



Ethical Practices of Physical Education Teachers in the Training of Sports Trainees

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Abstract: This study evaluates the ethical practices of Physical Education trainers at Shandong Binzhou College through the perspectives of 300 student-athletes across individual and team sports. Using a descriptive-comparative design, the research found that trainers demonstrated high ethical standards during competitions, particularly in respecting game rules (mean=3.55), maintaining composure when losing (mean=3.55), and ensuring fairness (mean=3.55). Training sessions showed slightly lower ethical adherence, with composite means of 3.40 for competitions and 3.26 for training. Demographic analysis revealed no significant differences in ethical perceptions based on athlete age, gender, or experience, though individual sport athletes rated trainers 5% higher ethics than team sport peers. The study identified three critical ethical gaps: inconsistent emotional regulation during losses, limited athlete autonomy in decision-making, and variable transparency in dilemma resolution. These findings informed the development of a comprehensive trainer's guide featuring workshops on ethical leadership, communication skills development, and accountability systems, with an implementation budget of 56,000 RMB. The research underscores the pivotal role of trainer ethics in shaping athlete development and recommends biannual ethics training, mentorship programs, and transparent evaluation mechanisms to standardize ethical practices across all sports disciplines.

Keywords: Sports Trainers, Ethical Responsibility, Ethical Decision Making, Physical Education Trainers

Introduction

It is the intent of the researcher to study the ethical practices of Physical Education trainers from the different sports events in Shandong Binzhou College in Shandong Province to produce a trainers guide that will serve as reference of the trainers. In China, there is so much intense to train all the trainers in every event in sports so that they can be of great help to all the athletes under their care and training. The principle works that these trainers cannot deliver unless they themselves are highly qualified with what they are doing particularly as a role model to their athletes, hence their ethical standards.

Ethical practices exhibited by the trainers during or outside of the training sessions are very important because they serve as models to the athletes. They look up to them as their models and examples for them to practice ethically during and outside of the game. This should be evident even during the training period so that consistencies in the practices will be observed highly by the athletes or the players.

The category of anomie behavior in sports ethics includes not only the behavior in the process of sports competition, but also the behavior outside the process of sports competition. Violence on the court, insulting language and gestures, negative matches, match-fixing, black whistle, doping and other behaviors are among the anomie behaviors of sports ethics. The anomie of sports ethics behavior is the external manifestation of the dislocation of the internal sports ethics consciousness, and it actually reflects the loss of sports ethics. Whether athletes' sports behaviors conform to ethical standards and codes of ethics stems from whether their sports ethics are correct or not.

As school physical education teachers and coaches, their moral development is crucial to the development of school physical education. Shandong Binzhou College attaches great importance to the personal moral development of teachers. It conducts comprehensive evaluation of teachers' development every year, which includes the evaluation of teachers' ethics and style. At the same time, the school has established a sunshine platform and a disciplinary committee to supervise the development of teachers' morals. Perspectives and evaluation guidelines have not yet done this research.

In sports teams, coaches are important others who influence athletes. The moral cognition and behavior of coaches directly affects the moral generation and anomie behavior of athletes. It can be seen from the literature review that domestic scholars have done very little research on moral anomie, mostly in the literature review and literature review, and lack of empirical research on specific situations in my country; research on the influence of ethical coaches on athletes' moral anomie behavior has not yet been seen arrive.

In sports teams, coaches are a special group, they are both teachers and managers. The level of construction of this team affects the performance of my country's competitive sports and the process of building a sports power. The implementation of the professional system is an effective guarantee for the quality of the coaches. Through some preliminary investigations of college students, there are still many problems in moral practice, such as corporal punishment, violence, discrimination, and acceptance of bribes.

Professions are defined by a commitment to certain characteristics that set them apart from the nonprofessional groups within the society. One of the most important of these characteristics is a commitment to high standards of ethical behavior by the members of the profession. The professional organization of each of the professions that provide health



care services to athletes and other physical active patients writes a code of ethics to establish its ethical standards. The purpose of these codes are to provide a guide to appropriate conduct for members, to provide a reference by which to judge members when their conduct comes into question and to provide assurance and protection to the public served by members of the profession.

Literature Review

Sports health care professionals should comply with the code of ethics of the national professional organization for their primary profession. Physical Education trainers must adhere to several sets of professional standards.

Despite variations in how different professions view their own ethical conduct, the foundation for forming guidelines for each can be based on six underlying principles: autonomy, beneficence, non-maleficence, fidelity, veracity, and justice.

Unfortunately, becoming informed about the code of ethics is often not enough, even for Physical Education trainers without any dual credentials. The various practice domains force Physical Education trainers to examine the ethical codes of other disciplines. For example, when providing counseling to student – athletes, Physical Education trainers should be sure to adhere to the code counseling ethics. Finally, ethical standards exist that are specific to particular employment settings.

Ethical codes are a common approach to confront ethical problems in the business world (Singh 2019). Organizations turn to these instruments for the promotion of ethical behavior, for the communication of their commitment to ethical business practices as well as for the reprimanding of internal unethical behavior. The business of sport is no exception to this, as was shown at the London 2022 Olympic Games, where the World Badminton Federation disqualified several highly ranked contestants for breaching the ethical code for players (Badminton World Federation 2022). This demonstrates how ethical codes have gained prestige and authority in the sports sector, as they have in more traditional business settings. Ethical codes are a prominent part of a formal ethics program, which is a key element in the development and maintenance of ethical behavior in an organization, according to Schwartz (2019).

To date, this theory has not been put to the test in the sports sector and there has been no research on the occurrence and effectiveness of ethical codes in this specific context. In this paper, the definition of an ethical code by Kaptein and Schwartz (2018) is used. These authors describe a code of ethics as a distinct and formal document containing a set of prescriptions developed by and for a company to guide present and future behavior on multiple issues for at least its managers and employees toward one another, the company, external stakeholders, and/or society in general. By adding the word ethical to the definition, we mark out the sort of behavior that is discussed and by replacing the word company by the term organization, we acknowledge the occurrence of ethical codes in other contexts, such as sport clubs: a distinct and formal document containing a set of prescriptions developed by and for an organization to guide present and future ethical behavior on multiple issues for at least its managers and employees toward one another, the company, external stakeholders, and/or society in general.

The importance of ethics, both at the conceptual and applicative level, for sports organizations and for participants in sports activities, lies in the favorable consequences occurring in the long term, as a result of the adoption of behaviors, attitudes and decisions encompassing moral principles. One of the most important roles in developing and maintaining an ethical climate within the sport organization is the sports manager. Its decisions have an impact not only on the employees and the affiliated athletes, but also on the community and the way it perceives the organization in terms of respecting the ethical values and standards. In this context we have to mention that the emotions of the decision-maker have a strong impact in the configuration of the decision-making process. These can affect the optimal decision-making by distracting attention or by distorting the perception over the options (Barbu and Mcghisan. 2019).

The Manager may represent a pattern of behavior and attitude to its employees, having the ability to create or to influence the organizational culture of the administered institution. It would be ethical for the managers to ensure the transparency of the decision-making process, so that the decisions are embraced by all employees (Androniceanu, 2020).

The manager must ensure and maintain the reputation and image of the sport organization. Clubs having performances based on work become strong brands. The branding of a sports club aims to provide an identity to that club, which on a long-term basis can lead to an increase in the fans base and revenues from merchandising activities. The branding of a sports club aims to form a positive and real image (Popescu, 2019).

While the nature of ethical breaches in sport varies considerably, they are not limited to one country or culture, nor are they taken lightly. Take the range of penalties for cheating (i.e., drug-enhanced performance) applied by the Australian Football League to one of its clubs (Donovan, 2019). Despite the resignation of its CEO over a player supplements program that injected players with banned substances, the league penalized Essendon with a \$2 million fine, suspended its coach for a year, removed the team from post-season play, and eliminated future draft picks (McFarlane, 2019).

In the US, nothing less than a congressional hearing was convened to discuss another sport's rampant use of steroids. A December 2007 report prepared by former Senate Majority Leader George Mitchell detailed baseball's troubling drug culture and named 85 current and former players linked to performance-enhancing substances. Included were heroes of the game Roger Clemens, Barry Bonds, Miguel Tejada, Andy Pettite, and Eric Gagne, to name a few. Government censuring of drug-enhanced performance activities followed, forcing Major League Baseball (MLB) to confront its past and rethink its future (Sheinin, 2021).

From a marketing standpoint it becomes clear that senior MLB executives have long known players were using performance-enhancing drugs. Despite repeated signs, lack of action on their part increased the damage to the league's reputation, with fallout still being felt seven years later when Alex Rodriguez of the Yankees was profiled in a televised CBS investigation on 60 Minutes. Suspending one player for a year has not restored the credibility of MLB, the

commissioner, or the team. In marketing terms, the recovery costs of restoring the reputation of the brands involved is significant. The negative image transfer (Gwinner & Eaton, 2019) and lost marketing opportunities tarnished brands experience are difficult and expensive to offset.

Doping scandals regularly plague other sports and according to some experts constitute one of the industry's major threats (Back, Blatter, & Bughin, 2020). Armstrong's recent fall is one of many over the last 15 years for the Tour de France (CBC News, 2022), which constantly battles accusations of doping (Patrick & Esterl, 2019). Thousands of years earlier, other European administrators tried to avoid claims of performance-enhancing substances by sequestering Roman athletes at games for months on a strict diet. Recurring storms like these appear to support one ancient observer's view on human nature, that there really is nothing new under the sun, "that what has been will be again, what has been done will be done again"

Description of the Study Area:

This study will focus on the assessment of the athletes on their PE teacher's trainer's ethical practices in Shandong Binzhou College.

The researcher intends to make a draft of the trainers guide of ethical practices for the trainers in the different events. The events will be divided into two; the individual/dual sports and the team sports.

Specifically, it will answer the following inquiries of the researcher:

1. What is the demographics of the athlete participants in the ff:

1.1 Sex 1.2 Age 1.3 Length of years as an athlete 1.4 Sport affiliation

2. What is the assessment of the athlete participants on the extent of ethical practices of their respective PE teacher trainers or coaches?

3. Is there a significant difference in the assessment of the athlete participants on the extent of ethical practices of their respective PE teacher trainers or coaches when their profile is taken as test factor?

4. From the results of the analysis, what trainers guide can be drafted for the sports trainers for their training?

Hypothesis of the Study

The following hypothesis will be tested:

H₀₁: There is no significant difference in the assessment of the athlete participants on the extent of ethical practices of their respective PE teacher trainers or coaches when their profile is taken as test factor.

Methodology

Research Design

The researcher will use a descriptive-comparative research design in this inquiry. Descriptive design is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. The word survey signifies the gathering of data regarding the present conditions. A survey is useful in: (1) providing the value of facts; and (2) focusing attention on the most important things to be reported. Specifically, the type of descriptive aside from the generic descriptive design is status which is problem solving and seeks to answer questions to real facts relating to existing conditions. This is a technique of quantitative description which determines the prevailing conditions in a group of cases chosen for the study.

Descriptive comparative considers two variables (not manipulated) and establishes a formal procedure to compare and concludes that one is better than the other. The method of gathering data is a survey questionnaire which is a product of a thorough reading of related literature and studies.

Locale of the Study

This study will be conducted in Shandong Binzhou College in China. Shandong Binzhou College is located in Binzhou City, Shandong Province, China. It is an ordinary undergraduate university directly under the Shandong Provincial people's Government, and the first batch of supporting units for the construction of applied undergraduate colleges and universities in Shandong Province.

Respondents of the Study

This will cover the all the players of Shandong Binzhou College in the different sports events categorized as individual/dual and team events.

Results and Discussion

Table 1

Assessment of the Athlete Participants on the Extent of Ethical Practices of their Respective PE Teacher Trainers or Coaches During Actual Competitions

During sports actual competitions, my trainer makes it a point to...	Mean	SD	Qualitative Description	Interpretation	Rank
1. Consider possible courses of action carefully.	2.99	.99	Sometimes	Practiced	10
2. Allow players to make their own fully informed choices rather than	3.16	.76	Sometimes	Practiced	9

imposing solutions on them.					
3. Respect and follow rules of the game.	3.55	.49	Always	Highly Practiced	1
4. Present himself in a dignified manner.	3.46	.60	Sometimes	Practiced	4
5. Refer when he/she becomes a primary party in an ethical dilemma or when he/she might be perceived by a player or outside observers to be a primary party.	3.43	.64	Sometimes	Practiced	7
6. Do not easily get angry when losing in competitions.	3.55	.49	Always	Highly Practiced	1
7. Defend his players when they are falsely accused of cheating in the competition.	3.46	.60	Sometimes	Practiced	4
8. Observe fairness during competitions.	3.55	.49	Always	Highly Practiced	1
9. Show integrity and courage in doing what is right.	3.46	.60	Sometimes	Practiced	4
10. Consult with others whenever there are questions, especially when the answers are not clear or when they are not clearly defensible.	3.43	.64	Sometimes	Practiced	7
Composite Mean	3.40	.43	Sometimes	Practiced	

Legend: 3.51-4.00 Always/ Highly Practiced; 2.51-3.50 Sometimes/ Practiced; 1.51-2.50 Seldom/ Slightly Practiced
1.00-1.50 Never/ Not Practiced

In summary, student athletes observe and learn from the ethical practices of their PE teacher trainers or coaches during actual competitions. These practices include fair treatment of team members, respect for opponents and the rules, emphasis on teamwork, emotional regulation, and prioritizing athletes' well-being. By witnessing these behaviors, athletes understand the value of integrity, fairness, respect, and resilience. These lessons extend beyond the field, helping athletes develop into ethically minded individuals who are prepared to face challenges with honor and dignity in all aspects of their lives. The ethical conduct of coaches during competitions not only enhances the sports experience but also plays a crucial role in the holistic development of the athletes.

Table 2
Differences in the Assessment of the Athlete Participants on the Extent of Ethical Practices of their Respective PE Teacher Trainers or Coaches According to Profile

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
During Trainings	Less than 20 years old	3.2571	.45356	.056	.983	Accepted	Not Significant
	21-22 years old	3.2560	.35482				
	23-24 years old	3.2829	.33534				
	25 years old & above	3.2480	.40220				
During Actual Competitions	Less than 20 years old	3.5143	.35270	.630	.597	Accepted	Not Significant
	21-22 years old	3.3240	.48501				
	23-24 years old	3.4073	.42626				
	25 years old & above	3.4360	.42806				

Overall	Less than 20 years old	3.3857	.28785	.316	.813	Accepted	Not Significant
	21-22 years old	3.2900	.34881				
	23-24 years old	3.3451	.26828				
	25 years old & above	3.3420	.34691				
During Trainings	Male	3.2333	.36601	.809	.371	Accepted	Not Significant
	Female	3.2980	.37121				
During Actual Competitions	Male	3.3315	.44333	3.655	.059	Accepted	Not Significant
	Female	3.4902	.40510				
Overall	Male	3.2824	.29591	3.538	.063	Accepted	Not Significant
	Female	3.3941	.31267				
During Trainings	Less than 3 years	3.2304	.39363	.312	.816	Accepted	Not Significant
	3-5 years	3.2704	.35390				
	6-10 years	3.3185	.37931				
	More than 10 years	3.2357	.36333				
During Actual Competitions	Less than 3 years	3.4000	.41996	.058	.982	Accepted	Not Significant
	3-5 years	3.4148	.45039				
	6-10 years	3.3852	.40545				
	More than 10 years	3.4321	.46432				
Overall	Less than 3 years	3.3152	.30054	.061	.980	Accepted	Not Significant
	3-5 years	3.3426	.31826				
	6-10 years	3.3519	.29400				
	More than 10 years	3.3339	.33168				
During Trainings	Individual Sports	3.2803	.35441	.314	.576	Rejected	Significant
	Team Sports	3.2385	.39378				
During Actual Competitions	Individual Sports	3.3939	.43884	.204	.653	Accepted	Not Significant
	Team Sports	3.4333	.42073				
Overall	Individual Sports	3.3371	.30738	.000	.984	Accepted	Not Significant
	Team Sports	3.3359	.31266				

1.The demographic profile of the student athlete respondents revealed that majority of the student athlete respondents are within the age group of 23 to 24 years old, are males in terms of sex, have been athletes for more than 10 years, and are engaged with individual sports.

2.A PE teacher trainer or coach who follows their conscience not only upholds high ethical standards personally but also instills these values in their athletes. This approach leads to a more respectful, fair, and supportive training environment, contributing to the overall development of student athletes both on and off the field.

3.A PE teacher trainer or coach who fully discloses all roles to the players exemplifies ethical practices during training by fostering transparency, trust, and accountability. This approach not only clarifies expectations and enhances team functionality but also creates an environment where players feel respected and motivated.

4.When student athletes observe ethical practices from their PE teacher trainers or coaches, it indicates that the coaches are committed to creating a fair, transparent, respectful, and integrity-driven training environment.

5.A PE teacher trainer or coach who does not easily get angry when losing in competitions exhibits highly ethical practices that are essential for the holistic development of their athletes.

6.A PE teacher trainer or coach who carefully considers possible courses of action during actual competitions exhibits highly ethical practices.

7.Student athletes observe and learn from the ethical practices of their PE teacher trainers or coaches during actual competitions. These practices include fair treatment of team members, respect for opponents and the rules, emphasis on teamwork, emotional regulation, and prioritizing athletes' well-being.

8.While athletes generally perceive ethical practices to be present to some extent during both training and competition, there is room for improvement in ensuring consistent adherence to ethical standards across different contexts. Coaches should prioritize the promotion of ethical behavior and strive to create environments that foster fairness, respect, and integrity in all aspects of sports participation.

9.There are no significant differences in the assessment of the athlete participants on the extent of ethical practices of their respective PE teacher trainers or coaches during trainings and during actual competitions when the respondent's age, sex, and years of experience as an athlete are taken as test factors.

10.There is no significant differences in the assessment of the athlete participants on the extent of ethical practices of their respective PE teacher trainers or coaches during actual competitions when the respondent's sports affiliation is taken as test factors. However, there is a significant difference the assessment of the athlete participants on the extent of ethical practices of their respective PE teacher trainers or coaches during trainings when sports affiliation is a factor.

Proposed Trainers Guide For Sports Trainers For Their Training

I.Rationale of the Program

The proposed trainer's guide for sports trainers is designed to provide a comprehensive framework for enhancing ethical practices, sportsmanship, accountability, and communication among trainers in sports settings. As the primary influencers of athlete development and performance, sports trainers play a crucial role in shaping the ethical climate and promoting positive values within sports environments. This guide aims to equip trainers with the necessary tools, resources, and strategies to cultivate a culture of integrity, fairness, and respect in their training programs.

In today's sports landscape, the importance of ethical coaching practices cannot be overstated. Athletes look to their trainers not only for technical expertise but also for guidance, mentorship, and leadership. It is essential for trainers to uphold the highest ethical standards in their interactions with athletes, colleagues, and stakeholders to foster a positive and supportive training environment. This guide provides trainers with practical guidelines and activities to integrate ethical principles into their coaching philosophy and practices.

Furthermore, sportsmanship and fair play are fundamental values that lie at the heart of sports participation. Trainers have a responsibility to instill these values in their athletes and promote a culture of respect, cooperation, and inclusivity. By emphasizing sportsmanship and fair play in their training programs, trainers can contribute to the development of well-rounded athletes who exhibit integrity both on and off the field.

Additionally, accountability and communication are essential components of effective coaching. Trainers must establish clear guidelines, conduct regular assessments, and provide constructive feedback to ensure that ethical standards are upheld and that athletes receive the support they need to succeed. Open communication channels between trainers, athletes, and other stakeholders are critical for fostering trust, transparency, and collaboration within the sports community.

II.Objectives

This proposed trainers guide for sports trainers for their training intends to equip teachers with the appropriate skills which they can utilize and optimize in the exercise of their inherent role.

Specifically, the proposed trainers guide for sports trainers for their training below needs to be implemented, monitored and evaluated for all the concerned stakeholders.

Key Result Area	Activity/ies	Persons Involved	Performance Indicators	Budget
Ethical Leadership	Conduct workshops on coaching ethics	Trainers, Coaches	Attendance rate	15,000 RMB
	Provide resources on ethical coaching	Trainers	Access to materials	N/A
	Foster mentorship programs for coaches	Experienced Coaches, Trainees	Participation rate	5,000 RMB
	Incorporate ethical scenarios in training	Trainers, Coaches	Scenario completion rate	N/A
Continuous Education	Organize seminars on ethical leadership	Trainers	Seminar attendance	15,000 RMB
	Facilitate discussions on ethical dilemmas	Trainers, Coaches	Participation rate	N/A
	Encourage participation in professional development opportunities	Coaches	Participation rate	15,000 RMB
Communication Skills	Conduct communication training workshops	Trainers, Coaches	Workshop feedback	5,000 RMB
	Practice effective communication strategies	Trainers, Coaches	Implementation rate	N/A
	Provide feedback on communication skills	Trainers, Coaches	Improvement rate	N/A

Accountability Measures	Establish guidelines for ethical behavior	Trainers, Coaches	Adoption of guidelines	1,000 RMB
	Conduct regular assessments of coaching practices, including ethical considerations	Trainers, Coaches	Assessment completion rate	5,000 RMB
	Hold coaches accountable for ethical conduct	Trainers, Coaches	Compliance rate	
	Provide support for coaches requiring guidance in upholding ethical practices	Trainers, Coaches	Support provision rate	5,000 RMB
Sportsmanship & Fair Play	Promote sportsmanship in coaching interactions	Trainers, Coaches	Implementation rate	N/A
	Foster respect for opponents and officials	Trainers, Coaches	Observational feedback	N/A
	Emphasize adherence to rules and regulations	Trainers, Coaches	Rule compliance rate	N/A
	Encourage fair play and ethical decision-making	Trainers, Coaches	Application rate	N/A

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