DOI No: <http://dx.doi.org/10.29228/Joh.49085>

Authenticity process is conducted by

Makale Türü: Araştırma makalesi
Geliş Tarihi: 28-01-2021
Kabul Tarihi: 16-04-2021
On-line Yayın: 30-06-2021

Article Type: Research article
Submitted: 28-01-2021
Accepted: 16-04-2021
Published Online: 30-06-2021

Atıf Bilgisi / Reference Information

Bingölbalı, A., Yavuz, C. & Karakaya, Y. E. (2021). Coaches' Perception of Values Education: A sample of Elazığ. *Journal of History School*, 52, 2079-2090.

**COACHES' PERCEPTION OF VALUES EDUCATION:
A SAMPLE OF ELAZIĞ¹**

**Abdullah BİNGÖLBALI², Cumaali YAVUZ³ &
Yunus Emre KARAKAYA⁴**

Abstract

The aim of this study is to determine perceptions of coaches, who served in sports clubs in the city of Elazığ, toward values education. The sample group of the study consisted of 44 coaches who worked in sports clubs in the city of Elazığ. The data that were obtained in the study were analyzed by using SPSS 22.0 package software. As a result of the analyses, it was determined that the coaches in the study had the highest scores in the item "Values education is important for the future of our children" with 4.77 while the lowest score was in the item "It is not necessary for coaches to include studies related to values education in exercises" with 1.97. In certain items, statistically significant differences were observed in independent variables (Gender, Status of participating in courses/seminars related to values education, and Educational status). In conclusion,

¹Author impact rate: 1st author: %40, 2 nd author : %30, 3rd author: %30. Ethics committee approval for this article was obtained at Firat University with the number 97132852/302.14.01/ and meeting number. This research was presented in summary at the 5th International Battalgazi Scientific Studies Congress held on 18-20 December 2020.

²Dr.,Elazığ Directorate of National Education, bingolbali@gmail.com, Orcid: 0000-0003-4935-2480

³Associate Professor, Firat University, Sport Science Faculty, cyavuz@firat.edu.tr, Orcid: 0000-0002-5183-2371

⁴Associate Professor, Firat University, Sport Science Faculty, emrekarakaya@firat.edu.tr, Orcid: 0000-0002-9858-2103

coaches and sports trainers have the privilege of contacting athletes easily. Therefore, they can emerge as the most effective individuals in terms of values education. In the interaction process between athletes and coaches, content that is related to values education can be included in coaching programs.

Keywords: Education, Coach, Sports, Values Education, Elazığ

Antrenörlerin Değerler Eğitime Yönelik Görüşleri: Elazığ İli Örneği

Öz

Bu araştırmanın amacı, Elazığ ilinde spor kulüplerinde görev yapan antrenörlerin değerler eğitime yönelik görüşlerini tespit etmektir. Araştırma grubunu, Elazığ ilinde spor kulüplerinde görev yapan 44 antrenör oluşturmaktadır. Elde edilen veriler, lisanslı SPSS 22 paket programı kullanılarak analizler yapılmıştır. Yapılan analizler sonucunda, “Değerler eğitimi, çocukların geleceği için önemlidir” maddesine 4.77 ile en çok katılımı gerçekleştirdikleri, “Antrenörlerin antrenman içi etkinliklerinde değerler eğitimi çalışmalarına yer vermelerine gerek yoktur” maddesine 1.97 ile en az katılımı gerçekleştirdikleri tespit edilmiştir. Bazı maddelerde bağımsız değişkenlerde (Cinsiyet, Değerler Eğitimiyle İlgili Kurs/Seminer Alma Durumu ve Eğitim Durumu) istatistiksel olarak anlamlı farklılıklar belirlenmiştir. Sonuç olarak, antrenörler ve spor çalıştırıcıları, sporcularla en kolay iletişim kurabilecek ayrıcalığa sahiptir. Bu sebeple değerler eğitimi konusunda, en fazla etkili olabilecek kişiler olarak karşımıza çıkabilmektedirler. Sporcularla antrenörlerin etkileşim sürecinde, değerler eğitime yönelik bir içerik antrenör programlarına eklenebilir.

Anahtar Kelimeler: Eğitim, Antrenör, Spor, Değerler Eğitimi, Elazığ

INTRODUCTION

In today's societies, ever-changing technological developments and senseless use of innovations by people have brought about numerous degradations and transformations in societal structure in social and cultural terms (Elbir & Bağcı, 2013, p.1321; Kapkın et al, 2018, p.188; Çağlar, 2010). Media, which constantly feeds each other, always views matters in economic and monetary terms and disregards moral principles, exacerbate these situations, which affects societies negatively and makes excessive unjust consumption a purpose and way of life. Thus, individuals, who create societies, become estranged from moral principles and turn into individuals who are constantly insatiable, and who pursue their desires and pleasures (Özen, 2016; Çağlayan, 2018).

The universal values, which question attitudes and behaviors of individuals in societies in daily lives, encourage individuals positively, and promote universal values required for a happier and livable world, are defined with the concept of "values education" today. These value judgments, which are reflected in behaviors, are reflected in numerous individuals in societies as a model within the societal environment (Demircioğlu, 2016, p.2230; Sağın & Karabulut, 2019, p.27). Nobody is born to this world with the knowledge of the values of the societies where they live. Values are supported by experiences in time and they are judgments that are learned as a result of social interaction (Yücekaya, 2017; Akbaba & Altun, 2003, p.9). They are beliefs that significantly draw the attention of societies, enable individuals to internalize their actions, cover all fields of life, and consist of historical accumulation (Yıldız, 2019; Aydın, 2003, p.125).

As the individuals that create societies move away from their values, they become condemned to lose all the beauties of humankind. To turn this bad course of events into a positive, almost all humanity embarked on a quest. As a result of these initiatives, a new educational model, which is defined as values education, to be implemented in educational stages was predicted (Yaman, 2016; Çağlayan, 2018).

The method of raising people, who are adopted by societies, is the main factor that determines how the social, cultural, and economic substructure of that society will be or how it should be (Thompson, 2011, p.400). Values education plays a rather important and determinant role in teaching values that are created and accumulated by societies and accepted by everyone as common universal values. Within this framework, in this study, it was aimed to reveal the perceptions of coaches, who served in sports clubs in the city of Elazığ, toward values education. The results of the study are important in terms of providing references for athletes, coaches, and researchers who study this subject.

METHOD

The population of this study consisted of coaches who served in sports clubs in the city of Elazığ. The sample of the study consisted of 44 coaches who participated in the study voluntarily. The distribution of the coaches in the sample group according to their branches covered Handball (N=8), Football (N=4), Tennis (N=3), Swimming (N=10), Taekwondo (N=3), Boxing (N=1), Badminton (N=2), Basketball (N=3), Wrestling (N=2), Volleyball (N=2), Judo (N=2), Athletics (N=1), Table Tennis (N=2), and Gymnastics (N=1). It was also determined that service years of the coaches covered 0-4 years for 10 coaches, 5-9 years for 19 coaches, 10-14 years for 4 coaches, and 15 years and above for 11 coaches.

To reveal the attitudes of the sample group toward the subject, a questionnaire form was developed by considering the study conducted by Yaşaroğlu (2014). The questionnaire was investigated in terms of the validity and reliability studies by the researchers.

The data that were obtained from the sample group were analyzed by using licensed SPSS 22.0 package software. The Cronbach alpha internal consistency coefficient of the scale was calculated as 0.872. To conduct a healthy interpretation of the data of the study, the 5-point scale of the questionnaire included “Strongly Disagree” (1.00-1.80), “Disagree” (1.81-2.60), “Somewhat Agree” (2.61-3.40), “Agree” (3.41-4.20), and “Strongly Agree” (4.21-5.00). Because the data did not provide an assumption for parametric tests, the “Mann Whitney U Test” was conducted for the variables of gender and status of participation in courses/seminars on values education while the “Kruskal Wallis H Test” was conducted for the variables for educational status. The level of statistical significance (α error level) was regarded as $p < 0.05$.

FINDINGS and INTERPRETATION

The statistical information that was obtained from the sample group were presented in the tables below.

In the study, it was determined that the item “Values education is important for the future of children” had the highest mean score with 4.77 (Strongly Agree) according to the perceptions of the coaches in the study while the item “It is not necessary for coaches to include studies related to values education in exercises.” had the lowest mean score with 1.97 (Disagree) (Table 1).

Table 1.

Descriptive statistics regarding the responses of the sample group to the items in the questionnaire

Item No	Item	$\bar{X}$	SD
1	Values education is important for the future of our children.	4.77	0.60
2	Tools for values education (books, movies, etc.) do not attract my attention.	2.40	1.28
3	I want to read printed publications and studies related to values education.	4.13	0.76
4	Values are not effective in the solution of social problems such as hatred, fights, violence, etc.	2.18	1.35
5	I appreciate values that are reflected in behaviors.	4.31	1.00
6	The inclusion of values education in the exercise of athletes affects their success negatively.	2.02	1.35
7	It is important to participate in seminars, briefings, and meetings that cover values education.	4.02	1.06
8	I like watching movies or documentaries that cover values education.	3.95	0.98
9	Coaches' behaviors are not important in values education.	2.09	1.36
10	Values education should be included in studies of every sports branch.	4.31	0.77
11	I am bothered by people's attention to values in their attitudes and actions.	2.09	1.45
12	All individuals in societies should willingly participate in values education studies.	4.15	0.93
13	Informing studies related to values education is unnecessary for people.	2.02	1.45
14	All types of documents that cover values education should be suggested to other people as well.	4.25	0.75
15	By means of values education, the negative attitudes and actions of people cannot be corrected.	2.18	1.45
16	It is an important development for exercises to include values education as well.	4.18	0.86
17	In our environment, it is not important to act according to values or not acting according to values for gaining values.	2.22	1.27
18	People from other sections of society should also be invited to all the activities that cover values education (briefings, seminars, meetings, etc.)	4.09	0.88
19	I participate in activities that cover values education because I am obliged to.	2.27	1.14
20	It is not necessary for coaches to include studies related to values education in exercises.	1.97	1.22
21	I warn everyone around me to act according to values.	3.95	0.86
22	I do not abstain from spending money on activities related to values education.	3.59	1.12

Table 2.

Results of analysis according to the variable of gender in the sample group

Item No	Gender	N	$\bar{X}_{\text{rank}}$	Σ_{rank}	U	z	P
1	Male	33	24.09	795.00	129.000	-2.238	0.025*
	Female	11	17.73	195.00			
18	Male	33	24.92	822.50	101.500	-2.318	0.020*
	Female	11	15.23	167.50			

*p<0.05

In Item 1, “Values education is important for the future of children”, it was determined that there was a significant difference between males and females according to the variable of gender. Furthermore, significant differences between males and females according to the variable of gender were observed in Item 18, “People from other sections of society should also be invited to all the activities that cover values education (briefings, seminars, meetings, etc.)” (Table 2).

Table 3.

Results of analyses related to the variable of participating in courses/seminars related to values education in the sample group

Item No	Status of Participating in Courses/Seminars	N	$\bar{X}_{\text{rank}}$	$\Sigma_{\text{sıra}}$	U	z	P
19	Yes	26	25.87	672.50	146.500	-2.172	0.030*
	No	18	17.64	317.50			

*p<0.05

When Item 19, “I participate in activities that cover values education because I am obliged to.” was evaluated according to the variable of participating in courses/seminars related to values education, it was determined that there were statistically significant differences between the participants who answered Yes and No (Table 3).

Table 4.

Results of analyses conducted for the variable of educational status in the sample group

Item No	Educational Status	N	$\bar{X}_{sıra}$	SD	X ²	P	U-Test
2	(a) High School	7	32.21	1.281	6.054	0.048*	a, b
	(b) Undergraduate	35	20.19				
	(c) Postgraduate	2	29.00				
4	(a) High School	7	32.79	1.351	6.059	0.048*	a, b
	(b) Undergraduate	35	20.73				
	(c) Postgraduate	2	17.50				
6	(a) High School	7	33.29	1.355	6.944	0.031*	a, b
	(b) Undergraduate	35	20.50				
	(c) Postgraduate	2	19.75				
9	(a) High School	7	33.71	1.360	7.512	0.023*	a, b
	(b) Undergraduate	35	20.14				
	(c) Postgraduate	2	24.50				
11	(a) High School	7	32.57	1.459	6.281	0.043*	a, b
	(b) Undergraduate	35	20.37				
	(c) Postgraduate	2	24.50				
19	(a) High School	7	34.79	1.148	10.638	0.005*	a, b
	(b) Undergraduate	35	20.93				a, c
	(c) Postgraduate	2	07.00				

*p<0.05

According to the perceptions of the sample group, it was determined that there were significant differences between the participants with high school degrees and the participants with undergraduate degrees in Items 2, 4, 6, 9, and 11. In Item 19, significant differences were determined between the participants with high school degrees and participants with postgraduate degrees (Table 4).

DISCUSSION AND CONCLUSION

The results of the study, which was conducted to determine the coaches' perceptions of values education, were presented below. Accordingly, it was determined that the item "Values education is important for the future of our children." had the highest mean score with 4.77 in the sample group. It was also determined that the item "It is not necessary for coaches to include studies related to values education in exercises." had the lowest mean score with 1.97 in the sample group (Table 1). It was believed that the reason for this perception was that the coaches thought about educational principles of coaching universally and believed that values education should be included in families and educational

status. In a study conducted by Elbir & Bağcı (2013, p.1321), it was reported that values education was not adopted at a sufficient level in Turkey. It was stated that the number of studies that covered values education was few and this should be compensated as soon as possible. Thus, the importance of the participation of other sections of societies in values education was emphasized.

In Items “Values education is important for the future of our children.”, and “People from other sections of society should also be invited to all the activities that cover values education (briefings, seminars, meetings, etc.)”, it was determined that there were significant differences between male and female participants according to the variable of gender (Table 2). Accordingly, it was observed that male participants reported more positive responses. The reason for that was interpreted to be the fact that male participants were more sensitive toward values education due to being fathers. In a study conducted by Koç (2016, p.380), it was determined that there were significant differences between perceptions of teachers toward values education according to participating in seminars, meetings, conferences, etc. that cover values education.

In the Items, “Tools for values education (books, movies, etc.) do not attract my attention”, “Values are not effective in the solution of social problems such as hatred, fights, violence, etc.”, “The inclusion of values education in the exercise of athletes affects their success negatively”, “Coaches’ behaviors are not important in values education”, “I am bothered by people’s attention to values in their attitudes and actions”, and “I participate in activities that cover values education because I am obliged to”, it was determined that there were significant differences between participants with high school, undergraduate and postgraduate degrees according to the variable of educational status. Bozkurt & Tel (2016, p.1920) conducted a study in the field of sports education and determined results that were similar to the results of this study.

Coaches have the privilege of contacting athletes easily (Kuter & Kuter, 2012, p.80). Because coaches have chances for doing sports in exercises, being together with athletes within cities and out of cities due to exercises and tournaments, traveling and eating together with athletes, and share common emotions such as sadness and happiness, they can socialize with athletes and earn their trust and respect easily. Therefore, coaches emerge as one of the most effective implementers of values education. In conclusion, the obligation and inevitability for values education in terms of individuals is the main result of the necessity for covering individuals as a whole in educational activities. In the interaction process between coaches and athletes, effective and conscious values education can be included in coaching programs for practices that are related to values education. While trying to teach values, it is important to reveal the good

sides of athletes and develop their personalities as a whole (Keleş & Yoncalık, 2019, p.230; Akandere et al, 2009, p.7). Therefore, sensitive processing of value judgments, such as love, respect, toleration, truthfulness, cooperation, responsibility, patients, happiness, and courage, in exercises can be effective in reducing negative circumstances that occur in daily lives. Furthermore, including a course that is related to values education in the academic units of universities that provide sports education can provide great contributions to prospective coaches in terms of equipping them with sufficient knowledge about values and values education.

REFERENCES

- Akandere, M., Baştuğ, G. & Güler, E D. (2009). The Effect of participation in sports in secondary education institutions on moral development of children. *Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*, 3(1), 59-68
- Akbaba-Altun, S. (2003). Education management and values. *Değerler Eğitimi Dergisi*, 1(1), 7-18.
- Aydın, M. (2003). Value perception of the youth: The example of Konya. *Değerler Eğitimi Dergisi*, 1(3), 121-144.
- Bozkurt, E. & Tel, M. (2016). Opinions and perceptions of physical education students about value education. *Academic Journals*, 11(20), 1918-1924.
- Çağlar, A. (2010). The Importance of values education. http://www.toder.org/sayfa/degerler_egitiminin_onemi_1, Access date: 19.01.2021
- Çağlayan, E. (2018). *Assessment of Parents and Teachers' Attitudes towards Values Education and Practices: Bingöl Example*. Master thesis, Bingöl University, Social Sciences Institute.
- Demircioğlu, İ. H. & Demircioğlu, E. (2016). History education and values. *International Periodical for the Languages, Literature and History of Turkish or Turkic*, 11(3), 2225-2242.
- Elbir, B. & Bağcı, C. (2013). Evaluation of post-graduate theses on values education. *Turkish Studies-International Periodical for the Languages, Literature and History of Turkish or Turkic*, 8(1), 1321-1333.

- Kapkın, B., Sağlam, M. & Çalışkan, Z. (2018). Examination of postgraduate studies on values education conducted between 1999-2017 in Turkey. *Journal of Values Education*, 16(35), 185-209.
- Keleş, M. & Yoncalık, O. (2019) Physical education and sports lesson and values education in eighth grade students of primary education. *Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*, 13(3), 230-237.
- Koç, S. (2016). Views of secondary school teachers on values education. *Kırıkkale University Journal of Social Sciences*, 6 (1), 377-396.
- Kuter ÖF., Kuter M. (2012). Values education through physical education and sports. *İnsani Bilimler Dergisi: Teori ve Uygulama*, 3(6), 75-94.
- Özen, Y. (2016). *Değerler Neye Değer* (trans.: What are the values worth), 1st Edition. Gece Kitaplığı Publications.
- Sağın, A. E. & Karabulut, Ö. (2019). Investigation of value levels of secondary school students for physical education and sport (Sample of Bağcılar District). *International Journal of Mountaineering and Climbing*, 2(2), 27-34
- Thompson, M. (2011). Developing moral values in children: Observations from A Preschool. *IfePsychologIA*, 19(2), 394-411.
- Yaman, E. (2016). *Değerler Eğitimi Eğitimde Yeni Ufuklar* (trans.: Values education new horizons in education), 2nd Edition. Akçağ Publications.
- Yaşaroğlu, C. (2014). The investigation of classroom teachers' attitudes towards the value education in the term of various variables. *International Journal of Social Science*, 27, 503-515.
- Yıldız, M. (2019). *Development of the Values Education Scale for Parents with Preschool Children and Determination of the Values Education Approaches of Parents*. Master thesis, Gazi University, Institute of Education Sciences.
- Yücekaya, M A. (2017). *Investigation of Secondary School Students' Values Regarding Physical Education and Sports Lesson*. Master thesis, İnönü University, Health Sciences Institute.

EXTENDED ABSTRACT

Aim: The aim of this study is to determine perceptions of coaches, who served in sports clubs in the city of Elazığ, toward values education.

Method: The sample group of the study consisted of 44 coaches who worked in sports clubs in the city of Elazığ. In order to reveal the views of the research group, a questionnaire form, whose validity and reliability studies were made by the researchers, benefiting from the study conducted by Yaşaroğlu (2014), was developed and used. The obtained data were analyzed using the licensed SPSS 22 package program. The Cronbach-Alpha internal consistency coefficient of the questionnaire was determined as 0.872. Mann Whitney-U Test and Kruskal Wallis H test were used because the data did not provide the parametric test assumptions. Statistical significance level (α error level) was accepted as $p < 0.05$.

Findings and Interpretation: “Values education is important for the future of children”, it was determined that there was a significant difference between males and females according to the variable of gender. Furthermore, significant differences between males and females according to the variable of gender were observed “People from other sections of society should also be invited to all the activities that cover values education (briefings, seminars, meetings, etc.). “I participate in activities that cover values education because I am obliged to.” was evaluated according to the variable of participating in courses/seminars related to values education, it was determined that there were statistically significant differences between the participants who answered Yes and No. According to the perceptions of the sample group, it was determined that there were significant differences between the participants with high school degrees and the participants with undergraduate degrees in Items 2, 4, 6, 9, and 11. In Item 19, significant differences were determined between the participants with high school degrees and participants with postgraduate degrees.

Discussion and Conclusion: It was determined that the coaches in the study had the highest scores in the item “Values education is important for the future of our children” with 4.77 while the lowest score was in the item “It is not necessary for coaches to include studies related to values education in exercises” with 1.97. In certain items, statistically significant differences were observed in independent variables (Gender, Status of participating in courses/seminars related to values education, and Educational status). In conclusion, the obligation and inevitability for values education in terms of individuals is the main result of the necessity for covering individuals as a whole in educational activities. In the interaction process between coaches and athletes, effective and conscious values education

can be included in coaching programs for practices that are related to values education. While trying to teach values, it is important to reveal the good sides of athletes and develop their personalities as a whole. Therefore, sensitive processing of value judgments, such as love, respect, toleration, truthfulness, cooperation, responsibility, patients, happiness, and courage, in exercises can be effective in reducing negative circumstances that occur in daily lives. Furthermore, including a course that is related to values education in the academic units of universities that provide sports education can provide great contributions to prospective coaches in terms of equipping them with sufficient knowledge about values and values education.