

Physical Education and Sports Teachers' and Other Branch Teachers' Perspective on Values

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Introduction

Values are described as a universal phenomenon that is claimed to be true in society in general and that individuals must learn and apply. In order for individuals to adapt to their environment, they must adopt the value judgments accepted as correct in society. The individual should be careful about how she should behave in society and should respect the value judgments of her society. Individuals who live according to the moral rules of the society will learn from a very young age, from their family and the place where they receive education, to apply the behaviors that are considered right and wrong in their lives with their own will. Concepts such as respect, sportsmanship, helpfulness, honesty, love and morality, which are accepted as correct in most societies, are gathered under the umbrella of universal moral rules. Based on this, the duty of families and teachers is to raise the individuals they are responsible for in accordance with the rules of the society they live in and the concepts that are considered universal values (Çınar, 2013). It can also be said that values are phenomena that can be taught and learned by individuals. Values education is given great importance in education. Efforts are made to carry out studies on the transfer and integration of values to society. Although educational activities that include values education are carried out, it should not be forgotten that values will be learned through experience. For this reason, it seems that it is not possible to teach value concepts to individuals in society with such theoretical training. Practices are needed in order for values to be learned and become habits. In this context, it can be said that physical activities, games, physical education and sports activities that individuals are interested in are important tools for individuals in society to learn values (Dökmen, 2002). Thanks to sports activities, it becomes easier for young people and children in the society to acquire many values that are considered correct, and it is very important for them to regain the values that are in line with the traditions and customs of the society. In order for individuals to acquire universal values, it is necessary to prepare suitable and comfortable environments for them. The most important of these environments are places where sports activities can be held. From this point of view, it will be easier to have an idea about the change in the values of individuals who spend time in sports environments. The sports environment will enable individuals to first recognize their values and then take them out. Therefore, participating in sports activities and being

in these environments have an important place in learning values (Bardakci & Yıldız, 2020).

Value judgments and the values individuals have may vary depending on the environment in which they interact. Examples of these environments are environments where people participate in social activities and the school environment. Individuals' value acquisitions generally occur during the time they spend in school. Therefore, teachers have a great impact on students' gaining value. Because schools are learning centers established for the development of values. Various activities and programs are organized in schools to develop values. The teachers who organize these events are usually physical education and sports teachers (Turan & Aktan, 2008).

Teaching is an important profession that teaches individuals what the concept of value is and enables them to have values. Values such as being respectful, being hard-working, being fair, being helpful, and being moral are the values that teachers impart to individuals (Yılmaz, 2006). When some studies in the literature are examined, attention is drawn to the role of teachers in teaching values to students and the importance of this issue is constantly mentioned. Teachers have always been role models for students. For this reason, teachers who are equipped with values and who attach importance to values will explain the values to their students correctly and enable them to apply them to their own lives. In this way, teachers will play an important role in protecting the value judgments of society (Yıldırım, 2009). In this study, a research was conducted on whether there are differences in the thoughts of physical education and sports teachers and other branch teachers on values. The importance of this research is that by determining the values of physical education and sports teachers and other branch teachers, it will help every teacher, regardless of branch, to create values that will be accepted by society in a similar way.

Aim of the Study

The purpose of the research is to examine and determine whether there are differences between the perspectives of physical education and sports teachers and other branch teachers on values. In this context, thanks to this research, determining the thoughts of physical education and sports teachers and other branch teachers about whether there are differences in values and finding positive solutions to this will contribute to the literature.

Material and Methods

Model of the Research

Qualitative research approach was used in this study. Qualitative research is a method that adopts an interpretation-based approach and includes review processes. Qualitative research takes place when people use an interpretive method by attributing meaning to concepts, based on the events and facts related to the research (Altunışık, et al., 2010). The phenomenology approach, one of the qualitative research designs, was used in the research. Phenomenology enables people to analyze and express their experiences, perceptions, feelings, and perspectives regarding certain concepts (Rose, et al., 1995). Phenomenology generally examines the meanings people attribute to concepts by observing the experiences of participants in their studies, based on the experiences of individuals. Phenomenology clearly defines what the meanings of concepts are. From this point of view, the important thing in the phenomenology approach is to explain

the concepts clearly rather than making generalizations (Baş & Akturan, 2008). In this context, in order to continue the research correctly, the phenomenology axis was used because it enables the research to be carried out around the individual and to collect detailed information on the subject.

Research Group

The research group consists of 19 (12 men, 7 women) physical education and sports teachers working in public schools in Hatay province in Turkey in the 2022-2023 Academic Year. In determining the research group, purposeful sampling method, which is one of the non-probability sampling strategies most used in qualitative research and found to be suitable for the study, was used. Purposeful sampling method is a method in which limited resources can be accessed on the subject of research, situations related to events and phenomena are determined, applied by researchers in order to identify experienced individuals, and the situations to be researched are examined in depth (Patton, 2018).

The distribution of physical education and sports teachers who constitute the research group according to age, gender, educational level, school level and interview date is given in Table 1.

Table 1

Numerical Distribution of Participants According to Age, Gender, Educational Level, School Level and Interview Date

Codes	Ages	Gender	Education Status	School Level	Interview Date
P1	44	Female	Master's	High School	05.09.2022
P2	30	Male	Licence	Secondary School	06.09.2022
P3	28	Male	Licence	High School	06.09.2022
P4	33	Female	Master's	Secondary School	07.09.2022
P5	46	Male	Licence	High School	07.09.2022
P6	37	Male	Licence	Secondary School	08.09.2022
P7	36	Female	Licence	High School	09.09.2022
P8	38	Male	Licence	High School	12.09.2022
P9	29	Male	Master's	Secondary School	12.09.2022
P10	25	Female	Licence	Secondary School	12.09.2022
P11	42	Male	Licence	High School	13.09.2022
P12	34	Male	Licence	Secondary School	13.09.2022
P13	51	Male	Licence	Secondary School	14.09.2022
P14	40	Male	Licence	High School	14.09.2022
P15	42	Male	Master's	High School	15.09.2022
P16	31	Female	Licence	Secondary School	15.09.2022
P17	27	Male	Master's	Secondary School	15.09.2022
P18	32	Female	Licence	High School	16.09.2022
P19	28	Female	Licence	Secondary School	16.09.2022

Data Collection Tools

In the study, a semi-structured interview form was used to determine teachers' opinions. The questions asked in the semi-structured interview form are not in a certain pattern, the information of the participants can be accessed, information is given on how the interview questions will be conveyed to the participant, and predetermined expressions are not included (Merriam, 2013).

Expert opinions were taken into account during the preparation of the interview form of the research and the determination of the questions, the literature was scanned and a question was created by evaluating the content of the research together with the experts and exchanging ideas about which question could. The participants themselves determined the environment in which the interview would take place to ensure that they were comfortable during the interview. The interviews lasted approximately 5-7 minutes. These interviews with the participant were recorded with a voice recorder after permission was obtained. The data collected by voice recording was fully documented as it was recorded.

Analysis of Data

The data obtained in the research were analyzed using the content analysis method. The purpose of content analysis is to explain the obtained data with certain concepts and to understand the established relationships. Data interpreted in content analysis are examined in more depth than other analysis methods. In this context, the collected data were first gathered around a concept, then the resulting concepts were sorted within a certain logic and themes explaining the data obtained were created accordingly. In general, in content analysis, a general framework was created by coding the obtained data regularly, and then the extracted codes were collected and arranged under categories to cover a general meaning and content analysis was carried out in the form of interpretation (Yıldırım & Şimşek, 2018).

Validity and Reliability of the Research

Ensuring validity and reliability in qualitative research increases the credibility of the research and its acceptance by the reader. In order to ensure validity and reliability in the research, the researchers spent a certain amount of time in the research environment and gained experience, the data obtained was conveyed to the reader accurately, and the obtained data, analyzes and comments were checked by experts. In order to ensure the validity and credibility of the research, the data obtained was written down to ensure the confirmation of the participants and the participants' approval was obtained. For the reliability and consistency of the research, help was received from two researchers who are experts in the field of education and qualitative research in the preparation of the interview form and analysis of the data in order to view the research objectively. For the confirmability of the research, the data obtained after the interview is stored after analysis and kept ready to be confirmed when necessary (Ekiz, 2009). Miles and Huberman's (1994) reliability formula was used to calculate reliability in the study:

Percentage of Agreement = $(\text{Consensus}) / (\text{Consensus} + \text{Disagreement}) \times 100$

According to Miles and Huberman (1994), it is recommended that the consensus percentage reliability be more than 70%. As a result of the application of the formula, 45 of the 47 codes suggested by the two experts were approved, and a consensus of $45/47 \times 100 = 95.7$ was reached regarding the suitability of the codes (Miles & Huberman, 1994).

In order to maximize reliability in qualitative studies, inter-coder reliability can be calculated by using a number of methods. Inter-coder reliability is also explained as the consistency of different experts using the same data (Sevilmiş & Yıldız, 2021).

Results and Discussion

In this part of the research, findings based on the analysis results of qualitative data are included.

Table 2

Findings Regarding the Participants' Opinions on the Differences Between the Perspectives of Physical Education and Sports Teachers and Other Branch Teachers on Values

Themes	Codes	Participants	Frequency
Characteristics of Physical Education and Sports Teachers	✓ Prioritizing Sports Success	P13, P17, P18	3
	✓ Establishing Empathy	P2, P3, P16	3
	✓ Being Disciplined	P1, P4	2
	✓ Be patient	P12, P19	2
	✓ Aiming for Physical Success	P4, P5	2
	✓ Being Self-Confident	P14, P18	2
	✓ Being Moral	P1	1
	✓ Having Spirituality	P2	1
	✓ Be Possessive	P11	1
	✓ Too much social communication	P15	1
	✓ Self-expression	P13	1
	✓ Keeping the Feeling of Ownership in the Foreground	P17	1
	✓ Taking Physiological Phenomenon into Consideration	P16	1
Toplam			21
Other Branch Teachers Characteristics	✓ Putting Academic Success in the Foreground	P13, P17, P18	3
	✓ Communication Weakness	P1, P3, P12	3
	✓ Lack of Socialization	P2, P15, P19	3
	✓ Aiming for Mental Success	P4, P5	2
	✓ Expect Quick Success	P11, P12	2
	✓ Being Insufficient in Discipline	P1, P4	2
	✓ Giving importance to material things	P2	1
	✓ Assuming an Educational Role	P11	1
	✓ Lack of Empathy	P16	1
	✓ Taking Psychological Phenomenon into Consideration	P14	1
Toplam			19
Equality	✓ No Difference Between Physical Education and Sports Teachers and Teachers of Other Branches	P6, P7, P8, P9, P10	5
Total:			5

When Table 2 is examined, one of the most frequently expressed situations by the participants in the research regarding their views on the differences between physical education teachers and other branch teachers' perspectives on values is gathered under the theme of "Characteristics of Physical Education Teachers". This theme is "Prioritizing Sports Success, Establishing Empathy, Being Disciplined, Being Patient, Aiming for Physical Success, Being Self-Confident, Being Moral, Having Spirituality, Be Possessive, Too much social communication, Self-expression, Prioritizing the Feeling of Ownership, Taking Physiological Phenomenon into Consideration". It consists of the codes "Taking Physiological Phenomena into Consideration". In the interviews, some of the participants expressed their views supporting the codes with the following sentences:

"Physical education teachers care about sports success instead of prioritizing academic success compared to other branches." (P13)

"As more activities are done with students in physical education, it can be easier to empathize..." (P3)

"Physical education is freedom and being able to discipline a large class. I think there may be a difference in this aspect..." (P1)

"We can say that physical education teachers are more patient than other branch teachers in achieving success..." (P12)

"Physical education teachers look at physical success..." (P4)

"Physical education is an education that reinforces self-confidence. For this reason, physical education teachers have adopted the principle of being self-confident..." (P18)

"I think that physical education teachers, unlike other teachers, focus more on moral issues..." (P1)

"As physical education teachers, we think about spirituality more..." (P2)

"The physical education teacher is more possessive than other branch teachers..." (P11)

"There is more social communication in physical education class..." (P15)

"Since physical education is a lesson that students enjoy, I can say that teachers do not have difficulty in expressing themselves to students..." (P13)

"In general, physical education teachers have become idols for students. For this reason, physical education teachers' sense of ownership of their students is more prominent..." (P17)

"The physical education teacher takes physiological facts into consideration..." (P16)

When Table 2 is examined, the most frequently expressed situations of the teachers participating in the research regarding their views on the differences between physical education teachers and other branch teachers' perspectives on values are gathered under the theme of "Characteristics of Other Branch Teachers". This theme consists of the codes "Putting Academic Success in the Foreground, Communication Weakness, Lack of Socialization, Aiming for Mental Success, Expect Quick Success, Being Insufficient in Discipline, Giving importance to material things, Assuming the Educational Role, Lack of Empathy, Taking Psychological Phenomenon into Consideration". In the interviews, some of the participants expressed their views supporting the codes with the following sentences:

"Other branches emphasize academic success..." (P13)

"Other branch teachers seem to have poor communication skills because they do not talk to students as much as we do..." (P3)

"...Socialization is less in other branches..." (P19)

"...Other branch teachers look at the mental achievements of students." (P5)

"...Unlike physical education teachers, other branch teachers expect rapid success in a short time." (P12)

"...It can be said that other branch teachers are inadequate in terms of discipline..." (P1)

"...Other branches think more about material things..." (P2)

"...Other branch teachers conflict at some points because they take on a more educational role." (P11)

"...It is more difficult to empathize with other subject teachers." (P16)

"...Other branches act only with psychological facts." (P14)

When Table 2 is examined, the situation that the participants in the research expressed least frequently in their opinions regarding the differences between physical education and sports teachers and other branch teachers' perspectives on values is gathered under the theme of "Equality". This theme consists of the code "No Difference Between Physical Education and Sports Teachers and Teachers of Other Branches". In the interviews, one of the participants expressed his opinion supporting the code with the following sentence:

"I don't think there is a branch-specific difference..." (P8)

Discussion

The concepts of physical education and sports are a set of activities that include physiological and psychological activities that complement each other. Physical education and sports play an important role in the physical and spiritual well-being and development of individuals. Teachers are the people who will help individuals achieve this development (Erkal, 1986).

Teachers are one of the basic parts of the education system. Through education, students are provided with all the personality and moral characteristics they need. Teachers play an important role in conveying their knowledge, skills, experience and social moral rules to students. Because what is intended to be conveyed to students in education will be realized through the activities and practices of teachers in the education and training environment. Teachers have a great role in helping individuals acquire social values, being able to express themselves, being disciplined, being strong in communication, being self-confident, and being able to empathize with the person around them (Özkan & Arslantaş, 2013).

Since physical education and sports teachers have strong communication with students, they can easily convey the characteristics they want to impart to them. It is thought that physical education and sports teachers are more sensitive than other teachers about taking ownership of their students. It can be said that this situation makes students love their physical education and sports teachers more and take them as role models. Physical education and sports teachers are very careful in conveying their own value judgments to students. For this reason, it can be said that they attach great importance to moral values (Yıldız & Yıldız, 2020).

When the literature is examined, there are many studies on the value judgments of physical education and sports teachers gained through sports and physical education

lessons. Looking at these studies; Yıldız and Yıldız (2020) determined that values such as character development, self-confidence, discipline, respect, empathy, communication skills and patience are gained through sports. Deveci and Yıldız (2022) determined that the values that physical education teachers expect from their students are values such as morality, tolerance and sportsmanship. Yıldız and Karakullukçu (2019) determined that values such as socialization, self-confidence and responsibility are gained through sports. Yıldız et al. (2021) found that sports cause individuals to regulate their social relationships, complete their mental development, control their emotions and develop character. Bardakçı and Yıldız (2020) determined that sports develop values such as discipline, self-confidence, goal setting and sportsmanship in young people. Karakullukcu and Yıldız (2020) found that sports develop values such as discipline, self-confidence and perseverance in national athletes.

Teachers support the transfer of values to students and are in constant communication with students to provide them with the necessary positive behaviors. Teachers have a lot of influence on students' behavior and attitudes. Based on the research findings, looking at the characteristics of subject teachers in Table 2, it can be seen that one of the problems is the weak communication of teachers with students. It can be said that teachers who do not have strong communication with students will have difficulty in establishing empathy and therefore will be inadequate in some areas.

Teachers with negative behaviors expect students to exhibit similar behavior without knowing the correctness of their own behavior. Sometimes, in order to protect the student, they want to expect quick success from the students and exhibit behaviors that will only ensure the psychological well-being of the student, but such behaviors cause the student to be far from success. Negative behaviors exhibited by teachers will often increase undisciplined behavior in students. Therefore, after a while, the student will stop striving for her own success. Students who fall behind in terms of success will have problems with self-confidence over time and will stay away from socializing (Yeşilyaprak, 2005). When the literature was examined, Sönmez (1992) determined in his study that classroom teachers were inadequate in terms of communication skills. In their study, Koçak and Özkan (2010) concluded that teachers' low salaries make it difficult for them to communicate and empathize with students, and that this situation causes them to expect rapid success from students without paying much attention to them. In another study, Cooper (2002) found that teachers who did not empathize with students did not care about students' feelings and individual abilities, and focused only on academic success, causing students to lose motivation and become unsociable.

Teachers are the most important element that affects individuals' behavior, strives to improve individuals, and helps them avoid behaviors that are undesirable by society. Teachers reflect their own characteristics on the individuals they educate. Teachers are social pioneers and it is thought that teachers are needed for the development and development of society. It can be said that all teachers, regardless of branch, will benefit students by avoiding individual behavior and without considering their own interests, and should convey social values to students correctly. Considering this result of the study, it was determined that there was no difference in the view of values among teachers.

When the literature was examined, Korkmaz (2007) found in his study on teachers' perspectives on value concepts that there was no difference between classroom or branch teachers.

Conclusion

As a result, it appears that there are differences between physical education and sports teachers and other branch teachers' perspectives on values. Physical education and sports teachers not only focus on achieving sporting success, but also play an important role in establishing empathy, keeping communication at a high level, giving importance to the concept of socialization and helping to raise moral values. In addition, all branch teachers should attach importance to these values and provide the individuals they teach with behaviors that will be accepted by society. In this context, teachers, regardless of their branch, should attach importance to values that are supported by society and set an example.

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