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Research Article

Ethical values of teachers: Differentiation according to regular physical activity

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Article Info	Abstract
   2149-360X/ © 2022 by JEGYS Published by Young Wise Pub. Ltd. This is an open access article under the CC BY-NC-ND license	This study, it was aimed to determine the predisposition levels of teachers and pre-service teachers to ethical values. The sample of the study consisted of 1305 educators, 784 teachers, and 521 pre-service teachers in 15 different branches in the 2021-2022 academic year. The sample of the research conducted in the relational survey model was selected by a simple random sampling method. In the research, the Inclination to Ethical Values Scale developed by Kaya (2015) was used as a data collection tool. The scale has three dimensions: Love, justice, and cooperation. In the analysis of the data, mean, standard deviation, frequency, percentage, Mann-Whitney U test, and Kruskal Wallis test were used and .05 significance level was taken into account in the interpretation of the data. According to the research findings, teachers and pre-service teachers got very high scores on the scale. While there was no difference in gender for the level of susceptibility to ethical values; significant results were founded-determined in favor of teachers in terms of status; in favor of physical education teachers in-branch comparison; in favor of those with more than 16 years of service according to professional seniority and in favor of those who do regular physical activity. As a result of the research; it has been seen that teachers and pre-service teachers are very inclined to ethical values and they internalize the value of love the most. Planning functional pre-service and in-service training for pre-service teachers who have not yet started the profession or for teachers who are newly started to the profession. In-depth research is recommended to examine why teachers who engage in regular physical activity have a high ethical orientation.

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Introduction

Ethics is a branch of philosophy that examines the behavior of individuals based on rules, scientifically explains the responsibility of complying with morals and norms, serves systematic moral values, and questions the values of the cultural structure (Akın and Özdaşlı, 2014; Kaya, 2015; Uğurlu and Sert, 2020), and is a field of study of at least 2500

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years, rooted in the Greek philosophers Plato and Aristotle. Aristotle is the first philosopher to define ethics as a field of philosophy on its own by evaluating it separately from theoretical philosophy (logic, physics, mathematics), that is, from positive sciences (Kaya Erten et al., 2017). The word ethics is derived from the Greek word "ethos". Ethics is used together with the meanings of "custom, character, habit, tradition, custom human behavior, morality" (Aktaş, 2014; Baumlin and Meyer, 2018; Kırca et al., 2020; Pieper, 1999; Sadykova et al., 2021). The Turkish Language Association (TLA) (2022) defined the word ethics as "the set of behaviors that the parties must comply with or avoid among various professional codes", "the science of morality, ethics, and morals". Ethics refers to the behaviors that individuals should comply with or stay away from (Büyükyılmaz and Alper Ay, 2017). Badiou (2004) explains the concept of ethics as "a matter of how subjective action and its representable intentions relate to a universal law". Saylan (2010) expressed ethics as "the sum of values that indicate what individuals should do and what they should not do" (Özdemir, 2015). Ethics consists of moral criteria that individuals use to judge their behavior and the behavior of others (Özdemir Çetinkaya and Hatipoğlu, 2019). These moral criteria play a role in determination of the right behavior by directing the behavior of the person (Or et al., 2021). Kuçuradi (2003) on the other hand, the concept of ethics; is defined as "explaining how to react to unpredictable situations that we encounter in daily life" (Uğurlu and Sert, 2020). Ethics investigates moral concepts such as values, norms, rules, right-wrong, good-bad, duties, and obligations that form the basis of people's individual and social relations (Kızıl et al., 2015; Robbins and DeCenzo, 2007; Taş and Bulut, 2020).

Ethics, which systematizes moral behaviors and regulates them in a legal structure, has a controlling feature for societies (Kaya, 2015). Ethical judgments direct human behavior according to the answers to the questions of what is right and wrong, what is done well, what kind of life is good, and what is desirable or not, to understand the desired life (Burakgazi et al., 2020; Çiçek, 2017; Strike and Soltis, 2015; Stone, 2018). While guiding the behavior of the individual, ethics creates new principles and rules (Özkeskin, 2013). Ethics essentially examines the reasons for all behaviors and actions of individuals (Kızıl et al., 2015). The behavior of the individual to be examined must be conscious and moral. There is an ethical examination of individuals who are free in their behavior (Akın et al., 2018). Ethics questions the ethical situation that makes an action a morally good action. It examines concepts such as homework, obligation, and good. On the other hand, it explores the values, norms, and rules that form the basis of individual, social, and business life (Üzüm and Özkurt Sivrikaya, 2018). Ethics increases the quality of public services and provides a strong sense of responsibility (Rençber et al., 2021). Ethics; is divided into three classes: descriptive ethics, philosophy of ethics, and applied ethics. Descriptive ethics explores the existing beliefs, customs, traditions, principles, and practices of people and cultures. Ethical philosophy tries to understand ethical concepts such as good-bad, and tolerance and to verify ethical principles and theories. Applied ethics, on the other hand, focuses on moral issues such as extramarital affairs, capital punishment, and civil disobedience (Akın and Özdaşlı, 2014).

Classification of Ethics and Ethical Approaches

Ethical approaches aim to increase ethical awareness and develop ethical analytical skills (Saunders et al., 2022). Ethics can be studied with teleological, deontological, utilitarian, and virtue approaches in the literature. The teleological approach is aimed at measuring the degree of conformity to the consequences of behavior with moral rules. The correct one is the results that provide the best output (Baumane-Vitolina et al., 2016; Sadykova et al., 2021; Svensson and Wood, 2011). The goodness or badness of the results of an action makes it right or wrong (Özateş, 2010). If the result is good, the behavior is considered correct. If the result is bad, the behavior is accepted as wrong or immoral behavior (Özkeskin, 2013). According to the utilitarian approach, for an action to be morally right, the total benefit of the action must be greater than the total benefit of another action by the individual. According to this understanding, an individual who has to choose one of two different options should choose the one that will provide more benefits (Özateş, 2010). The deontological approach argues that regardless of the consequences of an action, its essential value and the goodwill behind it are the main criteria for choosing it correctly (Kim and Kim, 2017; Sadykova et al., 2021). The deontological understanding of ethics, which cares about the purpose and principle behind the action, rather than the results of the actions, asserts that as an intelligent and responsible being, there are some duties that human beings have to fulfill and

that duty is the basis of ethics (Cevizci, 2008). If the action stems from the desire to do what is good, it is believed to be moral (Özkeskin, 2013). Virtue ethics was shaped primarily by the ancient philosophers Plato and Aristotle. In Plato's understanding of ethics, our moral actions are to achieve the highest good, namely happiness. Realization of good in one person, virtue; the realization of the good in community life is the state. A person who wants to take an ethical action should not only do the right thing but also act with the right thinking (Özateş, 2010). With a moral way of thinking, individuals will be able to achieve happiness. Making use of ethical approaches while making professional evaluations will allow for more accurate evaluations.

Ethics and Morality Relationship

Although the concepts of ethics and morality are sometimes used interchangeably in the literature, the two concepts are considered separately from each other. There is no doubt that these two concepts are related to each other (Sarıgül and Kana, 2018). The word morality, derived from the word "morality" in English and "moralis" in Latin, means "good manners and tradition". The factor that determines the morality of behavior includes unwritten standards, which include acting by the standards accepted by the individual and society over time. Morality is within the philosophical field of study of the concept of ethics (Kayabaşı, 2018; Sadykova et al., 2021). Although the concept of morality is a historically lived phenomenon, ethics is a philosophical discipline that focuses on this phenomenon (Çelebi and Akbağ, 2012). While morality is a social system that draws the framework of individual behaviors, ethics is an abstract activity that examines individual behaviors and is based on thought (Toprakçı et al., 2010). Knowing the cultural values and moral background of the individual allows a better understanding of ethics (Burakgazi et al., 2020). Because the moral understanding and rules of individuals differ as they depend on many values such as culture, ethnicity, morals, and time. For example, in modern societies, education brings pluralistic values to the fore, while leaving the values accepted by the society to the preferences of the individual (Çelebi and Akbağ, 2012). Depending on the preferences of the individual, they have a say in their moral identity. There is a positive relationship between moral identity and moral behavior (Hertz and Krettenauer, 2016; Jino and Mathew, 2021; Xu and Ma, 2016). Ethics is the occupation for an orderly understanding of personal and social moral experiences. It is a search that tries to reveal what is right and what is wrong. With this search, the deficiencies in society are tried to be eliminated. Because every society has an effort to create a social order (Sarıgül and Kana, 2018). Ultimately, ethics emerge from the common point where different moral understandings intersect and form universal norms (Özkeskin, 2013).

Ethics and Value Relationship

The concept of ethics is also related to the concept of value. Ethics; gives us a wide range of values and ideals. We value ethics and try to understand and use them in daily life (Berkeley and Ludlow, 2008). Güngör (1978) explained the concept of value as "the belief that something is desirable or undesirable" (Güngör, 2018: 180). Value essentially expresses the "good" in a moral sense. Although the basic concepts related to human attitudes and behaviors are ethics, the concept of "value" is often used in association with these concepts (Özkeskin, 2013; Yıldız and Dilmaç, 2013). Schwartz (1994) explained values as principles that direct people's lives, are rules, differ in importance, and guide conscious behaviors (Schwartz and Sagie, 2000). Values guide social attitudes and behaviors (Saunders et al., 2022). Values create a belief that life is important and serve as a rating of how important one's activities are (Abiogu et al., 2022).

Ethical Value Concept and Ethical Codes

The concept of ethical value, on the other hand, is a general concept that expresses how individuals should behave in the face of events and facts and explains which behaviors are correct (Özdemir, 2015), and is a set of rules that govern an individual's virtuous behavior, actions, and character. These are important for determination of our behavior. In general, ethical values become a very important tool for the individual by expressing what is right (Ali, 2020; Puyo, 2021). The International Organization of Supreme Audit Institutions has accepted principles such as honesty, independence, impartiality, avoidance of conflict of interest, keeping professional secrets, professional competence, and being open to professional development as basic ethical values (Kayıkçı and Uygur, 2012). According to another classification, love, truth, peace, right behavior, and non-violence are considered 5 basic universal human values (Dilmaç, 2002: 8).

Hamilton and Smith (2016) ethical principles; integrity, honesty, truth, transparency, respect for others, trust, accountability, justice, democratic governance and ethical education, quality education, personal and system improvement, international cooperation, and institutional autonomy examined with article 14 (Elmojahed, 2021). In terms of the individual, it is seen that there are 5 ethical structures: The current situation of the person and the evaluation results, equality, contracting, utilitarianism, relativism, and egoism (Gertsen, 2022). Ethical practices are demonstrated best through values such as honesty, responsibility, dignity, compassion, and justice. Basic ethical values such as love, respect, justice, and cooperation can be taught to students in schools (Okanda et al., 2021; Temel, 2022).

Professional Ethics and Ethical Codes

Based on the concepts of ethics, value, and morality, it can be concluded that ethics are the rules created about the profession by a certain professional group. These universal rules have restrictive sanctions. It regulates the intra-professional competition and wants the professional principles to survive by preserving service standards (Kayabaşı, 2018; Kızıl et al., 2015). In the literature, the concept of ethics refers to the norms that professionals related to a profession must comply with. It is intended to be referred to as professional ethics. One of the most important aspects of professional ethics is that individuals working in the same profession are required to act by these codes of conduct (Bulut et al., 2021; Burakgazi et al., 2020). Professional ethics requires being respectful to nature and people in all relationships, acting based on the element of right, defending the right in the face of injustice, and exhibiting behaviors such as honesty and keeping one's word (Özkeskin, 2013). Professional ethics standards are determined by ethical codes and are of great importance in providing professional ethics. When institutions recruit new personnel to perform the profession, they include the condition of complying with these standards in their contracts. Ethical codes help managers and supervisors make ethical decisions (Çiçek, 2017; Kayıkçı and Uygur, 2012). Different ethical codes can be created for various professions. Behaving kindly, respectfully, and tolerantly towards other people, doing the best while performing his duties, being transparent and accountable in the work done, not taking advantage of his duty for his interests, seeing the public interest above his interests, remaining impartial and fair in every situation, being fair towards himself and others. Being honest, empathizing with those who have been wronged, avoiding extravagance and waste, not harming public goods as well as preventing others from harming others can create general ethical values and principles that can be specified for all professions (Fuertes, 2021; Rençber et al., 2021; Taşpınar et al., 2015).

Ethics of the Teaching Profession

For a qualified education, teachers are expected to be well educated in fields such as field knowledge, teaching profession knowledge, and general cultural knowledge, as well as to have ethical values related to their profession (Sakar and Aybek, 2015; Toprakçı et al., 2010). Ethics is an important issue integrated with the teaching profession and is an integral part of the profession (Or et al., 2021). Teachers have various responsibilities as an element of authority over students. Therefore, he/she should make ethical decisions while using his/her authority and responsibility (Ward, 2020). Professional ethics acts as a guide for teachers to protect themselves and other stakeholders around them in ethical dilemmas gives teachers the responsibility of helping students make the desired changes in their behavior and facilitates teachers to approach their students with more commitment (Burakgazi et al., 2020). Teachers and the teaching profession internationally designated codes of ethics; professionalism, service, responsibility, fairness, equality, honesty, integrity, trust, fairness, respect, love, and professional commitment are listed in the form of professional development (Bradley et al., 2020; Kaya, 2015). Turkey Ministry of National Education (MNE) (2015) on the other hand, the principles of teaching professional ethics; "professional competence", "providing a healthy and safe education environment", "observing the lesson and working hours", "prohibition of receiving gifts and providing benefits", "prohibition of providing personal benefits", "prohibition of giving private lessons", "requesting donations and aids" determined professional ethical principles such as "prohibition of presence". When the titles are examined, behaviors that are generally forbidden to teachers are listed.

When the ethical codes that teachers must comply with in Nigeria are examined; teachers should dress modestly, live within their means and avoid financial difficulties, attend school and classes on time, not use their students in personal

affairs, not engage in bribery and corruption, should not engage in inappropriate relations with students, should not share exam questions with anyone beforehand, and should not consume any alcoholic beverages during school hours (Abiogu et al., 2022). Similar codes apply to countries such as the United Kingdom (Fuertes, 2021), Finland (Benjamin et al., 2021), and Libya (Elmojahed, 2021). In Turkey, by the "Regulation on Principles of Ethical Behavior for Public Officials and Application Procedures and Principles" published in the Official Gazette dated 13.04.2005 and numbered 25785, 18 ethical behavior principles that public personnel must comply with have been determined. These are: "Awareness of public service in the performance of duty", "Awareness of service to the public", "Compliance with service standards", "Commitment to purpose and mission", "Honesty and impartiality", "Dignity and trust", "Courtesy and respect", "Notification to authorities", "Avoiding conflicts of interest", "Not using duties and powers for benefit", "Prohibition of receiving gifts and benefits", "Use of public goods and resources", "Avoid extravagance", "Binding disclosures and false statements", "Information, transparency and participation", "Managers accountability", "Relations with former public officials", "They are responsible for declaring property" (Public Officials Ethics Board, 2005). In Turkey, when the candidacy process is completed and the transition to teaching is primarily done, trainers sign the "Public Servants Ethics Agreement" and undertake to abide by the ethical rules determined by the Ministry of National Education (Public Officials Ethics Board, 2022). Thus, it promises to comply with ethical standards. Teachers who are public officials accept that they will act ethically with the commitment they have signed, and that the sustainability of the behavior will be according to the reward and punishment system (Çiçek, 2017; Durmuş, 2017). Teachers are aware that they will be punished when they behave unethically.

Ethics Education

A person who can produce ethical value can acquire this ability by learning through experience, not innately. Therefore, the process of learning, internalizing, and transforming ethical values into behavior is the main problem of education and educational institutions (Kaya, 2015). Ethics education is the whole of the activities carried out to make individuals understand that the decisions they will take in behavioral and professional fields have an ethical dimension, to understand the ethical problems that will arise professionally, and to gain skills in solving them (Akın and Özdaşlı, 2014). Ethics education is examined in two categories. First of all, pre-service training programs in which students gain the knowledge and skills of a profession as well as the ethical values of that profession; secondly, it is done with in-service training programs in which the ethical values of the profession they perform in the business life they work in (Çelebi and Akbağ, 2012; Rizzo and Bajovic, 2016). Before the service, pre-service teachers work on getting to know different cultures to be able to provide ethics education (Orchard, 2021). As a result of this training, the society expects schools to deal with those who are culturally sensitive, support tolerance and social cohesion, deal with those who are exposed to immigration, a global problem, and help those with inclusive education and learning deficiencies (McLaughlin and Wood, 2021; Saloviita, 2015; Saunders et al., 2022). The most basic element of ethics education is the teacher, and the main goal of the teachers is to train the students they teach according to the ethical rules. Thus, the teacher is to give direction to society through the students who will grow up in the long term. The civilization level of the society with a high education level is also high. As it can be understood from the definition, teachers are role models for their students when they teach ethical values (Altunay Şam et al., 2016; Bulut et al., 2021; Dawson and Napper, 2020; Jino and Mathew, 2021; Karayaman, 2020). Clearly stating the ethical principles to be followed in schools and complying with ethical principles by all stakeholders of the school increase the quality of the school (Benjamin et al., 2021; Elmojahed, 2021). The ethical leadership of teachers affects students' moral identity and academic citizenship behaviors and brings them to the desired level (Arain et al., 2016; Durmuş, 2017). The curriculum with which the teacher is affiliated determines the ethical leadership framework (Puyo, 2021). In this direction, to be able to provide ethical value education, the MNE (2018) updated its curriculum and switched to a more systematic education approach.

Ethics in the Field of Physical Education and Sport Education

Physical education and sports teaching is a branch of teaching that requires professional and field knowledge and general knowledge and has gained the competence to apply physical education and sports curriculum. The physical education teacher is responsible for carrying out sports activities inside and outside the school. In this respect, unlike other branch teachers, besides teaching, they have duties such as coaching, organizing sports organizations, and preparing the school team for sports competitions. Physical education teachers who carry out these duties act by professional ethics (Kalenskyi et al., 2021; O'Neil and Richards, 2018; Shapran et al., 2022). An inclusive education is planned by bringing in students with various skills or with disabilities through physical education and sports lessons (Rojo-Ramos et al., 2022). Sports education model (Ediş and Gündüz, 2019; Temel, 2022), personal-social responsibility model (Manzano-Sánchez et al., 2021), and traditional games (Bozkurt, 2017; Temel, 2022) are very effective in gaining ethical values to students. Students participating in sports activities learn ethical values, which include behaviors that are accepted by society and that must be followed. For example, in a match, they learn to be respectful against the wrong decision of the referee, to hug each other when their teams score a goal, to share the joy, to cooperate as a team to win the match, and to be fair (Aslan and Karafil, 2022; Öztürk Karataş and Karataş, 2021).

Ethical Studies in the Field of Education

Today, with globalization, political, economic, rapid advances in technology, social, cultural and etc. the developments in the fields have caused a series of changes and transformations in the public sector as well as in all sectors. However, developments in the field of technology have led to changes in the size, quality, and amount of unethical behaviors. These changes have led to unethical behaviors in the public (Sarıgül and Kana, 2018; Taş, 2018). Public officials often have exhibited unethical behaviors such as bribery and abuse of office from businesses or individuals who need services or the protection of government agencies (Ugwuozor, 2020). Although ethics education is a prerequisite for many professions around the world, teacher ethics education has been given less importance or often neglected altogether (Abiogu et al., 2022; Burakgazi et al., 2020). With the realization of this situation in England, ethics courses were added to the teacher training fields of universities (Walters et al., 2018). It has been a pleasing development that HEI has increased the number of business ethics and professional ethics courses in universities to prevent unethical behaviors in Turkey (Özbek et al., 2013). Inexperienced teachers, who are new to the profession, are deeply concerned about being able to control their classroom behaviors. They have difficulty in displaying ethical behavior in crises (Stoughton, 2007). Mahony (2009) argues that the ethical understanding of teachers who practice their profession is not sufficient. On the other hand, Oghuvbu (2007), found that teachers who carry out educational practices in Nigeria are absent from school and classes, participate in incorrect exam practices, demand wages for unapproved work, sexual harassment, and establish close relationships with school principals, etc. it has exhibited unethical behaviors by violating situations to the detriment of students. In the study of Şahan (2018), unethical behaviors such as teachers' inadequacy in classroom management, teaching methods that are not suitable for student level, and rude treatment of students are observed. When teachers encounter irregularities and unethical behaviors related to their profession, they have abstained from reporting the situation to higher authorities because of the fear of getting into trouble (Toprakçı et al., 2010). Teachers, on the one hand, accept that they are faced with problems involving ordinary issues, rules, and requirements in teaching, on the other hand, they accept that they are faced with the uncontrollability and relativity or uncertainty of events (Gertsen, 2022). Teachers can struggle with these uncertainties with their critical thinking attitudes and perceived professional ethical principles (Sakar and Aybek, 2015).

Aim of Study

From this point of view, the research was carried out to determine the predisposition of pre-service teachers who will start the profession and the teachers who practice the profession to ethical values. By determining the ethical levels of the participants, it was aimed to determine the teachers' ability to cope with the problems. Compared to other studies in the literature, the results of this study are important since teachers and pre-service teachers are evaluated together.

Method

Research Model

In this study, the relational survey model, was used. The relational survey model is an economical and useful model that determines the nature of the covariance among many variables and is used for detecting relationships in large sample groups (Can, 2019: 9; Karasar, 2017: 114).

Sampling

The population of the research consists of teachers working in the schools of the Turkish Ministry of National Education and pre-service teachers studying in the 4th grade of the teacher training departments of the universities. The sample of the research consists of 1305 teacher, 784 of whom participated in the study, and 521 pre-service teachers. According to Comrey (1992), a research sample of over 1000 is considered the perfect sample group (Tavşancıl, 2018: 51). In this respect, it can be said that the sample size of the research is perfect. Demographic characteristics of teachers and pre-service teachers are presented in Table 1 in detail.

Table 1. *Demographic Characteristics of the Participants*

Variable	Sub Categories	f	%	Total
Gender	*Male*	640	49,0	
	Woman	665	51,0	
Status	*Teacher*	784	60,1	
	Pre-service teachers	521	39,9	
Teacher branches	*Physical education and sports*	483	37,0	
	Primary school teacher	93	7,1	
	Philosophy group teacher	32	2,5	
	Turkish / Turkish literature	98	7,5	
	Science / Physics / Chemistry / Biology	85	6,5	
	English / German	87	6,7	
	Religion	45	3,4	1305
	Maths	99	7,6	
	Social Studies / History / Geography	68	5,2	
	Pre-school	49	2,4	
	Visual arts	31	2,5	
	Music	32	2,5	
	Informatics	33	2,5	
	Special education	32	2,5	
	Guidance	38	2,9	
Professional seniority	*Pre-service teacher*	521	39,9	
	Less than 5 years	129	9,9	
	6 – 10 years	162	12,4	
	11 – 15 years	119	9,1	
	16 years and above	374	28,7	
Regular physical activity status	*Yes*	597	45,7	
	No	708	54,3	

Data Collection Tools

In research, A demographic information form and a predisposition to ethical values scale were used.

The Scale of the Inclination to Ethical Values

The scale of the inclination to ethical values developed by Kaya (2015) consists of 16 items. The scale, which consists of positive statements, includes sub-dimensions of love, justice, and cooperation. The lowest score that can be obtained from the scale over total scores is 16, and the highest score is 80. When the averages are used, the lowest score is 1 and the highest score is 5. Scores above 4.20 over the arithmetic mean are considered very well, and high scores on the scale indicate that teachers and pre-service teachers are prone to ethical values. The Cronbach alpha internal consistency coefficients of the original scale were .88 for the love sub-dimension, .85 for the justice sub-dimension, .73 for the cooperation sub-dimension, and .90 for the overall scale. As a result of the eigenvalues of the factors, the variance explained that the scale is 61.93%. Scale factor loads range from .829 to .530. Cronbach alpha reliability analyzes for this

research; .74 for the love dimension, .85 for the justice dimension, .71 for the cooperation dimension, and .86 for the overall scale.

Procedure

The study was initiated after receiving an ethical report from Niğde Ömer Halisdemir University Scientific Research and Publication Ethics Committee (dated 05/07/2021 and numbered E-86837521-050.99-79800). Because schools could not provide face-to-face education during the Covid-19 pandemic process, data were collected electronically.

Data Analysis

The obtained data were loaded into the statistical package program (SPSS 24.0) and the conformity of the data to the normal distribution was analyzed with the Kolmogorov-Smirnov test (Büyüköztürk, 2007: 42) and it was concluded that the data (p<.05) did not show a normal distribution. For this reason, the Mann-Whitney U test was used in pairwise comparisons, and the Kruskal Wallis test was used in the comparison of more than two groups. The data were expressed as mean, standard deviation, frequency, and percentages, and the error level was taken as .05.

Results

In the study conducted with teachers and pre-service teachers, their tendencies towards ethical values were examined first. Then, difference tests were performed for independent variables that could affect the ethical value tendency. As independent variables in the study; gender, status, teaching branch, years of service, and physical activity status were examined.

Ethical Value Level of Participants

Table 2. *Ethical Values Inclination Scores of Teachers and Pre-service Teachers*

Dimensions	Min	Max	n	$\bar{x}$	sd
Love	1,00	5,00	1305	4,69	,362
Justice	1,00	5,00	1305	4,65	,496
Cooperation	1,00	5,00	1305	4,35	,670
The whole the scale	1,00	5,00	1305	4,62	,379

Table 2 shows the scores of teachers and pre-service teachers regarding ethical values. It is seen that teachers and pre-service teachers are in a very good condition in all sub-dimensions and overall scale.

Gender and Ethical Value

Table 3. *Comparison of the Inclination of Teachers and Pre-service Teachers to Ethical Values by Gender*

Dimensions	Gender	n	Rank average	Rank total	U	P
Love	Male	640	653,38	418162,00	212558,00	,971
	Woman	665	652,64	434003,00		
Justice	Male	640	644,11	412227,50	207107,50	,364
	Woman	665	661,56	439937,50		
Cooperation	Male	640	636,22	407179,00	202059,00	,105
	Woman	665	669,15	444986,00		
The whole the scale	Male	640	641,33	410452,50	205332,50	,271
	Woman	665	664,23	441712,50		

When Table 3 is examined; No significant gender difference was found in the general and all sub-dimensions of the scale of inclination to ethical values of teachers and pre-service teachers.

Teacher versus Pre-service Teacher and Ethical Value

It is expected that there will be no difference in the ethical tendencies of teachers who are practicing their profession and those who will just start their profession. It is important for the teachers who will build society to be attentive to ethical values to create a beautiful world. They are young teachers of tomorrow who will raise the youth of the future. In Table 4, the ethical perceptions of pre-service teachers regarding the problems they encountered before starting their profession and the problems teachers encountered in their profession were examined.

Table 4. *Comparison of the Inclination of Teachers and Pre-service Teachers to Ethical Values by Status*

Dimensions	Status	n	Rank average	Rank total	U	P
Love	Teacher	784	709,21	556019,00	160165,00	,000*
	Pre-service teachers	521	568,42	296146,00		
Justice	Teacher	784	657,33	515345,50	200838,50	,581
	Pre-service teachers	521	646,49	336819,50		
Cooperation	Teacher	784	661,06	518272,50	197911,50	,331
	Pre-service teachers	521	640,87	333892,50		
The whole the scale	Teacher	784	684,03	536277,50	179906,50	,000*
	Pre-service teachers	521	606,31	315887,50		

*(p<.05)

When Table 4 is examined, no significant difference was found in the dimensions of justice and cooperation. A significant difference was found in favor of teachers in the dimension of love and overall scale (p<.05).

Branches and Ethical Value

Unlike other branch teachers, physical education and sports teachers spend more time with their students for physical activity. Ethical perceptions of physical education and sports teachers, who also participate in sports competitions, can be affected by referee, athlete, and spectator factors. How do these particulars affect physical education and sports teachers compared to other branch teachers? Table 5 tries to explain this situation.

Table 5. *Comparison of the Inclination of Teachers and Pre-service Teachers to Ethical Values by Branch*

Dimensions	Branch	n	Rank average	Rank total	U	P
Love	Physical education and sports	483	669,49	323364,00	190548,00	,218
	Other	822	643,31	528801,00		
Justice	Physical education and sports	483	695,16	335760,00	178152,00	,001*
	Other	822	628,23	516405,00		
Cooperation	Physical education and sports	483	684,34	330534,50	183377,50	,018*
	Other	822	634,59	521630,50		
The whole the scale	Physical education and sports	483	689,93	333236,50	180675,50	,006*
	Other	822	631,30	518928,50		

*(p<.05)

When Table 5 is examined, no significant difference was found in the dimension of love according to the branch. There was a significant difference in favor of justice and cooperation, and physical education and sports branches in general (p<.05).

Seniority and Ethical Value

An answer has been sought to the question of how spending many years in the profession affects ethical perception.

Table 6. *Comparison of the Inclination of Teachers and Pre-service Teachers to Ethical Values According to Professional Seniority*

Dimensions	Seniority	n	Rank average	x2	P
Love	Pre-service teachers	521	578,56		
	1 – 5 years	129	594,29		
	6 – 10 years	162	676,69	53,372	,000*
	11 – 15 years	119	700,87		
	16 years and above	374	751,46		
Justice	Pre-service teachers	521	637,59		
	1 – 5 years	129	600,63		
	6 – 10 years	162	604,86	23,970	,000*
	11 – 15 years	119	618,89		
	16 years and above	374	724,23		
Cooperation	Pre-service teachers	521	641,11		
	1 – 5 years	129	576,79	13,397	,009*
	6 – 10 years	162	628,91		

	11 – 15 years	119	670,23		
	16 years and above	374	700,80		
The whole the scale	Pre-service teachers	521	607,95		
	1 – 5 years	129	574,09		
	6 – 10 years	162	628,40	39,416	,000*
	11 – 15 years	119	661,22		
	16 years and above	374	751,01		

*(p<.05)

When Table 6 is examined, a significant difference was found in the scale and all sub-dimensions according to the professional seniority of the teachers and pre-service teachers (p<.05). In the dimension of love, the scores of those who have 16 years or more of professional experience are significantly higher than the candidate teachers and teachers with 1-5 years of professional experience. The scores of novice teachers are significantly lower than those of teachers with 11-15 years of experience and 16 years or more. In the cooperation dimension, the scores of teachers with 16 years or more experience are significantly higher than those with 1-5 years of experience. The scores of teachers with 16 years or more experience in the justice dimension and the general scale are significantly higher than novice teachers, teachers with 1-5 years and 6-10 years of experience.

Doing Physical Activity and Ethical Value

Teachers appeal not only to students but also to society. In the eyes of society, the teacher should act in accordance with ethical values. Teachers, who naturally communicate with their environment during physical activity, are expected to act in accordance with ethical values. In Table 7, teachers' ethical value tendencies are compared in detail according to their participation in physical activity.

Table 7. *Comparison of the Inclination of Teachers and Pre-service Teachers to Ethical Values According to their Regular Physical Activity*

Dimensions	Physical activity	n	Rank average	Rank total	U	P
Love	Yes	597	665,79	397474,00	203705,00	,252
	No	708	642,22	454691,00		
Justice	Yes	584	673,52	402091,50	199087,50	,050
	No	673	635,70	450073,50		
Cooperation	Yes	584	702,00	419095,50	182083,50	,000*
	No	673	611,68	433069,50		
The whole the scale	Yes	584	688,84	411234,50	189944,50	,002*
	No	673	622,78	440930,50		

*(p<.05)

No significant difference was found in the sub-dimension of love and justice according to regular physical activity. In the cooperation sub-dimension and the overall scale, the scores of those who do physical activity regularly are significantly higher than those who do not do physical activity (p<.05).

Discussion and Conclusion

As a result of the study conducted to examine the ethical inclination of teachers and pre-service teachers, it was found that the participants were prone to ethical values at a very good level. While the highest mean score was seen in the sub-dimension of love, the lowest mean score was seen in the sub-dimension of cooperation. In general, it has been seen that teachers who are preparing for the teaching profession or who are already practicing this profession are inclined to ethical values. In the study conducted by Sarıgül and Kana (2018) on Turkish teachers, it was determined that teachers' predisposition to ethical values is at a very good level. Examining the ethical behaviors of preschool teachers, Sakin (2007) found that teachers adopt professional ethical behaviors and have positive attitudes towards the teaching profession. Kayıkçı and Uygur (2012) determined that teachers primarily evaluate the ethical dimensions of justice, tolerance, respect, and responsibility and drew attention to the observance of these issues under teacher supervision. In general, while teachers are sensitive about exhibiting ethical behaviors, they have argued that ethical behavior is a requirement of

the profession (Çelebi and Akbağ, 2012; Pelit and Güçer, 2006). What motivates teachers to be moral and focus on ethics in their teaching practices is a virtue, which expresses compassion, honesty, and commitment to justice (Campbell, 2013; Yıldız and Dilmaç, 2013). The commitment of individuals with these virtues to professional ethical values is also at the desired level (McHan et al., 2022). Teachers who adhere to ethical values assume the role of a leader through the eyes of their students. Teachers' ethical leadership creates an environment that motivates students to school by influencing students' academic citizenship behaviors towards school. Teachers fulfill their leadership roles by instilling basic ethical values in their students (Arain et al., 2016; Okanda et al., 2021; Vukelić and Rončević, 2021). Students who are instilled with ethical values have some personal characteristics that they want to see from their teachers (Uğurlu, 2008). In this direction, high school students participating in Berges-Puyó's (2018) study, have the personal characteristics they want to see in their teachers; have a sense of humor, be respectful and attentive, be kind, patient, and fair by developing good relations in the classroom. Similarly, the students who received pedagogical formation education, which constitute the study group of Karataş et al., (2019); do not discriminate, do not compare, act fairly and impartially, adhere to professional principles, and do their job sincerely, which is a model with their behavior, "attend to his clothes, appearance, and speech", communicate well, try to improve themselves in their fields, do not impose their ideas and respect different ideas, find teachers who act according to regulations ethical. Teachers abide by the principles expressed by the students by the majority. In the study of Toprakçı et al., (2010), the ethical behaviors of the teachers working in primary schools were at a good level; the behavior of "notifying the higher authorities when irregularities are encountered" was observed as a medium-level ethical behavior. It has been observed that teachers have hesitations about taking responsibility. In the study of Benjamin et al., (2021), Finnish teachers were reluctant to discuss the themes of terrorism and extremist ideologies with their students due to the concern of not having enough knowledge. In Gertsen's (2022) study, if the classroom where teachers teach is crowded, they exhibit unethical behaviors that are more strictly adhered to the curriculum away from improvisation. Although the ethical behavior principles of teachers are guaranteed by laws, regulations, and directives, they may act unethically when they encounter different problems while performing their profession. In this process, teachers are provided with psychological support to overcome the negative situation (Abiogu et al., 2022). Ultimately, the job affiliation of professionals who have internalized ethical values increases (Akın et al., 2018). The pre-service ethics education of pre-service teachers who are preparing to practice this profession supports the social justice value of pre-service teachers (Mills, 2013). Pre-service teachers can act tolerantly and calmly with the education they have received as a requirement of the profession (Altunay Şam et al., 2016). Therefore, pre-service teachers who are prepared for their profession act by professional ethical principles (Eren and Rakıcıoğlu-Söylemez, 2017; Sakar and Aybek, 2015). Boon (2011), on the other hand, found that pre-service teachers lacked ethics education. It has been observed that pre-service teachers adopt dishonesty instead of academic honesty during their university education and do not display ethical behaviors (DiPaulo, 2022). In addition to receiving ethics education, the inadequacy of moral literacy of pre-service teachers puts the teaching profession at risk (Rizzo and Bajovic, 2016). Based on the literature, teachers comply with ethical values with the help of their education and character traits while performing their profession. Finding positive results, in general, can also be explained by the fact that teachers are subject to supervision by law.

According to gender, no significant difference was found in terms of the inclination of teachers and pre-service teachers to ethical values. When the literature is examined, it has been found that teachers have similar ethical inclinations according to gender (Altunay Şam et al., 2018; Sarıgül and Kana, 2018; Toprakçı et al., 2010). While these studies support my research results, different results have been obtained in the literature. In the study of Çelebi and Akbağ (2012), it was seen that female teachers attach more importance to ethical behaviors than male teachers. In addition, it has been concluded that women's perception of teaching professional ethics is better (Kayıkçı and Uygur, 2012; Burakgazi et al., 2020). In the studies conducted with pre-service teachers, some studies resulted in favor of female students (Bulut et al., 2021; Doğaner and Özbek, 2019; Obuz, 2009; Pelit Güçer, 2006), and research findings that resulted in favor of male teachers candidates (Altınkurt and Yılmaz, 2011; Kalenskyi et al., 2021). In addition, while the ethical values of power and tradition result in favor of men; women are in good standing in ethical values of self-control,

benevolence, success, compliance, and security (Dilmaç et al., 2009; Belet Boyacı et al., 2017). Based on the literature, the ethical orientations of those who practice the teaching profession do not differ in their gender, or results in favor of women are observed. Positive results were obtained for both male and female pre-service teachers. In general, it can be said that women give more importance to ethical values. Women's view of values stems from their value beliefs (Dilmaç et al., 2009). The absence of gender differences in research results is a desirable development in terms of commitment to ethical values. The fact that all teachers who carry out the teaching profession in Turkey are committed to ethical values will be effective in eliminating the negativities. The commitment of male and female teachers to ethical values is the biggest investment in education.

Those who have a teaching status are more inclined to ethical values compared to pre-service teachers who have not started their profession yet. Teachers are particularly inclined to the value of love. When examining the literature, Sarıgül and Kana (2018) found that teachers are prone to ethical values. Secondary school teachers who want to help their students are very willing to receive education for diverse inclusive education and want to show ethical behavior to every student (Triviño-Amigo et al., 2022). Pre-service teachers are also very willing to act ethically towards inclusive education (Chiva-Bartoll et al., 2021). Pre-service teachers are expected to form the preliminary foundations of professional ethics knowledge during their professional preparation (Dawson and Napper, 2020; Izadinia, 2013). Pre-service teachers face educational difficulties in internship practices, which is the first stage of starting the profession (Mills, 2013). In addition, the problems that pre-service teachers who will work in different geographies will encounter vary (Frederiksen et al., 2012). Pre-service teachers who face these problems strengthen their professional ethical behaviors by overcoming difficulties over time (Johnson and Reiman, 2007; McHan et al., 2022). Based on the literature, it can be concluded that both groups are prone to ethical values. The fact that the ethical orientations of educators with teacher status are better than pre-service teachers can be explained by professional maturity.

In the comparison made according to the branches of teachers and pre-service teachers, it was seen that those who were in physical education and sports branches were more inclined toward the ethical values of justice and cooperation compared to other branches. When the literature is examined, ethics education from different faculties affects career development at different levels (Beauvais et al., 2021; Burakgazi et al., 2020). In the study of Bulut et al., (2021), the perceptions of unethical behaviors of university students receiving pedagogical formation education, according to the department, "physics/chemistry/biology" departments reject unethical behavior the least; "Fine arts" students were the students of the department who rejected ethical behavior the most. In the study of Çelebi and Akbağ (2012), "mathematics-science" teachers gave less importance to "sense of duty" and "virtue" values compared to other branch teachers. In the study of Burakgazi et al., (2020), the ethical perceptions of primary school pre-service teachers were found at a better level than in other branches. In another study, preschool teachers' ethical perceptions were found at a good level (Duran, 2014). Physical education teachers and pre-service teachers thought that physical education lesson is effective in inclusive education, enabling students to experience sociocultural diversity and find their own identity (Chiva-Bartoll et al., 2021; Manzano-Sánchez et al., 2021; Rojo-Ramos et al., 2022). The behavior of physical education teachers to comply with professional ethics is quite good (Doğaner and Özbek, 2019). While these findings obtained from the literature support the research results, there are also findings that the teaching branch does not affect ethical values (Altunay Şam et al., 2016; Uğurlu and Sert, 2020). Predisposition to ethical values is closely related to education and character traits. Research findings with different results can be explained by this relationship.

When teachers were compared according to their professional seniority, those with 16 years or more experience were found to be more inclined to the ethical values of love, justice, and cooperation. The lowest scores were measured in teachers who were new to the profession. When the literature is examined, Sarıgül and Kana (2018) found that teachers with 11-15 years of professional seniority have higher ethical scores in the ethical value of love and justice than teachers with less than 5 years of experience. Again, the scores of those with more than 21 years of professional experience in the value of love were found to be higher than those with less than 5 years of experience. In the study of Toprakçı et al., (2010), as the professional seniority of primary school teachers increased, there was an increase in the behavior of complying with ethical values, and the highest scores were measured in teachers with more than 26 years of service. As

their professional seniority increases, teachers' commitment to virtue and professional ethics increases (Celep and Çetin 2005; Çelebi and Akbağ, 2012; Kayıkçı and Uygur, 2012). Junior teachers have more negative ethical perceptions compared to senior teachers (Gertsen, 2022; Şişman and Acat, 2003). The teacher, whose behavior pattern against negative situations becomes clear over time, performs his duty better (Kalenskyi et al., 2021). The information obtained from the literature confirms the study findings. The high expectations and excitement of teachers who have just started their profession can bring along many problems. As the professional seniority of the teacher's increases, it clarifies the behavior patterns that they can and cannot do against their students and their environment. This situation allows teachers to act according to professional ethical principles.

The ethical inclination of the participants who did physical activity was found to be higher. When the literature is examined; Those who engage in physical activity can stay away from unethical behaviors as a result of the positive behaviors they learn from training and their teammates (Ediş and Gündüz, 2019; Öztürk Karataş and Karataş, 2021; Temel, 2022). In addition, physical activities are very useful for collaborating with students with disabilities (Rojo-Ramos et al., 2022). These findings support the research results. It can be said that interacting with other individuals during physical activity improves ethical values. Due to the nature of sports, an understanding of tolerance towards different cultures can be developed by meeting different groups of friends. To win, it is necessary to act in cooperation (Temel, 2022). It is a normal result that educators who act in this way exhibit behaviors that are inclined to ethical values.

Recommendations

As a result of the research, it was found that the level of ethical values of teachers and candidate teachers is at a very good level. Based on this result, it is recommended that the activities related to ethics education for teachers and pre-service teachers should be increased and continued.

Recommendations for Further Research

In-depth research is recommended to examine why teachers who engage in regular physical activity have a high ethical orientation.

Recommendations for Applicants

It is recommended to determine possible problems by conducting experimental studies on ethics.

Limitations of Study

The research is limited to 784 teachers and 521 pre-service teachers from 15 different branches who voluntarily participated in the research from each region of Turkey in the 2021-2022 academic year.

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Conflict of Interest

The authors declare that they have no conflict of interest. Dr. Ahmet Temel took part in the writing of the article. Assoc. Prof. Dr. While Murat Kangalgil contributed to the English translation; Assoc. Prof. Dr. Hüdaverdi Mamak made the necessary arrangements by making the final reading of the article. Instructor Tevfik Emre and Ph.D. Student Ebru Aydın took part in the data collection phase.

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