



# The place of trust in the system of value preferences of students involved in sports

UDC 159.9.072

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Received by the editorial office on 29.01.2025 г.

## Abstract

**Objective of the study** is to study the role of trust in the value system of students who actively engage in sports.

**Methods and structure of the study.** The empirical study involved 128 students (aged 18-22) enrolled in 2-4 courses at various universities in St. Petersburg.: LSU named after A.S. Pushkin, NSU named after P.F. Lesgaft, St. Petersburg Mining University of Empress Catherine II and BSTU "VOENMEH" named after D.F. Ustinov. All participants are active athletes with sports qualifications from the first category to the Master of sports. To achieve the purpose of the study, a set of psychodiagnostic tools was used: the questionnaire "Trust" (developed by L.G. Pochebut and co-authors), the methodology of Sh. Schwartz's test for the study of values, as well as the test of D.A. Leontiev "Meaningful life orientations" (SSO). The article presents the results of a study conducted to analyze the relationship between trust and value orientations among students who are professionally involved in sports.

**Results and conclusion.** The analysis of the value structure of student-athletes revealed the predominance of values related to the needs of the group, such as safety, observance of norms and traditions, regardless of the level of trust. Students with a high level of trust demonstrate a greater propensity for mutual understanding, positive interaction, and tolerance. Personal achievements, hedonism, and the pursuit of prestige are less important to them. Students with a low level of trust, on the contrary, are more focused on individualistic values, personal needs and show less willingness to cooperate and trust in a team.

**Keywords:** *trust, value system, students, sports competitions, psychodiagnostic techniques, value orientations, value structure.*

**Introduction.** The relevance of studying trust in the system of athletes' value orientations is determined by many factors [3]. Firstly, the specifics of sports activities require stable and cohesive interpersonal relationships in a team. Secondly, the psychological stability of an athlete directly depends on the sense of security and support in the team. Trust in others creates a favorable environment for the development of self-confidence, reduces anxiety and other negative emotional states, which is especially relevant in conditions of stress or pressure. Thirdly, trust plays a key role in the process of training and self-improvement of an athlete [2].

Openness to criticism and willingness to share your problems with your coach or other team members are possible only if you have a high level of trust. Fourthly,

in the context of sports ethics, trust serves as the basis for observing the rules of fair play [1].

An athlete who trusts his team and training system is less likely to seek illegal ways to achieve athletic success. Fifth, trust contributes not only to team cohesion, but also develops athletes' self-confidence. It allows you to be open in your expectations and feelings, as well as honest about your achievements and mistakes [4].

Trust in their own capabilities allows athletes to expand their boundaries and overcome new challenges. It strengthens the stress tolerance necessary for competition and helps to maintain concentration at key moments of the game or performance [5].

Trust stimulates cooperation, increases motivation and increases the resilience of the team to diffi-



culties, allowing it to overcome obstacles and achieve its goals. Ultimately, the cultivation of trust leads to an increase in the competitiveness of the team and contributes to the comprehensive development of the athlete's personality.

Russian psychologists consider trust to be a key element of morality, a fundamental factor in the worldview and value system, as well as a fundamental life orientation of the individual. G.M. Andreeva (2002) focuses on the system of value orientations of the individual and highlights global values (freedom, goodness, aesthetics, etc.), values related to everyday life (kinship, offspring, well-being, etc.). With their stability, new data are selected in such a way as to confirm the existing system of value categories [3].

The research works of P.A. Bychkov (2010) revealed that people with a high level of trust in others are oriented towards the values of spiritual development, adherence to customs and traditions; sociability, modesty, openness, benevolence, orientation towards self-control, self-discipline, and observance of social norms prevail among their key personality traits [6].

**Objective of the study** is to study the role of trust in the value system of students who actively engage in sports.

**Methods and structure of the study.** The empirical study involved 128 students aged 18 to 22 (55 girls and 73 boys) enrolled in 2-4 courses in various specialties at universities in St. Petersburg (Pushkin Leningrad State University, P.F. Lesgaft National State University, St. Petersburg Mining University of Empress Catherine II, Baltic D.F. Ustinov VOENMEH State Technical University), and actively participating in sports competitions in boxing, judo, taekwondo, swimming, sports aerobics, rhythmic gymnastics in the qualification of the first category – master of sports. To determine the level of the integral indicator of personal trust, the questionnaire "Trust" was used (T. Yamagishi, adaptation by L.G. Pochebut, etc.).

The integral trust indicator combines the types of trust: personal and social. Personal trust is an individual's individual attitude of trust in other people. It reflects personal beliefs, experiences, and emotional reactions that influence an individual's willingness to open up and rely on others. Social trust reflects an individual's implicit understanding of trust in general, of the existing atmosphere of trust in society as a whole, and of how much people trust each other [6].

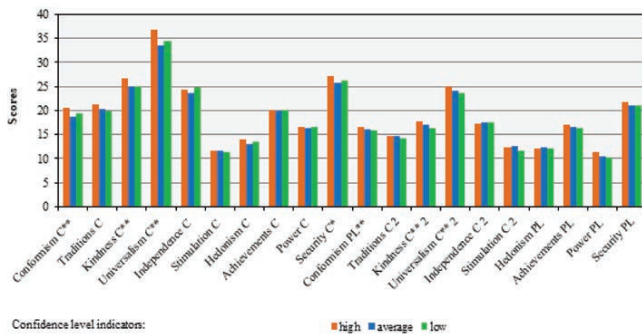
The Sh method. Schwartz's adaptation by V.N. Karandashev made it possible to identify two levels of personality values: normative ideals and individual priorities. Normative ideals, or cultural values, are characterized by greater stability and reflect generally accepted ideas about what is important in society. While individual priorities, or personality values, are more influenced by the environment and group norms, they are directly related to the behavior and actions of individuals [6].

Sh. Schwartz identifies ten blocks of values that integrate into a complex structure.: 1) orientation towards power, 2) orientation towards achievement, 3) striving for hedonism (the search for sensual pleasures), 4) striving for stimulation (i.e., the search for new experiences, excitement), 5) orientation towards independence, 6) striving for universalism (i.e., orientation towards the well-being of others, understanding people, protection of nature), 7) the value of kindness, 8) orientation towards respect and observance of traditions, 9) orientation towards conformity (i.e. striving to meet social expectations and norms), 10) orientation towards security (i.e. the importance of stability and security of society, personal relationships).

The test of "Meaningful life orientations" (J. Crambo, L. Maholik, adapted by D.A. Leontiev) allowed us to obtain data on the degree of students' experience of the meaningfulness of their lives, their clear goals, satisfaction with the process of their lives, its effectiveness, and the locus of control.

**Results and conclusion.** Based on the results of the "Trust" methodology, an integral indicator of trust was calculated (the maximum value is 50 points), the arithmetic averages of which for students, regardless of the direction of study and sports specialization, did not differ significantly from each other. Therefore, the entire sample of the study on the integral indicator of trust was divided into three groups: 1) students with a high level of trust – 42 students who scored 36-50 points on the scale of integral trust; 2) students with an average level of trust – 50 people (26-35 points of integral trust); 3) students with a low level of trust – 36 people (10-25 points of integral trust).

The study of students' value orientations (according to the questionnaire of Sh. Schwartz) showed some similarity in the structure of values among students with different levels of trust, with more pronounced quantitative indicators among students with a high level of trust (see figure).



Note: \*\* – statistically significant differences at  $p < 0.01$ ; \* – statistically significant differences at  $p < 0.05$ ; C – cultural values; PL – personality profile Students' value structure and trust levels

The results of the study show that at the level of normative ideals, regardless of the level of trust, the values of "universalism", "kindness", "security" prevail among students, while the less significant values of "stimulation", "hedonism" and "power" prevail. At the level of individual priorities, the values of "universalism" and "security" are significant.

A more detailed comparison of the data using a one-factor analysis of variance showed statistically significant differences at a high level of significance in the selected groups of athletes, depending on the level of trust in values: "kindness", "universalism", "conformity" (at the levels of normative ideals and individual priorities), "safety" (in the sphere of normative ideals).

Thus, the results of the study allow us to conclude that athletes who show a high level of trust are focused on mutual understanding and positive interactions, on the safety of the group and the people around them. Individual values such as new experiences, pleasure, prestige, and authority are not a priority for them.

The study of the interrelationships of trust and meaningful orientations of athletes was conducted using Spearman's correlation analysis. Students with a high level of trust have more pronounced orientations towards "purpose in life" ( $R=0.46$ , with  $p < 0.01$ ) and "life effectiveness" ( $R=0.38$ , with  $p < 0.01$ ), which indicates that students in this group understand their goals in life, focus on goal setting and results in activities. In the group of athletes with an average level of trust, statistically significant correlations of trust with such life-meaning orientations as "the process of life" ( $R=0.42$ , at  $p < 0.01$ ), "the effectiveness of life" ( $R=0.37$ , at  $p < 0.05$ ), "locus of control - I" ( $R=0.46$ , at  $p < 0.01$ ), "the locus of control is life" ( $R=0.38$ , at  $p < 0.01$ ). The obtained correlations indicate the importance for students of this group of satisfaction with the life process, results, self-control, as well as con-

trol over events in their lives. Athletes with a low level of trust are dominated by life-meaning orientations aimed at the "process of life" ( $R=0.42$ , at  $p < 0.05$ ) and "effectiveness of life" ( $R=0.32$ , at  $p < 0.05$ ), which reflects the emotional sensitivity of their lives, an orientation towards understanding the process of life and its productivity.

**Conclusions.** The leading values in the system of value orientations among athletes with a high level of trust are group values, following traditions and generally accepted norms of behavior. Athletes with a low level of trust tend to focus on individualistic values (the need for new experiences, vivid emotions) and less significant group values. For students, regardless of the level of trust, meaningful life orientations related to performance and productivity of life are important, students with a high level of trust are more focused on achieving goals.

The formation and maintenance of trust as a value among athletes requires further study and is a prerequisite for their successful sports career and personal development.

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