

# STUDY REGARDING THE OBSERVANCE OF ETHICAL AND DEONTOLOGICAL NORMS IN THE PHYSICAL EDUCATION ACTIVITIES OF THE STUDENTS OF TRANSILVANIA UNIVERSITY OF BRASOV

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**Abstract:** *The research aims to perform a questionnaire addressed to the students of the Transilvania University of Braşov, who participate in physical education activities in their faculties. The study aims to survey the students' opinions on the respect of ethical and academic rules during these activities. The 74 students surveyed answered several 15 items covering the main issues that occur in practice in direct relation to the specific activities in Physical Education classes. The questionnaire focused on the main issues related to the respect of professional ethics and deontology in the activities.*

**Key words:** *questionnaire, ethics, teacher, deontology, morality*

## 1. Introduction

The words “ethics” and “morality” are frequently used interchangeably. However, they can occasionally be distinguished in that morality refers to a complicated system of laws, principles, and standards that guide or are intended to guide people's behaviour. Unlike ethics, which is the study of morals. Another way to put it is that ethics is more concerned with norms, general judgements, and principles than it is with values and subjective evaluations [2].

From an etymological perspective, “ethos” is where the term “ethics” originates. This phrase originally referred to a residence, a locality, as well as a habit, a custom, or a convention. Cicero is credited with translating the Greek phrase “mores” (ethos, customs) into Latin, from which the modern idea of morality is derived [12].

Ethics is the study of human behaviour from different points of view of “good” and “evil”, or of “morally right” and “morally wrong”, according to one definition. Normative or prescriptive

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ethics are used when categorising behaviours and standards as morally right or immoral. Stealing is morally unacceptable, for instance, and this is an illustration of a rule [2].

Normative ethics is typically seen as an issue of general validity rather than subjectivity. Everyone should never steal. Different kinds of normative ethics base their assessments of actions on various factors. Deontological and consequentialist ethics are the two sorts of ideas that are typically distinguished as being the most significant [11].

Deontological ethics is distinguished by the fact that it assesses the morality of actions based on factors that have an impact on the action itself. Examples of such features include the intention behind an action or compatibility with a specific formal concept. The results of a decision may be considered additionally, but they do not serve as the sole foundation. Deontology or deontological ethics are terms derived from the Greek word “deon”, which is essentially a synonym for duty or responsibility. Thus, deontology is also known as responsibility ethics [7].

Applied ethics are typically divided into normative and meta-ethics. The term “applied ethics” refers to more practical domains where moral judgements are formed, such as in the fields of health, biotechnology, or business (medical ethics, bioethics, or business ethics). In this way, generic normative issues and more applied ones can be differentiated [5]. The relationship between the two shouldn't be viewed as one-way, though, in the sense that general thoughts (or

“armchair”) are applied to the real world after general considerations. Instead, the trajectory can go either way, with the unique circumstances of the location in question having an impact on broader ethical issues. For instance, depending on the situation, the overarching ethical ideal of solidarity may signify different things. In a small group, it may entail directly distributing certain gifts to your loved ones. However, in a bigger group or throughout society, it may suggest very different actions, like fair competition [1].

Early in childhood, children start to learn values, first from their families, but also from peers, playgroups, caregivers, their local community, and other organizations. Evidence suggests that moral development in children most likely occurs in the first two years of life [3].

Children, therefore, enter school with a variety of values gathered from their experiences in preschool. In addition to providing additional exposure to various values currently prevalent in society (such as equal opportunities and respect for diversity, schools also have a dual responsibility to help students reflect on, understand, and apply their own evolving values [4].

According to the Teacher Training Authority's (1997) Standards for the Award of Qualified Teacher Status, trainees must demonstrate that they “set a good example to the pupils they teach, through their presentation and their personal and professional conduct” [5]. There are at least two presumptions made here: first, that teaching is in some way a moral profession [6] and, second, that

children's values will be influenced, whether intentionally or unintentionally, by the examples set by their teachers in their interpersonal interactions, attitudes, and teaching methods [7].

The teacher has always had a very important role in society because through his personality, behaviour and attitude he has an influence that no other personality can have. Thus, through his affection, competence, character and moral commitment, the teacher becomes a role model for his pupils and even for parents and other members of the local community. To be regarded with confidence by the community, teachers must demonstrate responsibility and achieve high standards of professionalism. In this respect, the teacher must be of impeccable ethical conduct, accepting both the trust of the community and the responsibilities he or she must assume in the practice of the profession. The teacher must demonstrate fairness in all aspects of his/her teaching activity: not to be late for lessons; to assess pupils correctly; to grade pupils based on their knowledge and not based on some material or financial gain; not to accept gifts in exchange for favouring pupils; not to influence/pressurise children or their parents to do private tutoring; not to favour pupils who are related to or friends with their parents (e.g. the son/daughter of another teacher in the school), to avoid conflicts of interest in the performance of teaching duties, not to deviate from the values promoted by the institution, discouraging immoral practices, to maintain strictly professional relations with pupils [6].

The teaching staff must carry out their work only within the scope of their professional training, having the following obligations: to carry out all their duties responsibly, competently, efficiently, correctly and conscientiously; to show initiative and the desire to develop their professional skills; not to show disinterest and superficiality towards the activities carried out; to have a kind, patient and non-rigid attitude towards parents, pupils and other teachers; to show intuition, presence of mind and inventiveness/creativity in solving problems [9].

Teachers must demonstrate responsibility by assuming the following obligations: to give priority to the instruction and education of students; to be actively involved in professional matters; to demonstrate collegiality and civic-mindedness, collaborating with colleagues to educate and instruct students; to strive to improve teaching-learning-assessment strategies and their continuous professional development; to respect ethical and professional standards in their work; to combat any act of denigration, slander, misinformation, which could affect the image of the school unit or other teachers [8].

There is disagreement in the field of sports and physical education research between those who maintain that there is a direct link between participation in sports and the development of social and moral values and those who contend that there is nothing inherently moral about participating in sports, as it may also foster assertiveness, dominance, and the desire to win at all costs. However, it is generally acknowledged that physical

education and athletics can be used to help students develop their moral character [10].

## 2. Methods used in Research

We assume that if we perform the questionnaire to the students that are enrolled in all the faculties of the Transylvania University in Brasov, from the first and second year of study we can

observe from an ethical point of view how the professors behave, their attitude, and their level of professional knowledge in direct interaction with the students taking part in the Physical Education activities that are part of the curriculum. There were 15 questions on the survey, and each one required a response. There could be only one choice made for each question.

### Study regarding the rules of professional ethics and deontology in physical activities at non-sporting faculties

1. Were you able to select the desired option for physical education activities - non- profile?
  - a) Yes
  - b) Partially
  - c) No
2. Did the professor follow the posted timetable for physical education activities?
  - a) Yes
  - b) Partially
  - c) No
3. Did the professor differentiate between students in physical education activities?
  - a) Yes
  - b) Partially
  - c) No
4. Has the professor informed you about how the class will be conducted?
  - a) Yes
  - b) Partially
  - c) No
5. Did the professor inform you about the requirements for the course? (e.g., number of attendance)
  - a) Yes
  - b) Partially
  - c) No
6. Are you satisfied with the way physical education activities are conducted?
  - a) Yes
  - b) Partially
  - c) No
7. Do you find the physical education lesson attractive?
  - a) Yes
  - b) Partially
  - c) No
8. Did the professor use modern methods in physical education activities?
  - a) Yes
  - b) Partially
  - c) No
9. Did the professor behave in a professionally correct manner in physical education activities?
  - a) Yes
  - b) Partially
  - c) No
10. Were ethical and professional principles respected in physical education activities?
  - a) Yes
  - b) Partially
  - c) No
11. Did you use specific teaching materials in physical education activities?
  - a) Yes
  - b) Partially
  - c) No
12. Have you ever felt discriminated in physical education activities? (religious, physical, intellectual)
  - a) Yes
  - b) Partially
  - c) No
13. Do you consider the professor's work to be very good professionally?
  - a) Yes
  - b) Partially
  - c) No
14. Would you repeat the physical education classes next year?
  - a) Yes
  - b) Partially
  - c) No
15. Would you change the content of physical education activities if you could?
  - a) Yes
  - b) Partially
  - c) No

Fig. 1. *Study regarding the rules of professional ethics and deontology in physical education activities at non-sporting faculties*

Next, we interpreted the data of the questionnaire applied to students from faculties without sport profile participating in physical education classes.

In response to the first question, "Were you able to select the desired option for physical education activities –

non-profile?" 54 respondents stated they felt the schedule was followed entirely, 15 said it was followed partially, and 4 said it was not followed at all.

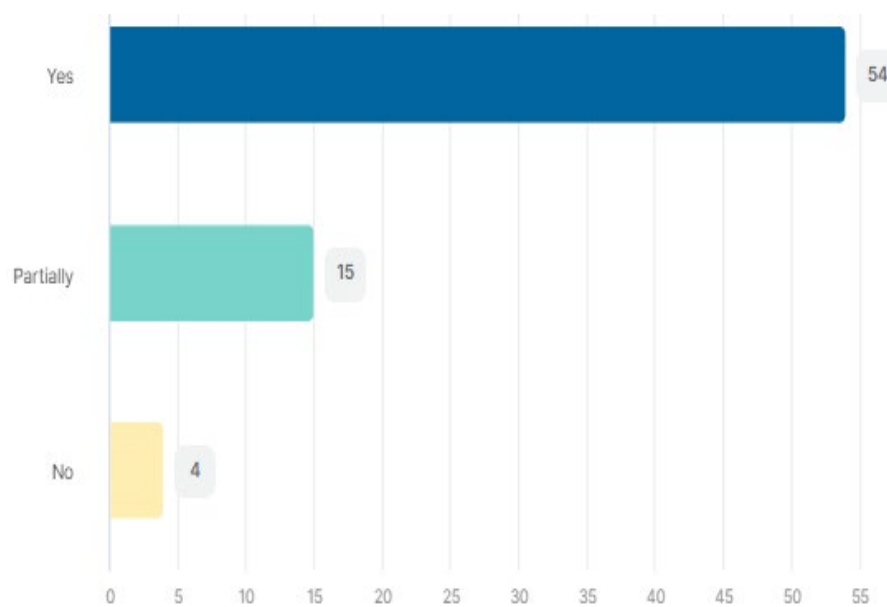


Chart 1. *Were you able to select the desired option for physical education activities – non-profile?*

For the second question, "Did the professor follow the posted timetable for physical education activities?", all of the

respondents said that the timetable was followed entirely.

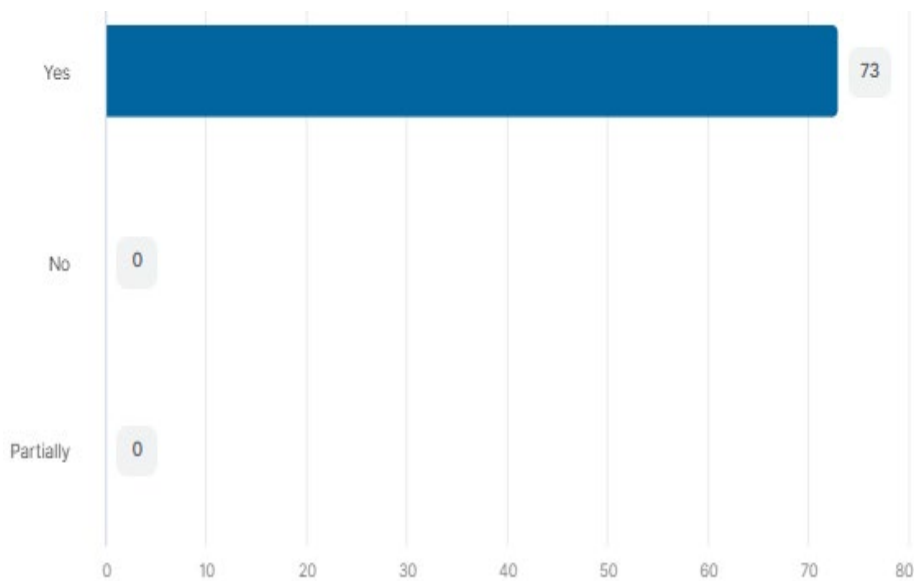


Chart 2. *Did the professor follow the posted timetable for physical education activities?*

Concerning the question “Did the professor differentiate between students in physical education activities?”, 69 of the subjects think that the teacher never

treated the students in physical education classes differently, while only 2 selected “partially”, and 2 selected “yes”.

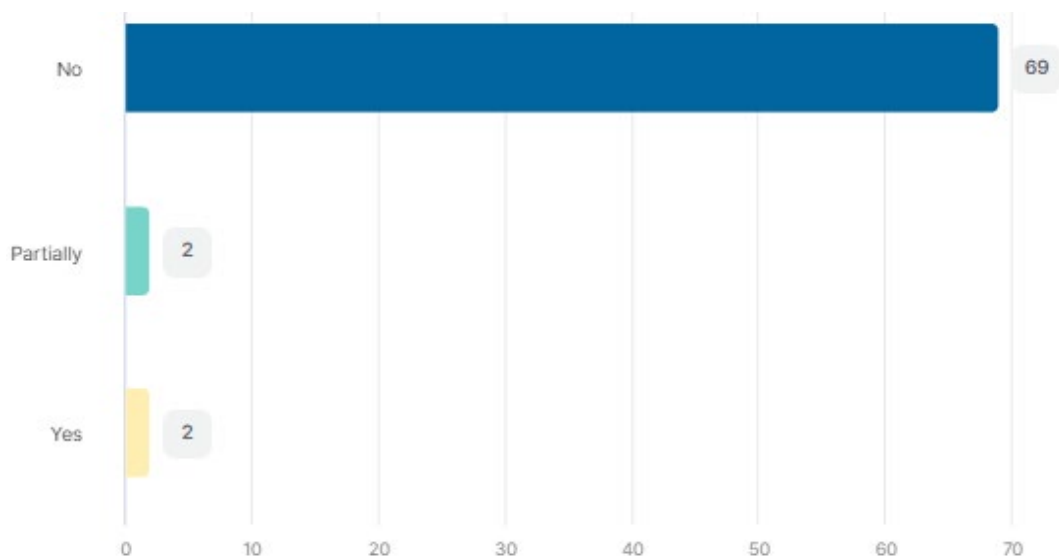


Chart 3. *Did the professor differentiate between students in physical education activities?*

“Has the professor informed you about how the class will be conducted?” was the fourth item on the questionnaire. In this instance, 72 of the students believe they received timely information on the course objectives from the professor. Only one, however, claimed that it was only partially informed.

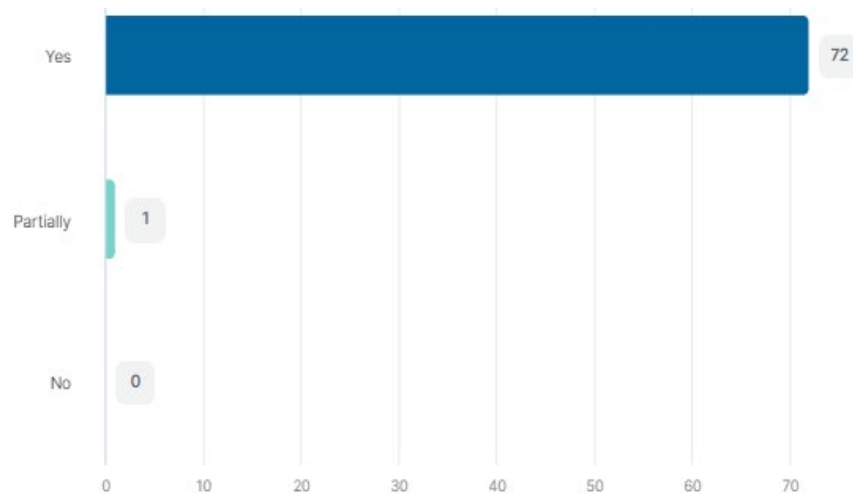


Chart 4. *Has the professor informed you about how the class will be conducted?*

“Did the professor inform you about the requirements for the course? (e.g., number of attendance)” was the fifth question for the subjects, and 72 of them answered that the teacher announced the requirements for the course; and only one student said “partially”.

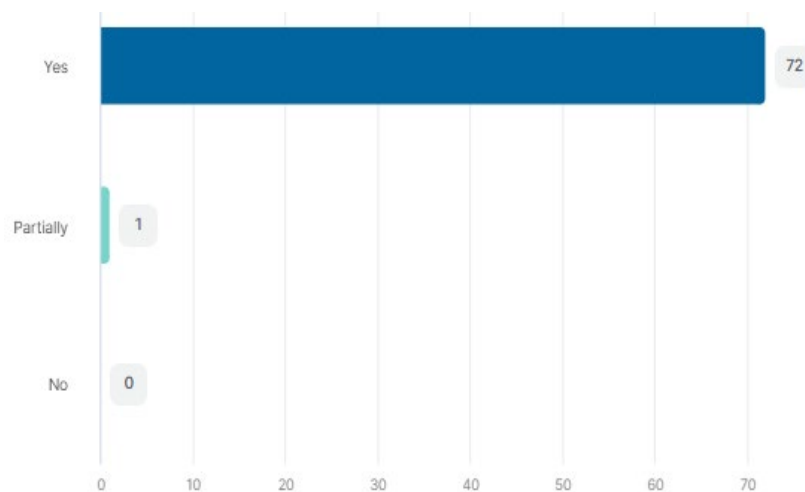


Chart 5. *Did the professor inform you about the requirements for the course? (e.g., number of attendance)*

Sixth question: “Are you satisfied with the way physical education activities are conducted?” Out of the 73 students who responded, 71 indicated they were satisfied, 2 said “partially”, and none of them said “no”.

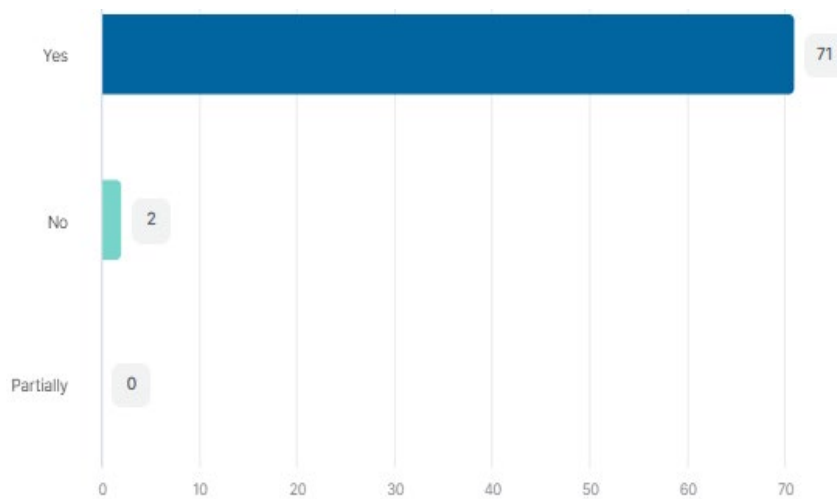


Chart 6. *Are you satisfied with the way physical education activities are conducted?*

For question number seven, “Do you find the physical education lesson attractive?”, 55 of the students said that the lesson is attractive, only 16 said the lesson is partially attractive and 2 of them think that the lesson is not attractive at all.

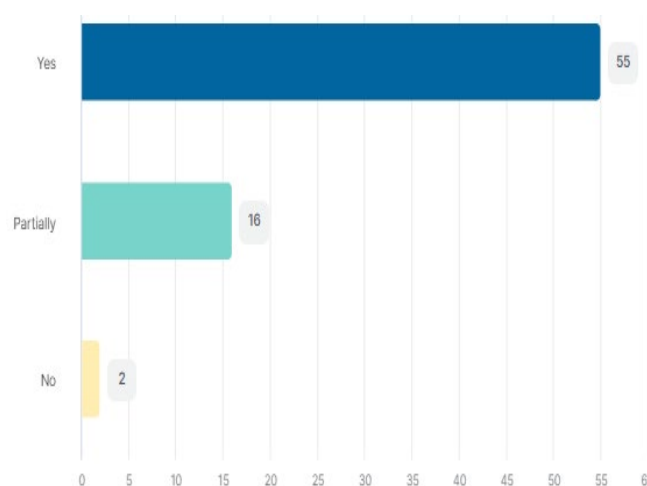


Chart 7. *Do you find the physical education lesson attractive?*



When asked, 55 of the students agreed that modern methods were utilised in physical education activities, 15 said

partially and 3 of them said “no”, in response to questionnaire item number eight, “Did the professor use modern methods in physical education activities?”.

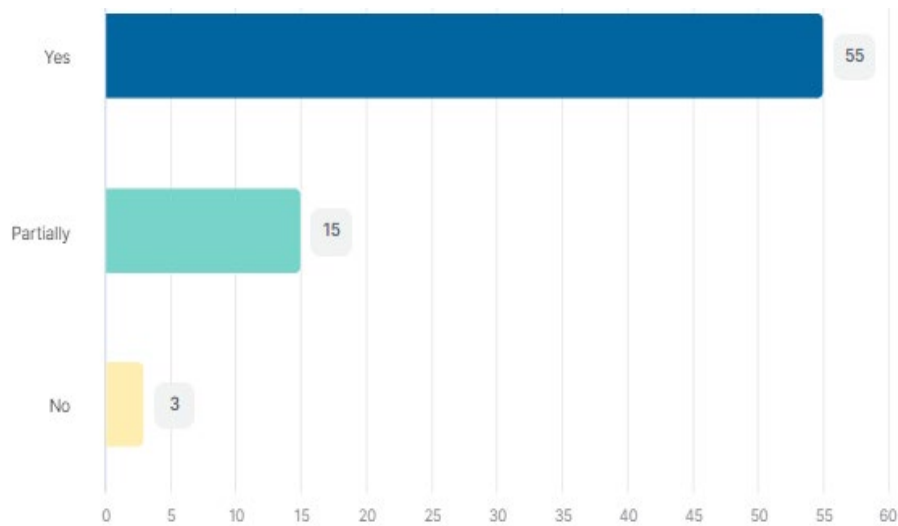


Chart 8. Did the professor use modern methods in physical education activities?

“Did the professor behave in a professionally correct manner in physical education activities?” was the ninth question that was brought to the

student’s attention, and 73 of them said that the professor behaves in a professionally correct manner during classes.

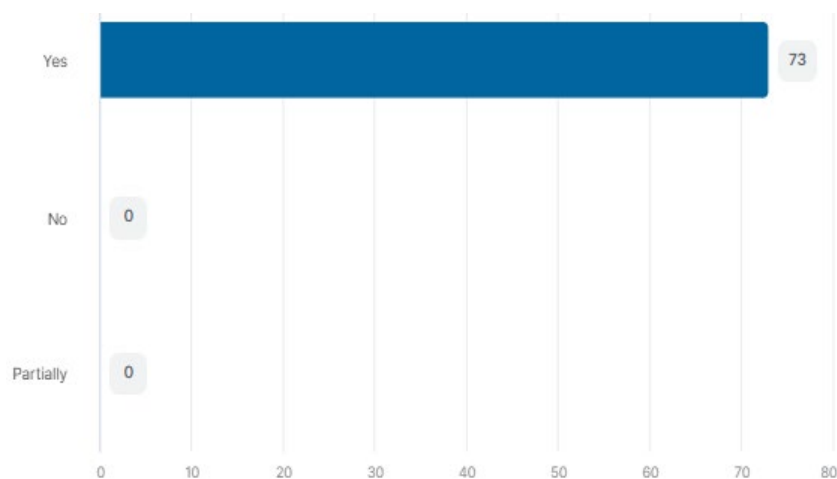


Chart 9. Did the professor behave in a professionally correct manner in physical education activities?

When it comes to question number 10, “Were ethical and professional principles respected in physical education activities?” all of the students said yes, there were respected.

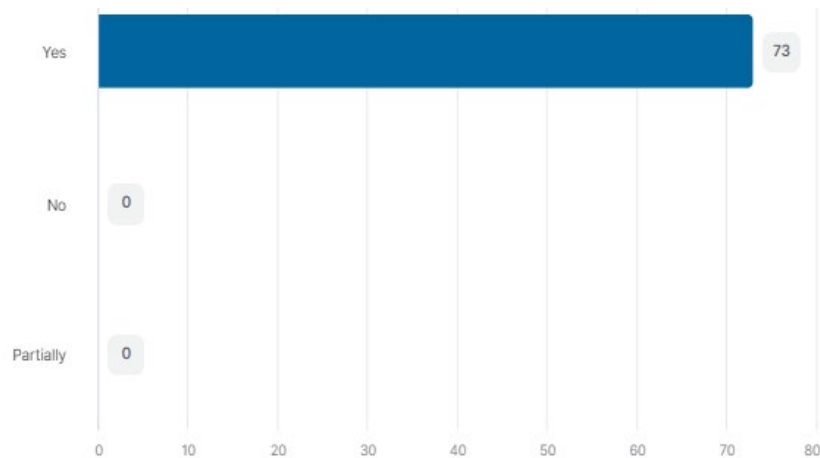


Chart 10. *Were ethical and professional principles respected in physical education activities?*

The 73 students included in the survey were also asked if they used specific teaching materials in physical education activities. Of them, 64 answered they did, 5 said they used them partially, and 4 said they didn't.

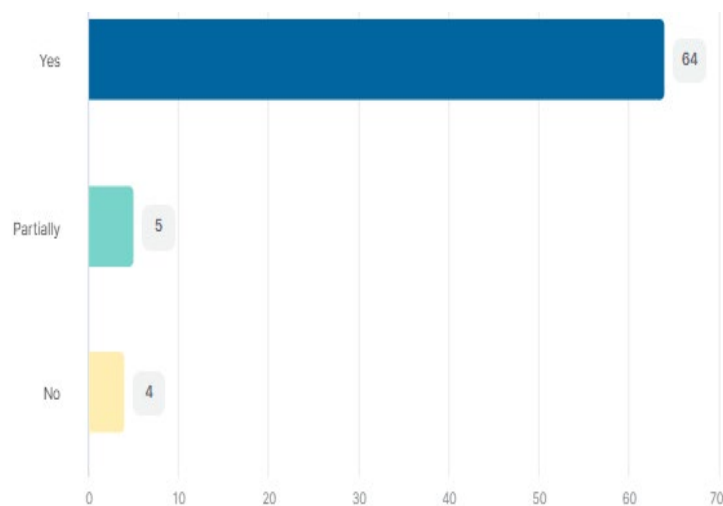


Chart 11. *Did you use specific teaching materials in physical education activities?*

When asked if they had ever said that they had never experienced discrimination in physical education activities, all of the students

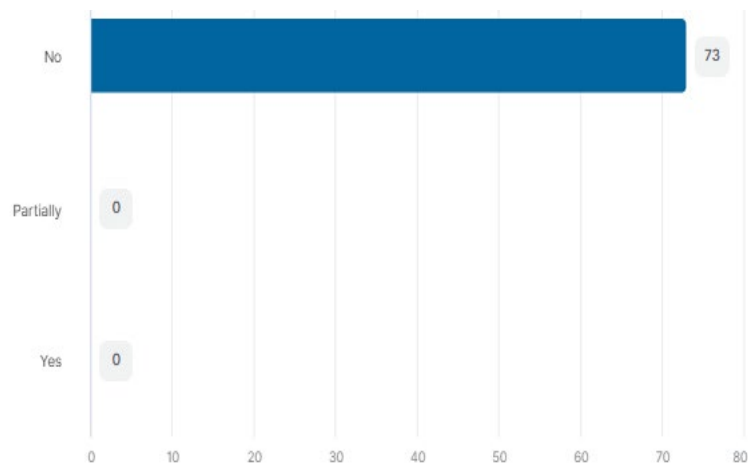


Chart 12. *Have you ever felt discriminated against in physical education activities? (religious, physical, intellectual)*

When asked if the professor's work is affirmatively, with just 4 responding very good professionally, 69 said partially.

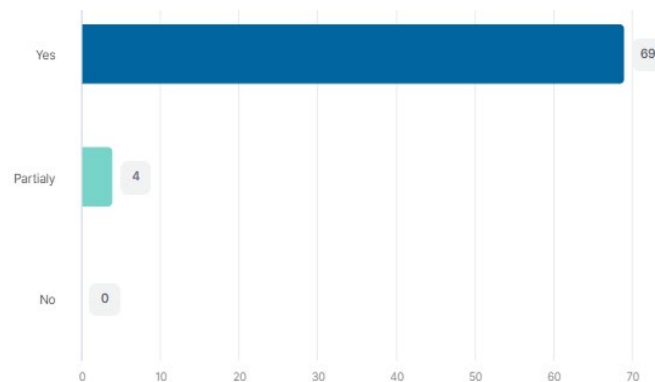


Chart 13. *Do you consider the professor's work to be very good professionally?*

Among the 73 students who took part in the survey, 59 stated they would repeat physical education lessons, 9 said they would do so partially, and 5 said they would not.

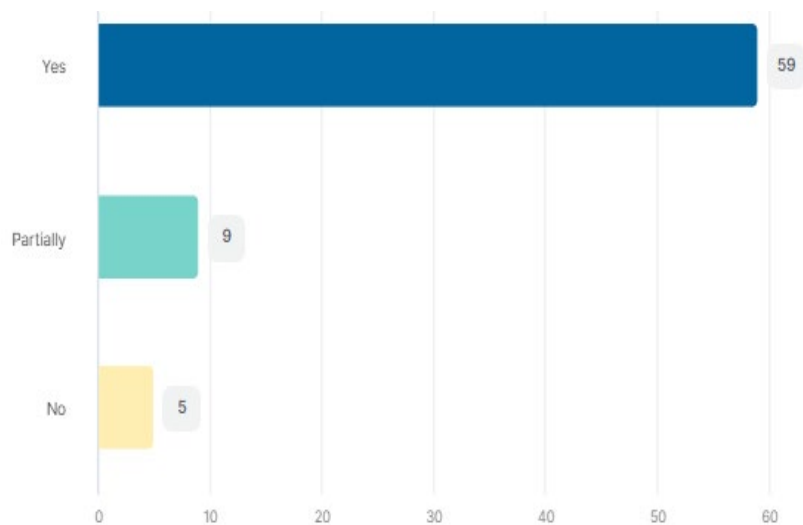


Chart 14. *Would you repeat the physical education classes next year?*

Only two students responded “yes” when asked if they could change the content of physical education activities, while the other 55 claimed they wouldn't change it.

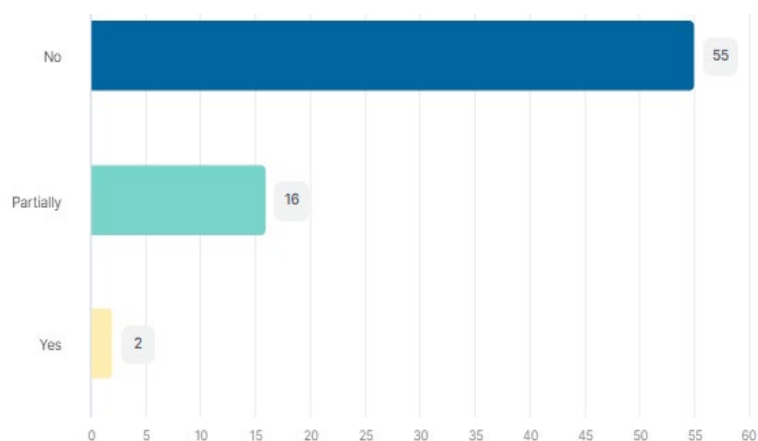


Chart 15. *Would you change the content of physical education activities if you could?*

A group of survey items' internal consistency or reliability is measured by Cronbach's Alpha. If a group of objects regularly measures the same attribute, it can be determined using this statistic. On a scale from 0 to 1, Cronbach's alpha

normalises the measurement to measure the level of agreement. Greater agreement between items is indicated by higher values.

The SPSS statistical programme was used to validate the questionnaire, and

the resultant Alpha Cronbach coefficient was .082. This enables us to confirm that the research's questions are associated with them and consistently point in the direction of the particular research question addressed.

Reliability Statistics	
Cronbach's Alpha	N of Items
.082	15

Fig. 2. Alpha Cronbach coefficient for the applied questionnaire

### 3. Conclusions

We can make the following observations regarding the discipline of physical education after conducting research among the students in our university

- Based on adherence to the deontological standards of their profession, instructors behave ethically.
- Both at the start of the semester and during it, the students were informed of the requirements of the discipline.
- Throughout the activity, the instructor employed particular teaching tools and gave the pupils methodical cues at regular intervals.
- The professor spoke in a courteous, serious tone and utilised specific, academic terms.
- There are no known instances of discrimination, and only an insignificant number of students would change the content of physical education activities.

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