= a lot
   9= missing values

16. GOOD: comparative perceived ability item (1 to 7).
   1= not nearly as good
   4= the same
   7= a lot better
   9= missing values

17 – 21. SPQ1 to SPQ5: perceived ability items (1 to 7; SPQ5 needs reverse coding)
   1= strongly disagree
   4= neutral/uncertain
   7= strongly agree
   9= missing values

22 – 47. V1 TO V26: values items (-1 to 5)
   -1= the opposite of what I believe
   0= not important
1 = slightly important
2 = quite important
3 = important
4 = very important
5 = extremely important
9 = missing values

48 – 70. SAQ1 to SAQ23: attitudes items (1 to 5)
   1 = strongly disagree
   2 = disagree
   3 = neutral/uncertain
   4 = agree
   5 = strongly agree
   9 = missing values

71 – 84. POSQ1 to POSQ14: goal orientation items (1 to 5)
   1 = strongly disagree
   2 = disagree
   3 = neutral/uncertain
   4 = agree
   5 = strongly agree
   9 = missing values

**composite variables** (to indicate which variables formed each initial subscale)

85. PERABIL: perceived ability total (selfimp + good + spq1 + spq2 + spq3 + spq4 + spq5)

86. COMMIT: commitment total (saq1 + saq6 + saq11 + saq15 + saq21)

87. CONVENT: convention total (saq4 + saq8 + saq12 + saq17 + saq22)

88. CHEAT: cheating total (saq3 + saq5 + saq9 + saq13 + saq16 + saq19)

89. GAMES: gamesmanship total (saq2 + saq7 + saq10 + saq14 + saq18 + saq20 + saq23)

90. TASK: task orientation total (posq4 + posq5 + posq7 + posq8 + posq9 + posq12 + posq14)

91. EGO: ego orientation total (posq1 + posq2 + posq3 + posq6 + posq10 + posq11 + posq13)

92. MORAL: moral values total (svq6 + svq9 + svq12 + svq14 + svq19 + svq24)

93. COMPETEN: competence values total (svq3 + svq8 + svq11 + svq16 + svq21 + svq25)

94. STATUS: status values total (svq5 + svq7 + svq13 + svq18 + svq23 + svq26)
REFERENCES


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REFERENCES


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