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Teaching Awareness of Ethical Governance in Sport (TAGS)

Needs Analysis Survey

Final Report - January 2019



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TAGS consortium partners:

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Palacký University Olomouc	(UP)	Czech Republic
University of Thessaly	(UTH)	Greece
Transylvania University of Brasov	(UB)	Romania
Sports Resolutions	(SR)	UK

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Executive Summary

This report presents data from a Needs Analysis survey conducted as part of the TAGS project. More information about the project can be found below and on the project website: www.tagsproject.eu

The negative public image of sport comprises of corruption, doping, issues of gender equality, violence and aggression, amongst many others. One way of improving the ethical literacy and moral motivation of those in sport is to ensure that there are appropriate educational programmes which help to stakeholders and volunteers in sport to assist in the development of better ethical governance.

As a result, a consortium of European partners was established for the Teaching Awareness of Ethical Governance in Sport (TAGS) project to create a standalone educational module in ethical sport governance, supported by the European Union Erasmus+ programme. These teaching and learning materials provide a course curriculum on undergraduate pathways in sport in order to enhance the skills and employability of students on issues related to fairness, equity, transparency and democratic management through good governance in sport.

Partners include the University of Gloucestershire (UK), Palacký University Olomouc (Czech Republic), University of Thessaly Greece), Transylvania University of Brasov (Romania), and Sports Resolutions (UK). The combination of partners reflects a range of social, geographic and cultural contexts from Northern (UK), Mid (Czech Republic), Eastern (Romania) and Southern (Greece) Europe. This spread of partners will ensure that the outputs will reflect the varied contexts within which both higher education and sport governance operates in Europe.

To support of the project aim, the following objectives were established:

1. To liaise with key stakeholders to identify a competency framework for ethical governance within the sports sector;
2. To identify, thematically order and annotate key cases from disputes in sports governance;
3. To develop a high quality teaching resource that focuses on developing awareness of ethical governance in sport;
4. To engage in dissemination and exploitation activities that promote the practical utility of the teaching resource
5. To produce publicly available outputs resulting from objectives 1-3.

This report is the result of objective 1 which identifies the needs of those working both in higher education institutions (HEIs) and in national governing bodies (NGBs) in relation to ethical governance in sport.

The aim of this report is to identify what is currently taught in relation to ethical governance in sport at HEIs and what skills and attributes NGBs require in relation to the knowledge, understanding and awareness of issues of ethical governance in graduates.

Two similar Needs Analysis Survey were carried out: one version was prepared for those working in HEIs and one for individuals working for NGBs. Both surveys were designed via collaboration across all partners and were translated into the partner languages for dissemination.

Summary findings:

1. There were 310 responses to the HEI survey and 386 responses to the NGB survey making a total of 696 respondents to the surveys.
2. More than 81% HEI survey respondents stated they had responsibility for the development of course content.
3. However, a third of HEI respondents (33.5%) stated their course(s) did not, or they did not know whether their course(s), included issues related to ethics, integrity and good governance of sport. This suggests that more work is required in highlighting the importance of teaching good governance in sport to sports students.
4. Greek respondents to both surveys viewed the teaching of ethics, integrity and good governance of sport to be more important than respondents from the UK and Czech Republic.
5. The most important ethical topics valid for all countries based on the survey results are: **Health and Wellbeing, Doping, Coach-Athlete relationships** and **Equality**. These topics should be prioritized in the development of teaching and learning materials or professional development.
6. The least important topics for all countries based on the results are: **Sexual Objectification of Athletes, the Impact of Technology on Sport** and **Financial Corruption**.
7. NGB respondents selected the following topics as most important: **Fair Selection of Athletes for Competition, Coach-Athlete Relationships and Concussion**.
8. HEIs respondents selected the following topics as most important: **Competition, Sexual Objectification of Athletes, Health and Wellbeing, Concussion, and Coach-Athlete Relationships**.
9. From both sets of data (HEI and NGB) there are many differences among countries – some ethical sport dilemmas are more important for some countries and not so much for others. **More detail as to these differences is provided in the report**. Cultural differences in the importance of topics for consideration should be noted in the development of teaching and learning materials.
10. There are few significant differences in the attitudes between males and females. Whilst males from NGBs suggest: **Betting, Violence and Aggression and Health and Wellbeing** are most important, females from NGBs place greater importance on **Equality**, and **Commercialization**. **Equality** is also more important for females in HEIs. It is therefore important that this is recognized by those teaching students or developing professionals in the area of sports governance.

1. INTRODUCTION

TAGS is an ERASMUS+ funded project comprising of five partners in four European countries working to develop a teaching resource for University students to develop their awareness of ethical governance in sport. The project was a response to EU motion 2016/2143(INI) adopted on the 2 February 2017 that advocated an integrated approach to Sport Policy: good governance, accessibility and integrity. The motion noted that ‘recent corruption scandals in sport, and within sports organisations at European and international levels, have tarnished the image of sport, raising voices and questions about the need for genuine and structural reforms of sport governing bodies’ and encouraged ‘education and awareness-raising campaigns and information programmes serving to provide... relevant stakeholders at all levels with advice on [sport governance] and other integrity related matters..’ (18). It called upon Member States to promote the education, skills development and training of volunteers in sport in order to assist in the development of better ethical governance in sport.

The project aims to improve the quality of graduates within sports programmes who will be provided with a uniquely tailored higher education module on the issues of ethical sports governance from a variety of interdisciplinary perspectives, in order to enable them to develop good governance structures, policies and procedures in future careers.

The partnership comprises of the University of Gloucestershire (UK), Palacký University Olomouc (Czech Republic), University of Thessaly (Greece), and Transylvania University of Brasov (Romania). The combination of partners reflects a range of social, geographic and cultural contexts from Northern (UK), Mid (Czech Republic), Eastern (Romania) and Southern (Greece) Europe. This spread of partners will ensure that the outputs will reflect the varied contexts within which both higher education and sport governance operates in Europe. The project runs from October 2017 to January 2020.

This Needs Analysis Report is the first output of the project and provides the underpinning framework on which the teaching materials will be developed. It details the needs and requirements of those working in sports governance, particularly NGBs, as well as the current provision and needs of HEIs delivering sports related courses. The aim of the Needs Analysis Survey that forms the basis of the report was to liaise with key stakeholders to identify a competency framework for ethical governance within the sports sector.

Key stakeholders in the form of sports governing bodies, particularly at a national level (NGBs), and higher education institutions (HEIs) were targeted in order to identify their needs as graduate employer and teacher and highlight the key ethical skills, competencies and awareness the require from future employees and academics in relation to further developing good governance of sport. All partners have exceptionally good links to both NGBs and HEIs at national levels.

2 METHODS

2.1 Survey design and administration

Two versions of the Needs Analysis Survey were developed in agreement with all partners to ensure that relevant appropriately phrased questions were devised, and that the language could be translated across all partner countries. One version was prepared for HEIs and the second for NGBs stakeholders. Several rounds of both inner evaluation (by members of the project) and external pilot testing were carried out. Final versions of the both questionnaires were created using either Google Forms or Online Surveys (depending on the partner and in each of the partner languages).

Both versions of the questionnaires included some questions dealing with demographics (sex, age), some questions dealing with organizational context (specialization of your teaching subjects, or position in organization), and some questions dealing with issues of ethics, integrity and good governance (16 specified ethical dilemmas). These latter questions utilized a Likert-type rating on a 1 (= not important) to 7 (= fundamentally important) scale to record the respondent's views and strength of opinion.

The survey was administered between December, 2017 and January, 2018 by all partner institutions and were promoted via a number of direct and indirect means (such as, direct communication, group emails, social media and networks).

2.2 Topic Selection

The substantive questions related to the topics of ethics, integrity and good governance within the surveys were drawn following discussion with the project team, all of whom have expertise in research and teaching in this area or whom are legal experts in sports arbitration. The following topics were selected to cover the range of issues that are found within sports governance:

- ***Health and well-being***
- ***Doping***
- ***Equality of men and women***
- ***Violence and aggression***
- ***Discrimination***
- ***Coach-athlete relationships***
- ***Impact of technology on sport***
- ***Cheating (in game)***
- ***Brain injury / concussion***
- ***Post-career support***
- ***Sexual harassment***
- ***Fair selection of athletes***
- ***Commercialization***
- ***Financial corruption***
- ***Match fixing (Betting)***
- ***Sexual objectification of athletes***

2.3 Sample and recruitment

Participants were selected through direct links and networks within the partner organizations themselves. There were no restrictions on the number of stakeholders that were involved in the needs analysis. HEI and NGB respondents were asked to participate in one of two surveys. 310 responses for the HEI survey were received: 155 from Greece, 38 from Romania, 95 from UK, and 22 from Czech Republic. The majority of respondents were male (males= 207; 67%, females =103; 33%). 386 responses for the NGB survey were received: 113 from Greece, 74 from Romania, 98 from UK, and 101 from Czech Republic. The majority of respondents were males (males= 231; 60%, females =155; 40%). For more detailed information see the table 5 and 6 in Appendix.

2.3.1 HEI participants

Most HEI respondents were teachers (85,5%) and with responsibility for course development (81,3%). Institutions were variously divided according to number of students. The majority our respondents stated that issues related to ethics, integrity and good governance of sport were delivered as part of their sports related courses (66,5%). However, a third of respondents (33,4%) stated that content related to ethics, integrity and good governance in sport was either not part of their sports related courses or they did not know whether it was part of their courses. A full list of data can be found in Table 6 in the Appendices.

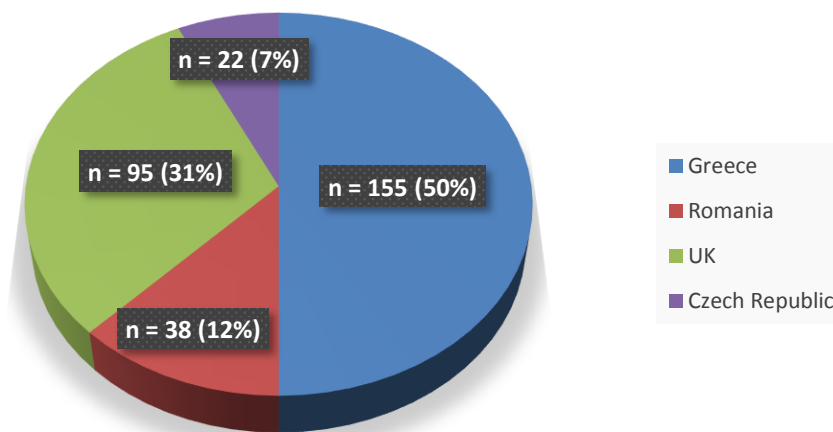


Fig. 1. The breakdown of HEI respondents to the survey by country.

2.3.2 NGB participants

Unfortunately, the data obtained from NGB respondents is incomplete and therefore only gives a partial picture of the organizations and sports that responded. For example, information about the financial turnover of the organization was only provided by a third of respondents (32%), whilst information about the numbers of athletes, coaches and administrators was also partial. It is assumed that many of the respondents did not know this information or were not willing to give it. As such, it has not been possible to provide any analysis on the relationship between these factors and the responses given to the substantive questions in relation to the

importance of issues of ethics, integrity and good governance. A full list of data can be found in Table 5 in the Appendices.

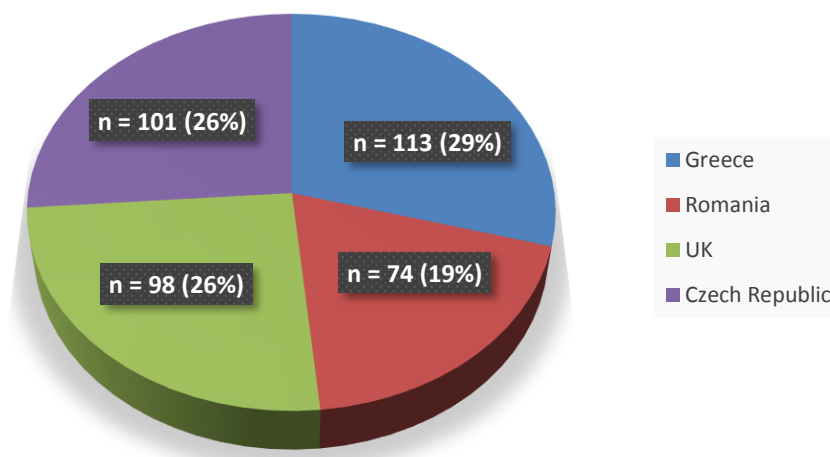


Fig. 1. The breakdown of NGB respondents to the survey by country.

2.4 Data analysis

The surveys were designed to gauge the needs and opinions of those working in HEIs and NGBs in relation to ethical issues in sports governance. As respondents were self-selecting, therefore it should not necessarily be considered a representative sample of all HEIs and NGBs in the partner countries. Data from all partners (four countries) were analysed for similarities and differences, including descriptive and comparative statistical analyses. The following statistical tests were carried out in data analysis: MANOVA, ANOVA, Games-Howell tests, T-Test with the Levene's test for both HEIs and NGBs. Tests were carried out to identify differences between countries, between the HEIs and NGBs, and between sexes. SPSS 22.0 statistical software was used for data analysis. Significant results are listed in the next section whereas full results and statistical significance is provided in the **Appendices**.

3 Results

3.1 Topic Importance

3.1.1 Descriptive Statistics

Table 2 and Table 2 indicate the most and least important topics according to each country. Average importance for all the countries was calculated. The value relates to the Likert scale within the survey with 7 being 'most important' and 1 being 'least important'.

Table 1

The three most and least important topics for HEIs by country.

Country	Most		Least	
	Topic	Value	Topic	Value
Greece	Health and well-being	6,41	Sexual objectification	4,42
	Violence and aggression	6,13	Match fixing	5,18
	Doping	5,92	Financial corruption	5,43
	Impact of technology on sport	5,92		
Romania	Health and well-being	5,97	Sexual objectification	4,32
	Coach-athlete relationship	5,89	Sexual harassment	4,53
	Fair selection of athletes	5,68	Match fixing	4,89
UK	Equality	6,21	Sexual objectification	4,59
	Discrimination	6,12	Financial corruption	4,66
	Health and well-being	6,12	Match fixing	4,74
Czech Republic	Health and well-being	5,64	Match fixing	3,95
	Coach-athlete relationship	5,64	Sexual objectification	4
	Cheating (in game)	5,64	Support after career	4
Total	Health and well-being	6,21	Sexual objectification	4,43
	Doping	5,79	Match fixing	4,92
	Equality	5,78	Financial corruption	5,11

Table 2

The three most and least important topics for NGBs by country.

Country	Most		Least	
	Topic	Value	Topic	Value
Greece	Health and well-being	6,45	Sexual objectification	5,38
	Doping	6,35	Commercialization	5,79
	Violence and aggression	6,34	Impact of technology on sport	5,96
Romania	Coach-athlete relationship	6,34	Sexual objectification	4,78
	Health and well-being	6,3	Sexual harassment	5,09
	Fair selection of athletes	6,23	Commercialization	5,24
			Discrimination	5,09
UK	Coach-athlete relationship	6,28	Match fixing	4,56
	Doping	6,2	Violence and aggression	4,58
	Equality (of men and women)	6,2	Financial corruption	4,76
Czech Republic	Health and well-being	6,41	Sexual objectification	4,12
	Coach-athlete relationship	6,15	Match fixing	4,93
	Cheating	6,11	Impact of technology on sport	4,96
Total	Coach-athlete relationship	6,2	Sexual objectification	4,78
	Health and well-being	6,16	Match fixing	5,23
	Fair selection of athletes	6,04	Impact of technology on sport	5,41

3.1.2 Overall differences

Tables 1 and 2 highlight the key topics for each country and also the whole project. Whilst health and wellbeing, doping, coach-athlete relationships, equality, and fair selection of athletes are considered most important for both HEI respondents and NGB respondents, sexual objectification, the impact of technology on sport, match fixing and financial corruption are considered least important. However, it is worth noting that the value for all topics was higher than 3 which would be considered 'neither important nor unimportant'. No topics had an overall value of less than 4 which suggests that all topics are worthy of consideration in teaching issues related to ethics, integrity and good governance in sport. Generally the Greek respondents gave the highest value in relation to the importance of the topics whilst the Czech respondents gave the lowest values. This might suggest some cultural differences in attitudes towards ethics, integrity and good governance in sport.

3.2 Differences by gender

For gender differences, independent samples T-Tests were used. There were some small differences in some of the responses between males and females among NGB participants. The most important topics for male respondents were: betting, violence and aggression, and health and well-being. The most important topics for female respondents were: equality and, commercialization.

It may not be surprising that female respondents place greater importance on the issue of equality than male respondents due to the greater likelihood that they would have experienced sex discrimination or be more aware of the issues of sex discrimination in relation to equality. Similarly, perhaps it is not surprising that male respondents place greater importance on the topic of violence and aggression as they are more likely to have experienced this as part of their lives. This difference, and the reasons behind it, would be a fruitful topic for further investigation.

3.3 Differences between countries

There were significant differences in the importance of most of the topics between countries which is shown in Table 3. The effect size coefficient identifies the size of difference between countries and is provided using the Cohen D coefficient of analysis. The different colors demonstrate the difference size. **Green** shows a small difference (0.2 – 0.5), **orange** shows a medium difference (0.5 – 0.8) and **red** shows a large (more than 0.8) difference between countries. Only results with significant differences are listed. Most notable and largest differences can be seen in the importance of post-career support for athletes, where the Czech respondents do not see it as an important issue compared to other countries. Similarly, the Greek respondents rated discrimination in relation to protected characteristics such as race, sex or disability as much more important than the other countries. These differences may indicate cultural differences in the importance of topics. Tables 7 and 8 in the appendices show the topics which did not highlight any significant difference between country. These were: fair selection of athletes, coach-athlete relationship and brain injury / concussion (both HEI and NGB), and sexual objectification of athletes (HEI only). Graphs 1 (NGB) and 2 (HEI) display the data visually. Only significant differences among individual countries are listed. The red line shows middle value of the questionnaire.

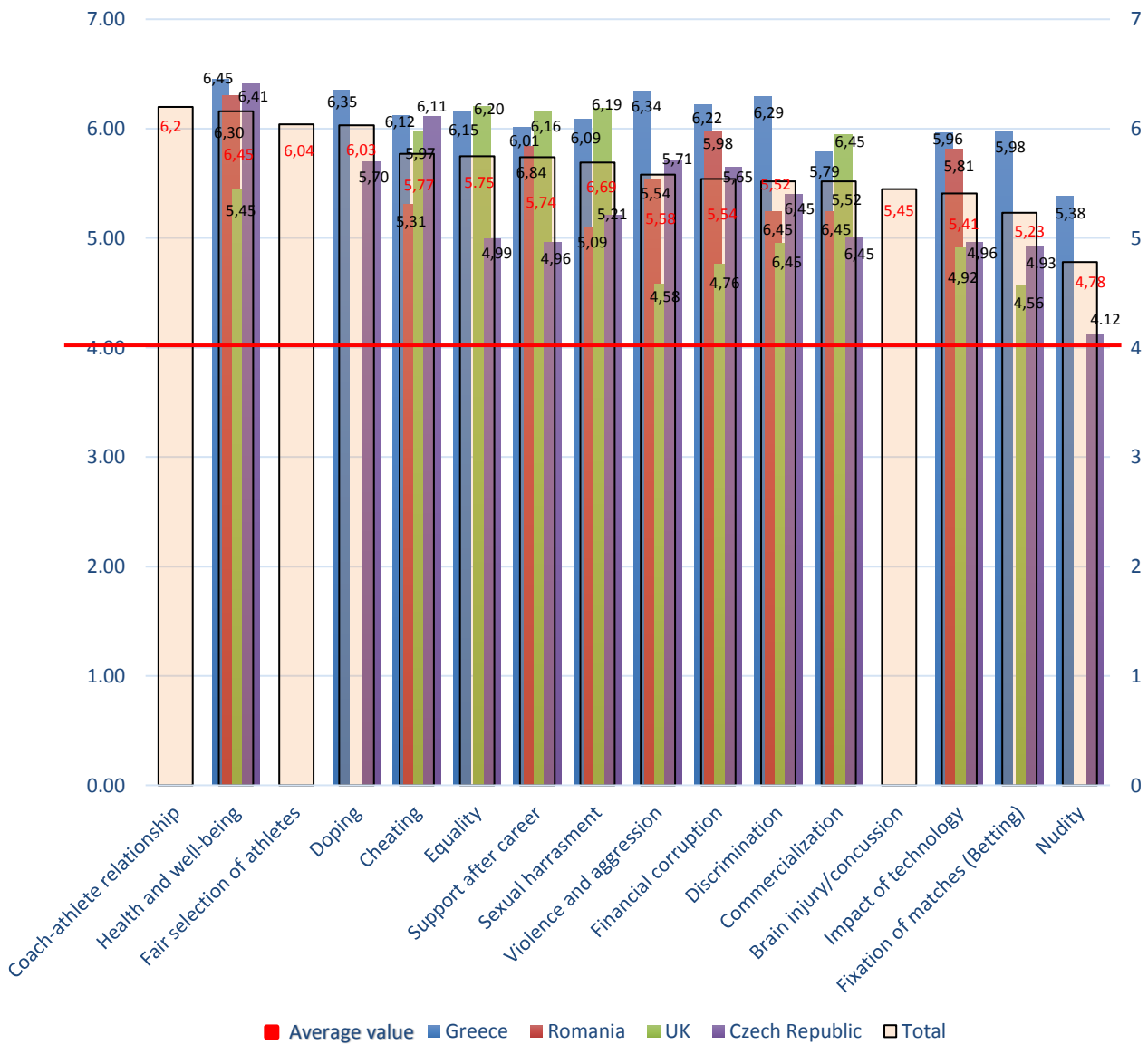


Fig. 3. Importance of topics by NGB respondents according to country

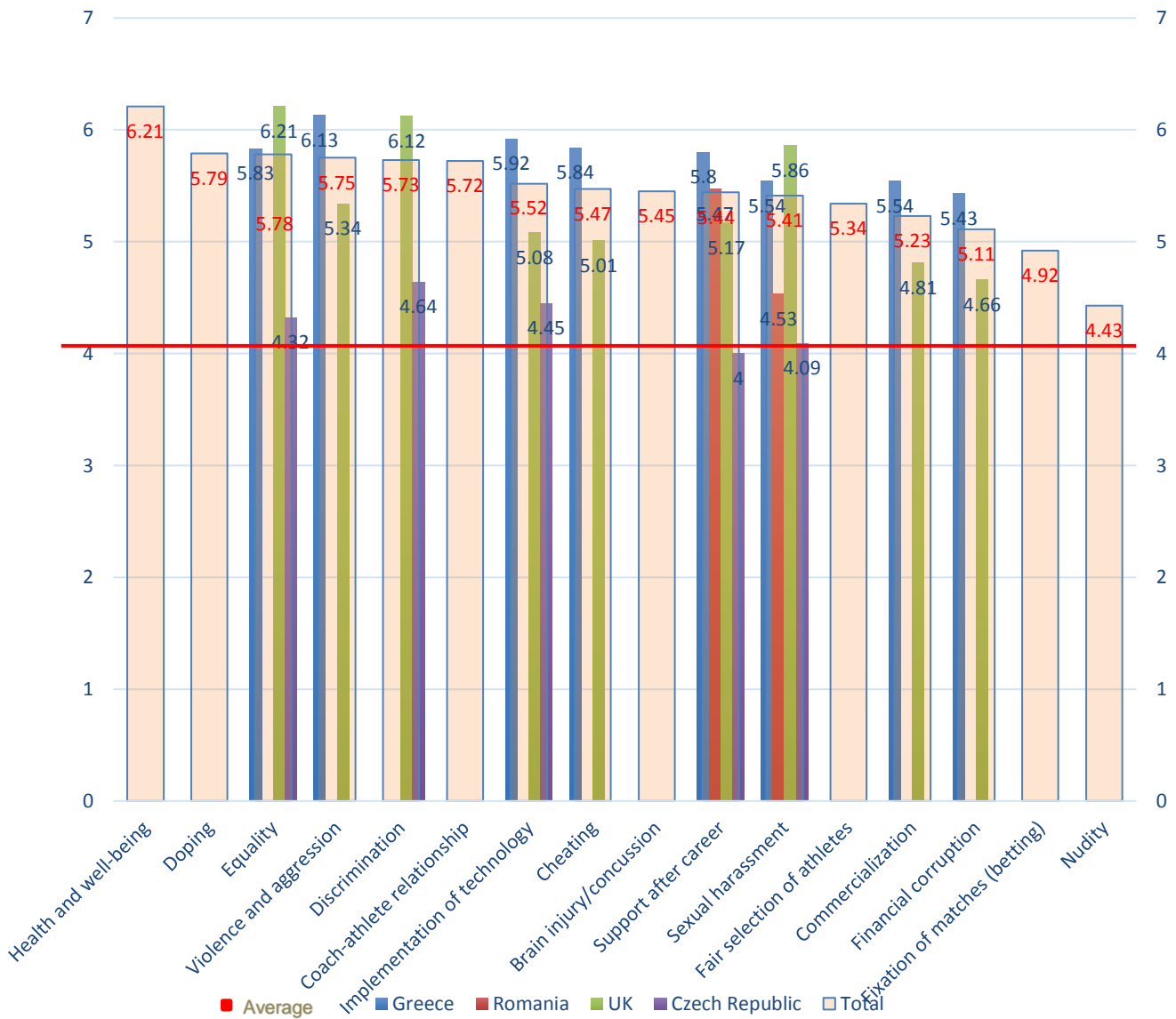


Fig. 4. Importance of topics by HEI respondents according to country

Table 3: Differences in importance of topics by the NGB participants

Topic	Difference
Doping to enhance performance	For the Czech Republic, it is less important to address the issue of doping than for Greece (M=0.651, d=0.38).
Betting	There is a difference here mainly between Greece, the Czech Republic and the United Kingdom, where the Czech Republic (M=1.052, d=0.62). and the UK (M=0.1.421, d=0.78).do not consider this question to be as important as Greece.
Financial corruption	Greece considers this question to be more important than Romania (M=0.843, d=0.47) and UK (M=1.466, d=0.85). Czech Republic consider this question to be ethically more significant than UK (M=0.898, d=0.46).
Sexual harassment	Greeks consider this topic to be more important than Romanians (M=0.994, d=0.53) and Czechs (M=0.881, d=0.49). UK considers this topic to be more important than Romanians (M=1.099, d=0.58) and Czech Republic (M=0.986, d=0.55).
On field' cheating / gamesmanship	Greek consider this topic to be more important than Romanians (M=0.804, d=0.46) and UK (M=0.748 d=0.45). Czech consider this topic to be more important than Romanians (M=0.798, d=0.45) and UK (M=0.742, d=0.44).
Equality of men and women in sport	The Czech Republic does not consider this question as important as the Greek (M=1.16, d=0.71) and UK (M=1.214, d=0.71).
Technological advances in sport	Greeks consider the question to be more important than the Czech Republic (M=1.004, d=0.67) and UK (M=1.046, d=0.72). Romanian consider the question to be more important than Czechs (M=0.85, d=0.49), and UK (M=0.892, d=0.53).
Support of post career transition	Czech Republic consider this question to be less important than all other nations - Romanians (M=0.877, d=0.52), UK (M=1.203, d=0.81), and Greece (M=1.048, d=0.80).
Violence and aggression in sport	For Greece, the issue of aggression is important compared to all other countries – Romania (M=0.796, d=0.52), UK (M=1.755, d=1.08) and Czech republic (M=0.623, d=0.44). For UK it is least important – compare to Romania (M=0.959, d=0.49) and Czech republic (M=1.131, d=0.63).
Sexual objectification of athletes	The Czech Republic is less concerned with sexual objectification than Greece. (M=1.262, d=0.71)
Health and well-being	UK is more concerned with the topic than other countries – Czech Republic (M=0.957 d=0.67), Romania (M=0.848, d=0.52) and Greece (M=1.002, d=0.66).
Commercialisation of sport	This question is more important in Greece than in Czech Republic (M=0.788, d=0.57). UK Is more concerned about it than Czechs (M=0.949, d=0.68) and Romanians (M=0.706, d=0.43).
Discrimination in relation to protected characteristics (e.g. race, sex, disability)	Greeks are more concerned about the topic than all other nations Czechs (M=0.896, d=0.62), Romanians(M=1.049, d=0.62) and UK (M=1.343, d=0.95) .

Table 4: Differences in importance of topics by the NGB participants

Topic	Difference
Financial corruption	UK does not consider this question to be as ethically important as Greece (M=0.766, d=0.44) considers.
Sexual harassment	The topic is less important for the Czech Republic than Greece (M=1.454, d=0.82) and UK (M=1.772, d=1.06). Same, it is also less important for Romanian than for Greece (M=1.019, d=0.70) and UK (M=1.337, d=0.74).
On field' cheating / gamesmanship	Greece considers this as more important issue than UK (M=0.829, d=0.51).

Equality of men and women in sport	The Czech Republic does not consider this question as important as the Greece (M=1.515, d=0.97) and UK(M=1.892, d=0.25).
Impact of technology in sport	Greeks consider this question more important than the Czech Republic (M=1.469, d=1.02) / UK (M=0.839, d=0.58).
Support of post career transition	Czech Republic consider the issue to be less important than Romanian (M=1.474, d=0.77) and Greeks (M=1.801, d=1.18). Greeks consider this question to be more important than UK (M=0.633, d=0.41).
Violence and aggression in sport	For Greece, the issue of aggression is more important than for the the UK (M=0.798, d=0.58).
Commercialisation of sport	There is a difference between Greece and UK. When does the UK question of commercialization regard solutions as less important than Greeks (M=0.728, d=0.48).
Discrimination in relation to protected characteristics (e.g. race, sex, disability)	The UK considers this question to be more important than Czech Republic (M=1.479, d=0.92).

4 Conclusions

This report assesses the differences between four European countries (Greece, Czech Republic, UK, Romania) in relation to the importance of students learning about particular topics in sport ethics. It also evaluated the difference in beliefs about the importance of topics in sports ethics between those working in HEIs and those working in NGBs and between males and females. Altogether 698 participated in the survey (310 participants from higher education institutions (HEI) and 386 participants from sports National Government Bodies (NGBs)).

The results suggest the most important ethical topics to be covered in student learning materials for all countries are: Athlete health and wellbeing, Doping, Coach-athlete Relationship and Equality. These topics should be considered as topics worthy of further topics for professional development by the key stakeholders in every country.

There are some significant differences between the results for each country. Learning materials and policy should, therefore, be adjusted to the different sociocultural context of every country. On the other hand, some topics do not demonstrate any significant difference between countries. It can be presumed that the importance of these topics are viewed similarly across the regions.

There are a few significant differences in the attitudes between males and females. Whilst males from NGBs suggest: Betting, Violence and Aggression and Health and well-being are most important, females from NGBs place greater importance on Equality, and Commercialization. Equality is also more important for females in HEIs and therefore it is important that this is recognized by those teaching students or developing professionals in the area of sports governance.

This data from this report assisted in creating a teaching and learning resource for teaching good governance in sport to undergraduate students on sports courses, which forms another output from this project. More information on this resource and access to the materials can be found here: www.tagsproject.eu

5 Appendices

Table 5
Descriptives of NGB participants

Characteristics	Greece	Romania	UK	Czech Republic	Total
Gender					
Female	35	24	67	29	155
Male	78	50	31	72	231
Age					
20-30	4	41	36	18	99
31-40	15	5	24	20	64
41-50	38	23	13	38	112
51-60	38	2	14	25	79
60+	18	3	11	0	32
Profit of organization					
0-100	4	15	1	0	20
101-1 000	8	5	0	0	13
1 001-10 000	4	8	0	1	13
10 001-100 000	6	10	0	7	23
100 001-1 000 000	3	2	0	14	19
Over million	3	4	8	24	39
Total	28	44	9	46	127
Position					
Coach	46	24	35	85	190
Athlete	6	27	30	3	66
Senior level (manager or admin)	22	17	18	8	65
Volunteer	3	3	5	1	12
Administrator	36	0	0	4	40
Professor	0	2	0	0	2
Other	0	1	10	0	11
Total by country	113	74	98	101	386

Table 6

Descriptives of HEI participants

Characteristic		Greece	Romania	UK	Czech Republic	Total
Gender						
	Female	43	20	32	8	103
	Male	112	18	63	14	207
Age						
	20-30	0	24	8	1	33
	31-40	3	3	37	4	47
	41-50	52	8	28	8	96
	51-60	72	1	16	9	98
	60+	28	2	5	0	35
	No answer			1		1
N of students						
	Less than 5 000	0	17	0	2	19
	5 001-10 000	38	11	42	5	96
	10 001-20 000	35	2	41	7	85
	More than 20 000	84	8	12	8	109
	No answer	2	0	0	0	2
Ethics, Integrity and Good governance as part of course						
	Yes	116	12	68	11	207
	No	40	5	18	9	72
	Don't know	0	18	9	0	27
	No answer	0	3	0	2	5
Total by country		155	38	95	22	311

Table 7

Robust Tests of Equality of Means for NGB

Topic	Brown-Forsythe test			
	Statistic ^a	df1	df2	p
Doping	3,73	3	329,45	0,01
Betting	10,98	3	321,51	< 0,00
Financial corruption	10,69	3	318,49	< 0,00
Sexual harassment	8,61	3	287,72	< 0,00
Cheating	6,03	3	296,15	< 0,00
Equality	11,29	3	316,53	< 0,00
Fair selection of athletes	0,67	3	369,72	0,57
Impact of technology on sport	11,70	3	329,00	< 0,00
Support after career	13,94	3	329,70	< 0,00
Violence and aggression	18,48	3	312,53	< 0,00
Sexual objectification of athletes	7,27	3	311,93	< 0,00
Coach-athlete relationship	0,62	3	350,02	0,60
Health and well-being	11,65	3	296,00	< 0,00
Brain injury/concussion	1,68	3	307,24	0,17
Commercialization	8,27	3	304,68	< 0,00
Discrimination	11,75	3	260,99	< 0,00

Note. Statistic = symptomatically F distributed; df = degrees of freedom; p = significance

Red in tables show the topics, where no differences among the countries were found. For the topics, where differences were found, further statistics procedures occurred.

Table 8

Robust Tests of Equality of Means for HEI

Topic	Brown-Forsythe test			
	<i>Statistic^a</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Doping	1,61	3	96,00	0,19
Betting	2,65	3	106,64	0,05
Financial corruption	2,71	3	99,63	0,05
Sexual harassment	7,13	3	91,57	< 0.00
Cheating	4,68	3	110,77	< 0.00
Equality	8,05	3	96,78	< 0.00
Fair selection of athletes	2,18	3	91,77	0,10
Impact of technology on sport	6,48	3	72,20	< 0.00
Support after career	7,30	3	90,16	< 0.00
Violence and aggression	4,69	3	92,02	< 0.00
Sexual objectification of athletes	0,53	3	111,61	0,66
Coach-athlete relationship	0,31	3	96,83	0,82
Health and well-being	2,22	3	83,38	0,09
Brain injury/concussion	2,05	3	90,38	0,11
Commercialization	3,22	3	97,82	0,03
Discrimination	4,50	3	85,72	0,01

Note. Statistic = symptomically F distributed; df = degrees of freedom; p = significance

Red in tables show the topics, where no differences among the countries were found. For the topics, where differences were found, further statistics procedures occurred.

Table 9

Results of NGB of Males and Females in Independent Samples T-Test

Topic	Mean		statistic	df	p	d	95% Confidence Interval	
	Male	Female					Lower	Upper
Doping	6.08	5.94						
Student's t			-0.797	384.000	0.426	-0.083	-0.486	0.206
Welch's t			-0.791	321.153	0.430	-0.083	-0.489	0.209
Betting	5.39	4.98						
Student's t			-2.070	384.000	0.039	-0.215	-0.806	-0.021
Welch's t			-2.058	323.987	0.040	-0.215	-0.808	-0.018
Financial corruption	5.69	5.32						
Student's t			-1.861	384.000	0.064	-0.193	-0.765	0.021
Welch's t			-1.849	323.162	0.065	-0.193	-0.768	0.024
Sexual harassment	5.6	5.83						
Student's t			1.172	384.000	0.242	0.122	-0.156	0.617
Welch's t			1.187	344.872	0.236	0.122	-0.151	0.612
Cheating	5.82	5.7						
Student's t			-0.666	384.000	0.506	-0.069	-0.480	0.237
Welch's t			-0.660	319.188	0.510	-0.069	-0.483	0.241
Equality	5.55	6.05						
Student's t			2.757	384.000	0.006	0.286	0.142	0.849
Welch's t			2.849	363.880	0.005	0.286	0.153	0.837
Choice of athletes	5.94	6.17						
Student's t			1.535	384.000	0.126	0.159	-0.065	0.526
Welch's t			1.579	359.924	0.115	0.159	-0.057	0.517
Technics	5.51	5.26						
Student's t			-1.454	384.000	0.147	-0.151	-0.584	0.087
Welch's t			-1.445	322.808	0.150	-0.151	-0.587	0.090
Support after career	5.69	5.81						
Student's t			0.774	384.000	0.440	0.080	-0.185	0.426
Welch's t			0.764	316.023	0.445	0.080	-0.189	0.430
Violence and aggression	5.78	5.26						
Student's t			-2.803	384.000	0.005	-0.291	-0.883	-0.155
Welch's t			-2.670	273.972	0.008	-0.291	-0.902	-0.136
Sexual Objectification	4.73	4.86						
Student's t			0.617	384.000	0.538	0.064	-0.277	0.530
Welch's t			0.616	329.144	0.538	0.064	-0.277	0.530
Relationship between coaches and athletes	6.19	6.22						
Student's t			0.181	384.000	0.856	0.019	-0.242	0.291
Welch's t			0.179	312.621	0.858	0.019	-0.246	0.295
Health and well-being	6.29	5.95						
Student's t			-2.279	384.000	0.023	-0.237	-0.624	-0.046
Welch's t			-2.132	254.574	0.034	-0.237	-0.645	-0.026
Brain injury	5.8	6.01						
Student's t			1.207	384.000	0.228	0.125	-0.129	0.541
Welch's t			1.218	340.968	0.224	0.125	-0.126	0.538
Commercialization	5.33	5.8						

Student's t			2.954	384.000	0.003	0.307	0.157	0.785
Welch's t			2.992	344.851	0.003	0.307	0.161	0.781
Discrimination	5.6	5.39						
Student's t			-1.129	384.000	0.259	-0.117	-0.559	0.151
Welch's t			-1.141	341.723	0.255	-0.117	-0.555	0.148

Note. * = Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances;
d = Cohen D; *p* = significance; *df* = degrees of freedom;

Table 10

Results of HEI Males and Females in Independent Samples T-Test

Topic	Mean		statistic	df	p	d	95% Confidence Interval	
	Male	Female					Lower	Upper
Doping	5.68	5.84						
Student's t			-0.787	308.000	0.432	-0.095	-0.547	0.234
Welch's t			-0.762	187.589	0.447	-0.095	-0.560	0.248
Betting	4.97	4.89						
Student's t			0.348	308.000	0.728	0.042	-0.382	0.545
Welch's t			0.348	203.198	0.728	0.042	-0.383	0.547
Financial corruption	5.14	5.09						
Student's t			0.214	308.000	0.830	0.026	-0.401	0.499
Welch's t			0.207	185.751	0.836	0.026	-0.418	0.516
Sexual harassment	5.39	5.42						
Student's t			-0.143	308.000	0.887	-0.017	-0.473	0.409
Welch's t			-0.139	189.984	0.890	-0.017	-0.486	0.422
Cheating	5.66	5.37						
Student's t			1.342	308.000	0.181	0.162	-0.134	0.711
Welch's t			1.368	214.651	0.173	0.162	-0.127	0.703
Equality	6.02	5.67						
Student's t			1.808	308.000	0.072	0.218	-0.031	0.737
Welch's t			1.910	235.814	0.057	0.218	-0.011	0.717
Choice of athletes	5.54	5.24						
Student's t			1.530	308.000	0.127	0.184	-0.088	0.702
Welch's t			1.574	219.792	0.117	0.184	-0.077	0.691
Technics	5.66	5.45						
Student's t			1.058	308.000	0.291	0.128	-0.177	0.590
Welch's t			1.084	217.535	0.280	0.128	-0.169	0.581
Support after career	5.51	5.41						
Student's t			0.536	308.000	0.592	0.065	-0.290	0.508
Welch's t			0.541	209.061	0.589	0.065	-0.287	0.505
Violence and aggression	5.83	5.7						
Student's t			0.708	308.000	0.479	0.085	-0.239	0.508
Welch's t			0.705	200.968	0.482	0.085	-0.242	0.511
Sexual Objectification	4.71	4.28						
Student's t			1.840	308.000	0.067	0.222	-0.030	0.897
Welch's t			1.788	188.856	0.075	0.222	-0.045	0.912
Relationship between coaches and athletes	5.92	5.61						
Student's t			1.569	308.000	0.118	0.189	-0.080	0.707
Welch's t			1.690	248.269	0.092	0.189	-0.052	0.679
Health and well-being	6.38	6.13						
Student's t			1.539	308.000	0.125	0.186	-0.071	0.577
Welch's t			1.631	238.094	0.104	0.186	-0.053	0.559
Brain injury	5.71	5.31						
Student's t			1.892	308.000	0.059	0.228	-0.016	0.805
Welch's t			1.951	221.140	0.052	0.228	-0.004	0.793
Commercialization	5.31	5.17						

Student's t			0.678	308.000	0.498	0.082	-0.260	0.534
Welch's t			0.651	183.118	0.516	0.082	-0.278	0.551
Discrimination	5.87	5.67						
Student's t			0.996	308.000	0.320	0.120	-0.197	0.602
Welch's t			0.976	193.012	0.330	0.120	-0.206	0.611

Note. * = Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances; d = Cohen D; p = significance; df = degrees of freedom;

Four most important topics are highlighted in red.

Table 11

Descriptives - HEI means of topic for each country

Topic	Mean by the country				
	Greece	Romania	UK	Czech Republic	Total
Health and wellbeing	6.41	5.97	6.12	5.64	6.21
Doping	5.92	5.21	5.83	5.64	5.79
Equality	5.83	5.37	6.21	4.32	5.78
Violence and aggression	6.13	5.37	5.34	5.45	5.75
Discrimination	5.78	5.21	6.12	4.64	5.73
Relationship between coaches and athletes	5.76	5.89	5.6	5.64	5.72
Technic	5.92	5.55	5.08	4.45	5.52
Cheating	5.84	4.97	5.01	5.64	5.47
Brain injury	5.56	5.37	5.52	4.5	5.45
Support after career	5.8	5.47	5.17	4	5.44
Sexual harassment	5.54	4.53	5.86	4.09	5.41
Choice of athletes	5.47	5.68	5.16	4.64	5.34
Commercialization	5.54	5.16	4.81	4.91	5.23
Financial corruption	5.43	4.97	4.66	5	5.11
Fixation of matches	5.18	4.89	4.74	3.95	4.92
Sexual Objectification of Athletes	4.42	4.32	4.59	4	4.43

Four most important topics are highlighted in red.

Table 12

Descriptives - NGB means of topic for each country

Topic	Mean by the country				
	Greece	Romania	UK	Czech Republic	Total
Relationship between coaches and athletes	6.11	6.34	6.28	6.15	6.2
Health and wellbeing	6.45	6.3	5.45	6.41	6.16
Choice of athletes	6.01	6.23	6.04	5.92	6.04
Doping	6.35	5.73	6.2	5.7	6.03
Brain injury	5.97	5.64	6.13	5.72	5.88
Cheating	6.12	5.31	5.37	6.11	5.77
Equality	6.15	5.57	6.2	4.99	5.75
Support after career	6.01	5.84	6.16	4.96	5.74
Sexual harassment	6.09	5.09	6.19	5.21	5.69
Violence and aggression	6.34	5.54	4.58	5.71	5.58
Financial corruption	6.22	5.38	4.76	5.65	5.54
Commercialization	5.79	5.24	5.95	5	5.52
Discrimination	6.29	5.24	4.95	5.4	5.52
technika	5.96	5.81	4.92	4.96	5.41
Fixation of matches	5.98	5.36	4.56	4.93	5.23
Sexual Objectification of Athletes	5.38	4.78	4.78	4.12	4.78