

**THE LEVELS OF COMPLIANCE OF PHYSICAL EDUCATION TEACHERS
WITH PROFESSIONAL ETHICS CODES**

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Abstract

This study was a survey type research that aims at determining the levels of compliance with professional ethics by physical education staff who work at high schools. Participants were 465 physical education teachers and 398 high school principals. In this study, the measure of “professional ethics of physical education teachers” developed by the researcher based on the relevant literature was applied.

Results showed that, while the physical education teachers stated that they followed professional ethics in the dimensions of professionalism, responsibility, honesty and respect at high levels, the principals stated that they followed professional ethics at lower levels. Male and female physical education teachers have indicated to comply with the ethics codes concerning respect, at different levels.

The principals whose branches are social science or natural sciences and the principals who belong to younger and older groups think in a different way about physical education teachers’ complying with professional ethics codes in the dimension of respect.

Keywords: Physical Education Teachers; Professional Ethics; Ethics Codes.

Introduction

Ethics has an important place in Education. The core of the ethics of education consists of student-related attitudes. Student and teacher relationship must be based on respect and love. In the school environment, we may come across teachers who are violent with students, who insult them, or threaten them with low grades (Bilgen, 1994). The fact that the concept of human's rights is being included more in the society's agenda has caused the student's rights to be placed in the agenda as well. With the increase in the consciousness level of the society, the relationships of teacher and student have started to be evaluated more carefully. Therefore, teachers must interrogate more whether their behaviour is right or not, in their relations with students, students' families, school principals and other teachers (Haynes, 2002; Peach & Reddick, 1986). Studies towards the awareness of teachers about the individual responsibility in the ethical dimension and application of teaching shall facilitate this awareness (Terhart, 1998).

Ethical relations are expected to prevail in an education environment. That's why, ethics codes must be determined for education and the teachers must follow these codes. While ethics codes are defined international values (honesty, justice, faithfulness, respect) are focused on. Main aims of ethics codes are to transform the application to the most useful state, to provide public interest, to protect the profession, to discipline the members, to guide and to be a source of help for teachers in coping with the dilemmas, which they may encounter in the daily applications (Campel, 2000). It is necessary that ethics codes must be defined in order for teaching to be accepted as a real profession. Ethics codes have played an important role in professionalizing education and making it independent. Teachers who determine ethics codes and apply them create confidence in the society (Travers & Rebore, 2000).

The branch of physical education shows differences when compared to other branches because the lessons are mainly based on application and there are inside and outside activities school. Through physical education and sports activities, and extra curricular activities, teachers and students can come together more often. The relationship of students and teachers may continue as a trainer and sportsman relation. There is a multidimensional, continual relationship continuing apart from school between the physical education teachers and their students. Physical education teachers are expected to follow vocational ethics codes for better qualified education in an environment where such an intensive relationship is experienced (Pehlivan, 1998).

Professional Ethics and Teaching

Ethics scrutinizes objects and events' importance for human beings in order to determine how a good life is (Haynes, 2002). Ethics interests everyone who wants to shape and improve the communication and action forms together and decently (Pieper, 1999).

Professional ethics is the entire set of general regulations considering the jobs performed by the members of the profession in an ethical way and complied with by most of the members (Sockett, 1990; Kultgen, 1988). Ethics codes, which are determined by professional organizations and supported with sanctions, will guide the person who applies them and help him/her decide in possible dilemmas (Fain, 1992). Although professional ethics codes are shaped differently for each profession, there are many common codes. The firsts of these are honesty, legality, reliance, professional loyalty, and respect (Wiley 2000).

Ethics codes in education were developed first in 1915 in Canada. Professional ethics codes which were brought up by Canada Ontario State Ministry of Education have been developed continuously by theorists and applicators (Campbell, 2000). Professional ethics codes for educators were introduced clearly first in 1929 by National Education Association

(NEA), the U.S.A. Ethics codes of NEA had its current form in 1975 (Travers & Rebore, 2000).

Each teacher has to reflect an ethical vision in order to be a good teacher. An ethically good teacher has to be honest, compassionate, wise, brave, and fair (Luckovski, 1997). Teachers have various and intensive relationships with students, the parents, principals, the other teachers, and the society. It is inevitable to have ethics dilemmas in these relationships. When there is an ethics dilemma, according to which values a teacher should decide, has been a matter of discussion (Rushwort & Patricia, 1998). Teachers experience ethics dilemmas more in very sensitive situations. For instance; when a teacher has to touch the student in accordance with his profession, he/she experiences dilemma. A teacher has to decide the limits of help he/she makes to the student. Mainly physical education teachers and private education teachers experience such dilemmas (Tirri, 1999).

In practical ethics education given to teachers, rules and codes are emphasized. The rules and ethics codes comprise a wide area in decision making. They provide easiness to teachers because they make the teachers acquire the skill of ethical decision making. Because rules and codes are judgments, truthfulness of them has been accepted. While teachers are making ethics decisions, they have to correlate these decisions to the suitable rules and codes (Nash, 1991). However, in educating teachers, it isn't sufficient to make them acquire the skills of ethical thinking and decision making depending on only codes and rules. In addition to this, there should be techniques such as sample event analysis, screenplays, dramatization (Strike & Soltis, 1998; Sottile, 1994).

Physical Education Teacher and Ethics

Physical education is an important part of education process. It isn't an unnecessary lesson, which is added to other lesson programs with the aim of occupying the students (Bucher, 1983). The principal aim of physical education is to contribute to each individual's

being in society through providing them with physical, intellectual, social and emotional development. Physical education could be defined as a process including physical activities, which get the individual acquire physical, psychological and social skills with the aim of providing long-term life quality (Lumpkin, 1990). The objective of physical education courses is not to discover and train inherent capabilities, and give skills, but to equip and train the individual in such a way as to allow the preservation of his/her social, physical and mental integrity (Anderson, 1999). Physical education courses in schools focus on the dependency of life on physical actions. Physical education curricula intends to develop the basic motor skills of children through various games and movements (Bucher and Wuest, 1999).

Physical education teacher is assigned to make principal duties inside and outside the school and coaching in addition to the duty inside the class. A physical education teacher has the responsibility of being a model for the student and the society by his/her physical appearance and, his/her healthy life style while he/she is doing these duties. They should display the behaviors and life styles that would constitute good examples for the students not only inside but also outside the school (Harrison & Blakemore, 1992).

Physical educations teachers encounter the situation of making ethical decisions while they get the students acquire the values they should have, in school and sportive activities (Harrison & Blakemore, 1992, 60). These decisions are evaluated according to ethics codes. Ethics codes for physical education teachers were published first in 1950 with the recommendation of AAHPER (American Alliance for Health, Physical Education and Recreation) professional ethics committee (Resick, Seidel & Mason, 1975, 94-95). Janelle and Taylor (1994) have determined ethical codes for physical education teachers based on the literature. These ethics codes include the behaviors which physical education teachers should perform concerning their duties and responsibilities.

Physical education teachers who don't renew themselves and lose their professional ideas can make lessons without any aims and planning after a while and act with the understanding of "throw out the ball" (Ballinger, 1993). In inter-school sports competitions, educational aim has been left aside, ethics abuses have increased and the thought of wining at any rate has become a rule (Willgose, 1984). The saddening memories from childhood (such as falling from box, getting injured at some part of the body, minor accidents, forcing a child who is scared to do an exercise he dislikes in physical education lesson) cause the person to get scared from these activities forever. Teacher's tolerant attitudes towards the students who experience such events, is a requirement of professional ethics and responsibility (Anderson, 1999).

The physical education teacher is expected to take certain precautions to provide student's participation in the lessons. Physical education lessons have an important role in helping disabled students to be included in the society and in the improvement of their personality. In this lesson, the disabled student may feel bad but it may be vice versa, too. In such a matter, the attitude of the teacher is very important. Following statements belonging to a disabled person about his school days show its importance clearly (Guclu, 2002, p.21):

"...I was born with my right hand half developed. I had infantile paralysis when I was one year old... I always hid my half-arm when I was in primary school. Especially since I couldn't participate in physical education lessons, I felt like being separated by my friends and I sat down and thought whether I could do the things they did."

Some unethical events, which physical education teachers are involved in, are announced in media. For example; An elementary school student in Istanbul, was kicked and beaten by his teacher for refusing to participate in a game where two teams of players pile on top of each other to test the other team's strength and stamina in a Turkish school yard game ("*uzun esek*"). The student who was beaten by his teacher was given a doctor's report of five

days. The student who was beaten, said he plays soccer and basketball well, but he does not like the game “uzun esek”, and therefore cannot play properly (“Beating at”, 1993).

A female high-school student in Ankara with 800, 1500, and 3000 metre championships in athletics, failed her class by receiving 1 (corresponding to an F). The teacher of the champion student stated that she failed because she did not know all the sports branches. The parents of the student claimed that their daughter failed due to the personal approach of the physical education teacher. The parents also claimed that their daughter did not make a donation to the sports club at school, and therefore she failed (“Champion Athlete,” 2003). It is striking to see a student who is a champion of athletics, to fail pursuant to a reason not related with success at school.

During the Turkey 2002 Elementary School Basketball Championships, incidents not compliant with the purpose of the school sports have been encountered. Students of 12 to 13 years old were forced to play games between 01.00 and 04.00 a.m. Due to lack of allowances, the games were squeezed into three days, instead of four, to reduce the expenditures. Therefore, some students were sent back to their home towns without sleeping, after the games were over (“A Turkish, 2002). The purpose of school sports is to protect the mental and physical well-being of the students. It is not correct to force a child at the development stage to play a game, at a time when s/he should be sleeping.

Generally, as a result of the events which include beating and violence, students become disabled or encounter the situations requiring serious treatments. In physical education lessons, the unethical behaviors are always in the agenda. Physical education teachers should behave in compliance with professional ethics codes in order to increase the quality of physical education lessons, arrange inter-professional competition and protect professional ideals (Pehlivan, 1998). It is worth investigating whether or not the teachers conform to these codes.

Therefore, the main objective of this study was to determine the extent to which the physical education teachers conform to professional ethics codes. In this study we tried to find the answers to these questions.

1- Is there a significant difference between the opinions of high school principals and physical education teachers concerning the extent to which physical education teachers who work in official high schools and equivalents comply with professional ethics codes in the dimensions of professionalism, responsibility, honesty and respect?

2- Is there a significant difference among the opinions of the physical education teachers who work in official high schools and equivalents according to age, gender, seniority, and the schools they graduated from, about the level of their compliance with professional ethics codes in the dimensions of professionalism, responsibility, honesty and respect?

3- Is there a significant difference among the high schools principals' opinions regarding the extent to which physical education teachers who work at official high schools and equivalents comply with ethics codes in the dimensions of professionalism, responsibility, honesty and respect?

Method

This is a survey study which aims to determine the current situation. The difference between the physical education teachers' and the principals' opinions is tested with unrelated t test. Whether the opinions of the two groups show differences based on more than two variables such as age, seniority, the school graduated was tested with Kruskal-Wallis (H) test if the data is not spread in a homogeneous manner. If the data is spread homogeneously, one-sided Analysis of covariance (ANCOVA) test was used. Fisher's least significant difference (LSD) test was applied to the groups that showed differences in the Analysis of covariance test , in order to find which group creates the difference.

Participants

The scope of the research consists of 5576 school principals and 5767 sports teachers working in high schools in Turkey. As a sample from this scope, 465 teachers and 398 school principals were chosen. All the 863 questionnaires sent was received back . However the total number of questionnaires evaluated is 857.

Demographic information showed that 33 % of the physical education teachers were women, 67 % were men. Almost half (47 %) of the participants were between the ages of 35-48, and 36 % were between 21-24 years of age. Only 7 % of the high school principals who participated in the investigation were women, 93 % were men. Many school principals (60 %) were from social sciences, 20 % from science, 15 % from vocational courses and 2 % of them from physical education branches.

Data Collection Tool

Questionnaires have been used as the data collection tool. The ethical codes were used while preparing the questions for the first draft of the data collection tool (Keith-Speigel, Tabachnick & Allen, 1993; Kuther, 2003; Travers & Rebore, 2000; Pehlivan, 1998; Resick, Seidel & Mason, 1975; Peach & Reddick, 1986; Graham & Cline, 1997; Janelle & Taylor, 1994). In order to determine the ability of the scope to realize the study's aims, in other words to obtain the scope validity of the questionnaire, it was submitted to the physical training teachers. In the first outline of the data collection tool, there were 47 professional ethics codes. Participants were asked to evaluate themselves about these codes on a 5 point Likert type scale due to its high reliability (Balci, 1995). The measure of choices was rearranged as full compliance (5), high compliance (4), medium compliance (3), little compliance (2), and non-compliance (1) due to the fact that the level of following the ethical codes is being evaluated.

The outline-questionnaire was piloted with 56 physical education teachers who work at high schools or equivalent schools. With the data acquired it was reached to factor analyses for the structure validity of data collecting tool, for its dependability to Cronbach Alpha dependability coefficient and substance total correlation coefficient. While determining whether a material would be included or not, the load value in a factor should be measured as 30 and more. As a result of factor analyses it was seen that from 32 materials left in measure, 14 was professionalism, 8 was responsibility, 5 was honesty and 5 was collected in the dimensions of respect. The results of factor analyses and substance total correlation coefficient are given in the table I.

Table I. Structure Validity and Coefficient Level of Lower Measures.

Results

The Opinions of Physical Education Teachers and the Principals of Schools

The Dimension of Professionalism

It was ascertained that the difference between the opinions of physical education teachers and school principals about professional ethics codes which are in the dimension of professionalism was significant $t(855) = 6.76, p < .05$. The compliance level of physical education teachers with professional ethics codes in the dimension of professionalism ($\bar{x} = 4,53$) was found out to be higher than the level of compliance according to school principals' opinions ($\bar{x} = 4,31$). The reason for the school principals' opinions about physical education teachers' level of compliance with the codes in the dimension of professionalism being lower than the opinions of the teachers was because the school principals cannot normally watch the sportive and physical education activities in school and they lack necessary information about these activities.

While physical education teachers stated that; among professional ethics codes in the dimension of professionalism, they followed the "preferring honesty to winning" code at the

highest level ($M_{12} = 4,77$) compared to other codes, they stated that they followed the codes “accepting losing as natural as winning in competitions” ($M_3 = 4,41$) and “treating students with tolerance in lessons” ($M_{14} = 4,41$) at a lower level than other codes.

Physical education teachers stated that they followed the code of ‘honesty’ at the highest level. From this finding, it can be said that physical education teachers give importance to the concept of honesty. In the study of Gurkan, Camliyer and Saracaloglu (2000) honesty was in the first place among the values physical education teachers give value most and this situation supports this commentary.

According to the opinions of school principals, in the dimension of professionalism, physical education teachers follow the code “not using grades as a means of pressure” at higher levels compared to others ($M_{11} = 4,52$), on the other hand, they follow the code “giving importance to education and health more than being a champion or winning a competition” at lower levels than others ($M_2 = 4,15$). The definitional statistics concerning professional ethics codes in the dimension of professionalism are given in the table II.

Table II. The Definitional Statistics Concerning Professional Ethics Codes in The Dimension of Professionalism.

The Dimension of Responsibility

That there is a significant difference between physical education teachers’ and the school principals’ opinions concerning the physical education teachers’ compliance with professional ethics codes in the dimension of responsibility was determined $t(855) = 8.19$, $p < .05$. The opinions of physical education teachers about the compliance level of physical education teachers ($\bar{x} = 4,59$), were found out to be higher than that of the school principals’ ($\bar{x} = 4,32$).

Physical education teachers stated that among professional ethics codes the physical education teachers followed the code “considering physical education as an inseparable and

complementary part of general education” at a higher level ($M_{21} = 4,77$) compared to other codes, and they followed the code “appreciating the opinions of the students in lessons” at lower levels ($M_{22} = 4,43$).

While the school principals stated that among ethics codes in the dimension of responsibility, physical education teachers followed the code “giving importance to the health and safety of the student more than the sportive success” at the highest level ($M_{18} = 4,40$) when compared to other codes, they stated that teachers followed the code “ taking pains to ensure compliance with the lesson and training hours both by themselves and the students” at a lower level ($M_{17} = 4,24$). The definitional statistics concerning professional ethics codes in the dimension of responsibility is given in the table III.

Table III. The Definitional Statistics Concerning Professional Ethics Codes in The Dimension of Responsibility

The Dimensions of Honesty

A significant difference was found between physical education teachers and school principals about professional ethics codes in the dimension of honesty $t(855)=5.75, p<.05$. While teachers stated that physical education teachers followed professional ethics codes in the dimension of the honesty at the level of ($\bar{x}=4,69$), the school principals stated that physical education teachers complied with ethics codes in this dimension at a lower level ($\bar{x}=4,51$).

The reason for physical education teachers’ opinions about their compliance with ethics codes in the dimension of honesty was found at higher levels than the opinions of school principals might be because the physical education teachers couldn’t be impartial when evaluating themselves about honesty. In the study of Pehlivan (1997), school principals stated that they followed ethics codes in the dimension of honesty at higher levels than that was

stated according to the opinions of inspectors and teachers. The results of this investigation, too, support the idea that people cannot be impartial when they evaluate themselves about honesty.

While physical education teachers stated that among ethics codes in the dimension of honesty they followed the code “not having sportsman students go into training which could be harmful for their health” at higher levels ($M_{27}=4,80$) than the others, they also expressed that they followed the code “keeping religious, political and ethnical issues discussed in the class environment as secret” at lower levels ($M_{26}=4,48$).

School principals expressed that among ethics codes in the dimension of honesty the physical education teachers followed the codes “not allowing any tests, measurements or drug trials which could harm the student’s health” ($M_{24}= 4,55$) and “not having sportsman students go into training which could be harmful for their health” ($M_{27}= 4,55$), at higher levels, however they stated the teachers followed the code “ keeping religious, political and ethnical issues discussed in the class environment as secret” at lower levels ($M_{26} = 4,43$) than the others. The definitional statistics concerning professional ethics codes in the dimension of honesty is given in table IV.

Table IV. The Definitional Statistics Concerning Professional Ethics Codes in The Dimension of Honesty.

The Dimension of Respect

It was ascertained that there was a significant difference between the opinions of physical education teachers and the school principals about ethics codes in the dimension of respect $t(855)=10.0, p<.05$. While the teachers expressed that their level of compliance with ethics codes in the dimension of respect was ($\bar{x}=4,65$), the school principals stated that the physical education teachers followed ethics codes in this dimension at lower levels ($\bar{x}=4,30$).

While the teachers expressed that among ethics codes in the dimension of respect, they followed the code “not giving humiliating speeches about the sportsmen and the trainers of the rival school’s team” at higher levels ($M_{31}=4,74$) than the others, they stated that they followed the code “not insulting their students” at lower levels ($M_{30}=4,54$). The fact that the code of not insulting students is the least complied with code puts forward the fact that the attitude of insulting the students is at levels that cannot be underestimated. Teachers should treat students respectfully and they should never insult them. In a research made by Senemoglu (2001), among the characteristics looked for in a successful teacher, students pointed out that a successful teacher should love and respect his / her students.

School principals stated that among professional ethics codes physical education teachers followed the code “not giving humiliating speeches about the sportsmen and the trainers of the rival school’s team” at higher levels ($M_{31}= 4,54$), however, they stated that physical education teachers followed the code “not behaving in an offensive and hurtful manner in the relationships with their colleagues” at lower levels ($M_{32}=3,71$) than the others. The definitional statistics of professional codes in the dimension of respect is given in table V.

Table V. The Definitional Statistics of Professional Ethics Codes in The Dimension of Respect

The Opinions of Physical Education Teachers Based on Variables

It was determined that as a result of variance analyses realized among the point means concerning physical education teachers’ compliance with professional ethics codes in the dimensions of professionalism $F(5,459)=.838, p>.05$, responsibility $F(5,459)=.728, p>.05$, honesty $F(5,459)=.957, p>.05$ and respect $F(5,459)=.833, p>.05$ according to age groups, there wasn’t a significant difference among the means.

A significant difference wasn’t found between the opinions of male and female physical education teachers concerning professional ethics codes in the dimensions of professionalism

$t(463)=1.34$, $p>.05$, responsibility $t(463)=.905$, $p>.05$, honesty $t(463)=2.95$, $p>.05$. However, it was determined that there was a significant difference at the level of .05 between the opinions of male and female physical education teachers concerning professional ethics codes in the dimension of respect $t(463)=2.09$, $p<.05$. While male physical education teachers stated that their level of compliance with professional ethics codes in the dimension of respect was ($\bar{x}=4,63$), female physical education teachers expressed that they followed the code at the level of ($\bar{x}=4,70$).

It was determined as a result of the analyzes made upon the means of points concerning the level of compliance with professional ethics codes in the dimensions of professionalism $H(4)=2.43$, $p>.05$, responsibility $F(4,460)=.473$, $p>.05$, honesty $F(4,460)=.229$, $p>.05$ and respect $F(4,460)=.571$, $p>.05$, that there wasn't a significant difference among the means based on the schools they graduated from.

A significant difference wasn't found among means of notes, that are for professionalism $F(6,458)=1.10$, $p>.05$, for responsibility $F(6,458) =.258$, $p>.05$, for honesty $F(6,458)= .672$, $p>.05$ and for respect $F(6,458)=1.19$, $p>.05$, related to levels of conformity to ethics principles based on the seniority levels of physical education teachers.

The Opinions of School Principals Based on Variables

It was ascertained that the difference between the opinions of male and female school principals about the physical education teachers' level of compliance with professional ethics codes in the dimensions of professionalism $t(390)=1.19$, $p>.05$, responsibility $t(390)=.148$, $p>.05$, honesty $t(390)=1.08$, $p>.05$, and respect $t(390)=1.83$, $p>.05$, wasn't significant.

A significant difference wasn't emerged, as a result of the analyses of the means of points of physical education teachers' level of compliance with professional ethics codes in the dimensions of professionalism $F(4,387)=.100$, $p>.05$, responsibility $F(4,387)=.171$, $p>.05$ and honesty $F(4,387)=.176$, $p>.05$, based on the branches of school principals.

A significant difference among the means at the level of .05 was determined as a result of variance analyses made upon the means of points of physical education teachers' level of compliance with professional ethics codes in the dimensions of respect $F(4,387)=4.71$, $p<.05$. According to the result of LSD test, which was made in order to find the group which created difference, the opinions of school principals who came from social branches were different from the opinions of those coming from sciences and vocational courses branches. According to the school principals coming from social sciences, physical education teachers followed professional ethics codes in the dimension of respect at the level of ($\bar{x}=4,21$), however, according to the principals coming from science ($\bar{x}=4,47$) and vocational courses ($\bar{x}=4,46$), they followed the codes at higher levels. The reason for the school principals' opinions being different might result from the points of view which were given to them by their branches.

It was determined that as a result of the variance analyses made upon the means of points of their opinions concerning physical education teachers' level of compliance with professional ethics codes in the dimension of professionalism $F(5,386)=.376$, $p>.05$, responsibility $F(5,386)=.447$, $p>.05$ and honesty $F(5,386)=.617$, $p>.05$, that there wasn't a significant difference among the means based on the age groups of school principals.

As a result of the variance analyses made upon the total points, based on the age groups, the opinions of physical education teachers' level of compliance with the codes in the dimensions of respect it was found that there was a significant difference among the opinions of age groups $F(5,386)=3,67$, $p<.05$.

The group which created the difference according to the LSD test was, the principals aged between 21- 27 and 28-34. Physical education teachers followed the codes at higher levels than that was stated according to the opinions of the principals aged between 21-24 ($\bar{x}=3,90$) and 28-34 ($\bar{x}=4,05$), they followed the codes at much higher levels than the principals aged between 35-41 ($\bar{x}=4,32$) and 42-48 ($\bar{x}=4,38$), 49-55 ($\bar{x}=4,32$), 56 and older ($\bar{x}=4,30$).

According to the young school principals, the physical education teachers followed the codes in the dimension of respect at high levels, according to the school principals aged 34 and older, they followed at even higher levels. The difference between the opinions according to the age groups was because of the old principals' evaluation of the teachers' behavior with understanding and tolerance owing to their experience and young principals' evaluation of the teachers with a severe manner owing to their being inexperienced.

Based on the school principals' seniority, it was determined that there wasn't a significant difference between the means of school principals' opinions as a result of variance analyses upon the means of points concerning physical education teachers' level of compliance with professional ethics codes in the dimensions of professionalism $F(5,386)=.258$, $p>.05$, responsibility $F(5,386)=.080$, $p>.05$, honesty $F(5,386)=.310$, $p>.05$, and respect $F(5,386)=2.14$, $p>.05$.

Discussion and Conclusion

Students' rights have an important place in the teachers' professional ethics (Colnerud, 1997). The fact that more than half of these ethic codes included in this study were about student rights, confirms this judgment. Ethic codes were determined as the behaviors that should be performed or not by teachers (Graham & Cline, 1997; Resick, Reidel & Mason, 1975; Travers & Rebore, 2000).

Physical education teachers and school principals think differently about the point of compliance with professional ethics codes in the dimensions of professionalism, responsibility, honesty and respect. Physical education teachers stated that they followed professional ethics codes at higher levels than that was stated according to the school principals' opinions. School principals stated their opinions by observing them from outside. Thus, they made a more objective evaluation. On the other hand, while physical education

teachers were evaluating themselves, they might not have been objective enough. Hence, the opinions of the two groups could be found as different from each other.

Male and female physical education teachers thought differently about compliance with ethics codes in the dimension of respect. Female physical education teachers expressed that they followed ethics codes in this dimension at higher levels when compared to male physical education teachers. The fact that the behaviors of aggressiveness and insult in this dimension are displayed by female teachers less could bring about this result.

The opinions of school principals, based on their branches, about physical education teachers' level of compliance with professional ethics codes in the dimension of respect were found to be different. The opinions of the school principals coming from social sciences were different from the opinions of those coming from sciences and profession lessons. The school principals coming from social sciences thought that physical education teachers followed professional ethics codes in the dimension of respect at lower levels when compared to school principals coming from sciences and profession lessons. The school principals coming from social sciences may have higher expectations about the point of respect by the effect of their branch.

Based on age groups, school principals' opinions about the physical education teachers' level of compliance with ethics codes in the dimension of respect were found to be different. Young school principals, when compared to the principals who are at the age of 34 and older, thought that the physical education teachers followed ethics codes in the dimension of respect at lower levels. The fact that old principals' evaluation of the physical education teachers' behaviors is according to their experience and young principals' evaluation is based on their being inexperienced could have brought out this result.

The fact that physical education teachers do not entirely comply with the codes was shown in this study, both by their own opinions and by those of school principals. Practical

professional ethics courses should be organized to ensure full compliance of physical education teachers with professional ethics codes. In addition, providing education in ethics will contribute to the physical education teachers' behaving ethically (Fain & Gillespie, 1990; Priest, Krause & Becah, 1999). With the formal education taken by teachers, it was observed that the theoretical and practical knowledge increased and solutions and suggestions to problems became more successful (Bergem, 1993).

Some difficulties may be encountered in carrying out ethics codes. It is always possible that teachers experience dilemmas, and experience contradictions between individual values and the roles they are assigned with. In this respect, behaving ethically is a difficult task. Teacher's having some peculiarities such as doing what is right, being helpful, honest and fair which constitute ethics behavior will alleviate this difficulty (Frank, 1996; Oser & Althof, 1993). Teachers could be helped gain ethical behavior through pre and in vacation education.

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Table I

The Structure Validity of under

Professionalism

<u>Substance No</u>	<u>Factor Load</u>	<u>The r of substance - total</u>	<u>Variance Explained</u>	<u>Alpha Coefficient</u>
			% 17.2	.85
1	.52	.47		
2	.76	.63		
3	.49	.57		
4	.50	.44		
5	.48	.40		
6	.35	.28		
7	.60	.58		
8	.83	.67		
9	.63	.45		
10	.50	.49		
11	.58	.38		
12	.72	.61		
13	.57	.46		
14	.53	.57		
Responsibility			% 11.6	.74
15	.63	.54		
16	.83	.61		
17	.42	.39		
18	.36	.33		
19	.35	.17		
20	.52	.46		
21	.76	.53		
22	.53	.47		
Honesty			% 8.6	.60
23	.48	.23		
24	.67	.29		
25	.51	.42		
26	.74	.56		
27	.53	.32		
Respect			% 8.4	.54
28	.67	.42		
29	.44	.34		
30	.54	.34		
31	.65	.48		
32	.55	.26		

Table II**The Definitional Statistics Concerning Professional Ethics Codes in the Dimension of Professionalism**

Ethics Codes	Teacher			Principal		
	Mean	Sd	Rank	Mean	Sd	Rank
1- When evaluating the student's success, considering not only the student's physical abilities, but also his/her emotional and social development	4.63	.591	2	4.16	.810	13
2-Giving importance to education and health than being a champion and winning a competition	4.52	.629	7	4.15	.848	14
3- Accepting losing as natural as winning in competitions	4.41	.828	13.5	4.17	.830	12
4- Being in a cooperation with colleagues	4.47	.685	10	4.24	.862	10
5- Helping the colleagues who begin the profession in their acquiring professional knowledge and experience	4.57	.662	5.5	4.34	.790	6
6- Not displaying a violent behavior towards students	4.46	.787	8.5	4.40	.723	4.5
7- Being tolerant towards the sportsmen students who fail in competitions	4.46	.727	8.5	4.41	.680	3
8- Taking necessary precautions for situations which can occur in lessons such as thirstiness and weakness.	4.61	.562	4	4.33	.751	7
9- Doing some works which make all the students participate in sportive activities, instead of presenting the opportunities to a group of students only	4.42	.697	12	4.23	.840	11
10- Ensuring that all the students benefit from the tools, equipment and facilities of the school	4.57	.615	5.5	4.40	.747	4.5
11- Not using grades as a means of pressure	4.45	.880	11	4.52	.739	1
12- Preferring honesty to winning	4.77	.457	1	4.44	.705	2
13- Preferring discipline to winning	4.62	.593	3	4.29	.725	8
14- Treating students with tolerance in lessons	4.41	.693	13.5	4.26	.710	9

Table III**The Definitional Statistics Concerning Professional Ethics Codes in the Dimension of Responsibility**

Ethics Codes	Teacher			Principal		
	Mean	Sd	Rank	Mean	Sd	Rank
15- Praising proper behavior of the students	4.50	.602	7	4.33	.713	3
16- Appreciating the success of the student in an objective manner	4.63	.611	3.5	4.32	.789	4.5
17- Taking pains to ensure compliance with the lesson and training hours both by themselves and the students	4.63	.551	3.5	4.24	.789	8
18- Giving importance to the health and safety of the student more than the sportive success	4.70	.492	2	4.40	.815	1
19-Not being a mediator in the transfer of the sportsmen students out of self interest	4.52	.953	6	4.30	.919	7
20- Showing special attention to disabled students for ensuring their participation in the lesson	4.53	.665	5	4.32	.777	4.5
21- Seeing physical education lesson as an inseparable and complementary part of general education	4.77	.455	1	4.34	.733	2
22-Appreciating the opinions of the students in the lessons	4.43	.657	8	4.31	.672	6

Table IV**The Definitional Statistics Concerning Professional Ethics Codes in the Dimension of Honesty**

<u>Ethics Codes</u>	<u>Teacher</u>			<u>Principal</u>		
	<u>Mean</u>	<u>Sd</u>	<u>Rank</u>	<u>Mean</u>	<u>Sd</u>	<u>Rank</u>
23- Not making humiliating speeches about sportsman students	4.60	.586	4	4.50	.655	3
24- Not allowing any tests, measurements or drug trials which could harm the student's health	4.79	.560	2	4.55	.771	1.5
25- Keeping private information about the students as secret	4.76	.536	3	4.49	.704	4
26- Keeping religious, political and ethnical issues discussed in the class as secret	4.48	.924	5	4.43	.784	5
27- Not having sportsman students go into training which could be harmful for their health	4.80	.426	1	4.55	.617	1.5

Table V**The Definitional Statistics Concerning Professional Ethics Codes in the Dimension Of Respect**

<u>Ethics Codes</u>	<u>Teacher</u>			<u>Principal</u>		
	<u>Mean</u>	<u>Sd</u>	<u>Rank</u>	<u>Mean</u>	<u>Sd</u>	<u>Rank</u>
28- Taking the health and education of the sportsman students in consideration in club transfers	4.68	.526	3	4.38	.697	3
29-Avoiding applications which could hinder the other lessons of the sportsman students	4.57	.618	4	4.36	.735	4
30- Not insulting their students	4.54	.727	5	4.52	.700	2
31- Not giving humiliating speeches about the sportsmen and the trainers of the rival school's team	4.74	.536	1	4.54	.642	1
32- Not behaving in an offensive and hurtful manner in the relationships with their colleagues	4.73	.525	2	3.71	1.47	5

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