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The Effect of Physical Education and Sports Teachers' Ethic Position on Attitudes towards Profession

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Abstract

In the research, the sample was chosen by purposeful sampling method. 354 Physical Education and Sports teachers participated in the study. 53.4% (189 people) of these teachers were female and 46.6% (165 people) were male. Personal information form, the "Ethical position Questionnaire (EPQ)" to determine the ethical position of Physical Education and Sports teachers, and "Teaching Profession Attitude Scale (TPAS)" to determine the attitudes of Physical Education and Sports teachers towards the profession were used as data collection tools in the study. Proper statistical analysis were performed. No significant difference was found in the ethical position and attitudes towards the profession of Physical Education and Sports Teachers in favour of male teachers. No significant difference was found in Physical Education and Sports teachers' ethical position and attitudes towards the profession by age in all dimensions except idealism. It was concluded that the ethical position of Physical Education and Sports Teachers positively affected their attitudes towards the profession.

Introduction:

Although there is a conceptual distinction between ethics and professional attitudes, these two words are commonly used in research in different countries and cultures all over the world, from business to education. Ethics, which is a branch of philosophy, deals with the issue of morality on a normative basis and examines the correct and appropriate moral principles and norms. On the other hand, professional attitude deals with the professional attitudes, professional values and behaviours of groups and individuals, historically and factually, in a particular society and period.

The teaching profession, which forms a large part of human life, has its own rules and an ethical understanding. Within this understanding framework, the professional attitude and ethical behaviour expressed to the students is the sum of the principles and standards that direct all behaviours in the student's life and guide what to do and what not to do.

Physical education and sports teachers are responsible for the physical development of students as well as their affective, cognitive and mental development and in this context, they help students to adapt to society socially. (Thomas, 1982; Yetim, 2005). There is a vital link between

physical and development mental, social and emotional development. Investing in children's physical health is also an investment for their mental, social and emotional development (Thomas, 1982; Özakpınar, 1987; Yetim, 2005).

For this reason, Physical Education and Sports Teachers need to continue their profession successfully in terms of students' development and success. Physical Education and Sports Teachers take part in sports activities both inside and outside the school. In this context, they have different duties than other branch teachers. Teachers determine what kind of individuals students, who are the future of society, will be in the future (Recepoglu, 2013). Physical Education and Sports teachers are thought to be the most exemplary group of teachers in this regard. While the negative situations that teachers encounter in the school environment and work-life decrease their performance, positive situations increase their performance (Karaçam & Pular, 2016; Erdoğan, 2013; Utlu, 2016; Camadan, 2018). In this study, Physical Education and Sports Teachers' ethical positions, which are among the negative factors that are thought to be experienced in school life, and their attitudes towards the profession, which are thought to have a positive effect on

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their professional performance, are discussed together. The priority and determination of cognitive elements in the development of ethical values have an important place. In the process of professional attitude, ethical behaviour, the relationships and the responsibilities arising from them are considered to be determinants in ethical decision making. Ethical judgment is a form of behaviour that is frequently used in many applied fields, especially in education, business and nursing. Individual characteristics play an important role in professional attitudes and behaviours in ethical decision making.

Ethical value is a phenomenon that is becoming more and more important in education. Since education takes place with the relationship of more than one person with each other, ethical problems will always be on the agenda in the field of education (Seghe, 2014). In addition to being faced with ethical problems in their professional lives, educators are also responsible for the education of future generations (Haynes, 2002). For this reason, ethical behaviour is extremely important for the teaching profession, which is an important part of education. Physical education and sports teachers should also act by professional ethics to protect their service ideals, to regulate competition within the profession and to increase the quality of the service provided while performing their duties in their professional lives (Özbek, 2018). Teachers who act with ethical rules, besides being honest, compassionate, fair and courageous, at the same time provide only good and quality professional service without making any discrimination between students. (Gözütok, 1998; Luckovski, 1997).

Attitudes are one of the processes in the teaching profession. According to İnceoğlu (1993), the driving forces behind behaviours have a very high relationship with attitudes. Attitudes are stated as people's attitudes towards events and objects, their thoughts, intentions and desires towards these concepts (Feldman, 1996). When we consider the attitude towards the teaching profession, it is defined as the characteristics that form the individual's feelings, thoughts and behaviours towards teaching (Kağıtçıbaşı, 2013). Teacher attitudes are related to teachers' relationships and behaviours with students in the classroom. Because teachers' attitudes affect both their behaviour and social perceptions (Kağıtçıbaşı, 2010). Teachers who have a positive attitude towards the teaching profession are happy with their job and profession, and accordingly, they feel high job satisfaction (Çeliköz & Çetin, 2004). In this context, one of the prerequisites for teachers in the profession to meet and fulfil the requirements of the profession effectively and in order is their positive attitude towards the profession (Semerci & Semerci, 2004).

Every profession has its own ethical values, professional attitudes and behaviours. Physical education

and sports teaching have unique ethical values and views in terms of attitudes and behaviours. Teachers have to represent their teaching identity with their dressing, speaking and other behaviours in their society and set an example to those around them.

Based on the studies examined above, it is important to know the effect of physical education and sports teachers' ethical position on their attitudes towards the profession. Besides, knowing the variables that affect physical education and sports teachers' ethical position and attitudes towards the profession is also important in terms of teachers' professional performance. In this context, it was aimed to examine the effect of Physical Education and Sports teachers' ethical positions on their attitudes towards the profession with some demographic variables.

Methodology:

This research was descriptive research in the relational screening model, which aimed to examine physical education and sports teachers' ethical conditions and their sub-dimensions, their attitudes towards the profession and their effects on their sub-dimensions with some demographic variables.

The study group of the research consisted of physical education and sports teachers working in the central districts of Ankara in the 2018-2019 academic year. In the research, the sample was chosen by purposeful sampling method. 354 physical education and sports teachers participated in the study. 53.4% (189) of these teachers were female and 46.6% (165) of them were male. The mean age of teachers participating in the research was 38.

In the study, the personal information form, the "Ethics Position Questionnaire (EPQ)" developed by Yazici & Yazici (2010) to determine the ethical position of physical education and sports teachers and the Teaching profession attitude scale (TPAS) developed by Çetin (2006) to determine the attitudes of Physical Education and Sports Teachers towards the profession were used.

Ethics Position Questionnaire (EPQ): EPQ consisted of 19 items in 5-point Likert type and had two dimensions. The items of the scale were rated between "I totally disagree" (1) and "I completely agree" (5) by the teachers who participated in the research. As a result of the reliability and validity study of the scale, the Cronbach α coefficient was calculated as .90 for the whole scale, .92 for idealism and .84 for relativity sub-dimension.

Teaching Profession Attitude Scale (TPAS): TPAS was a five-point Likert-type scale consisting of 35 items. Rating; It was created in the format 5.4.3.2.1 from "Strongly Agree" to "Never Agree". The scale included 20 positive and 15 negative items. Items with negative statements were reverse-scored as 1.2.3.4.5. The lowest score that can be obtained from the scale was 35, and the highest score was 175. The Kaiser-Meyer-Olkin (KMO) value of the scale was

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.95. Çetin (2006) stated that the scale reflected three basic structures: Affection, Value and Congruence. Cronbach α values; It was stated as .95-Affection, .81-Value, .76-Congruence.

In the analysis of the data, the data set was primarily examined in terms of erroneous value, outlier, normality and multiple correlations. Data analysis was done by using SPSS 21 program. The ethical position and sub-dimensions of Physical Education and Sports Teachers, and whether their attitudes towards profession and sub-dimensions differ significantly according to their gender were analyzed with the t-test, and whether there was a significant difference according to their age was analyzed with one-way analysis of variance (ANOVA) and Tukey test. Simple linear regression analysis was used to determine the effect of ethical position on Physical Education and Sports Teachers' attitudes towards the profession. The level of significance was taken as $p < .05$.

Results:

Results Regarding the Ethical position of Physical Education and Sports Teachers and their attitudes towards the profession were given in Table-1.

Table-1: The Ethical position of Physical Education and Sports Teachers and their attitudes towards the profession (n=354)

Variables	Min.	Max.	X	SD
Ethical position	21.00	70.00	43.15	7.74
Attitude towards profession	62.00	137.00	96.18	8.98

When Table 1 was examined regarding the Ethical position of Physical Education and Sports Teachers and their attitudes towards the profession, it was seen that the levels of ethical position ($X = 43.15$) and attitude towards profession ($X = 96.18$) levels of Physical Education and Sports Teachers were at a high level.

Table-2: T-test Results of Physical Education and Sports Teachers' Ethical position and sub-dimensions, attitude towards profession and sub-dimensions by Gender

Variables	Female n=189		Male n=165		t	Df	p
	X	SD	X	SD			
Ethical position	42.38	7.71	44.04	7.70	2.01	352	.04*
Idealism	12.92	4.61	13.27	3.73	.78	352	.43
Relativism	29.46	6.08	30.76	6.93	1.88	352	.06
Att. towards prof.	95.23	8.33	97.27	9.58	2.14	352	.03*
Affection	45.62	14.54	51.75	14.33	3.97	352	.00*
Value	11.35	3.53	12.56	4.60	2.78	352	.00*
Congruence	10.26	3.48	11.08	3.34	2.25	352	.02*

When table 3, which was regarding the descriptive data of physical education and sports teachers' ethical position and sub-dimensions, attitudes towards the profession and sub-dimensions by age was examined, the highest ethical position level was 51 years and above ($X = 45.00$) and the lowest group was between 31-40 years old ($X = 42.49$). It was observed that those with the highest level of attitude towards the profession were between the ages of

21-30 ($X = 97.63$) and those between the ages of 31-40 ($X = 95.50$).

Table-4: ANOVA results of Physical Education and Sports Teachers' Ethical position and its sub-dimensions, and attitude towards the profession and its sub-dimensions by Age

Variables	Source of KT variance		Df	KO	F	p	Diff. (Tukey)
Ethical positions	Bet. gr.	207.88	3	69.29	1.15	.32	-
	Wit. gr.	20971.26	350	59.91			
	Total	21179.14	353				
Idealism	Bet. gr.	263.34	3	87.78	5.08	.00*	1-2;13;
	Wit. gr.	6037.76	350	17.25			4-2;
	Total	6301.10	353				4-3
Relativism	Bet. gr.	145.22	3	48.40	1.14	.33	-
	Wit. gr.	14845.14	350	42.41			
	Total	14990.37	353				
Attitude towards profession	Bet. gr.	255.18	3	85.06	1.05	.36	-
	Wit. gr.	28233.13	350	80.66			
	Total	28488.31	353				
Affection	Bet. gr.	245.54	3	81.84	.37	.77	-
	Wit. gr.	76536.85	350	218.67			
	Total	76782.39	353				
Value	Bet. gr.	40.44	3	13.48	.79	.49	-
	Wit. gr.	5926.17	350	16.93			
	Total	5966.62	353				
Congru- profession	Bet. gr.	32.26	3	10.75	.90	.43	-
	Wit. gr.	4144.59	350	11.84			
	Total	4176.86	353				

When the table-4, which was regarding the ANOVA results of the Physical Education and Sports Teachers' Ethics and its sub-dimensions and their attitudes towards the profession and its sub-dimensions were examined, it was seen that the teachers' ethical position levels and relativity sub-dimension did not differ significantly according to the age variable ($p > 0.05$), idealism levels [$F(3, 350) = 5.08$; $p < .05$] show a significant difference according to age. According to the results of the Tukey test conducted to determine in which age groups the significant differences in the dimension of idealism occur, it was observed that the idealism scores of teachers aged 21-30 and 51 and over were higher than those of teachers aged 31-40 and 41-50 years. It was observed that the total score of attitudes towards the profession and the sub-dimensions of Affection, value and adaptation did not differ significantly according to the age variable.

Table-5: Regression analysis results of the effect of ethical position regarding the attitudes of Physical Education and Sports Teachers' towards the profession

Variables	B	S.Er. B	β	t	p
Constant	73.96	2.53		29.20	.00*
Ethical position	0.50	0.05	0.42	8.90	.00*

$F = 79.282$, $p = .000$; $R = .42$; $R^2 = .18$

Table 5 revealing that the teachers' ethical position positively affects their attitudes towards the profession ($R =$

.42, $p < .05$). Moreover, the ethical position explained 18% of the variance regarding attitude towards the profession.

Discussion and Conclusion:

Physical Education and Sports Teachers' Ethical position and its sub-dimensions, attitudes towards the profession and their effects on sub-dimensions were discussed together with some demographic variables. In the findings obtained, it was seen that the levels of ethical position ($X = 43.15$) and attitude towards profession ($X = 96.18$) levels of Physical Education and Sports teachers were high. When the studies in the literature were examined, it was seen that teachers were sensitive about professional ethics. (Aydoğan, 2011; Gündüz & Coşkun, 2012; Tarim, 2020). Physical Education and Sports teaching was a profession that required cognitive domain competencies such as knowledge and skills, as well as affective domain competencies such as ethical position and professional behaviour. It was necessary for teacher candidates to gain value and attitude about the profession at least as much as knowledge. Erdemli (2019), stated that the student was affected by the attitudes and behaviours of Physical Education and Sports teachers structured in ethical values.

It was seen that Physical Education and Sports Teachers' Ethics position Total score showed a significant difference in favour of male teachers according to the gender variable. Accordingly, it can be said that the ethical position of male teachers was higher than that of female teachers. However, in the studies conducted in the field, it was found that the ethical position of teachers did not differ according to gender. (Tarim, 2020; Özivgen & Karaçam, 2020). These different results were thought to stem from the unique structure of the teacher group studied.

It was seen that Physical Education and Sports teachers' attitudes towards the profession and its sub-dimensions showed a significant difference in favour of male teachers according to the gender variable. Accordingly, it can be said that male teachers' attitudes towards the profession were higher than female teachers' attitudes towards the profession. In addition, sub-dimensions of attitude towards the profession also differ significantly in favour of male teachers. Erdemli (2019) and Pehlivan (2004) reached conclusions in parallel with our study in their studies to determine the attitudes of Physical Education and Sports teachers towards the profession. However, Yuvaci (2015) concluded in his study that, contrary to our study, the attitudes of Physical Education and Sports teachers towards the profession did not change according to gender. In studies conducted on teacher groups in different branches, results that support (Tarim, 2020; Pehlivan, 2008; Manolova, 2011) and did not support our study obtained (Küçük, 2012; Özder *et al.*, 2010). It was thought that these different results in the literature may be due to the teachers in the sample group being in different working environments, the situations they encountered in

the institution they work in, the socio-cultural structure of the region where the institution was located, and the point of view specific to their branches.

When the difference between the ethical position and sub-dimensions of physical education and sports teachers and their ages was examined, it was seen that the teachers' ethical position total score and relativity sub-dimension did not differ significantly according to the age variable, while a significant difference was observed in the idealism dimension by age. By adopting a moral value judgment that rejects universal and absolute moral rules, relativistic teachers consider that moral rules exist in a situational context as a function of time, place, and culture. According to Forsyth, a high proportion of relativists believe that moral principles were not important when making judgments; because these were contextual factors that determine people for them. They emphasized the importance of absolute moral rules when a less relativist made a moral judgment. When the meaningful differences in the dimension of idealism were examined, it was observed that the idealism scores of the teachers aged 21-30 and 51 and over were higher than those of the 31-40 and 41-50 age groups. Tarim (2020) in his study on teachers, he concluded that teachers in the age group 21-30 were higher than teachers in other groups in the dimension of idealism, and stated that young teachers were more loyal to universal ethics. However, the differentiation of physical education and sports teachers in the 21-30 age group, as well as teachers over the age of 51 compared to other groups in the dimension of idealism, separated the study from the study in the literature. It can be interpreted that this situation stems from the specific structure of the branch in which they were studied.

When the difference between the attitudes towards profession and sub-dimensions of physical education and sports teachers and their ages was examined, it was seen that the attitude towards profession total score and the sub-dimensions of Affection, value and adaptation did not differ significantly according to the age variable. This situation can be interpreted as physical education and sports teachers at any age had a positive attitude towards the profession. While Tarim (2020) reached conclusions in parallel with our study on classroom teachers, Küçük (2012) reached conclusions contrary to his study on music teachers. These different results in the literature were thought to stem from the unique structure of the teacher groups.

It was seen that the ethical position of Physical Education and Sports Teachers positively affects their attitudes towards the profession. Most of the time, the student pays attention to the teacher's approach to the subject and was affected by the way he interprets the events (Variş, 1988). In particular, teachers' attitudes towards students and school work have a wide impact on students'

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learning and personality (Küçükahmet, 1976).

The attitude was a tendency that was attributed to an individual and that regularly forms his / her thought feelings and behaviours regarding a psychological object (Kağıtçıbaşı, 1988). This situation can be interpreted as it would positively affect the attitudes of teachers with ethical values towards the profession. Doğaner & Özbek (2019) reached conclusions in parallel with the study in their study on the attitudes of physical education and sports teacher candidates towards professional ethical principles and the teaching profession. In addition, Tarım (2020) found in his study on classroom teachers that there was a positive correlation between teachers' attitudes towards the profession and their ethical position in parallel with the study. In this respect, the results obtained from the research were in parallel with other studies in the literature.

The results of the research; It was observed that the physical education and sports teachers' behaviour towards the ethical values and their attitudes towards the teaching profession have a moderate positive effect. It was said that the attitude towards the teaching profession can be learned as a result of life and experience, or can change over time.

Teachers' experiences and ethical positions that made certain cognitive and emotional loadings against their professions and reflect these loadings on their behaviours over time were also related to their professional attitudes. Teachers' ethical attitudes towards their profession were among the strongest determinants of Physical Education and Sports teachers' attitudes and behaviours towards the profession. Teachers to develop positive attitudes towards the teaching profession; It can lead to an interest in the profession, to see the importance of education and training, to love students, to develop themselves, to be excited and enthusiastic about the profession. The assumption that ethical attitudes affect the behaviour that would emerge consisted of two sub-dimensions, idealism and relativism. Teaching was a profession that requires cognitive domain competencies such as knowledge and skills, as well as affective domain competencies such as professional attitude and ethical behaviour. It was necessary for teacher candidates to gain value and attitude about the profession at least as much as knowledge. It was known that the professional attitude of the Physical Education and Sports teachers in the institutions where secondary education was provided was influenced by the attitudes and behaviours of the student and the Physical Education and Sports teacher. The professional idealism, intellectual attitude, emotional reactions, various habits and personality of the Physical Education and Sports teacher affect the student as a role model.

Further Suggestions:

1. This study focused on the positive beliefs of Physical Education and Sports teachers, ethical position and attitudes towards the profession. In other studies which are to be conducted, studies

can be conducted on other positive beliefs of physical education teachers.

2. In this study, the concept of ethical position and attitude towards the profession was dealt with perceptually at the cognitive level. The practical studies to be done can contribute to the literature.
3. When the significant differences in the idealism dimension of Physical Education and Sports teachers were examined, it was seen that the idealism scores of the teachers aged 21-30 and 51 and over were higher than the teachers aged 31-40 and 41-50 years. The necessity of taking measures by the Ministry of National Education on this issue arises. In this regard, care should be taken to assign a balanced assignment of age and experience of Physical Education and Sports teachers throughout the province of Ankara.
4. While Physical Education and Sports teachers have higher attitudes in the first year of their profession, it is necessary to investigate the reasons for the decrease in positive attitudes as the experience increases. At this point, it is necessary to conduct longitudinal research on the change of attitudes of teachers from their first years of employment to the last years and to investigate the reasons for the attitude changes.
5. In-service seminars, panels, etc. to improve the positive attitudes of Physical Education and Sports teachers towards the teaching profession. Providing trainings will contribute to teachers to work more devotedly and spend more time for student-centered educational activities

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