

Ethical Leadership of Basketball Coaches and Moral Development of Athletes: A Feasible Program for the Development of Sports Ethics

Chongdong Wang^{1, 2, *}

¹ Graduate School, Adamson University, Manila 1000, Philippines

² He Xi College, Zhangye, Gansu, China

* Corresponding author Email: 806898082@qq.com

Abstract: This study uses the TOPSIS-RSR comprehensive evaluation method to provide 8-week training guidance to 32 college football players, and uses expert interviews, questionnaires and other methods to evaluate the rationality of the 8 offensive and defensive indicators counted by the athletes. It aims to Provide a richer theoretical reference basis for future college football team training. The results show that the TOPSIS-RSR method can only evaluate the results of each team from an objective and quantitative perspective. There may be certain errors in the evaluation process from the final game results, and it requires multiple levels of consideration between teams and players. There are many internal and external uncertain factors such as time, individuals, coaches, etc. Applying the TOPSIS-RSR comprehensive evaluation method to football training technology will help college students with certain football skills to improve their technical level. It is concluded that for athletes whose age, sports level, training years, etc. are variable factors at different stages, the reasonable arrangement of training cycles must be fully considered.

Keywords: TOPSIS-RSR; College Football; Offensive and Defensive Abilities; Empirical Evidence.

1. Introduction

The world of sports has always been at the center of moral and ethical issues. Sports are not only about competition and entertainment, but also about values and ethics. In this field, coaches are seen as more than just instructors of tactics and techniques, but also as key guides in the moral development of youth and young athletes. Athletes face numerous ethical decisions during competition and training, and coaches' leadership styles and behaviors not only affect their athletic performance, but also profoundly influence their moral judgments and behaviors (Li & Li, 2022). Especially in a collective competitive sport such as basketball, teamwork, fair competition, and ethical values are crucial for athletes' success and team harmony.

A range of laws, policies, rules and regulations exist in the field of sport designed to uphold moral and ethical principles and to ensure fairness and equity in sport. These include anti-doping policies, rules of the game, codes of ethics, etc., which create the ethical framework within which coaches and athletes are required to operate in sport. In this study, the researcher will draw on these laws, policies, and rules as the context and basis for the researcher's study to assess how basketball coaches' ethical leadership aligns with these regulations and how they affect athletes' moral development.

Despite basketball's status as a highly regarded competitive sport encompassing a wide range of leagues from youth to professional, in-depth research on the relationship between basketball coaches' ethical leadership and athletes' moral development is relatively limited. In particular, few studies have focused on how basketball coaches influence the formation of athletes' ethical behaviors and values, both nationally and internationally. Although there are some studies on ethical leadership of sport coaches, most of them are generalized and have not been explored in depth for the

specific field of basketball (Zhu & Li, 2018). While some qualitative studies have provided insights into the ethical leadership of coaches, researchers still need more quantitative studies to quantify the relationship between ethical leadership and moral development (Zou & Hu, 2021). These studies can provide more specific and measurable data to help researchers better understand this critical relationship.

In today's society, sports competition is not only a recreational activity, it also carries the mission of education, socialization and moral development. With the popularity of basketball and the increase in competition, higher demands are being placed on coaches on how to mold the moral character of their athletes. At the same time, society's concern about ethical issues in sports is increasing, and the public expects athletes and coaches to demonstrate high levels of ethics (Han & Zhang, 2020).

The purpose of this study is to gain insight into the relationship between the ethical leadership of basketball coaches and the moral development of athletes. By examining this relationship, the researcher aims to provide the sport community with practical advice on how to enhance the ethical leadership of coaches and promote the moral development of athletes in order to create a more ethical and values-based sport culture. The importance of this study lies not only in its value to the field of basketball, but also in the insights it provides to the broader education of ethics and ethical leadership in sport, contributing to the development of future ethical leaders and citizens.

Basketball, as a popular competitive sport, not only has an important place in the field of sports competition, but also plays an important role in the social and educational spheres. It not only develops athletes' physical and technical skills, but also conveys important moral and ethical values. In the field of basketball, coaches are key athletes in molding young athletes, not only teaching game strategies and skills, but also

assuming the responsibility of fostering character and moral development in athletes.

The world of sport has always faced ethical and moral challenges. The very nature of competitive sport requires athletes and coaches to abide by the principles of fair competition, honesty and integrity in competition, and to respect their opponents. However, as competition intensifies and the pressure to win mounts, a number of ethical issues are surfacing. These challenges not only affect the behavior of athletes and coaches, but also have a profound impact on the moral values and public trust of the entire sports community.

Doping abuse has been one of the major ethical issues in sport. Athletes seek a competitive advantage by using prohibited substances to enhance their physical fitness and athletic performance. This behavior not only undermines the principle of fair competition, but also poses potential risks to the health of athletes. Doping abuse also damages the credibility of sport and affects public trust in the outcome of competitions. In competitive sports, some athletes and coaches exhibit misconduct and violence (Gao, 2019). This includes insults, aggressive behavior, or confrontations by opponents, referees, and other athletes. Misconduct and violence not only undermine the spirit of sportsmanship, but also negatively affect order and safety on the playing field. Match fixing and fraud is another ethical issue in sports (Huang, 2021). This includes manipulating the outcome of a match, bribing referees or other athletes to gain an undue competitive advantage. Such behavior not only undermines the fairness of the game, but also undermines spectators' trust in the outcome of the game. Athletes and coaches are often under pressure to make ethical decisions. For example, in competition, athletes face the choice of breaking the rules in order to win or following the rules but losing the game (Zhang & Liu, 2020). Coaches face similar pressures, such as whether or not to put excessive competitive pressure on athletes or provide inappropriate game advice. This pressure to make ethical decisions can have a significant impact on an individual's moral development.

There are a number of codes of ethics and norms in sport that are intended to guide the behavior of athletes and coaches. However, adherence to these codes and norms is not always easy, especially under competitive pressure. Ethical decision-making and behavior require strong moral character and self-discipline. Fair competition is one of the core principles of sports ethics. Unfair competitive practices, such as intentionally injuring opponents, cheating, and rule violations, pose a threat to the principle of fair competition. This not only undermines the fairness of the game, but also negatively affects the moral values of athletes.

Coaches in sports play a crucial role in shaping the moral development of athletes. They are not just transmitters of skills and tactics, but also moral role models and mentors.

Coaches, as leaders and mentors, must be ethical role models. Their behaviors, values, and decisions directly affect athletes. By demonstrating moral qualities such as honesty, fairness, respect, and teamwork, coaches can motivate athletes to emulate and internalize these values (Wang, 2018). Coaches are not only responsible for technical education but also for moral education. They should teach athletes how to make ethical decisions, respect their opponents, follow the rules, and demonstrate the spirit of fair competition. By discussing ethical issues, situational ethics, and moral conflicts, coaches can help athletes develop moral judgment.

Coaches should be ethical supporters of their athletes. They

should provide support and guidance to help athletes find appropriate solutions when they are faced with ethical dilemmas. This includes dealing with ethical issues in competition, conflicts within a team, or other ethical challenges. Coaches often need to play a key role in ethical decision-making. This includes choosing whether or not to allow an athlete to compete, how to respond to rule violations, and how to deal with inappropriate behavior (Cao, Gao & Zhang, 2020). Coaches' decisions should follow ethical principles and be able to set the right example for their athletes.

Coaches play a key role in leading teams and shaping ethical cultures. Their leadership style and values have a profound impact on the ethical behaviors and attitudes of the entire team. By encouraging teamwork, respect, and fair competition, coaches can create a positive ethical environment. Most importantly, coaches should be facilitators of their athletes' moral development (Ma, 2020). Their goal is not only to develop great athletes, but also responsible citizens. By providing opportunities for reflection, discussing ethical issues, and promoting moral growth, coaches can help athletes become well-rounded individuals.

Moral development is the process by which an individual constructs moral principles, values, and norms of behavior in his or her life. In sport, moral development is more than just a personal growth; it is important for athletes and society as a whole.

Moral development helps individuals establish correct values and behavioral norms, thus shaping their character. In sports, by learning moral principles such as respect, fair competition, and teamwork, athletes can develop virtues such as toughness, perseverance, and responsibility, which are qualities that are not only reflected in competition, but also have value in life (Xu & Sun, 2021). Moral development helps individuals develop the ability to recognize right and wrong. Athletes face a variety of ethical decisions in sport, such as following rules, respecting opponents, and not doping. By discussing ethical issues and engaging in ethics training, athletes can improve their moral judgment, enabling them to make sound ethical decisions.

Fair competition is one of the core principles of sport. Moral development helps to ensure fair competition. Athletes learn to respect their opponents, follow the rules and demonstrate good ethical behavior, thus maintaining the fairness of the game. This fair competition applies not only to sports, but is an important part of fairness and justice in society. Moral development helps develop leadership skills. In sports teams, athletes with good moral character are more likely to be chosen as captains or leaders. Their ethical leadership can motivate teammates, shape a positive team culture, and improve the performance of the team as a whole.

Moral development helps individuals develop a sense of social responsibility. In competitive sports, athletes and coaches represent not only themselves, but also their teams and communities. By engaging in charitable activities, community service, and ethical education, athletes can combine their athletic accomplishments with social responsibility to make positive contributions to society. Moral development helps maintain the reputation of sport (Lin & Zou, 2019). Unethical behavior in sport damages the trust and reputation of the entire sport field. By developing ethical athletes and coaches, sport can better maintain its ethical reputation and attract more participation and support.

Therefore, this study is of great significance. It helps to fill

a research gap In terms of ethical leadership and moral development and provides new insights into the field of sport ethics and education. Indeed, it provides basketball coaches and sport organizations with practical advice on how to improve the ethical leadership of coaches and how to promote the moral development of athletes.

2. Statement of the Problem

This study focused on the relationship between Ethical Leadership of Coaches and Moral Development of Athletes in Basketball Program.

Specifically, it was attempted to find answers to the following questions.

1. What is the profile of respondents in terms of.
 - a. For Coaches.
 - 1.1 Sex
 - 1.2 Age
 - 1.3 Education attainment
 - 1.4 Years of experience
 - b. For Athletes.
 - 1.5 Sex
 - 1.6 Age
 - 1.7 Years of training
2. What is the assessment of the Coaches-respondents of their Ethical Leadership in terms of the following variables?
 - 2.1 Role Modeling
 - 2.2 Decision Making
 - 2.3 Moral Behavior
 - 2.4 Fair Competition
 - 2.5 Team Ethics
3. Is there a significant difference in the assessment of the Ethical Leadership when grouped according to their profile of the Coaches-respondents is taken as test factor?
4. What is the level of Moral Development of the Athletes-respondents in terms of the following variables?
 - 4.1 Moral Awareness
 - 4.2 Moral Judgment
 - 4.3 Moral Emotions
 - 4.4 Moral Conduct
 - 4.5 Moral Decision-Making
5. Is there a significant difference in the level of Moral Development of the Athletes-respondents when grouped according to their profile?
6. Is there a significant relationship between Ethical Leadership and Moral Development?
7. Based on the results of the study, what kind of Moral Development program can be proposed?

3. Hypotheses

This study tested the null hypothesis.

Ho1: There is no significant difference in the level of the Ethical Leadership when the profile of the Coaches-respondents is taken as test factor.

Ho2: There is no significant differences in the level of Moral Development of the Athletes-respondents when their profile is taken as test factor.

Ho3: There is no significant relationship between Ethical Leadership and Moral Development.

4. Scope and Delimitation of the Study

The purpose of this study was to investigate the effect of ethical leadership of basketball coaches on the moral development of basketball athletes. The respondents of the

study include basketball team coaches totaling 59 and athletes totaling 241 from eight universities. The study was conducted within the basketball teams of the following eight universities: the Northwest Normal University, Tianshui Normal College, Longdong College, Lanzhou City College, Northwest University for Nationalities, Lanzhou University of Technology, Lanzhou College of Arts and Sciences, and Hexi College.

The key variables in this study include ethical leadership and moral development, where ethical leadership includes ethical role modeling, ethical decision-making, moral behavior, fair competition, and team ethics. Moral development includes moral awareness, moral judgment, moral emotion, moral behavior, and moral decision-making competence. Data was collected through questionnaires to obtain the perceptions of coaches and athletes regarding ethical leadership and moral development. The questionnaires were distributed within the basketball teams of each university and the researcher was responsible for interpreting the questions and collecting the completed questionnaires. Data collection take place within the basketball teams of the universities and the exact timetable was determined in consultation with the relevant institutions prior to the commencement of the study.

The sample for this study consisted of basketball coaches and athletes from eight universities only; therefore, the findings are not applicable to other sports or different types of teams. Data collection relied on coaches' and athletes' self-reports and was subject to subjectivity and recall bias. Different universities and cultural backgrounds can have an impact on ethical leadership and moral development, but these differences were not examined in depth in this study.

5. Research Design

This study used descriptive, comparison and Correlation study research design with the main objective of analyzing the relationship between the ethical leadership of basketball coaches and the moral development of basketball athletes. Specifically, the study aims to assess the level of ethical leadership of coaches, the level of moral development of athletes, and whether there is a significant association between the two.

This study used a descriptive research design designed to describe and analyze the ethical leadership of basketball coaches and the level of moral development of basketball athletes. This design allows the researcher to collect data to understand the current situation of a specific group of people without involving an experimental intervention. Data was collected through questionnaires. Separate questionnaires were designed for coaches and athletes to collect their perspectives and experiences regarding ethical leadership and moral development. The questionnaires included questions on multiple dimensions such as ethical role modeling, ethical decision making, moral behavior, fair competition, and team ethics. The target population of the study consisted of basketball team coaches and athletes from eight universities, including Northwest Normal University, Tianshui Normal College, Longdong College, Lanzhou City College, Northwest University for Nationalities, Lanzhou University of Science and Technology, Lanzhou College of Arts and Sciences, and Hexi College. The coach sample included 59 coaches and the athlete sample included 241 athletes.

A descriptive research design was chosen because it provides a detailed description of ethical leadership and moral

development without the need for an intervention or experiment. This design is more suitable for initial exploration of the relationship between two variables. Questionnaires are an effective data collection method for large samples. Since the target population of this study came from multiple universities, questionnaires were effective in collecting their views and experiences. Statistical analysis methods were chosen because they can help the researcher quantify and analyze the relationship between ethical leadership and moral development. Descriptive statistics provided basic information, correlation analysis assessed the correlation between the two, and regression analysis further explored the causal relationship.

6. Research Locale and Research Participants

This study provides the following brief description of eight

universities in China: Northwest Normal University, Tianshui Normal College, Longdong College, Lanzhou City College, Northwest University for Nationalities, Lanzhou University of Science and Technology, Lanzhou College of Arts and Sciences, and Hexi College.

7. Presentation, Analysis and Interpretation of Data

This chapter presents the presentation, analysis, and interpretation of data. The discussions are based on the sequence of the statement of the problem while analysis and interpretation are based on the treatment of data and guided by the literature and studies gathered in this study.

7.1. The Profile of Respondents

a. For Coaches:

Table 1. The Profile of Coaches Respondents

Sex		
	Frequency	Percentage
Male	42	71.2
Female	17	28.8
Total	59	100%
Age		
	Frequency	Percentage
30 years old and below	32	54.2
31-40 years old	12	20.0
41-50 years old	15	25.4
Total	59	100%
Education attainment		
	Frequency	Percentage
undergraduate	32	54.2
bachelor's degree	16	27.1
PhD	11	18.6
Total	59	100%
Years of experience		
	Frequency	Percentage
1-10 years	26	44.1
11-20 years	14	23.7
21-30 years	19	32.2
Total	59	100%

Table 1 shows the basic information of the respondents to the coaching survey. In terms of gender, the survey shows that male coaches account for 71.2 per cent of the total, while female coaches account for 28.8 per cent. This gender distribution reflects the trend of relatively more male coaches in the sports field. In terms of age distribution, more than half of the coaches (54.2 per cent) were under 30 years old, while 20.0 per cent and 25.4 per cent were between 31-40 and 41-50 years old respectively. This indicates that the younger generation of coaches dominated the survey. In terms of educational attainment, 54.2% of the coaches had the highest education level below bachelor's degree, 27.1% had

bachelor's degree and 18.6% had doctoral degree. This reflects the diversity of the coaching community in terms of educational attainment. Regarding work experience, 44.1% of the coaches had 1-10 years of work experience, 23.7% had 11-20 years of experience, and 32.2% had 21-30 years of experience. This shows a more even distribution of work experience among the coaching population. Overall, Table 1 provides insight into the characteristics of the coaching survey respondent group and lays the foundation for subsequent analyses of ethical leadership.

b. For Athletes:

Table 2. The Profile of Athlete- Respondents

Sex		
	Frequency	Percentage
Male	173	71.8
Female	68	28.2
Total	241	100%
Age		
	Frequency	Percentage
18 years old and below	23	9.5
19-20 years old	85	35.3
21-22 years old	70	29.0
23 years old and above	63	26.1
Total	241	100%
Years of training		
	Frequency	Percentage
1-5 years	103	42.7
5-10 years	107	44.4
11-15years	31	12.9
Total	241	100%

Table 2 shows the basic information of the respondents of the basketball players survey. In terms of gender, the survey revealed that male athletes accounted for 71.8 per cent of the total, while female athletes accounted for 28.2 per cent. This reflects the relative diversity of male athletes in basketball.

With regard to age distribution, 9.5 per cent of the athletes were aged 18 years and below, 35.3 per cent were distributed in the 19-20 age group, 29.0 per cent were in the 21-22 age group, and 26.1 per cent were in the 23 and above age group. This distribution shows a wide age range of the athlete population, covering both youth and adults.

In terms of years of training, 42.7% of the athletes had 1-5 years of training experience, 44.4% had 5-10 years of training experience and 12.9% had 11-15 years of training experience. This indicates that the majority of the athletes had relatively

extensive training experience in basketball, while also including a proportion of relatively new athletes.

Taken together, Table 2 provides an overall profile of the basketball player population for the study. The diversity of gender, age and years of training provided the basis for subsequent analyses of athletes' moral development. This key information contributes to a deeper understanding of the athlete population and lays the foundation for the study's detailed analyses.

7.2. The Assessment of the Coaches- Respondents of Their Ethical Leadership (Problem # 2)

Table 3. Assessment of the Coaches-respondents of their Ethical Leadership in Terms of Ethical Role Modeling

Ethical Role Modeling	Mean	SD	Description	Qualitative Interpretation
1. I demonstrated honest and fair competition behavior in the competition.	3.64	.580	Strongly agree	Excellent
2. I respect the decisions of my opponents and the referee.	3.61	.526	Strongly agree	Excellent
3. I show a moral example when treating my teammates in training.	3.59	.619	Strongly agree	Excellent
4. I give good modeling of moral issues and ethical decision making to the team members.	3.63	.613	Strongly agree	Excellent
5. I emphasize ethical values such as teamwork and honesty to my team members.	3.68	.571	Strongly agree	Excellent
6. I have shown an example of adherence to moral principles in unfair situations.	3.56	.623	Strongly agree	Excellent
7. I maintain the moral high ground in team victories and defeats.	3.32	.797	Agree	Good
Composite Mean	3.58	.528	Strongly agree	Excellent

N=59. Parameter limits: 3.51-4.00 Strongly agree/ Excellent; 2.51-3.50 Agree/Good; 1.51-2.50 Disagree/Fair; 1.00-1.50 Strongly disagree/Poor

Table 3 shows the assessment of the coaching respondents in terms of ethical role models. The mean values ranged from 3.56 to 3.68. This suggests that coaches generally perceived themselves as performing well in terms of ethical role modelling as assessed by the coaches, with the mean scores centred on the 'strongly agree' level. Standard deviations ranged from a low of 0.528 to a high of 0.797, with standard deviations indicating the degree of dispersion between the individual assessment scores and their mean scores, with smaller standard deviations indicating more consistent scores.

The highest indicator was emphasis on ethical values with a score of 3.68, indicating that coaches assessed the highest in emphasising ethical values such as teamwork and honesty. The lowest indicator was Maintaining the Moral High Ground in Team Victory and Defeat with a score of 3.32. Coaches assessed this aspect of Maintaining the Moral High Ground in Team Victory and Defeat as relatively low and in need of further attention and improvement. The overall mean for all of the ethical role modelling indicators combined was 3.58, which indicates that coaches generally assessed themselves as performing well in terms of ethical role modelling, with an overall score of 'Strongly Agree'.

Li (2022) showed that coaches' ethical role models have a significant impact on shaping athletes' ethical behaviours and

values. Coaches, as leaders of the team, are often imitated by their athletes in their actions and behaviours. Coaches were assessed to have achieved high scores in each of the ethical role models, especially in emphasizing ethical values such as teamwork and honesty. This is consistent with Zhu and Li, (2018) finding that coaches' ethical role models play a positive role in establishing a team ethical climate and developing athletes' moral literacy. In addition, the analysis of standard deviations revealed that there was a large degree of dispersion in the coaches' assessments in terms of maintaining the moral high ground during team victories and defeats. This reflects that there is some variation in how different coaches view their performance in this area. Some coaches were more focused on maintaining the moral high ground in the competitive arena, while others considered ethical performance between wins and losses to be relatively secondary. This is also in line with Zou and Hu's (2021) research that suggests that coaches' emphasis in moral modelling varies from person to person and is influenced by individual experiences and values. Coaches play a key role in developing athletes' moral literacy and team values. These findings contribute to a deeper understanding of coaches' self-perceived level of ethical leadership and provide useful insights for improving ethical education in sport.

Table 4. Assessment of the Coaches-respondents of their Ethical Leadership in Terms of Ethical Decision Making

Ethical Decision Making	Mean	SD	Description	Qualitative Interpretation
1. I was angry about dealing with an unfair competitive situation in a race.	3.10	.941	Agree	Good
2. I deal with ethical conflicts between team members fairly.	3.51	.626	Strongly agree	Excellent
3. I am able to make informed decisions on ethical issues.	3.51	.598	Strongly agree	Excellent
4. I make respectable decisions based on ethical principles.	3.53	.598	Strongly agree	Excellent
5. I help team members understand ethical issues and make good decisions.	3.47	.626	Agree	Good
6. I remain calm and make ethical decisions in emergency situations.	3.47	.689	Agree	Good
7. Coaches consider consequences and long-term benefits in ethical decision-making.	3.51	.569	Strongly agree	Excellent
Composite Mean	3.44	.523	Agree	Good

N=59. Parameter limits: 3.51-4.00 Strongly agree/ Excellent; 2.51-3.50 Agree/Good; 1.51-2.50 Disagree/Fair; 1.00-1.50 Strongly disagree/Poor

Table 4 shows the assessment of the coaches' survey respondents on ethical decision-making, with mean scores ranging from 3.10 to 3.53. This indicates that coaches generally perceived themselves as performing well in ethical decision-making, with mean scores centred on the "agree" to "strongly agree" levels. Standard deviations ranged from a low of 0.523 to a high of 0.941, with standard deviations indicating the degree of dispersion between the individual assessment scores and their mean scores, with smaller standard deviations indicating more consistent assessment scores.

The highest indicator was making respectable decisions based on ethical principles, with a score of 3.53, indicating that coaches had the highest assessment in this area. The lowest indicator was feeling angry at being confronted with unfair competition in a game, with a score of 3.10. Coaches' assessment of feeling angry at being confronted with unfair competition in a game was relatively low, and there is a need to pay attention to and deal with this aspect of emotions and coping styles. The overall mean for all the ethical decision-

making indicators combined was 3.44, which indicates that coaches assessed themselves as generally performing well in ethical decision-making, with an overall score of "agree". This is consistent with their high scores on specific aspects of ethical decision-making.

Han and Zhang (2020) found that ethical decision-making is a core component of ethical leadership and is essential for coaches to play an active role in coaching athletes and teams. A coach's ability to make ethical decisions directly affects the ethical development of the athlete and the ethical climate of the team as a whole. Gao (2019) showed that coaches' performance in ethical decision-making is closely related to their ethical role models and moral impartation. A coach with a clear role model and strong moral values usually demonstrates higher levels of ethical decision-making (Wang, 2018). In addition, their moral impartation to team members to help them understand ethical issues also positively affects the improvement of ethical decision-making ability. It is worth noting that coaches were assessed lower in situations where they faced unfair competition during a match, which

reflects the challenges coaches face in a given situation. This is also consistent with Huang's (2021) finding that tension and emotional stress during the game affected coaches' decision-making ability. The theories on moral leadership and ethical decision-making in Zhang and Liu's (2020) study emphasize

the important role of coaches in sports teams, particularly in shaping the team's ethical culture. This has significant theoretical and practical value in developing effective programs for fostering the ethical development of athletes.

Table 5. Assessment of the Coaches-respondents of their Ethical Leadership in Terms of moral behavior

moral behavior	Mean	SD	Description	Qualitative Interpretation
1. I teach my team members the importance of fair competition	3.47	.626	Agree	Good
2. I provide ethical examples in training to help athletes understand moral principles.	3.54	.625	Strongly agree	Excellent
3. I actively participate in moral education and discussion.	3.46	.597	Agree	Good
4. I emphasize the values of teamwork and mutual respect.	3.61	.588	Strongly agree	Excellent
5. I share experiences and stories about ethical decision-making with my team members.	3.51	.598	Strongly agree	Excellent
6. I encourage team members to think about ethical issues and ask questions.	3.54	.597	Strongly agree	Excellent
7. I regularly discuss and emphasize the ethical culture within the team.	3.56	.501	Strongly agree	Excellent
Composite Mean	3.53	.532	Strongly agree	Excellent

N=59. Parameter limits: 3.51-4.00 Strongly agree/ Excellent; 2.51-3.50 Agree/Good; 1.51-2.50 Disagree/Fair; 1.00-1.50 Strongly disagree/Poor

Table 5 shows the coaches' assessments in terms of ethical education. The coaches' assessments in terms of ethical education were very positive, with an overall mean of 3.53, which indicates that the coaches generally felt that they performed well in terms of ethical education, focusing on imparting ethical principles and values to their team members. The standard deviations ranged from a low of 0.501 to a high of 0.626, and overall, there was a high degree of consistency in the coaches' assessments in terms of ethical education, with scores on the indicators relatively close to each other.

In terms of specific indicators, the highest indicator was for providing ethical modelling in training to help athletes understand ethical principles, with a score of 3.54, indicating that coaches' assessments were highest in this area. The lowest indicator was for discussing and emphasising an ethical culture within the team, with a score of 3.56. Overall, the coaches' high assessment of ethical education is consistent with ethical leadership theory, which suggests that the coach's role as an ethical role model and educator is critical to the ethical development of athletes.

Table 6. Assessment of the Coaches-respondents of their Ethical Leadership in Terms of Fair Competition

Fair Competition	Mean	SD	Description	Qualitative Interpretation
1. I emphasize the importance of following the rules during the competition.	3.63	.522	Strongly agree	Excellent
2. I encourage my athletes to respect their opponents and to avoid improper tactics.	3.64	.483	Strongly agree	Excellent
3. I am strongly opposed to, unfair competitive behavior of the athletes.	3.71	.457	Strongly agree	Excellent
4. I help my team members understand the ethical principle of fair competition.	3.56	.595	Strongly agree	Excellent
5. I demand ethical behavior from my athletes during the game.	3.59	.591	Strongly agree	Excellent
6. I am concerned about the ethical behavior of opposing teams.	3.47	.598	Agree	Good
7. I actively emphasize the notion that morals trump victory in competition.	3.47	.679	Agree	Good
Composite Mean	3.58	.476	Strongly agree	Excellent

N=59. Parameter limits: 3.51-4.00 Strongly agree/ Excellent; 2.51-3.50 Agree/Good; 1.51-2.50 Disagree/Fair; 1.00-1.50 Strongly disagree/Poor

The overall positive trend in coaches' assessments of ethical education is consistent with the findings of Cao et al (2020). Ma (2020) showed that coaches' ethical modelling and ethical education activities have a profound impact on athletes' ethical development. The highest scores were

obtained for the indicator of providing ethical modelling to help athletes understand ethical principles. This is in line with Lin and Zou (2019) study which indicated that conveying ethical messages through practical actions and teaching by example has a significant impact on athletes' ethical

development. Coaches demonstrating good ethical role models and emphasising the values of teamwork and mutual respect during training can help athletes develop positive ethical perceptions and attitudes (Xu & Sun, 2021). Indicator scores on discussing and emphasising the ethical culture within the team were relatively low. This suggests that coaches are less likely to emphasise the ethical culture of the overall team in practice or that there are certain challenges. It also serves as a reminder that in future research and practice, more attention could be paid to how to establish and maintain shared ethical values across the team. Coaches play a key role in shaping the ethical climate of sports teams and promoting the ethical development of athletes (Liu et al., 2020). This is a substantial reference for developing an effective programme for ethical leadership of basketball coaches and ethical development of athletes.

Table 6 shows the coaches' assessment of fair play. The coaches' assessment of fair play showed a positive trend with an overall mean of 3.58, which falls at the "strongly agree" level on a scale of 1 to 4. This suggests that coaches generally perceive themselves as excelling in fair play, with a focus on emphasising ethical principles and morals in the game. Standard deviations ranged from a low of 0.476 to a high of 0.679, and overall there was relatively high consistency in the coaches' assessments of fair play, with scores on the indicators relatively close to each other.

In terms of specific indicators, the highest indicator was for strongly opposing unfair competitive behaviour by athletes, with a score of 3.71, indicating that coaches had the highest assessment in this area. The lowest indicator was a score of 3.47 for actively emphasising the notion that morality trumps

winning in competition. Overall, coaches had a high assessment of fair play, focusing on rule-following, respect for opponents and the notion that morality trumps winning.

Regarding the emphasis on the importance of rule-following in competition, Song (2021) showed that coaches' attitudes and words and actions have a profound effect on athletes' behaviour and attitudes. Coaches were assessed higher in this area, demonstrating a strong agreement with the importance of rules, in line with the findings of Zhu and Li's (2018) study on coaches playing a modelling role in the game. Encouraging athletes to respect their opponents and avoid inappropriate strategies is key to developing sportsmanship. Coaches also scored higher on this aspect of the assessment, reflecting the importance they place on ethical behaviour of athletes. Dai and Tang (2021) study noted that coaches contribute to shaping a positive competitive culture by emphasising respect for opponents and fair play. The finding that coaches were strongly opposed to athletes' unfair competitive behaviour is consistent with the fundamental principles of sports ethics. Li and Zhao (2019) showed that coaches' attitudes were crucial in regulating athletes' ethical behaviour and that strong opposition to unfair behaviour helped to establish positive ethical norms. Coaches were less likely to assess the notion of emphasising morality over winning. This reflects a real-life challenge that the pressure to win in competitive sport leads some coaches to focus more on the outcome of the game at the expense of ethical principles. It is also a reminder that there are certain challenges and adjustments that need to be faced when promoting ethical concepts in sports culture.

Table 7. Assessment of the Coaches-respondents of their Ethical Leadership in Terms of Team Ethics

Team Ethics	Mean	SD	Description	Qualitative Interpretation
1. I emphasize teamwork and mutual respect.	3.56	.623	Strongly agree	Excellent
2. I encourage team members to support each other and share responsibilities.	3.58	.622	Strongly agree	Excellent
3. I deal with ethical conflicts within the team in a fair and equal manner.	3.53	.626	Strongly agree	Excellent
4. I help my team members build a team culture of ethics.	3.51	.598	Strongly agree	Excellent
5. I actively participate in team ethics education.	3.59	.495	Strongly agree	Excellent
6. I encourage my team members to take on leadership roles and demonstrate ethical behavior.	3.66	.477	Strongly agree	Excellent
7. I regularly assess the ethical culture and values of the team.	3.56	.534	Strongly agree	Excellent
Composite Mean	3.57	.481	Strongly agree	Excellent

N=59. Parameter limits: 3.51-4.00 Strongly agree/ Excellent; 2.51-3.50 Agree/Good; 1.51-2.50 Disagree/Fair; 1.00-1.50 Strongly disagree/Poor

Table 7 shows the basketball coaches' assessment of team ethics. The overall mean of 3.57 falls at the "strongly agree" level on a scale of 1 to 4. This suggests that coaches generally perceive themselves as excelling in terms of team ethics, with a focus on emphasising teamwork, mutual respect and building a good team culture.

In terms of specific indicators, the highest indicator was for encouraging team members to take on leadership roles and demonstrate ethical behaviour, with a score of 3.66, indicating that coaches had the highest assessment in this area. The lowest indicator was for dealing with ethical conflicts within the team in a fair and equitable manner with a score of 3.53. Overall, the coaches assessed higher in terms of team ethics,

focussing on teamwork, mutual respect and fostering an ethical culture in the team.

Li et al (2019) showed that team ethics and leadership are critical to team success and athlete development. A good ethical culture in the team contributes to team cohesion and willingness to co-operate, as well as contributing to the ethical development of the athletes. Coaches, as team leaders, play a key role in shaping the team culture and ethical climate. Fan and Cao (2019) study has highlighted the importance of the coach's ethical leadership role in the team in shaping a positive culture and influencing the moral development of athletes. Ethics-focused coaches on a team can serve as moral role models for athletes, guiding them to develop proper

values and morals through teaching by example (Lu & Hao, 2018). In basketball, coaches who emphasise teamwork, mutual respect, and the establishment of a positive team culture not only contribute to the overall performance of the team, but also have a positive impact on the moral

development of the athletes (Zhao et al., 2021). These findings provide strong support for the relationship between basketball coaches' ethical leadership and athletes' moral development, which is the focus of this study.

Table 8. Summary Table on the level of Ethical Leadership of the Coaches- respondents

Ethical Leadership	Mean	SD	Qualitative Description	Interpretation
Ethical Role Modeling	3.58	.528	Strongly agree	Excellent
Ethical Decision Making	3.44	.523	Agree	Good
Moral behavior	3.53	.532	Strongly agree	Excellent
Fair Competition	3.58	.476	Strongly agree	Excellent
Team Ethics	3.57	.481	Strongly agree	Excellent
Over-all Mean	3.54	.479	Strongly agree	Excellent

N=59. Parameter limits: 3.51-4.00 Strongly agree/ Excellent; 2.51-3.50 Agree/Good; 1.51-2.50 Disagree/Fair; 1.00-1.50 Strongly disagree/Poor

Table 8 summarizes the basketball coaches' levels of ethical leadership as assessed in the areas of Ethical Role Modelling, Ethical Decision Making, Ethical Teaching, Fair Play and Team Ethics.

In terms of ethical role modelling, coaches had a mean score of 3.58 with a standard deviation of 0.528. This suggests that coaches achieved a high level of consensus and good consistency in demonstrating good ethical role modelling. Mean scores above 3.5 indicate that coaches performed well on this dimension for emphasising fair competitive behaviour, respecting opponents and referees, and demonstrating ethical role models in training.

In terms of ethical decision-making, the coaches' mean score was 3.44 with a standard deviation of 0.523. The mean score was slightly below 3.5 but still within the "agree" range, indicating that the coaches performed well in dealing with unfair competition, dealing with ethical conflicts within the team, and remaining calm and making ethical decisions in emergency situations.

In terms of teaching ethics, the coaches' mean score was 3.53 with a standard deviation of 0.532. The coaches achieved high scores and performed well in emphasising teamwork, mutual respect, shared responsibility, and team culture.

In terms of Fair Play, coaches scored a mean of 3.58 with a standard deviation of 0.476. Coaches did well in emphasising adherence to the rules of the game, respect for opponents, and rejection of inappropriate competitive behaviour, with mean scores in the "strongly agree" range.

In terms of team ethics, coaches' mean score was 3.57 with a standard deviation of 0.481. Coaches performed well in emphasising teamwork, mutual respect, dealing with ethical conflicts within the team in a fair manner, and encouraging team members to demonstrate ethical behaviours.

On the whole, the coaches achieved high self-evaluations on all dimensions of ethical leadership, with mean scores in the "strongly agree" range and small standard deviations, suggesting a high degree of consistency across these dimensions. The overall mean score of 3.54 reflects the coaches' excellent performance on the overall level of ethical leadership, which is a positive assessment of basketball coaches' ethical leadership. This provides an important foundation for the relationship between basketball coaches' ethical leadership and athletes' moral development, which is the focus of this study.

In terms of ethical role modelling, coaches emphasised fair competitive behaviour, respect for opponents and referees, and demonstrating ethical role modelling during training. This is consistent with Guo and Gao's (2019) study, which noted that coaches' behaviours have a profound impact on athletes' values and morals. Good modelling by coaches can become an object of imitation for athletes, shaping their ethical standards. In terms of ethical decision-making, coaches were also rated highly for their ability to deal with unfair competition, handle ethical conflicts within the team, and remain calm to make ethical decisions in emergency situations (Feng & Zhu, 2022). This is in line with teamwork and team dynamics theories in sport, which suggest that coaches' leadership styles and decision-making styles have a significant impact on the ethical climate of the team and the behaviour of the athletes (Huang, 2018). In terms of moral impartation, coaches emphasised teamwork, mutual respect, shared responsibility, and team culture, which is consistent with the findings of Zhu et al's (2020) study, which emphasised the role of the coach as a moral mentor. By actively engaging in ethical education and discussion, coaches can provide athletes with guidance on ethical decision-making and prompt them to think about and understand ethical issues. In terms of fair play, coaches emphasised adherence to the rules of the game, respect for opponents, and rejection of inappropriate competitive behaviours, reflecting the high value coaches place on fair play and ethical principles (Weng & Wu, 2020). This is in line with the basic principles of sports ethics, which emphasise the maintenance of justice and fairness in sports competition. In terms of team ethics, coaches emphasise teamwork, mutual respect, fairness in dealing with ethical conflicts within the team, and encouraging team members to demonstrate ethical behaviour (Jiang & Ma, 2022). This is consistent with the team dynamics theory that the ethical climate of the team is critical to the overall performance of the team and the development of the athletes.

7.3. Significant Difference in the Assessment of the Ethical Leadership When the Profile of the Coaches-respondents is Taken as Test Factor. (Problem # 3)

Table 9. Differences in the assessment of the Ethical Leadership when they are Grouped According to Sex

Indicators	Sex	Mean	SD	Computed T-value	Sig	Decision on Ho	Interpretation
Ethical Role Modeling	Male	3.58	.577	.122	.904	Accepted	Not Significant
	Female	3.56	.392				
Ethical Decision Making	Male	3.48	.575	.920	.362	Accepted	Not Significant
	Female	3.34	.357				
moral behavior	Male	3.58	.552	1.306	.197	Accepted	Not Significant
	Female	3.38	.462				
Fair Competition	Male	3.62	.490	1.074	.287	Accepted	Not Significant
	Female	3.47	.434				
Team Ethics	Male	3.59	.484	.655	.515	Accepted	Not Significant
	Female	3.50	.479				
Over-all	Male	3.57	.511	.861	.393	Accepted	Not Significant
	Female	3.45	.387				

N=59. Level of Significance: *is noteworthy at the 0.05 level. (2-tailed)

Table 9 shows the differences in the moral leadership assessment by gender. The difference between males and females in terms of ethical role models was not statistically significant ($t = 0.122$, $p = 0.904$). This means that gender did not have a significant effect on coaches' assessment in terms of ethical role models. The difference between males and females in ethical decision making was again statistically insignificant ($t = 0.920$, $p = 0.362$). This suggests that there was no significant difference between gender on coaches' assessment in ethical decision-making. The difference between males and females was similarly non-significant ($t = 1.306$, $p = 0.197$) in the area of ethical imparting. This implies that there is no statistically significant effect of gender on

coaches' assessment in the area of ethical impartation. The difference between males and females in terms of fair play remained statistically insignificant ($t = 1.074$, $p = 0.287$). This suggests that there is no significant difference between genders on coaches' assessment in terms of fair play. The difference between males and females in terms of team ethics was again not significant ($t = 0.655$, $p = 0.515$). This indicates that there was no statistically significant difference between genders on coaches' assessment of team ethics. Overall, there was no statistically significant difference in coaches' assessment of aspects of ethical leadership across gender subgroups. This indicates that gender is not a significant influencing factor in coaches' ethical leadership.

Table 10. Differences in the assessment of the Ethical Leadership when they are Grouped According to Age

Indicators	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Ethical Role Modeling	30 y/o and below	3.56	.421	.589	.558	Accepted	Not Significant
	31-40 y/o	3.71	.439				
	41-50 y/o	3.49	.765				
Ethical Decision Making	30 y/o and below	3.44	.411	1.893	.160	Accepted	Not Significant
	31-40 y/o	3.65	.489				
	41-50 y/o	3.26	.705				
moral behavior	30 y/o and below	3.50	.473	1.599	.211	Accepted	Not Significant
	31-40 y/o	3.75	.404				
	41-50 y/o	3.39	.696				
Fair Competition	30 y/o and below	3.57	.442	1.988	.147	Accepted	Not Significant
	31-40 y/o	3.79	.392				
	41-50 y/o	3.43	.567				
Team Ethics	30 y/o and below	3.56	.461	.482	.620	Accepted	Not Significant
	31-40 y/o	3.67	.476				
	41-50 y/o	3.49	.539				
Over-all	30 y/o and below	3.53	.412	1.357	.266	Accepted	Not Significant
	31-40 y/o	3.71	.416				
	41-50 y/o	3.41	.626				

There was no significant difference in the assessment of aspects of ethical leadership among coaches of different genders. This result is in line with Zhang's (2022) research findings, indicating that gender is not a major factor

influencing coaches' ethical leadership in sport. There is a controversy regarding the effect of gender differences on leadership in Wang and Chen's (2018) study. However, Bryan (2019) study showed that gender is not a determining factor

in some domains such as sports. In sport settings, individuals' leadership styles and ethical behaviours are influenced more by education, training, and personal experience than by gender (Sun, 2021). In addition, gender differences can be influenced by cultural and social factors. In some societies, males and females are more equal in leadership positions in sports, which helps to eliminate the significant differences in gender assessments of ethical leadership.

Table 10 shows the coaches' assessments of ethical leadership across age groups. However, no significant differences were found between the age groups in terms of ethical role modelling, ethical decision-making, ethical education, fair play, team ethics and overall ethical leadership. This implies that age is not a major factor influencing coaches' assessment of ethical leadership.

In terms of Ethical Role Modelling, the F-value grouped according to age was 1.893 with a p-value of 0.160. Since the p-value was greater than the significance level of 0.05, the null hypothesis was accepted, i.e., age did not have a significant effect on the assessment of Ethical Role Modelling. For Ethical Decision Making, the F-value was 1.357 and the p-value was 0.266. again, the p-value was greater than 0.05 and the null hypothesis was accepted that there is no significant difference in the assessment of age on Ethical Decision Making. For moral behavior, the F-value is 1.599 and the p-value is 0.211. similarly, the p-value is more than 0.05 and the null hypothesis is accepted i.e. there is no

significant difference in the assessment of age on moral behavior. For Fair Competition, the F-value was 1.988 with a p-value of 0.147. although the p-value was close to the level of significance, it did not reach the usual 0.05, and the null hypothesis was also accepted in this regard. For Team Ethics, the F-value was 0.482 and the p-value was 0.620. the p-value was greater than 0.05, again accepting the null hypothesis that age does not have a significant effect on the assessment of Team Ethics. For Over-all, the F-value was 1.357 with a p-value of 0.266. since the p-value was greater than 0.05, the null hypothesis was accepted that there was no significant difference in the assessment of Over-all Ethical Leadership by age.

This finding is in line with Jiang (2019) studies which stated that the performance of coaches in this area is not related to their age but more influenced by individual ethical perceptions and professional experience. Mani and Zhang (2017) showed that ethical decision-making ability is more influenced by the level of moral development and moral education than by the age factor. Ethical leadership is seen as a stable trait overall among coaches of different ages (He, 2021). The view that age has a limited impact on the assessment of ethical leadership in coaches. This also emphasizes that more attention should be paid to other factors such as level of ethical development and professional experience when training and developing coaches (Du, 2021).

Table 11. Differences in the assessment of the Ethical Leadership when they are Grouped According to Education attainment

Indicators	Education attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Ethical Role Modeling	undergraduate	3.53	.601	.361	.699	Accepted	Not Significant
	bachelor's degree	3.58	.472				
	PhD	3.68	.376				
Ethical Decision Making	undergraduate	3.41	.561	.106	.899	Accepted	Not Significant
	bachelor's degree	3.46	.533				
	PhD	3.49	.420				
moral behavior	undergraduate	3.48	.599	.259	.773	Accepted	Not Significant
	bachelor's degree	3.57	.469				
	PhD	3.59	.427				
Fair Competition	undergraduate	3.55	.491	.407	.668	Accepted	Not Significant
	bachelor's degree	3.56	.520				
	PhD	3.70	.375				
Team Ethics	undergraduate	3.53	.512	.613	.545	Accepted	Not Significant
	bachelor's degree	3.54	.478				
	PhD	3.71	.393				
Over-all	undergraduate	3.50	.525	.326	.723	Accepted	Not Significant
	bachelor's degree	3.54	.461				
	PhD	3.63	.372				

The results in Table 11 show that there is no significant difference between coaches with different levels of education in the aspects of ethical leadership.

In the area of ethical role modelling, the F-value was 0.361 according to the level of education and the P-value was 0.699. since the P-value was greater than the significance level of 0.05, the null hypothesis was accepted, i.e., there was no significant difference between the level of education on the assessment of ethical role modelling. In terms of ethical decision making, the F-value was 0.106 and the p-value was 0.899. since the p-value was greater than the level of

significance, the null hypothesis was also accepted that there was no significant difference between the assessments of educational attainment on ethical decision making. In terms of moral education, the F value is 0.259 and P value is 0.773. again, the P value is greater than the level of significance and the null hypothesis is accepted that there is no significant difference between the assessment of educational attainment on moral education. In terms of fair play, the F-value is 0.407 and p-value is 0.668. p-value is greater than the level of significance and the null hypothesis is accepted i.e. there is no significant difference between the assessment of educational

attainment on fair play. In terms of team ethics, the F-value is 0.613 and the p-value is 0.545. again, the p-value is greater than the level of significance and the null hypothesis is accepted, i.e., there is no significant difference between the assessments of educational attainment on team ethics. At the overall level, the F-value was 0.326 and the p-value was 0.723. again, the p-value was greater than the level of significance and the null hypothesis was accepted that there is no significant difference between educational attainment on overall ethical leadership assessment.

The relationship between leadership and educational attainment was explored in Fang (2018) study. However, the results of these studies were not consistent. Some studies found a positive correlation between leadership level and education, meaning that individuals with higher education performed better in leadership. However, the Wu (2021) study failed to find such a correlation. Educational level is only one aspect of assessing leadership, while ethical leadership is influenced by a wider and more complex set of factors, such as an individual's ethical values, professional training, and leadership experience. Therefore, it is overly simplistic to judge ethical leadership on the basis of educational attainment alone (Sun, 2021). This result is also due to the characteristics of the particular career field of coaching. In the field of sport, an individual's practical experience, professional training, and ethical values play a more important role in leadership, and these factors are not exclusively influenced by educational attainment.

8. Conclusion

Based on the presented findings of the study, the researcher came up with the following conclusions:

1. The group of coaches is predominantly male, with the age distribution mainly below 30 years old, and most of the coaches have the highest education level below bachelor's degree, with the work experience of 1-10 years in the majority. While male athletes account for the majority, their age is mainly distributed in 19-20 years old, and their training experience is mainly 5-10 years.

2. Coaches were positively evaluated for their outstanding performance in moral role modeling, ethical decision-making, moral impartation, fair play and team ethics.

3. There were significant differences in coaches' assessment of their own ethical leadership across gender, age, education and years of experience, suggesting that targeted strategies may be needed for training and development.

4. Athletes' self-assessment of moral awareness, moral judgement, moral emotion, moral behaviour and moral decision-making ability were all high, showing a relatively healthy level of moral development.

5. There was no significant difference in the level of moral development of athletes under different conditions of basic information such as gender, age and years of training, suggesting that the influence of basal demographic factors on moral development is relatively small.

6. There is a significant positive correlation between moral leadership and athletes' moral development, indicating that an increase in the level of coaches' moral leadership may promote athletes' moral development.

7. The synthesis of the findings suggests that targeted training, particularly in the areas of ethical leadership of coaches and ethical development of athletes, is recommended in order to enhance the overall level of ethical leadership. Emphasis is placed on the positive impact of the coach's

ethical leadership on the athletes, and comprehensive ethical development programmes are proposed to promote the positive development of the overall basketball culture.

9. Recommendations

Based on the conclusions derived in this study, the following are the recommendations:

1. Upgrading ethical leadership training for coaches. Training programmes for coaches can be strengthened in the areas of moral role modeling, ethical decision-making, moral impartation, fair play and team ethics. Through systematic training, the moral leadership level of coaches can be improved so that they can better guide and shape the moral development of athletes.

2. Individualised training strategy: In view of the existence of significant differences in the assessment of coaches' ethical leadership under different genders, ages, academic qualifications and years of experience, it is recommended that an individualised training strategy be developed. This will help to meet the training needs of different groups of coaches in a more targeted manner.

3. Emphasising the impact of ethical leadership. The positive impact of ethical leadership on the moral development of athletes should be emphasised in training, and coaches should be encouraged to focus on the power of role models, the importance of ethical decision-making, and the guidance of team ethics in their practice. This can be done through case studies, role-playing, and other means of training.

4. Ongoing monitoring and evaluation. It is recommended that an ongoing monitoring and evaluation mechanism be established to track the level of ethical development of coaches and athletes. Through regular evaluation, the effectiveness of the training can be better understood and the training strategy can be adjusted in time to ensure the continuous improvement of the level of ethical leadership and ethical development.

5. Develop a comprehensive moral development programme. It is recommended that a comprehensive basketball moral development programme be developed, including training, activities, resource sharing and other aspects. Through multi-level interventions, promote moral development in the entire basketball system and build a more positive basketball culture.

References

- [1] Bram Constandt, Els De Waegeneer & Annick Willem. (2019). Coach Ethical Leadership in Soccer Clubs: An Analysis of Its Influence on Ethical Behavior. *Journal of Sport Management* (3). doi:10.1123/jsm.2017-0182.
- [2] Bryan, W. (2019). Exploring the relationship between sport motivation and sport moral push-off in Chinese athletes. *Fujian Sports Science and Technology* (01), 15-18.
- [3] Cao, J.C., Gao, X. & Zhang, D. W. (2020). Regulation of Ethical and Moral Issues of Chinese Professional Soccer athletes under the Perspective of Rule of Law. *Journal of Shanghai Institute of Physical Education* (06), 23-27. doi: 10.16099/j.sus.2017.06.005.
- [4] Chen, L. & Wu, Y. (2019). Athletes' ethical self-discipline on the field of play. *Chinese Sports Coach* (01), 10-13. doi: 10.16784/j.cnki.csc.2016.01.003.
- [5] Chi, W. & Li, Y.J.. (2021). Analysis of the current situation of students' ideology and morality in Yanbian sports schools and

- countermeasures. *Journal of Yanbian College of Education* (06), 198-201.
- [6] Dai, L.D. & Tang, W. D. (2021). The Moral and Legal Kernel and Construction Path of Sports Integrity in China. *Nanjing Social Science* (08), 56-63. doi: 10.15937/j.cnki.issn1001-8263.2021.08.008.
- [7] Du, L. J.. (2021). The integration of sports ethics and sportsmanship into youth sports teaching. *Contemporary Sports Science and Technology* (36), 159-161. doi: 10.16655/j.cnki.2095-2813.2111-1579-1659. 10.16655/j.cnki.2095-2813.2111-1579-1659.
- [8] Fan, Y.Q. & Cao, J.C.. (2019). Exploration of governance pathways of athletes' non-sports ethical behavior under the perspective of rule of law sports. *journal of Capital Institute of Physical Education* (05), 440-443. doi: 10.14036/j.cnki.cn11-4513.2019.05.012.
- [9] Fang, G. F.. (2018). The improvement of moral cultivation in college basketball teaching. *sports World* (08), 67-68. doi: 10.16730/j.cnki.61-1019/g8.2013.08.051.
- [10] Feng, T.X. & Zhu, D.P.. (2022). Effects of cognitive emotion regulation on pro-social-antisocial behaviors in sports contexts: the mediating role of moral awareness. *Hubei Sports Science and Technology* (10), 903-907.
- [11] Gao, D. S.. (2019). ethical leadership in Schools. *research on Educational Development* (04), 1-10. doi:10.14121/j.cnki.1008-3855.2019.04.003.
- [12] Guo, X.T. (2018). Research on sports ethics issues of soccer athletes. *Sports Science and Technology Literature Bulletin* (07), 81+104. doi:10.19379/j.cnki.issn.1005-0256.2018.07.036.
- [13] Guo, Y. J. & Gao, M.. (2019). The mechanism of coaches' role in the formation of youth soccer athletes' sense of sportsmanship. *Chinese School Sports (Higher Education)* (11), 1-5.
- [14] Han, L. & Zhang, C. Y.. (2020). The effects of ethical leadership on subordinates' work attitudes and behaviors: a mediating role based on perceptions of fairness. *Soft Science* (06), 86-89+125. doi:10.13956/j.ss.1001-8409.2020.06.19.
- [15] He, H.. (2021). Ethical leadership: A social learning theory perspective. *The Managerialist (Academic Edition)* (05), 70-74.
- [16] Hogan Linda. (2021).ethical leadership: a Challenge and a Celebration. *Theological Studies* (1). doi:10.1177/0040563921993456.
- [17] Huang, C. Q.o. (2021). Discussion on the coaching ability quality of basketball coaches in China. *Contemporary Sports Science and Technology* (03), 31-32. doi:10.16655/j.cnki.2095-2813.2021.03.028.
- [18] Huang, J. B.. (2018). On the Cultivation of Moral Character of Athletes in Grassroots Junior Sports Schools. *youth sports* (10),39+34.
- [19] Jia, X. F. (2021). Exploration of the internal mechanism of sports ethics establishment. *Sports Research and Education* (06), 19-24+42. doi: 10.16207/j.cnki.2095-235x.2021.06.004.
- [20] Jiang, X. (2019). The origin, connotation and theoretical model of ethical leadership. *Chinese Leadership Science* (04), 57-63.
- [21] Jiang, Y. & Ma, Y. H. (2022). A study on the influence of organizational ethical climate on athletes' sports ethics development: based on mediation and regulation. *Shenyang Sports Institute* (05), 96-102.
- [22] Jiang, Y. & Tong, M. M.. (2021). Analysis, power mechanism and realization path of sports ethics empowerment. *Teaching and Management* (36), 26-29.
- [23] Lee. (2019).ethical leadership: where the East Meets the West. *Multicultural Education Review*(1). doi:10.1080/23770031.2019.11102888.
- [24] Lennick, Doug & Kiel, Fred. (2021).ethical leadership by Example. *Baseline* (115).
- [25] Li, B. Li, B. Liang, J.Y. Lin & J.C. Jinzhe. (2019). Research on moral values of Chinese athletes under the perspective of ethical theory. *Liaoning Sports Science and Technology* (02), 5-8+13. doi: 10.13940/j.cnki.lntykj.2019.02.002.
- [26] Li, G. (2022). Influence of Traditional Wushu Sports on the Construction of Sports Moral Outlook and National Character. *Sciences (Natural Science Edition)* (01), 100-104. doi:10.13804/j.cnki.2095-6991.2022.01.015.
- [27] Li, L. (2022). Research on the Causes of Unfair Competition Behavior of Chinese Athletes and Ethics. *Journal of Jilin Institute of Physical Education* (05), 22-24. doi: 10.13720/j.cnki.22-1286.2022.05.005.
- [28] Li, Y.C., Li, H. B. (2022). Discussion on sports ethics of professional basketball athletes. *Journal of Capital Institute of Physical Education* (03), 1-3.