



Tolerance towards doping in Physical Education students.

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Doping has always been associated with high-level sport. However, its treatment in the education context has not received the necessary attention (Atienza et al., 2014). In Spain, the Physical Education (PE) subject includes a specific content block called "Social Health: Supplementation and Doping in Sports; Risks and Ethical Considerations". However, upon reaching 1st year of baccalaureate, this content block on doping is not revisited, despite it being the last year in which PE is taught. This could create a gap in their understanding and continuous awareness of the risks and ethical implications of doping in sports (Mudrak et al., 2018). The objective was to assess high school students' perception of the education they received regarding doping in PE, as well as to analyze the relationship between their attitudes towards the use of doping substances. All this was done in relation to the level of physical activity (PA) performed per week and their gender. All the 38 participants (Mage= 16.84 ; SD= .43) were high school students. The total sample (53% girls) was divided into 4 groups based on their reported weekly PA levels: sedentary, occasional, regular, active.

The descriptive exploratory design used a validated questionnaire to assess attitudes towards doping: the Performance Enhancement Attitude Scale (PEAS) (Morente-Sánchez et al., 2014). In addition, the research also incorporated an "ad hoc" quantitative questionnaire to delve into the education related to doping at the school. This questionnaire consisted of a 5-question Likert-type scale, using a 5-point rating system: 1) The education received in PE adequately addressed the topic of doping in sports; 2) The education received in PE has provided me with sufficient knowledge about sports supplementation and potential causes of unintentional doping; 3) In PE, I have acquired the necessary information about the harmful health effects associated with the use of doping substances; 4) I think it is interesting to receive education in PE about sports ethics in relation to the fight against doping; 5) The education received in PE has allowed me to understand the risks of doping and make responsible decisions in my sports practice. In accordance with the PEAS score criteria, 97.4% exhibited a low tolerance to doping. No statistically significant differences were observed in the PEAS score, regardless of gender or level of PA performed. A significant correlation was found between the question "I think it is interesting..." and the PEAS score ($p \leq 0.05$). Students who exhibited a higher interest demonstrated lower tolerance towards doping. Doping seems to be a social phenomenon that generates rejection, irrespective of gender or PA level. However, the fact that students with greater interest in receiving education at school exhibit lower tolerance towards doping calls for the continuation of focused training on responsible attitudes in sports and its ethical values.

Keywords: Doping, Physical Education, Sports Ethics.