

The effect of moral education on ethical decision making of athletic trainers

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Abstract: The main purpose of the study is to evaluate the effect of passing educational and lesson-based courses with the contents of moral educations for sport coaches on their ethical decision-making in confronting to hard situations. Sixty people of sport coaches were selected as the sample of the study dividing into two 30 ones groups of observations and research. The data tool was a questionnaire of Kesoul ethical decision making with validity and reliability acceptable in this regard. The dependent and independent t-tests were used to evaluate and analysis of data. The research findings showed that there is a significant difference between the ethical educational courses and moral decisions. By studying the background of the research and the results, the necessity of attention to ethical education for sport coaches and obtaining lessons by the title of the 'applied moral' at sport seems to be essential in this regard.

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Introduction:

The manner means the power and internal instinct of the man which is invisible but being appeared as an objective and visible behaviors in the man. Some theorists consider the manner as the personality features or traits durably in the man; generally, the manner points to those basic concepts which determine what things are good or bad. In other words, the internal traits of the man may come from good or bad, fair or foul actions in the life (Ramazanine zhad, 2007). The values are the basics and culture of every society. Like the regular basics of the philosophy, an organization should give a united way of values to its own employers at their daily behaviors which this makes an organization to reach to success in this regard. The consideration of manner and ethical values can be given in the most essential phenomenon form being attained in many organizations as well. The manner is often called to a series of the values that conduct the behavior (Naderian Jahromi, 2011). Djorge describes the manner as following: 'the manner is a systematic struggle in order to make sensations at ethical experiences in personal and social level so that the regulations can conduct the man couraging meritness values in the life (Ghavami, 2011). The personal manner is appeared as personal conscience; however, the personal manner is a minded-based topic than objective; it is in fact, as the ability of recognition right from wrong; this ability in a matured person increases for the ethical judgment; making a suitable environment such as modeling and healthy sport locations, correct providence of the man's needs,

personality respectness and trustness particularly in childhood era, training applied ethical values at life, nurturing the recognition power of the mind, consciousness, learning by example, stability in action, punishment and couragment, self-supervision, training and optimizing the belief of individuals are the most important methods of Islamic training for the development of ethical approaches in sport settings (Mesbah Yazdi, 1994). The value recognition of ethical background has direct relationship with the educational activities. Undoubtedly, the values, especially the ethical values are the foundations of the mans life. The values like other affairs have both personal and social aspects because, the ethical education is efficiently achieved and the familiarity with the ethical education approach is necessary in this field. Some researches have categorized the ethical education approaches as following: the indirect approach or implicitly approach; that is, the religious and valuable comments should be evolved in lesson plans implicitly; the approach based on values and ethical aspects is along with social responsibility approach; the consequent-based approach paying attention to the ethical behaviors not to ethical regulations. The divine approach surrounding the ethical manners beyond of the humanistic affairs; the scientific approach is care of external effects and ethical behaviors objectives as a judgment criteria. The descriptive approach which believe in just description and stop any imitation is religion the ethical values. The spiritual analysis approach has subjected to the man behaviors consciousness and any stimulations should be prevented; social learning of

this approach believes that the man learns from optimized behavior observations fulfilling ethical manners; therefore, the direct training, modeling, imitation and compensation have important role in ethical training (Davondi 2006). The decision-making models of the ethical issues focus on the decision-cognition process like Johnes' model (1991). In their models, the decision-making often is followed by a process as a cognitive process (Ghavami, 2011). The related process has been under attention of many scientists for long times. The John's model has been modeled based on Rost-cohlberg's model as a case-based decision process (Amirshahi, 2010); It of course has been designed as a four-based model. In this pattern, four steps have been achieved as following: ethical perceptions, ethical Judgment, ethical tendency and ethical functionality. Based on Bartles theory (2008), the evaluation of decision-making abilities or ethical Judgment in people is not achieved until they would be forced into hard situations possibly. In fact, difficulty of these situations in one hand and the natural struggles are the challenging issues which they have been confronted in the field of sport morality. Forsite (1980) has achieved a few researches in the field of decisions in sport environments. Park (2005) started that in terms of different theories, the difference is subjected to the psychological terms in ethical decision-making process (Chamton, Lata and Moor, 2009). Although the lack of struggles is related to the representation of the approaches and ethical training methods, it comes from the deficiency of education system in some countries which they have their own ethical and valuable directions; the value and ethical training is paid attention as the only separate planning but this deficiency is mostly intrigue and hesitant subject which many coaches and educational scientists pay attention specific basics towards ethical and valuable education system. Many educational coaches consider the basics of ethical education as a kind of hypo critical and fake behavior; others explain the ethical education as the lack of personal freedom (Senouk,1997) and a kind of obstacle in the field of making a democratic society (Danni,1916); they have also considered the ethical education opposed against the democratic and constitutional society (Attifield,1978).others consider the ethical education as a complete separated affair than social daily issues; but again some believe that there is no any cohesion between the purpose of ethical education and the real ethical and value education methods; for this reason, the ethical and value education have been caused to combined programs (Senouk,1987). By studying the ethical

education on decision-making the evaluation of passing the related courses is mostly sensed.

This study has been designed for responding the following questions:

- 1) Do the ethical training courses cause to the optimization in decision-making process of sport coaches?
- 2) Is the evolvement of ethical training program necessary in sport coaches' educational courses?

Materials and Methods:

The present study is of semi-experimental research and an applied research purposefully. The statistical community of the study include the talented sport coaches of west-Azarbaijan province. About 60 ones were taken up as the sample of the study dividing into two 30 ones observation and research groups. The data collecting tool is a questionnaire of ethical decision making with acceptable validity and reliability. This questionnaire evaluates the subjects in five ethical hard situations with four sub-scale ethical judgment (4 options), ethical consciousness (4 options), ethical tendency (4 options), and the importance of the conditions (4 options). To quantity of data, the five value scale of Likert was also used (completely agree, completely disagree). To analysis data, the descriptive and t dependent tests were applied. About 70% of coaches (observation group) and 63.3% were research group as married individuals. About 30% of the first group and 36.7% of the second one were single people. Most of participants were male having 5-10 years coaching experience. About 50% of observations coaches and 60% of the second group were educated in physical training field and 50% of observation group and 40% of the research group had non-physical training college degrees.

Firstly, the questionnaire was distributed between two groups and then collected measuring their scores and element scores at their hard situations; then the educational workshop with ethics and applied ethics at sport was carried out in 4 sessions along with educational papers. After the completion of the course, the questionnaire was again distributed and collected among the groups.

Results:

After studying the normalization of data and its confirmation, the comparison of mean ethical judgment between two groups was happened and the results indicated that there is no significant difference between the sport coaches ethical judgment before the training course. (P=0.230).

Table 1: the demographical traits of study groups

Demographical variables	Research group	Levels of variables	Distributions	Percent
Educational fields	Observation groups	Physical training	15	50
		Non-physical training	15	50
	Research	Physical training	18	60
		Non-physical training	12	40
Educations	Observation	B.A	28	93.3
		M.A	2	6.7
	Research	B.A	26	86.7
		M.A	4	13.3
Sex	Observation	Male	25	83.3
		Female	5	16.7
	Research	Male	24	80
		Female	6	20
Marital status	Observation	Married	21	70
		Single	9	30
	Research	Married	19	63.3
		Single	11	36.7

Table 2: The study of ethical training effect on sport coaches ethical judgment

	Before or after	Group	Mean \pm criteria deviation	Sig
Ethical Judgement	Before training	Observation	0.454 \pm 4.09	0.230
		Research	0.612 \pm 3.72	
	After training	Observation	0.471 \pm 3.96	0.000
		Research	0.558 \pm 4.71	

After the training of the sport coaches ethical judgment in both groups, a significant difference was found ($P=0.000$); that is, the ethical education has been effective in sport coaches ethical judgment. (Table 2); then, by using dependency t test, the sport coaches' judgment difference was

compared. The results showed that there is a significant difference between the mean ethical judgment before and after training. ($P=0.000$), while no any significant difference found in observation group (Table 2).

Table 3: The study of ethical training effect on sport coaches ethical consciousness

	Before or after	Group	Mean \pm criteria deviation	Sig
Ethical Consciousness	Before training	Observation	0.474 \pm 4.28	0.632
		Research	0.623 \pm 3.92	
	After training	Observation	0.638 \pm 4.10	0.000
		Research	0.520 \pm 4.86	

The results showed that there is no significant difference between the mean consciousness of sport coaches before training in both groups ($P=0.632$). After training, there is a significant difference between the consciousness of sport coaches in both groups ($P=0.000$); that is, the ethical training has been effective in the optimization

of sport coaches ethical consciousness (Table 3); then by using the dependency t test, the comparison of coaches ethical consciousness was carried out; the results showed that there is a significant difference between ethical consciousness before and after training ($P=0.000$). While in observation group, there is no found any significant difference (Table 3).

Table 4: The study of ethical training on sport coaches ethical tendency.

	Before or after	Group	Mean \pm criteria deviation	Sig
Ethical Tendency	Before training	Observation	0.492 \pm 3.37	0.848
		Research	0.471 \pm 3.33	
	After training	Observation	0.920 \pm 3.69	0.002
		Research	0.516 \pm 4.53	

The results indicated that there is no any significant difference between the sport coaches ethical tendency before training in both groups. ($P=0.848$). After training, there is found significant difference between both groups ($P=0.002$); that is, the ethical education has been effective in the optimization of sport coaches ethical tendency (Table

4). Then, by using dependency t-test, the comparison of sport coaches ethical tendency was carried out and the results should that there is a significant difference between the mean ethical tendency before and after training ($P=0.000$). While there is no any significant difference in observation group (Table 4).

Table 5: The study of ethical training on the sport coaches conditional importance.

	Before or after	Group	Mean \pm criteria deviation	Sig
Ethical Conditional importance	Before training	Observation	0.503 \pm 3.75	0.177
		Research	0.421 \pm 3.24	
	After training	Observation	0.820 \pm 3.85	0.000
		Research	0.471 \pm 4.33	

The results showed that there is no any significant difference between the mean conditions importance of sport coaches ethical before training course in both groups. ($P=0.177$). after training there is found significant difference between ethical tendency of sport coaches ($P=0.000$); that is, the ethical education has been effective in this regard (Table 5); then, by using the dependency t-test, the comparison of the difference was carried out in this regard, and the results showed that there is a

significant difference between the ethical condition importance before and after training. ($P=0.000$); while, in observation group, there is no any significant difference (Table 5). The results showed that there is no significant difference between the sport coaches mean ethical decision-making before training in both groups ($P=0.205$). After training, there is a significant difference between the mean ethical decision-making of sport coaches in both groups ($P=0.000$).

Table 6: The study of ethical training on the sport coaches' ethical decision-making

	Before or after	Group	Mean \pm criteria deviation	Sig
Ethical Decision- making	Before training	Observation	1.39 \pm 16.39	0.205
		Research	1.95 \pm 15.03	
	After training	Observation	2.01 \pm 15.83	0.000
		Research	1.78 \pm 18.97	

That is, the ethical education has been effective in the optimization of sport coaches ethical decision-making process (Table 6); then, by using the dependency t-test, the comparison of the sport coaches ethical decision-making process was carried out and the results showed that there is a significant difference between the mean ethical decision-making before and after training ($P=0.000$). While in observation group no any significant difference found (Table 6). The results showed that there is a significant difference between the ethical decision-making and its elements before and after training ($P<0.05$). Also there is no any significant difference between the coaches' cognitional traits (marital status, gender, education field) and their ethical decision-making field.

Discussion and conclusion:

The man is the only existence who is seeking happiness of the world and the ethic is one of the essential elements of the man approaching to it; the man is born with ethical feeling; A kind of sensation appearing early in every family being

modeled by teachers and peers feeding back in a society as well. The most studies carried out in the field of sport coaches ethical decision-making in the past and new, are mostly subjected to the coaches personality, gender, the background of championship environments, psychic factors, social and physical factors of the sport; hence, due to the latest studies, the effect of ethical educations on the ethical decision-making have been achieved; Naminen et al (2007) compared those nurses who passed ethical training courses and other nurses without passing any courses which the study showed that the trained group has been effective than the untrained group in this regard. Meyer (2011) showed that in order to make any sensations to ethical affairs and increasing its efficiency, it should be planned based on the related topics. Cirine et al (2003) indicated that those students who passed the ethical courses had sensitive ethical in decision-making process. Due to the results it is suggested to evolve lessons with ethical educational content in sport coaches educational

programs to observe the development of ethical behaviors at sport fields.

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