



Being an ethical model: The perspectives of trainers

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Abstract

This research was carried out in order to reveal the perspectives of the trainers with Pro License in terms of being an ethical model and qualitative research techniques were utilized and phenomenological design was used. The study group of the research was determined by using purposeful sampling method. The study group was composed of 18 Turkish male football trainers aged between 48 and 67, who voluntarily agreed to participate in the study and had a Pro License with at least 14 years of training experience. In the research, the data was obtained by using the semi-structured interview method and analyzed by using the descriptive analysis method. As a result of the data analysis, the positive aspects of being an ethical model and the negative aspects of not being an ethical model were revealed. It was determined that the trainers emphasized such attitudes as communication skills, empathy and being respectful in terms of being an ethical model. Such negative attitudes as inconsistency, distorted personality traits and being prone to violence were also expressed by the trainers as the attitudes that prevented being an ethical model. In addition to the statements revealing that the trainers who behaved unethically were perceived negatively in the football environment, it was also argued that there was not a standard evaluation on this issue in Turkey. This research made will help to improve the ethical awareness regarding the training profession and furthermore, it is estimated will contribute to further studies on the ethics of being a trainer.

Keywords: Ethics, professional ethics, role model, trainer, football

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1. Introduction

Ethics is the seeking of basic morality that is offered by individuals, organizations and professions so as to help people to make precise decisions about what is right and what is wrong (Eklund & Tenenbaum, 2014). Even if an athlete has the genetic potential necessary to set records and become a champion, he will not be able to break these records or become a champion with a broken lifestyle or insufficient training (Egesoy et

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al., 2013). Therefore, moral values are concrete since they reflect the actions that people perform with their own will, whereas ethical principles are abstract since they are mental.

In the historical process, the coding of ethical behavior has been a feature that determines the difference in professions. In this regard, ethical principles have begun to be used so as to define the ideals of a profession, legitimize the profession, regulate membership practices, and determine the relationships between the non-members like customers, patients and students and the members of the profession (Shenas, 1994). These ethical principles have also been a social control tool. With this social control tool, people have begun to evaluate and judge each other.

The individuals with strong professional ethics believe that lazy and immoral people do not work. In this context, professional ethics is a belief that people are morally responsible in terms of avoiding being aimlessness and of being productive (Lamberton & Minor, 2014). This belief helps individuals and societies to be more productive and make more precise decisions in the business world.

Therefore, such examples as performance goals and training content, methods, techniques and material selection, performance evaluation processes, and undesirable athlete behaviors, which constitute the elements of sports education, show that the trainer should be an ethical model because the sports training process carried out by the trainer involves the questions like “What kind of an athlete should we raise?”, which concerns the future of individuals. For this reason, in addition to making ethical analysis and evaluations, training the trainers who are ethical role models is necessary for the development of children and young athletes.

There are no definite formulas for being a role model in ethical issues because every situation is unique in itself since it is related to human and society. For example, according to Vallance, the Ethical Decision Model is not a formula, but it is composed of a set of questions that involves clarifying the nature of certain problems and how they can be resolved. These questions are as follows:

1. What is the question? (What is really in danger? Who is affected? How is s(he) affected?)
2. How does this affect the job?
3. What are the external constraints like laws, regulators, and the market?
4. Which of the various options for implementing ethical principles has long-term value in terms of adhering to justice and morality? (Vallance, 2001).

Normative ethics is also regarded as applied ethics since it deals with such questions as “What is the right behavior?”, “What are the responsibilities of the individual towards himself/herself?”, “What are the responsibilities of the individual towards others?”, “What

is the value of life?”, “How can an individual be a good person?” (Pops, 2001). In this regard, in this study, which was conducted as an explanatory research type, it was aimed to find an answer to the question of “What kind of a model should a trainer be in terms of ethics?”. Therefore, in this study, the profession of training as an ethical model was examined.

2. Method

2.1. Research Model:

Criterion sampling method, which is one of the purposeful sampling methods, was used in determining the study group of the study. The research was carried out in accordance with the principles of the Declaration of Helsinki, but ethics committee approval was not obtained because it was not experimental and only used questionnaire form.

2.2. Participant (subject) characteristics

The study group was composed of 18 male football trainers with a Pro License training certificate who agreed to voluntarily participate in the research, whose ages were (M age=55, 94, $sd=4.41$), with an average of 13 years of football experience and at least 14 years of training experience.

2.3. Interview guide

As the data collection tool in research, an interview form was used in accordance with the semi-structured approach, which is one of the interviewing approaches. The semi-structured interview form, which was preferred so as to obtain comparative results, was developed by the researchers in order to reveal the views of the trainers regarding ethical model training. Research questions were formed in line with the information in the literature. At the same time, the interview questions were prepared by taking into account such considerations as the fact that they were easy to understand and not multidimensional, and that they were not responsive and directive (Bogdan & Biklen, 1997).

In the interview form, there were questions regarding the issues of “the importance of football trainers being an ethical model”, “the necessary behaviors of the trainer to be an ethical model”, “what the unethical behaviors are”, and “how the trainers behaving unethically are perceived in the football environment”. Before the application, the interview form was examined by an expert in qualitative research and ethics in sports in order to check the comprehensibility and appropriateness of the questions. Following this, a football trainer was asked to read the questions, and after the trainer stated that

the questions were clear and easy to understand, the interview form was applied to the football trainers with a Pro License.

2.3.1. Data Collection

Since the data of the research was collected during the pandemic process, the interviews were conducted via telephone, taking into account the health of the interviewees and that of the researchers. First of all, the participants were informed about the content of the study, and after it was confirmed that they were willing to participate in the study voluntarily, the interview questions were asked to them, and their responses were recorded in the form of both voice recording and note taking.

2.3.2. Data analysis

Descriptive analysis method was used in the analysis of the research data (Yıldırım&Şimşek, 2013). The data obtained from the forms were first transcribed into the Office program, and then they were read several times and coded. Afterwards, the codes were brought together to create themes, and descriptive analysis was performed.

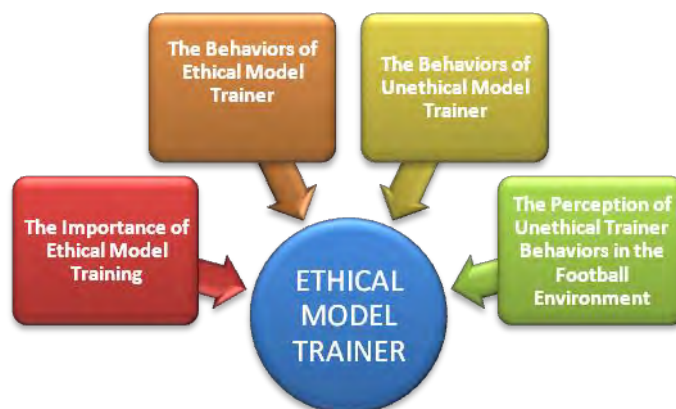


Figure 1. The themes obtained as a result of the views of the trainers

In Figure 1, the themes obtained according to the data of the research were presented. During the theme creation phase, all the documents were read, and independent sub-themes were created. As a result of the analyses performed, it was revealed according to the views of the football trainers that ethical model training was perceived under the themes of “the importance of ethical model training”, “the behaviors of ethical model trainer”, “the behaviors of unethical model trainer”, and “the perception of unethical trainer behaviors in the football environment”.

2.3.3. Research design

Phenomenology design, which is one of the qualitative research methods, was used in the research.

2.3.4. Validity and reliability

In the study, both methodological reliability and theoretical validity were strongly established. Thus, the Descriptive, Interpretive and Theoretical validity of the study was ensured (Maxwell, 1992). At the same time, the generalizability of the study was ensured by the way the results were presented (Maxwell, 1992). Besides, by providing the harmony between the research questions, data collection and data analysis techniques, by using appropriate data collection and data analysis methods, by obtaining credible findings when compared to those in the literature, by reaching valuable results that could be used in practice, and by using all the criteria in harmony, the validity of the study was increased (Eisenhart&Hove, 1992).

In addition to all these, the reliability of the study was increased by ensuring the credibility of the findings through their compatibility with reality, the transferability of the findings through their high adaptability to other contexts, and the confirmability of the study through demonstrating that the findings stemmed from the experiences and views of the participants (Shenton, 2004).

3. Results

In this section of the research, the questions given in the interview form were grouped according to the sub-problems of the research, and the findings were presented according to the themes and sub-themes.

The importance of ethical model training

The question of the sub-problem in this group was “Why do you think it is important for the trainer to be an ethical model?”. Depending on this sub-problem, the views of the trainers were categorized as positive views and negative views, and the sub-themes of these groups were presented.

3.1. Positive participant views

According to the views of the participants, it was revealed that in terms of being an ethical model trainer, the views were mostly collected under the sub-theme of “being a role model for the players in the team” (P3-P5-P7-P8-P12-P14-P15-P18). Following this, the sub-themes were found to be as; creating a peaceful atmosphere (P7-P11-P17-P18),

being respected (P4-P8-P16), achieving the goal in professionalism (P3-P5), being a leader (P9-P10), and being beneficial to their players (P1), respectively.

Some of the views of the participants on the sub-theme of “being a role model for the players in the team” were as follows:

It is especially important in the reserve teams. Because trainers work with children and shape them as if they knead dough. For this, they should be an example from an ethical perspective (P3). The work of the trainer has a social value as it has a public interest and sociological content. In other words, there are athletes who can imitate and be inspired by the trainer (P5). Because the trainer is a role model. There are those who take us as an example both good and bad. Especially children and young athletes imitate us. We should treat them according to what we expect from them. Including the professional team... (P6). Every attitude of the trainer is reflected on the team and the player. Just as a fish rots from the head down. Because of this, if ethical behaviors are exhibited, there will be peace within the team. If not, it means that chaos will occur in the very near future. In this respect, the trainer should be sensitive about being an ethical model (P7). The trainer is the person who is in the limelight. For this reason, he should pay attention to everything. If the trainer does not behave ethically, that is to say, if he does not act like a model, he becomes worthless first in the eyes of his players, and then in the eyes of the president and managers of the team... (P8).

Some of the views of the participants on the sub-theme of “creating a peaceful atmosphere” were as follows:

...It is extremely important. Because every attitude of the trainer is reflected on the team and the players. Like a fish rots from the head down. For this, if ethical behaviors are exhibited, there will be peace within the team...(P7).

Because the sports environment is an environment in which social learning takes place. If the trainer is an ethical model, he will set a good example for his players. Therefore, there will be peace and success in the team (P17).

Some of the views of the participants on the sub-theme of “being respected” were as follows:

As Atatürk said; “Sports people should be smart, agile and moral”. The trainer must first have the philosophy of “We would rather lose the match than win it unfairly”. Therefore, the athletes, managers and fans who will follow the trainer’s footsteps will contribute to the development of the football culture as they will prefer justice. In addition to this, since moral trainers will be respected, they should be an ethical model (P4).

Some of the views of the participants on the sub-theme of “achieving the goal in professionalism” were as follows:

Professionalism is also important in terms of the team to achieve the goal. Because a lot of money is involved in the business so it is difficult to act ethically where there is a lot of money. In this respect, the trainer should set an example (P3). Besides, the trainer should be an ethical model in order to create the conditions of equal competition in professional football, which has a performance-based competitive environment (P5).

Some of the views of the participants on the sub-theme of “being a leader” were as follows:

Because if the trainer act like an ethical model, he will be a reliable leader on the team. If not, there will be chaos in the team, and the players will be uncomfortable with the trainer. If the trainer sets an example in terms of being ethical, there will be order and peace within the team, and the players will be motivated in a better way (P9). If he tries to be an ethical model, the players will also display harmonious behaviors since they see him as a leader (P10).

Some of the views of the participants on the sub-theme of “being beneficial to their players” were as follows:

....the trainer needs to catch up with the time. This means that he is beneficial to people and his players. If you are beneficial, you will be valuable. Valuable trainers are reliable just as people want from them, and they are realistic since they follow science (P1).

3.2. Negative participant views

Negative participant views were composed of the sub-themes; the trainer loses his respectability on the team (P2-P13-P17-P18), an atmosphere of chaos is created (P11-P16), and a feeling of hatred towards the trainer is created (P10).

It was revealed according to the views of the participants that if the trainer is not an ethical model, the trainer will lose his respectability on the team and the players may develop a feeling of hatred towards their trainer, and an atmosphere of chaos may be created within the team.

Some of the views of the participants on the sub-theme of “the trainer loses his respectability on the team” were as follows:

...if the trainer is not an ethical model, he loses his respect on the team. His training career is also damaged. In addition to this, especially young athletes tend to take their trainer as an example (P2). Because the trainer who is not an ethical model is not respected. He cannot be an example to people. The players believe in the trainers who are ethical models, and this is necessary for success. Because the trainer is the teacher. That is to say, he is the educator and instructor. If the trainer behaves in accordance with the ethical rules, there will be development (P13).

Some of the views of the participants on the sub-theme of “an atmosphere of chaos is created” were as follows:

.... If the trainer is an ethical model, he will set a good example for his players. Therefore, there will be peace and success within the team. Otherwise, if the trainer is not an ethical model, there will be chaos in the team, and unsuccessful results will be received (P11).

Some of the views of the participants on the sub-theme of “a feeling of hatred towards the trainer is created” were as follows:

Because if unethical attitudes are exhibited by the trainer, the players will begin to hate him. If he tries to be an ethical model, they will display harmonious behaviors since they see him as a leader (P10).

The behaviors of ethical model trainer

The question of the sub-problem in this group was asked in the interview form as “What behaviors do you think the trainer should exhibit in order to be an ethical model?”, and it was revealed that the views of the participants were grouped in the theme of “the behaviors of ethical model trainer” under the sub-themes of being honest (P1-P2-P3-P4-P5-P6-P7-P8-P9-P11-P12-P13-P14-P15-P17-P18), having communication skills (P1-P2-P6-P10-P13-P16-P17-P18), the ability to empathize (P1-P2-P4-P5-P6-P7-P8-P9-P13-P14), being objective (P2-P4-P7-P16), being respectful (P5-P10-P12-P13-P14-P15-P16-P17-P18), being fair (P2-P6-P9-P10-P11-P12-P13-P15), exhibiting respectful behaviors (P2-P3-P10-P17), being kind-not saying bad words (P2-P3-P5-P11-P16), being consistent (P4-P8-P12-P15-P17-P18), being hardworking (P6-P9-P13-P18), reading books (P5-P9-P11), and following the rules (P3-P4-P8-P15).

It was observed that the participants mostly focused on the sub-theme of “being honest and not lying” as the most important ethical behavior that the trainer should have. Besides, the fact that the trainers are fair, objective, and equal, respectful, hardworking, and that they have communication skills, attach importance to empathy, make no discrimination among the players, follow the rules, read books and avoid insults and bad words to players are considered as the behaviors of ethical model trainer.

Some of the views of the participants on the sub-theme of “being honest” were as follows:

...being realistic and honest. This increases the credibility of the trainer (P1). He should be honest (P2-P4). Apart from this, honesty is important. Because an honest trainer means a reliable trainer (P7).

Some of the views of the participants on the sub-theme of “having communication skills” were as follows:

...Then he should also have effective communication skills. For this, first of all, he should be able to understand rather than explain...(P1). He should have strong communication and speak explicitly and clearly especially with the football players (P2).

Some of the views of the participants on the sub-theme of “the ability to empathize” were as follows:

...Also, he needs to be able to empathize. All these strengthen the communication skills of the trainer (P8). ...Empathy is also required so as to be an ethical model. An empathetic trainer is an understanding trainer (P13). ...He should be able to empathize (P1-P2-P3)

Some of the views of the participants on the sub-theme of “being objective” were as follows:

... First of all, there should not be any behaviors out of both sides. Everyone should be treated equally and according to the rules...(P2).First of all, the trainer should not display double standards. He should follow the rules and treat his players equally on the basis of these rules...(P4). ...First of all, he should be impartial. While evaluating events and people, he should make objective judgments (P16).

Some of the views of the participants on the sub-theme of “being respectful” were as follows:

First of all, the trainer must display that he is knowledgeable with his behaviors. Other professional elements come next. For example, he should respect the athletes. I mean, talking to them politely or listening to them...(P5). To be a model, he must first be respectful to his athletes and the football community that he is in...(P10). Respect comes first. A trainer who is respectful to himself, his athletes and those around him is an ethical model...(P12). ...A fair trainer is a respectful trainer. He respects labor, respects competition, respects the opponents and referees...(P13)...He should be respectful towards everyone, especially his athletes...(P15).

Some of the views of the participants on the sub-theme of “being fair” were as follows:

First, there must be justice. Because justice is the basis of our profession...(P6). ...Then the trainer should be fair and give everyone credit for their due...(P12).

Some of the views of the participants on the sub-theme of “exhibiting respectful behaviors” were as follows:

... He values his assistants, follows the rules for the sake of truthiness, defends the rights of his colleagues. If the conditions are not appropriate, he does not accept the duty. He remembers the good things done for him, and he is faithful...(P3). ...He should be knowledgeable and try to improve himself. He should be honest and respectful. He should exhibit exemplary behaviors because football players are good observers...(P17).

Some of the views of the participants on the sub-theme of “being kind and not saying bad words” were as follows:

He should not swear (P2). ...I think politeness is the first condition. A polite trainer can demonstrate every respectful behavior. He values his assistants...(P3). ...Swearing and insulting sports people, especially athletes, are also unethical behaviors...(P5). ...He should be polite and courteous to everyone, especially his football players. His criticism should be constructive and instructive...(P11).

Some of the views of the participants on the sub-theme of “being consistent” were as follows:

He should be consistent so that he can be convincing...(P4). ...He should be able to stand behind his words. He should act consistently and not make contradictory speeches...(P8). He should also be consistent. That is to say, his words and behaviors should be consistent (P12-P15). ...He should exhibit consistent behaviors...(P18).

Some of the views of the participants on the sub-themes of “reading books/being hardworking” were as follows:

...He should be hardworking... (P6-P13). He should also read books and be hardworking... (P9). ...He should love his job and be hardworking... (P18).

Some of the views of the participants on the sub-theme of “following the rules” were as follows:

He values his assistants, follows the rules for the sake of truthiness, defends the rights of his colleagues. If the conditions are not appropriate, he does not accept the duty. He remembers the good things done for him, and he is faithful...(P3). He should follow the rules and treat his players equally according to the rules (P4).

The behaviors of unethical model trainer

The question of the sub-problem in this group was asked in the interview form as “What do you think are the unethical behaviors of the trainers?”, and it was revealed that the views of the participants were grouped in the theme of “the behaviors of unethical model trainer” under the sub-themes of saying bad words/insulting(P2-P3-P4-P5-P6-P7-P9-P10-P11-P12-P13-P14-P15-P16-P17-P18), inconsistency (P1-P8-P12), negative image of the trainer (P1-P6-P14-P17), negative behaviors towards colleagues (P3-P11-P16-P18), pressure/teasing/acting rude towards the referees (P3-P7-P10-P13-P17-P18), bad personality traits (P3-P9-P11-P12-P13-P15-P16-P17), not taking responsibility for defeat but laying claims to win (P4-P6-P7-P10-P11-P15-P16-P17), lying/not being reliable (P1-P5-P6-P7-P8-P9-P13-P16-P17-P18), making discrimination among the players (P8-P10-P15-P17-P18), being prone to violence (P10-P11-P13), being biased (P2-P3), not following the rules but committing dishonesty/making the players behave dishonestly (P5-P7), and being light-minded (P6-P8).

Some of the views of the participants on the sub-theme of “saying bad words/insulting” were as follows:

Like many other people, I am also very uncomfortable with swearing (P2). He swears and insults his assistants and athletes (P3). Swearing and making insulting speeches are among the common unethical behaviors (P4). Swearing and insulting sports people, especially athletes, are among the common unethical behaviors (P5).

Some of the views of the participants on the sub-theme of “inconsistency” were as follows:

Then there may be inconsistency in his behaviors. Because inconsistency affects reliability negatively (P1). In connection with what I have just said, inconsistent behaviors are unethical. For example, not fulfilling his promises (P8).

Some of the views of the participants on the sub-theme of “negative image of the trainer” were as follows:

I can also stated is playing negative images. For example, it is unethical behavior for the trainer to smoke in front of everyone (P1). Going to the bar, disco with his football players, and smoking and drinking alcohol are among the unethical behaviors. Also trying to take the duty thanks to political parties (P6).

Some of the views of the participants on the sub-theme of “negative behaviors towards colleagues” were as follows:

He displays damaging behaviors towards his colleagues (P3). He does not respect his colleagues. For example, he speaks badly behind the back of the former trainer (P11). He tries to go to another team while working in one team. In addition to this, he tries to join a team when there is a colleague on duty in that team (P16).

Some of the views of the participants on the sub-theme of “pressure/teasing/acting rude towards the referees” were as follows:

He puts pressure on the referees (P3). ...It is also unethical to tease the referees (P7). ...It is also unethical not to respect the opponent and the referees...(P13).

Some of the views of the participants on the sub-theme of “bad personality traits” were as follows:

He makes speeches with lies that will disrupt the environment of trust. I can say that he will be hypocritical and ungrateful (P3). Selfishness is common. It is unethical to say “I did it, I succeeded” when there is success. Not behaving in a controlled manner in difficult times, trying to correct mistake with another mistake (P4). Also speaking out among the players and managers is among the unethical behaviors (P4)...Acting selfishly by only thinking of self-interest (P6).

Some of the views of the participants on the sub-theme of “not taking responsibility for defeat but laying claims to win” were as follows:

I find it unethical that when he does not accept defeat but lay claims to win. Because it's always very easy to blame others when you lose (P4). He attributes successes to himself but failures to others (P6).

Some of the views of the participants on the sub-theme of “lying/not being reliable” were as follows:

Lying for personal interests (P5). I can say lying in the first place (P6). Contradictory speeches and lying (P8). ...That is to say, one of the unethical behaviors is not being reliable (P1).

Some of the views of the participants on the sub-theme of “making discrimination among the players” were as follows:

Discrimination among the players is also an example of unethical behaviors...(P8). ...Not treating his athletes with respect, evaluating his opponents by making discrimination in terms of language-religion-race-gender, and discriminating among his athletes, not making a fair distribution of duties (P10-P15-P17).

Some of the views of the participants on the sub-theme of “being prone to violence” were as follows:

...Trying to use violence...(P10-P11-P13).

Some of the views of the participants on the sub-theme of “being biased” were as follows:

...There are trainers who evaluate with prejudices. I think it is unethical to make judgments without asking such questions as “Why did this happen?”, or without trying to understand and listen (P2-P3).

Some of the views of the participants on the sub-theme of “not following the rules but committing dishonesty/making the players behave dishonestly” were as follows:

...Not following the rules is the most important unethical behavior (P5). ...Encouraging dishonesty is one of the most significant unethical behaviors (P7).

Some of the views of the participants on the sub-theme of “being light-minded” were as follows:

Besides, I think the lack of seriousness during the training is unethical. For example, coming to training with slippers and jeans (P6). ...Also, I can state that he does not perform his profession seriously (P8).

The perception of unethical trainer behaviors in the football environment

The question of the sub-problem in this group was asked in the interview form as “How are the behaviors of unethical trainers perceived in the football environment?”, and it was revealed that the views of the participants were grouped in the theme of “the perception of unethical trainer behaviors in the football environment” under the sub-themes of “there is no standard evaluation” (P1-P3-P4-P5-P6-P11-P12-P13-P14-P15-P16) and “they are perceived negatively” (P2-P7-P8-P9-P10-P17-P18).

Some of the views of the participants on the sub-theme of “there is no standard evaluation” were as follows:

I think there is not a standard evaluation. Because there is not a common point of view in our football culture on ethics. There is a prejudice about ethics because we are not conscious enough about it. They look at the name. They say he does not make mistakes, even if he does, they say there must be something that he knows. If someone else does the same mistake, they immediately judge. Therefore, there is an evaluation based on the trainer’s background and achievements. The evaluation of an unethical behavior differs according to the club’s conditions and according to the case (P1). In the football environment of our country, most people defend so-called ethical values, but when it comes to practice, it is not like that. We have no ethical standards. Since most people consider anything permissible to win, people who act really unethically do not suffer much. Otherwise, those, especially among trainers, who act unethically would not be able to find a job easily, but they can. There is only a bad reputation in the eyes of the athletes (P3). The intellectual structure of the football environment in our country is weak. For this reason, we do not have ethical standards. Because of this, the evaluations about the trainers who act unethically may differ. The evaluations are based on the person’s name, club, circumstances, and interests. However, those who are knowledgeable and sensitive about ethical issues take side against unethical trainers (P4).

This evaluation varies depending on the moral constructs of societies. What is necessary is to value those who respect equal conditions in a competitive environment and impose sanctions on those who behave unethically. However, in the societies like ours, which is an undeveloped society, since there are no common ethical principles and everything is permissible to win, there are no equal reactions to the trainers who behave unethically. I often observe that the trainers who behave unethically are tolerated because the name of the trainer, the club he works in, and the time he behaves badly can all be accepted as an excuse (P5).

Everyone condemns unethical behavior but most of us conduct similar behaviors. People approve of what works for them. It does not matter if it is ethical or not. Because we are not given a good ethics education and we do not have ethical standards. For this reason, there are not many sanctions for the trainers who behave unethically. They are only spoken about badly behind their back but those trainers can still find teams and take duty. However, if they are not given a team, they will stop conducting those

behaviors. For this reason, ethical issues should be addressed in the courses and seminars, and ethical education should be given importance in societies, beginning from the family (P11).

Since there is not an ethical standard in our country, there is not a clear evaluation, either. While one of the two trainers exhibiting the same unethical behavior is supported by his club and his supporters, the other is exposed to negative criticism. Because the name of one of the trainer is strong and his club needs him. That is to say, there is a talk out of both sides of the mouth. However, in the eyes of football players, a trainer who acts unethically has no value. For example, football players may oppose a trainer who has the habit of acting unethically and they may refuse that trainer to come to their club. In other words, he is not wanted (P14).

There is not a standard evaluation. Because there is not a common ethical understanding in the football environment. There is evaluation by the name. In other words, unethical behaviors are either criticized or ignored according to names and clubs. There are also those who cannot see due to lack of knowledge. However, the trainers who behave unethically about their football players are always unloved and undesired trainers (P15).

Some of the views of the participants on the sub-theme of “they are perceived negatively” were as follows:

Generally, they are not spoken well, and their actions are not found correct. In the football world, everybody knows one another more or less. The perspectives of the players especially for the trainers who behave in a cute manner to the management and exhibit fake attitudes are bad. However, in our country, these trainer models find more chances and teams. Because such trainers suit the book of the managers. In other words, the understanding of the management also encourages unethical behaviors. They want an obedient trainer, not an ethical trainer. Otherwise, the players immediately stigmatize those who behave unethically and stay away from them (P2).

In fact, every trainer who behaves unethically is spoken badly behind his back. However, especially in the professional environment, he is not spoken badly to his face since interests are on the nail. Therefore, acting unethically is not good for a trainer. In the football environment, he will have just few friends and supporters. The number of his friends will be based on interest (P7).

Since unethical trainers act with the idea that everything is permissible to save the day, they are those who are losing while they think they are winning. In other words, they only win the match, or the athletes obey them because of their power. Those around them seem to be with them and support them. However, when they lose their power, they are left alone. That is to say, they realize that they do not have real friends (P10).

Football players usually count these trainers negatively and they do not want to work with them. They are also not liked a lot among the trainers, but since most of the trainers have unethical behaviors, it is not much problem among these trainers. Because in the football environment, people talk out of both sides of the mouth. In other words, there are no common ethical standards. For this reason, the people other than football players can tolerate the trainers who act unethically and assign duties to them by just looking at the scores, looking at their names, or for any other benefits (P17).

Compared to the past, the number of the trainers acting unethically has begun to increase. Because as much money entered the football environment, ethical values deteriorated. The main reason for this is the footballer managers. Then the club managers and the players. Although trainers are the most innocent ones, there is an understanding of “our man” in the football environment, not standard ethical values. As this prevents the establishment of an environment of trust, the trainers can often get away with their unethical actions. There are no such bad evaluations and no serious sanctions (P18).

4. Discussion

This study was conducted to investigate the perceptions of Turkish trainers having a Pro License regarding being an ethical model. It was particularly examined why it was important for the trainer to be an ethical model. Besides, it was aimed to determine what the trainer should and should not do in terms of being a model. Accordingly, the things that should and should not be done by the trainers were determined. Therefore, from a theoretical point of view, this study might provide support to the authorities in recommending that trainers should be encouraged to be ethical models.

According to a study, although the development of leadership skills is suggested as an important aspect of trainer development programs, there is little consensus on the approaches to be adopted on this issue (Cotterill &Fransen, 2016). One of the approaches that should be adopted is the issue of ethics. Modern ethics is the study of moral action. In other words, modern ethics is concerned with the morality and virtue of people and societies (Sadegh-Zadeh, 2012). For this reason, such basic moral questions as “Can we have knowledge about moral facts?”, or “Can I know that murder is wrong?” (Blaauw& Pritchard, 2005) constantly occupy the minds of people. Similarly, the first question asked to the participants in the current research was, “Do you think it is important for the trainer to be an ethical model? Why?”. It was determined that all of these trainers having a Pro License and having significant experience in the football culture in Turkey answered “Yes” to this question.

The participants made various explanations about why it was necessary for the trainer to be an ethical model. Being a role model for the players in the team was the foremost among the responses given. This answer is valuable as it shows that ethics is important in the professions like training. Athletes and professionals often acknowledge and appreciate that ethical rules are beneficial. However, this is not always sufficient to ensure that they behave ethically. Ethical behavior requires acting in a consistent manner. Being familiar with appropriate ethical codes and sincere desire to act ethically are a good starting point to help people behave ethically (Eklund & Tenenbaum, 2014). At this starting point, it is significant for the individual to adopt and internalize ethical behavior patterns. Thus, ethical behaviors become permanent. In this regard, it is meaningful that all of the participants stated it was important for the trainer to be an ethical model. Therefore, all of the participants are thought to be aware that ethical rules are beneficial.

Most of the sports people today talk about ethics as if they were thinking deeply about good and bad characters. However, the actions displayed in practice exhibit just the opposite of this idea. Despite this, people who live in a sports environment and aim to lead a morally valuable life may have some valid reasons for choosing the contemplation in Aristotle's philosophy based on action (Ramsay, 2005). Nonetheless, there are also philosophers who think differently on this issue. Philosopher Immanuel Kant, for example, absolutely rejects the moral value of lying. For instance, it would be wrong to lie to a murderer who broke into your house so that he would not find the victim (Moseley, 2008). In other words, unlike Aristotle, Kant tried to ground the issue of ethics in thought, not in action.

For this reason, considering that the awareness in terms of the benefits of ethical rules is not sufficient and ethical behaviors are necessary, the second question asked to the participants was "What behaviors do you think the trainer should exhibit in order to be an ethical model?". The majority of the participants responded this question as being honest. The relationship of trainer-athlete involves interconnected thoughts, feelings, and perspectives. Therefore, such relationships are uniquely interpersonal relationships characterized reciprocally (Eklund & Tenenbaum, 2014). For example, according to Scottish-born trainer Alex Ferguson, known in football as Sir Alex, a trainer must first of all tell his athletes the truth because according to Ferguson, there is nothing wrong with showing the truth to a player who has lost form (Ferguson, 2013). As can be understood with this example, honesty is an important principle in the professional ethics of training. The trainer should be aware of whether he is telling the truth or not, and whether he is discriminating or not when using a word in his speech, taking an attitude, or making a decision that concerns the team. In this regard, it is significant that one of the ethical behaviors accepted by the majority of the participants was the behavior of having communication skills. For instance, trainers should not humiliate their athletes in front of other athletes or even the president and managers, and nickname or blame

them. Also, they shouldn't make any speeches in a self-important manner because every sportive relationship of the trainer, every attitude he displays and every speech he makes are related to ethical issues.

Another issue that the participants focused on was empathy. Empathy is the ability to understand and share the feelings of others. Thanks to this skill, being able to put oneself in someone else's shoes is thought to be a beneficial action (Brewer, 2017). According to this, the fact that the trainer displays an empathic understanding is related to being sensitive to the needs of his athletes. It is one of the main duties of the trainer to take care of all of his athletes, regardless of their status. The positive view that emerges with this sensitivity reveals the trainer's ability to respect (Singer, 1972). Therefore, the trainer who does not exhibit an empathetic understanding may exhibit many unethical attitudes.

In terms of being an ethical model, the participants also mentioned the principle of being objective. According to a study, training is considered as a decision-making game in which the most appropriate choice must be made in order to best meet the performance and related needs (Collins & Collins, 2020). For example, let's assume that the trainer uses the expression of "Now I will name the ones who are beneficial to the team" to his team of twenty-five athletes in the training. This may mean that the athletes whose names are not mentioned are useless. This is discrimination because the trainer has stigmatized his athletes. However, in team sports, both success and failure are common results. The trainer should be objective in his practices while disciplining his athletes.

It was also revealed that the participants also attached importance to the issue of being respectful in terms of being an ethical model. As a result of a study, it was concluded that the majority of the research conducted on training had focused on the impact of trainers' interpersonal behaviors on the emerging states of teams. The effect of personal or professional behaviors of trainers on the structures or processes of teams had been largely ignored (Hague et al., 2021). Therefore, it can be said that human relations are the main point in training. Athletes continue their careers in line with the training performed with the management and direction of the trainer. This situation necessitates that the training profession should be a profession in which human values are emphasized, rather than being mechanical. In this regard, it is important to respect the athletes with the awareness that their feelings, thoughts and value judgments may be different.

The participants also emphasized the theme of being fair in terms of being an ethical model. The athletes who display poor performance are sometimes completely ignored by the trainer. This situation can have a negative effect on the self-confidence and self-esteem of the athlete (McMorris & Hale, 2006). However, in an ethical manner, the trainer should demand as much performance from the athletes as they can give. When he can't get the performance he desires, he should show more attention to his athlete

because training is a profession based especially on mind and logic. The ethics of training is also connected with the mind. A trainer who knows how to use his mind and puts this into action displays an ethical and moral attitude. Therefore, the trainer who uses his mind will be fair.

Individually accepted moral depends on the moral of the society. For this reason, it is necessary to raise the society, not to raise one or a few members of this society (Bayet, 1953). Therefore, while creating professional ethics, it is necessary to pay attention to the behavioral patterns that the society wants morally, as well as the epistemological ethical knowledge because professional ethics is based on human relations. Thus, a norm-oriented professional ethics based on human relations can be developed for every professional group. In the light of all these explanations, the third question asked in the research was “What do you think are the unethical behaviors of the trainers?”. Most of the responses given were directly related to the athlete. For example, the attitudes such as saying bad words and insulting, inconsistency, lying, discriminating among the players, and being light-minded constituted the responses given to this question. Among the responses given, the issue of training was emphasized in the sub-theme of being light-minded in terms of unethical behaviors. One of the places where the trainer should behave in accordance with ethical norms is training. It is especially important for a trainer to use the training time effectively and efficiently.

The trainer is responsible for doing the right thing in the ethical sense when he faces any problems within sports environments. For this, he should ask basic ethical questions about sports fields and try to learn the answers. For example, based on the questions “What is honesty?”, “What is objectivity?”, “What is justice?”, the trainer should seek answers to such questions as “What should I do to be honest about this issue?”, “What would be the right thing to do to be objective in player selection?”, or “What should I do to ensure justice in the team?”. Therefore, based on ethical questions, the solutions to moral questions can be sought. Not elite athletes but trainers should be more prominent in terms of being role models for children and young athletes. For example, assume that the trainer of a youth team saw that the referees did not realize the winning goal was scored by his player’s hand. Should he consider that it is his duty to tell the referees in such a situation, or should he agree to win thinking that it is not his business? Would the win be something to be proud of if he stayed silent? Would he win according to the regulatory ground rules of football, or would he win only in the eyes of others? (Simon, 2016). The realistic answers of a trainer to such questions will show his state of inconsistency in terms of being an ethical model because one of the main purposes of the trainer as an ethical model is to be an example to show the moral path to his athletes. Here the principle determined by the philosopher Kant as the moral law appears: Act according to the maxim (principle) that you may want to be a general law at the same time (Kant, 1922). Such moral laws exhibit both the practical and the theoretical part of ethics for trainers. In this regard, the fourth question asked to the participants was “How do you

think are the behaviors of unethical trainers perceived in the football environment?”. The answers given to this question was categorized into two as; there is no standard evaluation against the trainers who behave unethically in the football environment, and they are perceived negatively.

The scientists who are interested in the sociology of sports investigate the socialization processes that emerged from modern sports, continued with modern sports, and directed towards modern sports. They also examine the norms and values in dominant, developing and permanent cultures and subcultures in sports (Maguire, 2014). In this regard, ethics, which has a universal feature, should mean the same for a trainer in Turkey, just as it means for a trainer in the USA. Since sport is a universal phenomenon, trainers have to display a common professional attitude. All trainers should be raised and work with these common ethical values because in order to be universal, it is necessary to internalize ethical values. So as to be able to raise the trainer in an ethical manner, he should know both the technical and universal ethical dimensions of his profession. Therefore, a standard evaluation of ethics can be achieved.

Sports is a narrative or expression about the interests, history and character of a society. Social issues such as economics, politics, technology, religion, race or gender, geography and moral can be observed within the rules and realities of sports. The changes in these situations affect sportive activities (McComb, 2004). In this regard, the answers given to the fourth question exhibit a remarkable importance in terms of the football culture in Turkey because the emphasis on the fact there is no standard evaluation against the trainers who behave unethically in the football environment gives a clue regarding the perspective of Turkish society towards modern sports.

The threefold relationship among sports, ethics and education does not only constitute the ethical basis of sports. It also provides teachers, trainers and organizers with a normative framework in terms of what sport should be taught and practiced. This is not only necessary to maintain the individual's own inner values and standards. It is also necessary to resist the pressures coming from the society in the form of power, status, prestige and money that threaten the individual to weaken and disrupt him/her (Arnold, 1997). In this regard, it is an important situation that the trainers who behave unethically are perceived negatively. It is an example of social pressure that most of the participants stated especially football players perceived unethical trainers negatively. For this reason, in order to be able to develop a common ethical understanding in the football culture in Turkey, it may be beneficial to increase negative perspectives in terms of making a standard evaluation towards the trainers who behave unethically.

5. Conclusions

The practice of training is not only an individual but also a social process. It is thought that the trainer, who is a social being, has to be an ethical model for his athletes.

It may be beneficial for the trainer to give realistic answers on the scientific and philosophical grounds to such questions as “What value should I put on my athlete?”, “What value should I put on my profession?”, “What value should I put on myself as a trainer?”, “What value should I put on my colleagues?”, “What value will be put on the importance of the sports culture?” because ethical standards cannot be raised only with the conscientious responsibilities of trainers. With the formation of professional ethics consciousness, the trainer can raise ethical awareness in professional issues.

For this reason, the trainer should have moral goals as well as sportive goals. However, there are no common moral norms that most trainers adopt. The findings of the current research also comply with this fact. In the research, 11 of the 18 participants stated that there was no standard evaluation in terms of ethical issues. Nonetheless, without the norms, the trainer may have difficulty in exhibiting adequate performance in his profession.

If the trainer highlights professional ethics along with other basic knowledge of his profession, he will have taken an important step towards becoming an ethical model. In this research, all of the participants answered “Yes” to the question of “Why do you think it is important for the trainer to be an ethical model?” because according to trainers, professional ethics will be a guide to the individual in terms of proceeding on a solid career path in the training profession. In addition to this, professional ethics can also contribute to the development of an intellectual, emotional and behavioral unity on certain principles by all trainers.

The developments in the sports cultures and especially in professional sports have revealed the necessity of ethical evaluation of the attitudes and behaviors of trainers. In this regard, the participants in the current research expressed the fundamental behaviors that the trainer should display in order to be an ethical model. Some of these were the attitudes such as being honest, being able to empathize, being objective and fair. Accordingly, we can also state that the increase in the sportive activities compared to the past requires the ethical evaluation of trainers.

As a result of the findings obtained from this research, we can present many suggestions about the trainer to be an ethical model. First of all, the trainer should constantly improve his awareness about ethical behaviors. For this, he should gain the habit of making ethical inquiries about himself. The trainer should first exhibit the ethical behaviors he expects from his athletes. In this regard, he should communicate with his athletes within the framework of the principles of respect and love, equality, justice and honesty. One of the most important principles of professional ethics for the trainer is the principle of patience. Therefore, the trainer should patiently wait for the conditions to mature in order not to make unethical decisions while making any

decisions. Besides, the trainer should exhibit actions that will improve himself in every subject related to his profession, especially in the psychosocial areas of sports that involve ethical issues.

In addition to all these, publishing an agreement of “Professional Principles of Ethics” by trainers’ associations which includes the ethical norms that the trainers working in that sports field must follow and giving this agreement to trainers by signature may be beneficial in terms of raising ethical awareness. Besides, federations should establish an Ethics Committee Unit. In this unit, there should be specialists in philosophy, sociology, pedagogy, psychology and psychiatry. Trainers should be provided with ethical training in the courses and seminars organized by federations and associations. In addition to this, the Ministry of Sports should prepare a “Trainer Ethics Action Plan”. In this plan, the objectives including the ethical issues should be determined, and the steps of the strategic plan should be organized. For this purpose, workshops with ethics theme should be held under the leadership of the Ministry of Sports together with the participation of sports experts, and the presidents and managers of training associations.

Finally, it is thought that conducting more scientific studies on the issue of “Trainers and Ethics” will contribute to trainers in terms of improving themselves about ethics.

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