

Physical Education and Sports Teachers' Perception of Values and Opinions on the Values of Physical Education and Sports Course*

Erdal KAYA¹, Özer YILDIZ²

¹ Physical Education and Sports Teacher, 2, Konya, Turkey
<https://orcid.org/0000-0001-7901-7902>

² Necmettin Erbakan University, Ahmet Keleşoğlu Educational Faculty, Physical Education and Sports Department, Konya, Turkey
<https://orcid.org/0000-0002-2470-5457>

Email: erdalkaya22558@gmail.com , oyildiz74@gmail.com

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Abstract

The purpose of this research is to examine perception of values and the views of physical education and sports teachers working at different levels of schools affiliated to the Ministry of National Education in Konya province. At this research interview methods, one of the qualitative research designs, was used. The research group consists of 33 (18 Male, 15 Female) physical education and sports teachers working at different levels in the province of Konya in the 2021-2022 Academic Year, which is determined by the maximum diversity sampling, one of the purposive sampling methods, which is one of the nonprobability sampling strategies. In the research, "Personal Information Form" developed by the researcher and semi-structured "Interview Form" were used as data collection tools. The data were evaluated by content analysis method. As a result of the research, physical education and sports teachers' perception of value and their views on the values gained by physical education and sports course; it has been observed that values such as patriotism, sincerity, responsibility, helpfulness, self-confidence, discipline, sharing, being organized, sportsmanship, success, respect, leadership, solidarity, health, leisure time, goal setting, empathy, effort, hospitality, cooperation, stress management, sportsmanship and honesty have changed and developed in a positive way.

Keywords: Physical education and sports, Course, Teacher, Value

Introduction

Since man is a social being, he has to live with other people. This situation makes it inevitable that many social and social rules will guide human life and social relations. The social and social rules put forward were generally accepted and applied in the society, and at the same time, these rules were adopted and maintained and kept alive for years. It is stated that the majority of these social principles and social rules constitute values (Yalar and Yelke, 2011).

Value is all the criteria that organize the life of the society and make the society livable (Karakas, İrem and Bilbay, 2014). From this point of view, it can be understood that values are criteria that give meaning to culture, society and the individual. Since the system of value reflects and has a direct impact on human experiences, it is expressed in the form of principles that determine what is expected of individuals and what is prohibited (Fichter, 2019). Based on all these, values can be defined as concepts that provide an environment of social cooperation that causes human beings to be accepted socially (Aktürk, 2012).

It is stated that values have functions such as directing, influencing and guiding society and people, and that they are elements that enable the person to find the reason for existence, to make sense of it, to evaluate the events around him and to use criteria in his evaluations. Thanks to the values, people in the society become related and harmonious with the society and can create a social consciousness (Aydın and Akyol Gürler, 2014).

Cihan (2014) states that when a person adopts a value, he thinks that it is the most correct method, that he acts emotionally about it and that value directs him to move in a certain direction. For this reason, values can be characterized as the purposes of life in a sense.

In addition to being together, cooperation, love and respect, physical education and sports can also be a source of discord, fighting, resentment, etc. It can be said that playing sports does not only develop positive values, but also reveals the values that exist in the athlete's self (Martin and Gonzalez, 2012).

The education and training program for physical education and sports is very important in terms of values education, while preparing curricula for physical education and sports, it is necessary to take into account the efforts that provide students with positive, active, social and mental skills, social goals were used as process goals in the past. Today, it is stated that these aims are the products that need the most attention in the physical education and sports course education program. In addition, it would not be wrong to say that physical education and sports teachers give more importance to one of the values in their individual value systems, and that their content decisions and application methods are generally in line with the priority orientation (Ennis, 1994).

In the general education program of physical education and sports, it can be said that the ways of increasing the effectiveness and this is not only physiologically, but also from the human and moral aspects (Makula, 2003). Value orientations in physical education and sports are often classified in 6 ways. It is possible to list these orientations (Ennis & Chen, 1993; Ennis, Ross & Chen, 1992; Jewett, 1994): Discipline at a sufficient level, The period when skills are acquired, Self-actualization, Harmony with the outside world, Responsibility towards the environment, Belief systems.

When teaching moral and spiritual values and revealing them consciously are evaluated within the scope of physical education and sports discipline, education and training program comes to the fore. It is known that when physical education and sports are made a tool as an integrated concept in the acquisition of spiritual values, it depends on the characteristics of the

students in the learning process, the processes of reasoning, scrutiny and making learning productive (Mulyana, 2012).

With this research, it is aimed to determine the value perception of physical education and sports teachers and their opinions about the values gained by physical education and sports lessons. In addition, research; Since it is necessary to evaluate the development of physical, cognitive, affective and bilateral relations of the individual in terms of the objectives of physical education and sports teachers in the provision of physical education and sports lessons, it is very important to ensure the continuity and integrity of education today, as well as to reveal how effective values education, which is very important in the process of adaptation of individuals to society, can be in physical education and sports education programs.

Material and Method

In the study, phenomenology research design, one of the qualitative research designs, was used. Phenomenology research focuses on how individuals understand the phenomena they experience and experience, what meanings they attach to these phenomena and how they define them (Patton, 2002). The phenomenology pattern, which is based on the dependence of facts on the experiences and perceptions of individuals, aims to reveal the life styles, perceptions and expressions attributed to them by individuals (Onat-Kocabıyık, 2016). According to another view, the phenomenology pattern is to investigate and reveal phenomena that are aware but not fully comprehended (Yıldırım and Şimşek, 2018). In the study, interview method was used from qualitative research designs.

Research Group

The research group consisted of 33 physical education and sports teachers (18 Males, 15 Females) working at high school and secondary school levels in Konya under the Ministry of National Education in Turkey. In this study, purposeful sampling method (Merriam, 2018), which is one of the most frequently used non-probability sampling strategies in qualitative researches, and maximum diversity sampling were used from purposeful sampling methods (Altındaş and Ergin 2018; Yıldırım and Şimşek, 2018).

Data Collection Tools and Techniques

In this study, "Personal Information Form" and semi-structured "Interview Form" developed by the researcher were used as data collection tools.

There were 5 questions in the "Personal Information Form" prepared to obtain qualitative data and 5 open-ended questions in the semi-structured "Interview Form". The literature reviews in the study provided the researcher with a detailed framework for qualitative analysis. The data were made face-to-face with the physical education and sports teachers involved in the research, and the interviews were recorded with a recording device, turned into written documents and transferred to the digital environment.

Validity-Reliability Study of the Research

Validity studies in qualitative research are the processes to ensure the persuasiveness and transmissibility of the study. While the correct connection of the findings with reality can be explained as persuasiveness, the level to which the findings can be adapted depending on other thoughts is explained as transmissibility (Arastaman et al., 2018).

The reliability of the content analysis method used in the analysis of the data is determined by the coding process. It can be said that the most important part of this process is "determining

the themes" and "defining them clearly". If there is no change in the researchers' interpretation of themes in content analysis, this provides reliability, which is a prerequisite for objectivity (Miles & Huberman, 1994). Accordingly, the interview data set should be given to different researchers at a time and the correlation between the results obtained should be calculated. In addition, this method is both effective and easy to apply against the distorting effect of memory (Tavşancıl & Aslan, 2001). From this point of view, it can be said that some ways are used to maximize the reliability of a qualitative research and the reliability between coders is calculated in various ways. Therefore, it can be said that the decisions taken in the creation of the themes and codes of qualitative research are considered as a criterion of consistency. Inter-coder reliability refers to the consistency of different people using the same data (Sevilmiş & Yıldız, 2021). For this reason, the data set, which was turned into a written document, was given to three experts and the correlation between the results obtained from each of them was calculated. The reliability of the data was calculated using the formula Miles and Huberman (1994). This formula is as follows.

“ $[\text{Agreed Theme}/(\text{Consensus} + \text{Disagreed Theme})] \times 100$ ”

It is expected that the result of the above formula, which is intended to test the compatibility among the coding experts, is higher than 70% (Miles and Huberman. 1994; Patton, 2002). As a result of the application of the formula, 76 of the 83 codes suggested by the experts were approved, and a consensus was reached at the rate of $76 / (76+7) \times 100=91.5$ on the suitability of the codes. The 7 codes on which no consensus could be reached were combined with other appropriate codes.

Data Collection

This research was carried out by applying the semi-structured "Interview Form" developed by the researcher. In line with the permissions and appointments received from the participants, negotiations started in September 2021. The interviews were conducted on a voluntary basis in the participants' work environment or at different meeting places. These interviews were recorded with a tape recorder with the permission of the participants in order to prevent data loss. An interview lasted approximately 20-25 minutes. Participants were informed about the ethical aspect of the research, and they were informed that their personal data would be kept confidential, that the research would only be used for scientific purposes, and that all personal information would be kept confidential.

Analysis of Data

In order to keep the personal information of the participants (18 Males, 15 Females) confidential, the participants were given T1, T2, T3... name codes (Table 1). The obtained data were evaluated by content analysis method. The main goal in content analysis is to reach concepts and relationships that can explain the collected data. The data collected and interpreted in the content analysis are processed in detail. The data is defined according to this framework. Facts that may be thought to be hidden in the data are revealed (Yıldırım and Şimşek, 2018). In addition, obtaining the materials needed for content analysis is easy, accessible, and inexpensive (Berg and Lune, 2015). Content analysis consists of coding the data, creating themes, organizing according to codes and themes, making definitions and interpreting the findings (Yıldırım and Şimşek, 2018).

Results

This part of the research includes findings based on the results of analysis of qualitative data.

The distribution of information on the codes, age, gender, educational status, school level, and interview date of the teachers constituting the research group is given in Table 1.

Table 1. Numerical distribution of participants regarding age, gender, educational background, school level, and date of interview

| Codes | Age | Gender | Educational Background | School Level | Interview Date |
|-------|-----|--------|------------------------|--------------|----------------|
| T1 | 31 | Male | Bachelor's degree | Secondary | 05.09.2021 |
| T2 | 41 | Male | Bachelor's degree | High | 07.09.2021 |
| T3 | 33 | Male | Bachelor's degree | High | 09.09.2021 |
| T4 | 25 | Male | Bachelor's degree | Secondary | 11.09.2021 |
| T5 | 45 | Male | Bachelor's degree | Secondary | 13.09.2021 |
| T6 | 26 | Male | Bachelor's degree | Secondary | 14.09.2021 |
| T7 | 40 | Male | Bachelor's degree | Secondary | 15.09.2021 |
| T8 | 48 | Male | Bachelor's degree | High | 17.09.2021 |
| T9 | 30 | Male | Bachelor's degree | Secondary | 19.09.2021 |
| T10 | 31 | Female | Bachelor's degree | Secondary | 21.09.2021 |
| T11 | 31 | Male | Bachelor's degree | High | 23.09.2021 |
| T12 | 27 | Male | Bachelor's degree | Secondary | 24.09.2021 |
| T13 | 32 | Female | Bachelor's degree | Secondary | 25.09.2021 |
| T14 | 42 | Male | Bachelor's degree | High | 27.09.2021 |
| T15 | 29 | Male | Bachelor's degree | Secondary | 28.09.2021 |
| T16 | 46 | Male | Bachelor's degree | Secondary | 29.09.2021 |
| T17 | 46 | Male | Bachelor's degree | High | 31.09.2021 |
| T18 | 40 | Male | Postgraduate | High | 01.10.2021 |
| T19 | 28 | Male | Postgraduate | High | 02.10.2021 |
| T20 | 31 | Female | Bachelor's degree | Secondary | 03.10.2021 |
| T21 | 46 | Male | Bachelor's degree | Secondary | 04.10.2021 |
| T22 | 32 | Female | Bachelor's degree | High | 05.10.2021 |
| T23 | 28 | Female | Bachelor's degree | Secondary | 07.10.2021 |
| T24 | 23 | Female | Bachelor's degree | Secondary | 09.10.2021 |
| T25 | 30 | Female | Bachelor's degree | Secondary | 10.10.2021 |
| T26 | 28 | Female | Bachelor's degree | Secondary | 11.10.2021 |
| T27 | 35 | Female | Bachelor's degree | High | 13.10.2021 |
| T28 | 30 | Female | Postgraduate | High | 14.10.2021 |
| T29 | 30 | Female | Postgraduate | Secondary | 16.10.2021 |
| T30 | 27 | Female | Postgraduate | Secondary | 17.10.2021 |
| T31 | 44 | Female | Postgraduate | High | 19.10.2021 |
| T32 | 30 | Female | Postgraduate | Secondary | 20.10.2021 |
| T33 | 31 | Female | Postgraduate | High | 21.10.2021 |

When Table 1 is examined, it is seen that the teachers participating in the interviews were between 23 years old and 48 years old in terms of age; In terms of educational status, 25 teachers were bachelor's degrees and 8 teachers were postgraduates; In terms of the school level in which he/she served, 20 teachers worked in secondary schools and 13 teachers in high schools; It is seen that teachers serve between 1 year and 25 years in terms of years of service.

Table 2 presents the findings regarding the views of the participants on which values physical education and sports teaching contribute to the development of their lives.

Table 2. Findings on the participants' views on which values physical education and sports teaching contribute to the development of their lives

| Themes | Codes | Participants | Frequency |
|--------|-------|--------------|-----------|
|--------|-------|--------------|-----------|

| | | | | |
|--------------------|---|---------------------------|--------------------------------|-----------|
| Personal Value | ✓ | Responsibility | T14, T17, T19, T22, T29, T31 | 6 |
| | ✓ | Patience and Perseverance | T15, T17, T22, T23, T33 | 5 |
| | ✓ | Self-Confidence | T5, T17, T22, T30 | 4 |
| | ✓ | Tolerance | T3, T11, T17, T22 | 4 |
| | ✓ | Empathy | T13, T27, T30, T33 | 4 |
| | ✓ | Leadership | T3, T21, T31 | 3 |
| | ✓ | Personal Freedom | T8, T32 | 2 |
| | ✓ | Courage | T5, T19 | 2 |
| | ✓ | Love | T27, T28 | 2 |
| | ✓ | Experience | T25 | 1 |
| | ✓ | Healthy and Happy Life | T25 | 1 |
| Total | | | | 34 |
| Moral Value | ✓ | Respect | T2, T4, T17, T18, T22, T28 | 6 |
| | ✓ | Honesty | T20 | 1 |
| Total | | | | 7 |
| Professional Value | ✓ | Sports Awareness | T1, T6, T7, T12, T16, T24, T26 | 7 |
| Total | | | | 7 |
| Human Value | ✓ | Helpfulness | T3, T4, T5, T18, T20, T30 | 6 |
| Total | | | | 6 |
| Ethical Value | ✓ | Fairness | T2, T11, T13, T30 | 4 |
| Total | | | | 4 |
| Universal Value | ✓ | Socialization | T9, T10, T23 | 3 |
| Total | | | | 3 |

When Table 2 is examined, one of the most frequently expressed situations in the opinions of the participants about the values that physical education and sports teaching contributes to the development of their lives is the codes of “Responsibility, Patience and Perseverance, Self-Confidence, Tolerance, Empathy, Leadership, Personal Freedom, Courage, Love, Experience, Healthy and Happy Life” under the theme of “Personal Value”; another from the codes of “Respect, Honesty” under the theme of “Moral Value”; another from the code “Sports Awareness” under the theme of “Professional Value”; another from the code “Charity” under the theme of “Human Value”; another from the code of “Fairness” under the theme of “Ethical Value”; the least frequent situation they refer to is the code “Socialization” under the theme of “Universal Value”. In the interviews, some of the participants expressed their supportive views in the codes with the following sentences:

“...I think it develops the value of responsibility.” (T14); “It developed patience and perseverance” (T15); “Developing a sense of self-confidence ...” (T30); “Above all, it develops the ability to be a leader...” (T21); “Emphasized the value of personal freedom.” (T8); “It has helped to develop and gain many values. The first thing that comes to our mind is love...” (T27)

“I can say that physical education teaching primarily contributed to the development of the concept of respect in my life...” (T2); “...I think it contributes to the development of values such as honesty.” (T20)

“I can say that it contributes to the development of sports awareness.” (T1)

“I think that physical education teaching increases values such as helping each other...” (T5)

“...Developed and contributed to the value of being fair in all circumstances.” (T13)

“...Contributed to socialization by strengthening social relations.” (T9)

Table 3 shows the findings regarding the opinions of the participants about the moral values that they think guide them in physical education and sports courses.

Table 3. Findings regarding the opinions of the participants about the moral values that they think guide them in physical education and sports courses

| Themes | Codes | Participants | Frequency |
|----------------------|-----------------------------------|----------------------------------|-----------|
| Personal Value | ✓ Love | T5, T13, T14, T17, T22, T24, T32 | 7 |
| | ✓ Tolerance | T5, T13, T20, T30, T32 | 5 |
| | ✓ Patience | T9, T15, T17, T22, T32 | 5 |
| | ✓ Respect | T13, T14, T24, T29 | 4 |
| | ✓ Consciousness of Responsibility | T14, T20, T27 | 3 |
| | ✓ Effort | T1, T2 | 2 |
| | ✓ Fighting Spirit | T9, T23 | 2 |
| | ✓ Perseverance | T12, T15 | 2 |
| | ✓ Empathy | T29, T30 | 2 |
| Total | | | 32 |
| Socio-Cultural Value | ✓ National Value Awareness | T3, T6, T8, T11, T21, T25 | 6 |
| Total | | | 6 |
| Human Value | ✓ Helping each other | T16, T18, T20, T23 | 4 |
| | ✓ Sacrifice | T1 | 1 |
| Total | | | 5 |
| Moral Value | ✓ Moral Development | T19, T31, T33 | 3 |
| | ✓ Honesty | T28 | 1 |
| Total | | | 4 |
| Ethical Value | ✓ Fairness | T4, T25 | 2 |
| Total | | | 2 |
| Professional Value | ✓ Being Able to Love Sports | T26 | 1 |
| Total | | | 1 |

When Table 3 is examined, one of the most frequently expressed opinions of the participants regarding the moral values that they think guide them in physical education and sports courses is “Love, Tolerance, Patience, Respect, Consciousness of Responsibility, Effort, Competitiveness, Fighting Spirit, Perseverance, Empathy” codes under the theme of "Personal Value", another from the “National Value Awareness” code under the "Socio-Cultural Value” theme; another one of the codes of “Help, Sacrifice” under the “Human Value” theme; another one from “Moral Development, Honesty” codes under the “Moral Value” theme; another from the “Fairness” code under the “Ethical Value” theme; another one was formed under the theme of “Professional Value” and the code “Being Able to Love Sports”. In the interviews, some of the participants expressed their opinions supporting the codes with the following sentences:

“...I think it is essential to have fun in the activities done in physical education class. One of the ways to achieve this is through the value of love...” (T13); “Since I love my job and I am with children, we are patient with them...” (T15); “The fact that my family elders told me to work hard in business life since I was a child has guided me.” (T2); “There is ambition and determination everywhere in life. It makes you lose ambition, but gains perseverance. For me, perseverance is the value that I think gives direction.” (T12)

“I think that it gives direction in terms of national values that form the basic structure of social life.” (T6)

“...Helping each other...” (T18); “...Values such as sacrifice gave direction” (T1)

*“It has integrated many spiritual values into my life in terms of moral development.” (T4);
“Honesty...” (T28)*

“I think that being fair helps me build better friendships between students in the lesson and makes me feel better.” (T19)

“Instilling a love of sports in children and making them love sports makes me happy and gives me direction.” (T26)

Table 4 presents the findings of the participants' views on what kind of values the students gain through physical education and sports courses.

Table 4. Findings on the opinions of the participants about what kind of values the students gained through physical education and sports courses

| Themes | Codes | Participants | Frequency |
|-----------------|---|--|-----------|
| Personal Value | ✓ Respect | T3, T4, T5, T11, T12, T13, T17, T18, T27, T28 | 10 |
| | ✓ Responsibility | T2, T5, T13, T16, T17, T20, T21, T22, T29, T30 | 10 |
| | ✓ Self-Confidence | T17, T19, T22, T26, T30, T31 | 6 |
| | ✓ Tolerance | T4, T5, T13, T20, T25 | 5 |
| | ✓ Being able to Recognize One's Abilities | T6, T7, T8, T17, T22 | 5 |
| | ✓ Discipline | T1, T2, T29 | 3 |
| | ✓ Empathy | T16, T19, T30 | 3 |
| | ✓ Perseverance | T4, T15 | 2 |
| | ✓ Modestness | T6 | 1 |
| Total | | | 45 |
| Social Value | ✓ Acting Together | T3, T9, T10, T11, T14, T15, T18, T23, T32, T33 | 10 |
| Total | | | 10 |
| Moral Value | ✓ Honesty | T2, T5 | 2 |
| | ✓ Ethics | T2 | 1 |
| Total | | | 3 |
| Universal Value | ✓ Competing on Equal Conditions | T6, T17 | 2 |
| | ✓ Socialization | T14 | 1 |
| Total | | | 3 |
| Human Value | ✓ Being Sharer | T23, T25, T32 | 3 |
| Total | | | 3 |
| Ethic Value | ✓ Being Fair | T24 | 1 |
| Total | | | 1 |

When Table 4 is examined, one of the most frequently expressed opinions of the participants in the study regarding their views on what kind of values students gain through physical education and sports courses is “Respect, Responsibility, Self-Confidence, Tolerance, Being able to Recognize One's Abilities, Discipline, Empathy, Perseverance, Modestness” codes under the “Personal Value” theme; another one from the code of “Acting Together” under the “Social Value” theme; another one from the “Honesty, Ethics” codes under the “Moral Value” theme; another one from the “Competing on Equal Conditions, Socialization” codes under the “Universal Value” theme; another one from the “Being Sharer” code under the “Human Value” theme; the situation they expressed the least frequently consisted of the code of “Being Fair” under the theme of “Ethic Value”. In the interviews, the participants expressed their opinions supporting the codes with the following sentences.

“Through physical education lesson, students gain respect etc. they gain value...” (T5); “Students learn to be more self-confident through sports and physical education lessons...” (T31); “...Ability to acquire habits such as discipline and apply it to all areas...” (T1)

“...I can say values such as being able to act together.” (T11)

“...Honesty...” (T2); “Ethics...” (T2)

“In the physical education lesson, the student can learn to compete under equal conditions in the sports environment...” (T6); “Socialization first and foremost...” (T14)

“...All the good values like helping and sharing.” (T32)

“Justice, they learn to be fair.” (T24)

Table 5 presents the findings regarding the opinions of the participants on what kind of activities they try to provide value education to students in physical education and sports courses.

Table 5. Findings regarding the opinions of the participants on what kind of activities they try to provide value education to students in physical education and sports courses

| Themes | Codes | Participants | Frequency |
|---|--|--|-----------|
| Sportive Activities | ✓ Team and Individual Sports Studies | T1, T4, T5, T6, T7 T8, T10, T16, T17, T22, T25, T26, T33 | 13 |
| Activities for the Acquisition of Social Skills | ✓ Collaborative Activities | T9, T13, T19, T20, T32 | 5 |
| | ✓ Activities to Improve Empathy Skills | T9, T24, T28, T29 | 4 |
| | ✓ Giving Responsibility in Games | T3 | 1 |
| Total | | | 23 |
| Events Considering Individual Differences | ✓ Activities Specific to Groups | T11, T15, T30, T31 | 4 |
| Total | | | 4 |
| Game and Choreographic Based Activities | ✓ Educational Game Activities | T14, T23 | 2 |
| | ✓ Visual Choreographic Activities | T16, T21 | 2 |
| Total | | | 4 |
| Activities for Modeling | ✓ Demonstrate and Get Made | T2, T12, T27 | 3 |
| Total | | | 3 |

When Table 5 is examined, one of the most frequently expressed opinions of the participants in the physical education and sports classes regarding their views on what kind of activities they try to provide values education to students is from the code of “Team and Individual Sports Studies” under the “Sportive Activities” theme, another one of the codes “Collaborative Activities, Activities to Improve Empathy Skills, Giving Responsibility in Games” under the theme of “Activities for the Acquisition of Social Skills”, another one from the “Activities Specific to Groups” code under the “Events Considering Individual Differences” theme, another one of the codes of “Educational Game Activities, Visual Choreographic Activities” under the “Game and Choreographic Based Activities” theme, another one of the code “Demonstrate and Get Made” under the theme of “Activities for Modeling”. In the interviews, some of the participants expressed their opinions supporting the codes with the following sentences:

“It is tried to gain the necessary values by having the students do both team work and individual sports activities.” (T5)

“I'm trying to give with cooperative games.” (T9); “...With activities that will enable them to establish empathy...” (T29); “...We try to give education by giving responsibility in games ...” (T3)

“I do it with group specific activities.” (T11)

“I aim to gain the desired value by designing activities in the style of educational games.” (T14); “... We show social activities in the style of visual choreographic activities.” (T21)

“First of all, I try to demonstrate and get made...” (T2)

Table 6 presents the findings regarding the opinions of the participants on the most significant value differences between male and female students in physical education and sports courses.

Table 6. Findings regarding the opinions of the participants on the most significant value differences between male and female students in physical education and sports courses

| Categories | Themes | Codes | Participants | Frequency |
|--------------------------------------|------------------------|---|---------------------------|-----------|
| Female Student Value Characteristics | ✓ Personal Value | ✓ Being Kind | T5, T6, T9, T13, T15, T27 | 6 |
| | | ✓ Being Fragile | T7, T8, T12, T23, T33 | 5 |
| | | ✓ Being Emotional | T20, T26, T28, T29 | 4 |
| | | ✓ Being Introverted | T1, T2, T14, T30 | 4 |
| | | ✓ Being Overly Responsible | T4, T19, T31 | 3 |
| | | ✓ Being Disciplined | T3, T25 | 2 |
| | | ✓ Being Patient | T17, T22 | 2 |
| | | ✓ Being At the Forefront of Individuality | T10, T18 | 2 |
| | ✓ Socio-Cultural Value | ✓ Having High Spiritual Values | T21 | 1 |
| Total | | | | 29 |
| Male Student Value Characteristics | ✓ Personal Value | ✓ Being Enterprising | T2, T6, T20, T25, T30 | 5 |
| | | ✓ Being Ambitious | T9, T13, T23, T29, T33 | 5 |
| | | ✓ Being Resilient | T7, T8, T12, T27 | 4 |
| | | ✓ Being at the Forefront of Leadership | T19, T26, T31 | 3 |
| | | ✓ Being Social | T1, T14, T28 | 3 |
| | | ✓ Being Tolerant | T17, T22 | 2 |
| | | ✓ Being Passive | T3 | 1 |
| | | ✓ Being Inclined to Sports | T15 | 1 |
| | ✓ Socio-Cultural Value | ✓ Having a High Team Spirit | T4, T5, T10, T18 | 4 |
| | ✓ High National Values | T21 | 1 | |
| Total | | | | 29 |

When Table 6 is examined, the opinions of the participants in the research on the most distinctive value differences between male and female students in physical education and sports courses are "Female Student Value Characteristics", respectively, under the themes of "Personal Value, Socio-Cultural Value", "Being Kind, Being Fragile, Being Emotional, Being Introverted, Being Overly Responsible, Being Disciplined, Being At the Forefront of

Individuality, Being Patient, Having High Spiritual Values" codes; "Male Student Value Characteristics", respectively, under the themes of "Personal Value, Socio-Cultural Value", "Being Enterprising, Being Ambitious, Being Resilient, Being at the Forefront of Leadership, Being Social, Being Tolerant, Being Passive, Being Inclined to Sports, Having a High Team Spirit, High National Values" codes. In the interviews, some of the participants expressed their opinions supporting the codes with the following sentences:

"Girls are kinder..." (T5); "...Girls are more fragile." (T7); "I observed that female students are more emotional than male students..." (T20); "Girls are more introverted than boys..." (T1); "Girls are more disciplined than boys..." (T3)

"Male students are more enterprising..." (T30); "Male students have more ambition to lose..." (T9); "Males are more resilient..." (T7); "...Male students come to the fore in leadership." (T31); "Males are more prone to sports..." (T15); "Acting together and revealing team spirit in male students more..." (T18); "In terms of values, I see that males are a little more attached to national values..." (T21)

Discussion and Conclusion

When we look at the results in Table 2, it is seen that the participants' physical education and sports activities developed the sense of responsibility, increased fortitude and determination, strengthened the sense of self-confidence, increased the level of tolerance, made it easier to recognize the feelings of others, developed leadership qualities, increased individual freedom, bravery, and commitment to others. It can be interpreted as highlighting the issue, increasing the experience, and making it feel good physically and mentally. However, it can be said that the participants' involvement in physical education and sports improves being respectful towards other members of the society and reinforces the sense of truth. In addition, it can be explained that the sportive virtues of the participants develop, their involvement in physical education and sports affects the psychological state positively, as well as the benefits of sports to the human body, and provides physical and mental gains. In addition, it can be interpreted that the participants' involvement in physical education and sports increases cooperation and solidarity. However, it can be said that the participants' involvement in physical education and sports improves the ability to treat everyone equally. In addition, it can be explained that the physical education and sports of the participants strengthen the social relations of themselves and their students, and facilitate the revealing of the identities of individuals who have difficulty in expressing themselves.

Valentini (2014) stated that the leadership qualities, sense of self-confidence, patience, respect, empathy and perseverance values of individuals engaged in physical education and sports develop through sports; Veronica (2012) found that sport reduces negative social behaviors and increases positive social behaviors; Timken and Van Der Mars (2009) specified that some of the participants engaged in physical education and sports experienced positive changes in their value orientation; Stran and Curtner-Smith (2009) designated that the value of discipline, goals, beliefs, strategies they use, social structure, social responsibility and self-actualization values develop through sports; Behets and Vergauwen (2004) determined that physical education and sports teachers working at the primary education level attach importance to discipline and self-actualization values, while physical education and sports teachers working at the secondary education level attach importance to social responsibility and discipline values; Wright (2004) stated that the values of honesty, ethics, happy and peaceful life are important in physical education and sports teaching; Meek and Curtner-Smith (2004) identified that physical education and sports teacher candidates' involvement in physical education and sports develops the values of self-actualization, becoming holistic with

the environment and social responsibility; Behets (2001) found that physical education teachers develop the values of discipline, social responsibility and self-development according to their tenure in the profession and the level they serve; Ennis, Mueller and Hooper (1990) designated that the values of self-discipline and social responsibility developed in physical education and sports teachers through in-service training.

When the results in Table 3 are examined, it is seen that the participants perceived that doing physical education and sports with pleasure and enjoyment would bring success, increased close attention to individuals, developed humility, increased the level of endurance, strengthened the sense of responsibility, increased enthusiasm for work, and understanding the feelings of others. It can be interpreted as improving the ability of self-sacrifice, supporting not giving up the struggle, making you feel good physically, cognitively and emotionally. However, it can be explained that the physical education and sports activities of the participants raise their individual and social material and moral consciousness. In addition, it can be said that the participants' involvement in physical education and sports increases solidarity and cooperation, and reinforces the ability to give up their own interests for others. On the other hand, it can be interpreted that the participants' involvement in physical education and sports develops the feeling of being directly on the side in all circumstances, in the formation and development of their own principles and value judgments.

On the other hand, it can be explained that the participants' physical education and sports activities reinforce the sense of equal treatment and increase their behavior that does not leave the truth. At the same time, it can be said that the participants' physical education and sports activities make sports more fun and productive by doing sports with their students, and they motivate students to do sports with pleasure.

Gürkan, Çamlıyer and Saracaloğlu (2000) stated that the basic values of physical education and sports teacher candidates are family security, freedom, self-confidence, peace and wisdom; Capel (2016) identified that the values of learning process, adaptation to society and self-actualization are more important for physical education and sports teacher candidates; the values of discipline and social responsibility remained in the background; Deveci and Yıldız (2022) determined that some of the physical education teachers expect their students to behave towards sportive virtue in cases of winning and losing in sports competitions, they care about spiritual values in sports tournaments, but they express that material and spiritual values cannot be separated from each other.

Contrary to the research findings, Deveci and Yıldız (2022) designated that some of the physical education teachers expect their students to always be on the side of the winner by ignoring the sportive virtue.

When the results in Table 4 are examined, it is seen that the physical education and sports lessons of the participants improved the understanding of the feelings of the individual in front of the students, strengthened their self-confidence, increased the sense of responsibility, recognized their own abilities and increased their capacity, developed their systematic working skills, increased the level of tolerance towards others, had a modest attitude towards others. It can be commented as developing a sense of being at peace with himself and feeling good physically and mentally. However, it can be explained that the physical education and sports course of the participants improved the students' ability to move in cooperation. In addition, it can be said that the physical education and sports course of the participants improves the students' sense of righteousness, reinforces the sense of being on the side of the real situation in all circumstances, and increases their commitment to moral values. Moreover, it can be interpreted that the physical education and sports lessons of the participants increase

the sense of competitiveness of the students under the same conditions and improve their ability to live together in the society. However, it can be clarified that the physical education and sports lessons of the participants develop the spirit of struggle and fun and the sense of cooperation inherent in sports by confronting the success and failure of the students together. At the same time, it can be said that the physical education and sports course of the participants improved the sense of being equal in the attitudes and attitudes of the students in different types of competition and competition.

Yıldız, Deveci and Yıldız (2021) stated that physical education and sports activities have an important function in bringing national and cultural values to students and transferring these values to future generations; Kromerova and Sukys (2016) found that the value of social responsibility and discipline developed more in individuals engaged in sports than in individuals who were not engaged in sports; Kavussanu, Boardley, Sagar and Ring (2013) identified that participants engaged in active sports had a high socialization value and tolerance level; Cothran (1996) designated that in physical education and sports class, the values of learning the fundamentals of a sport, socializing and following the rules in team sports, and being able to empathize as social life skills come to the fore; Camire and Trudel (2010) specified that the majority of active athletes develop the values of respect, responsibility, self-confidence, tolerance, recognition of their own ability, discipline, empathy, perseverance, humility and social personality through sports; Lee, Whitehead, Ntoumanis and Hatzigeorgiadis (2008) determined that individuals develop positive social attitudes through physical education and sports; Holt, Tamminen, Tink and Black (2009) assigned that regular sports programs for competitions have been able to act together, empathize, recognize their own talent, tolerance, peer communication and gain vital skills, develop team spirit and discipline values; Bailey (2006) found that physical education and sports have decisive effects on students' physical, social, cognitive, behavioral and lifestyle areas and have positive contributions to the values of respect, responsibility, self-confidence, tolerance, recognition of their own ability and competing in equal conditions through physical education and sports; Engin (2014) stated that the values education program compatible with the curriculum positively affects the cognitive, affective skills of the students and at the same time increases the levels of showing the values; Yıldız (2019) designated that through sports, national wrestlers develop values such as self-confidence, respect, following the rules, discipline, responsibility, tolerance; Gau and James (2013) specified that entertainment, social communication, self-actualization, honesty, ethics, popularization of sports, religious values are more important in show sports; Çeviker (2013) determined that thanks to the trainings, young footballers increased their academic knowledge level, increased their attitudes of respect, and developed their working behaviors in cooperation and solidarity; Yıldız and Uslu (2021) assigned that national athletes engaged in combat sports develop the values of discipline, self-confidence, gentlemanship, respect, sacrifice, empathy, responsibility and tolerance through sports; Yıldız and Güven (2019) found that national athletes develop values such as socialization, self-confidence, morality, unity and solidarity, responsibility, discipline, sacrifice, work, solidarity and will through sports.

Contrary to the research findings, Stuart (2003) stated that athlete children have immoral injustices in sports, unethical behaviors in games, and disrespectful and intolerant behaviors within the team; Gürpınar (2014) in his study conducted to determine the relationship between unacceptable behaviors in sports and demographic situations, found a contrast between education level, gender, experience status in sports, sports field and unaccepted behaviors in sports according to sports type.

The results of these studies reveal that the expected values to be gained through physical education and sports decrease as age and experience increase. In support of this interpretation, Lee, Whitehead, and Ntoumanis (2007) determined that the values of justice and being able to fight under equal conditions are less developed for the younger athletes and who are active in individual sports, while the older athletes develop the values of respect and tolerance less.

Looking at the results in Table 5, it can be interpreted that team sports and individual sports, among the physical activities planned by the participants through physical education and sports lessons, increase their ability to make friends. However, it can be explained that the physical activities planned by the participants through physical education and sports lessons increase the sense of acting together, increase the ability to understand the emotions of the other person, and reinforce the sense of responsibility in sports. On the other hand, it can be said that the sports and physical activities planned by considering the capacity, talents, interests and needs of the group enable the student to reveal himself better, so the development of the individual becomes more efficient and effective. In addition, it can be clarified that the physical activities planned by the participants through physical education and sports lessons increase the sense of obeying the rules with educational game skills, and that visuality should be kept in the foreground. At the same time, it can be commented that the gradual demonstration of the physical activities planned by the participants through physical education and sports lessons and then having them practice practical is effective in permanent learning of psychomotor skills, and it is efficient in acquiring affective skills.

Kaya (2011) stated that school sports increase students' ability to empathize, reinforce their sense of responsibility, and contribute positively to their social skills; Ennis (1994) designated that physical education and sports teachers working at different levels develop values related to social responsibility, taking responsibility within the group, rules to be considered in teamwork, and sports. Chen and Ennis (1996) identified that physical education and sports teachers' individual value orientations and physical activities planned within the scope of physical education and sports curriculum contribute to students' cooperation, empathy, analytical and socialization skills; Cothran and Ennis (1998) determined that students and teachers' sense of obeying the rules, empathizing and cooperating through the educational games used in physical education and sports lessons are reinforced.

When the results in Table 6 are examined, it is seen that physical education and sports increase the sense of being kind to others, improve the sense of responsibility, increase the ability to be organized, develop the sense of being sensitive to others, increase the behavior of caring for oneself, and increase the level of tolerance for female students; In male students, on the other hand, it increases the sense of resilience in the face of events, facilitates the ability to act in cooperation, increases the sense of social cooperation, increases the sense of being active, develops the sense of being active in bilateral relations, increases the ability to work together and act together, develops national consciousness, develops leadership qualities. can be interpreted as feeling good physically, emotionally and mentally.

Ha and Xu (2002) assigned that self-actualization, social responsibility, emotionality and discipline values in women through physical education and sports lessons; while for men, the values of resilience, leadership, cooperation and team spirit come to the fore; Bailey (2006) specified that, through physical education and sports, male and female students' vital skills, socialization, self-respect, attitudes towards the education system, academic and cognitive levels improve; Liu and Silverman, (2006) designated that physical education and sports teachers emphasize the discipline value of men and the social responsibility value of women; Qbuz (2009) stated that values such as socialization, social responsibility, tolerance, empathy,

leadership, competition, and sports awareness are important for physical education and sports teacher candidates; MacLean and Hamm (2008) determined significant differences between the gender value profiles of young athletes in different branches.

As a result of the research, it has been determined that the value perceptions of physical education and sports teachers are compatible with the value profiles in the curriculum, and that the physical education and sports course is effective in the students' emotional acquisition of the values determined by the curriculum. In addition, it has been observed that physical education and sports teachers have gains prepared on values at every level of the curriculum of the Ministry of National Education and that the students acquire the gains about the value profiles of physical education and sports teachers as affective, cognitive and psychomotor in physical education and sports lessons throughout the year. These values consist of the themes of tolerance, patience, patriotism, generosity, sharing, cooperation, love, discipline, taking responsibility, and team spirit, which are also accepted by the society.

In order for this research to serve the purpose, the following suggestions can be made according to the results obtained from the research: adding the acquisitions related to values education in order to increase the awareness of national unity and solidarity in the physical education and sports curriculum, various workshops, seminars by physical education and sports teachers working in secondary and high schools. It can be suggested that the values education course should be included in physical education and sports teacher training undergraduate programs. In addition, sports newspapers and sports magazines can be established in schools, and students who reflect the spirit of fair-play on the boards here can be awarded as student of the month. Students who exhibit such impressive examples can be rewarded at school ceremonies by hanging quality examples related to values in inter-class and inter-school sports matches on school sports boards.

In future research, research can be conducted on how physical education and sports teachers and physical education and sports lessons are role models for the development of students' character and moral systems, and physical education and sports teachers for the change of students.

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