Examination of Faculty of Sports Sciences Students' Unethical Behaviours In-classroom: A Mixed Research Approach

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Abstract

This study aims to determine the level of unethical behaviours (UBs) of students studying in the field of sports sciences. In this research, the explanatory sequential design was used for mixed research approaches where quantitative and qualitative data collection tools were used. The quantitative part of the study attended 465 Sports Science Faculty students in Kirikkale University during the fall semester of 2017-2018 academic year. Following the quantitative research qualitative data were obtained with five scenarios prepared by the researchers. As a result of the research, it was seen that UBs differ according to gender, class level, and the department of education. In the scenarios presented in the qualitative section of the research, it was determined that students who have higher Unethical Behaviours Climate Scale (UBCS) scores tend to apply more sanctions to the students when they are teachers. It has been observed that male students are more likely to have UBs than women. Not using technological tools in the lessons was defined as UB. The results of the study showed that the source of student UBs could be the teachers or the students themselves.

Keywords: College Student, Content Analysis, Media Tools, Scenario, Unethical Behavior.

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Introduction

Ethics is defined as the total of the behaviours that the parties must abide by each and every profession (Türk Dil Kurumu [TDK], 2011). Ethics is a system of principles that helps to decide whether it is good or bad, right or wrong (Buckley, Wiese & Harvey, 1998). Acting outside of ethical is defined as unethical behaviour. There are different scales developed to detect unethical behaviour. Unethical behaviours can be listed at school as that said something hurtful to someone, made fun of someone, spent too much time without working, came in class late without permission, lost temper, worked on a personal matter, cursed someone, put little effort, intentionally slowly working, longer break, left school work to someone, joke badly, rude, being rude and made an ethnic, religious, or racial remark at university. (Birtch & Chiang, 2014). Yadav et al. (2019) mentioned that three main problems: not showing interest in the class and talking during the lesson, and being rude. Witt (2016) stated that classroom problems may arise from student characteristics and behaviours, which are considered as social perspective of learning. Cultural values, in-changing social identity, student's motivation to learn and communication can be mentioned as social perspective of learning.

Sims (1978) stated that ethical and UBs occur as a result of some cultural unethical decision-making processes. The ethical decision making was evaluated under different reinforcement conditions was designed and carried out a laboratory experiment. It was concluded that the UBs of the subjects increased by rewarding them. It was observed that higher competition increases UB and it is associated with some personality variables. In another study, the relationship between UB and social class was mentioned. It has been stated that individuals in the upper social class are more likely to break the law than lower social class individuals due to their greed (Piffet et al., 2012).

It was observed that the tendency to behave unethically was strong, especially when individuals could not achieve their goals. In the same study, it was found that people with unachievable goals tend to be more unethical than people trying their best (Schweitzer, Ordóñez & Douma, 2004). Hilbert's (1988) study had conflicting results that it was not found any opposite relationship between moral development and UB in the classroom. Researchers could not explain this situation and stated that this situation may be due to differences in terms of morality. Birtch & Chiang (2014) investigated the effect of school ethical climate on students' UBs. They used the ethical climate scale includes issues such as regulations and codes of conduct, rules and procedures, the mayor of the university, protection of their interests, efficiency, ethical climate scale, which includes issues such as making right and wrong decisions for themselves. In the results of study, it was reported that students' positive perceptions of ethical climate of university had an effect on their avoidance of UB.

The teacher may encounter many problems that are not academic in the classroom and the teacher needs to have a good communication and the ability to create a positive classroom

environment in order to cope with the problems (Filiz, 2011). Classroom problems may arise from student characteristics and behaviours, which are considered as social perspective of learning. Cultural values, in-changing social identity, student's motivation to learn and communication can be mentioned (Witt, 2016). Also, the teacher is responsible for making the necessary adjustments that are learning environment and the process which is an important part of classroom management (Yıldırım, 2012). There are several strategies teachers are recommended to use. These strategies such as ignoring, using eye contact and non-verbal stimuli, redirecting, leaving the student alone or changing his/her position, discouraging and criticizing the student, giving silence, taking short breaks, making logical conclusions, speaking face to face with the student, defining the problem can be used to solve the problem (Erdem, 2012).

In this study, it was tried to reveal the perspectives of university students studying in the field of sports sciences on unethical behaviour in the classroom. To reveal the views of students will help to understand and solve unethical problems experienced.

In the first part of the study, a quantitative study was conducted with the UBCS available in the literature. In the second part, the qualitative paradigm was used with 5 different scenarios by using the scale sub-dimensions. In order to reflect the views specific to the branch, the contents were prepared based on the faculty courses.

Within the scope of the research, below questions are tried to be answered:

1.   Do the UBCS and its sub-dimensions average scores of the students from studying at the Faculty of Sports Sciences differ according to gender, department, class of level, monthly income and parents' place of residence?

2.   What are the UBs that the participants describe in the scenarios?

3.   What are the sources of UBs in the scenarios?

4.   What are the responses of the participants in the dilemmas that take place in the produced scenarios?

Method

This section includes the research model, study group, data collection, data analysis, validity and reliability analysis topics.

Participants

The study group consists of 465 students who have been educated at Kirikkale University Sports Sciences Faculty (total students number of faculty is 865) during the fall semester of 2017-

2018 academic year. Criteria sampling method was used in the selection of the study group. The basic understanding of the sampling method is the study of all situations that meet a set of predetermined criteria (Yıldırım & Şimşek, 2011). While the participants were included in the qualitative part of the study, an deviant case sampling was made. Deviant cases may have an important impact on revealing more comprehensive data and examining the research problem more thoroughly compared with normal cases (Glesne, 2012). 12 participants (7 women, 5 men) with the highest and lowest mean score of the measurement tool in the quantitative section of the study were included in the second phase of the study (qualitative section). While 7 of them have a high average score from the "UBCS", 5 have a low average score. 5 of the participants included in the qualitative part of the study are in Physical Education and Sports Teaching Department, 3 of them in the Recreation Department, 2 of them in the Coaching Department, and 2 of them in the Sports Management Department as students.

Research Design

In this study, explanatory sequential design was used from mixed research approaches. In this design, qualitative data is collected after quantitative data is collected. The analysis of the data is related to each other and is often combined in the interpretation or discussion of the data (Creswell 2003). In the research in which the mixed research model is used, the reason for using the method is to be explained (Tashakkori & Creswell, 2007). In this context, the reason for the use of mixed models in the field of Social Sciences is that qualitative or quantitative paradigms may be insufficient to define abstract concepts and interpret the results in this context.
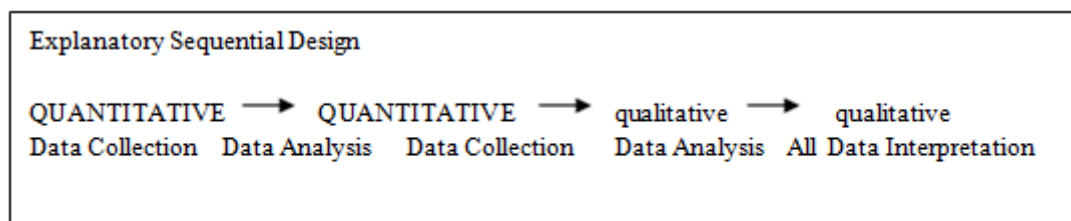
Figure 1. Research flow chart

Instrument

This section provides information on the qualitative and quantitative data collection tools which are preferred for the research.

Collection of Quantitative Data

Personal Information Form

The average score of the students who were educated in the Faculty of Sports Sciences was studied in terms of gender, age, type of high school they graduated from, the place where the family lived, and the status of family income.

UBCS Determination

The assessment tool for determining the level of UBs of students at university by Mengi (2017) consists of 28 items and five sub-dimensions. The scale includes the sub-dimensions of "UBs related to Faculty Members and Students in the Lesson", "UBs related to Using Media Tools in the Lesson", "UBs related to Courtesy Rules in the Lesson", "UBs related to Cheating in the Lesson", "UBs related to Attendance". The measurement tool is of 5 Likert types scale and the lowest score can be obtained from the scale is 28 and the highest score is 140.

Collection of Qualitative Data

In order to examine the reasons for the UB tendency, the second part of the research is designed with reference to the qualitative paradigm and the scenarios on the UBs. Scenario topics were created based on the sub-dimensions of the scale used in the quantitative part of the research. These produced scenarios were presented to the opinion of four experts (Turkish Language Specialist and Expert in Educational Sciences). Scenarios were created after the corrections made in line with the expert opinion. The general topics of the scenarios are as follows. The subject of Scenario 1 is about entrance and exit to the classroom. The subject of Scenario 2 is about teacher-centered learning. The subject of Scenario 3 is an extremely comfortable classroom environment. The subject of Scenario 4 is a difficult lesson and cheating. The subject of Scenario 5 is about the student's being late for the class and telling lies. Regarding the scenarios presented to the participants, they were asked to answer the following questions for each scenario.

- Please specify UBs in the event is described.

- What would you do if you were the lecturer? Please explain.

- What is the source of the problem described in the text?

Data Collection Procedure

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Data Analysis

In collecting the research data, the quantitative data collection tool was applied to the participants. Statistical analyzes were carried out in line with the question sentences that could produce a solution to the research problem. Participants with low and high scores on the UBCS were included in the qualitative part of the study according to the voluntary principle. The aim here is to reveal the responses of students, who exhibit and do not exhibit UBs tendencies to case studies presented in scenarios, and to support and explain the findings obtained from quantitative data with qualitative findings.

SPSS 20 and Lisrel 8.8 package programs were used in data analysis. In the quantitative section of the study, descriptive statistics such as arithmetic mean, standard deviation, percent, and frequency of for the class were included. In the quantitative part of the study, descriptive statistics such as arithmetic mean, standard deviation, percentage, and frequency of the UBCS were included. Normal distribution analysis was performed for the data. T-test, variance analysis, and Pearson correlation analysis were used for the relationship between dependent variables and independent variables (gender, age, school type, family income status, and place of residence). Content analysis was used in the qualitative part of the study. The volunteer participants were particularly selected and the code name was used in interpreting the results. UBs in the scenarios in qualitative research are presented in the table below.

Table 1. UBCS and UBs in the Scenarios

Themes	Subject	UB Indicators
Scenario 1	Unauthorized talking and use of properties, physical contact	Disrespect the lecturer Leave the class without permission Unauthorized talking Using friends materials without permission Physical contact with each other in a way that disrupts lesson
Scenario 2	Oppressing lecturer, teacher-centered learning, not using technological tools	Using mobile phone Following social media Connect to the Internet Video and audio recording in lessons and exams and taking pictures
Scenario 3	Lying on a table, eating and drinking	Crossing the legs Lying on a table Listening music Eating and drinking

Scenario 4	Punishing, cheating	Cheating Denying the cheating
Scenario 5	Being late for class, telling lie, excessive tolerance of the lecturer	Late for class and exam Lying to the lecturer Signing the attendance list instead of your friend

Research Validity and Reliability

This section contains information on the applications made for the validity and reliability of both quantitative and qualitative measurements.

Validity and Reliability for Quantitative Measurement. The "UBCS", which was performed by Mengi (2017), consists of five aspects and 22 items. The variance of this scale is 49.36%. As a result of the confirmatory factor analysis of the scale in order to provide evidence for structural validity of the current study, compliance indices were calculated as $\chi2/df=1.82$, RMSEA=0.05, GFI=0.87, GFI= 0.85, CFI=0.9, NFI= 0.94, IFI=0.92, PNFI= 0.84. These values indicate that the five-factor structure of the scale was also confirmed in the present study group. While the item factor load values of the five-factor structure consisting of twenty-eight items are between 0.54 and 0.86, the t values for the items are between 10.15 and 29.16.

The Cronbach Alpha internal consistency coefficient for the reliability of the original scale was calculated for general and sub-dimensions of the scale. For the general scale, this value is 0.93. This value was calculated as 0.90, 0.80, 0.74, 0.80 and 0.63 respectively for the sub-dimensions of the scale. The reliability of the scale has been tested in the context of the current study. Cronbach Alpha internal consistency coefficient calculated from the data collected within the scope of this study was 0.94. The reliability values for the sub-dimensions of the scale are 0.86, 0.82, 0.79, 0.90 and 0.90.

Validity and Reliability for Qualitative Measurement. The participants' responses to the scenarios were analyzed by taking into account the sub-dimensions of the measurement tool developed by Mengi (2017) and the indicators representing these dimensions. For the reliability of coding applications in the present study, the correlation coefficient between the researchers revealed by Miles & Huberman (1994); [consensus/(agreement + disagreement)] x100 formula was used. Each of these is the stages that are important in collecting valid and reliable data that needs to be carefully focused on. With the use of the given equality, the correlation coefficient for the coding process was determined as 94%. When the percentage of appropriateness in reliability calculation is 70%, reliability is considered to have been reached (Yıldırım & Şimşek, 2011). The results of reliability analysis demonstrate that the findings obtained over 0.70 are reliable. Within the scope of validity, the participants' opinions representing the existing categories were taken into consideration and tried to be provided.

<div align="center">

Findings

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Quantitative Findings

Participants UB total scale and sub-dimensions correlation analysis were performed to determine whether there is a significant relationship between results are given in Table 2.

Table 2. Correlation Analysis

	1st Dimension	2nd Dimension	3rd Dimension	4th Dimension	5th Dimension
Scale r	,590**	,785**	,680**	,783**	,744**

p<.001**

Table 2 demonstrates the positive meaningful relationship between the UBs of the students and the "UB scenarios in relation with the academicians and students" (R=.590**, p<.001) and the "UB scenarios in relation to the courtesy rules" (r= 680**, p<.001).

Table 3. T-test Results According to Gender

Gender	Female (n=163)		Male (n=285)			
	x̄	Sd	x̄	Sd	t	p
1st Dimension	1.09	0.19	1.18	0.27	-3.94	0.00*
2nd Dimension	1.54	0.61	1.68	0.76	-2.09	0.37
3rd Dimension	1.16	0.24	1.27	0.46	-4.38	0.00*
4th Dimension	1.27	0.46	1.48	0.67	-3.84	0.00*
5th Dimension	1.21	0.46	1.45	0.68	-4.35	0.00*
Scale (Total)	1.26	0.28	1.42	0.41	-4.85	0.00*

P<.05*

In Table 3, there was a significant difference in favour of the tendency to exhibit UB across the scale and other dimensions except for the "UB scenarios in relation with the use of media tools in the lesson" sub-dimension (p<.05).

Table 4. One-Way Variance Analysis Results According to the Department

Department	1 (n=150)		2 (n=143)		3 (n=101)		4 (n=55)				
	x̄	Sd	x̄	Sd	x̄	Sd	x̄	Sd	F	p	MD
1st Dimension	1.16	0.26	1.13	0.21	1.15	0.27	1.17	0.28	5.14	0.67	-
2nd Dimension	1.53	0.63	1.73	0.81	1.71	0.69	1.50	0.64	2.87	0.03	2-4
3rd Dimension	1.21	0.31	1.28	0.38	1.25	0.31	1.22	0.33	1.16	0.32	-
4th Dimension	1.41	0.62	1.40	0.61	1.35	0.52	1.51	0.71	0.85	0.46	-
5th Dimension	1.45	0.70	1.40	0.62	1.26	0.54	1.23	0.43	2,88	0.03	1-4
Scale (Total)	1.35	0.37	1.39	0.40	1.34	0.33	1.36	0.37	0.48	0.69	-

p<.05*   *Note:*1=Physical Education and Sports Teaching; 2=Sports Management; 3=Recreation; 4=Coaching

The results in Table 4 indicate that there were no significant differences between the groups in which the participants studied and their tendency to exhibit UB except for "UB scenarios in relation with the use of media tools in the lesson" and "UB scenario in relation with the attendance" in the lesson. The tendency of the students studying in the department of sports management in the dimension of "UB scenarios in relation with the use of media tools in the lesson" is higher than the students in the department of coaching.

Table 5. One-Way Variance Analysis Results According to the Level of Class

Class Level	1 (n=125)		2 (n=154)		3 (n=90)		4 (n=80)		F	p*	MD
	$\bar{x}$	Sd	$\bar{x}$	Sd	$\bar{x}$	Sd	$\bar{x}$	Sd			
1st Dimension	1.16	0.25	1.13	0.27	1.13	0.22	1.19	0.23	1.51	0.21	-
2nd Dimension	1.63	0.69	1.53	0.71	1.60	0.69	1.86	0.73	3.78	0.01	4-2
3rd Dimension	1.27	0.38	1.20	0.34	1.26	0.32	1.25	0.27	1.05	0.36	-
4th Dimension	1.35	0.54	1.29	0.51	1.39	0.58	1.73	0.78	10.25	0.00*	4-1,2,3
5th Dimension	1.38	0.66	1.20	0.45	1.36	0.64	1.66	0.70	10.37	0.00*	4-1,2,3
Scale (Total)	1.36	0.37	1.27	0.34	1.35	0.34	1.54	0.41	9.43	0.00*	4-1,2,3

$p<.05*$

In Table 5, the UBs of the students according to the level of class they read differ significantly from the general and sub-dimensions of the scale, "UB scenarios in relation with the use of media tools in the lesson", "UB scenarios in relation with the cheating in the lesson", "UB scenario in relation with the attendance". As a result of the complementary post-hoc LSD analysis to determine the origin of this discrepancy, it was found that the UB of students in the 4th year of the university is higher than those in the 1st, 2nd, and 3rd year of the university.

Table 6. Correlation Test Results According to Monthly Income

	Monthly Income		
	N	R	p
1st Dimension	449	.011	0.82
2nd Dimension	449	.094	0.04*
3rd Dimension	449	.024	0.60
4th Dimension	449	.039	0.40
5th Dimension	449	.028	0.55
Scale (Total)	449	.063	0.17

$p<.05*$

There was no significant difference between the monthly income of the students' families and the UB scores. It was determined that there was a positive correlation between the "UB scenarios in relation with the use of media tools in the lesson" dimension and the mean of UB. It can be said that the monthly income of the participants increases the UB of technological equipment in the classroom.

Table 7. The Results of One-way Variance Analysis According to the Parents' Place of Residence

High School Type	1 (n=66)		2 (n=146)		3 (n=130)		4 (n=107)		F	p	MD
	Mean	Ss	Mean	Ss	Mean	Ss	Mean	Ss			
1st Dimension	1.13	0.19	1.15	0.28	1.17	0.27	1.14	0.22	0.35	0.78	-
2nd Dimension	1.53	0.64	1.55	0.59	1.77	0.81	1.63	0.71	2.80	0.04*	3-2
3rd Dimension	1.24	0.30	1.24	0.33	1.27	0.37	1.21	0.32	0.46	0.70	-
4th Dimension	1.43	0.63	1.40	0.61	1.37	0.53	1.44	0.68	0.28	0.83	-
5th Dimension	1.36	0.52	1.46	0.71	1.31	0.62	1.29	0.52	2.02	0.11	-
Scale (Total)	1.34	0.36	1.36	0.37	1.38	0.39	1.34	0.37	0.22	0.88	-

$p>.05*$ *Note:* 1=Village, 2= Sub-province, 3=Province 4= Metropolitan Municipality

In Table 7, there is no significant difference between the UBs exhibited by the students in the classroom according to their parents' place of residence ($p<.05$). However, there was a significant difference in the "UB scenarios in relation to the use of media tools in the lesson", which is one of the sub-dimensions of the scale.

Qualitative Findings

*U= represents the participants with a high score in the UBCS; *S= represents the participants with a low score in the UBCS.

Table 8. UBs in Relation to the Academicians and Students in the Lesson

Category	Codes	Frequency	
		*U/S	Gender
UB perception	Unauthorized talking	$U_1, U_3, U_4, U_5, U_6, U_7, S_2, S_4, S_5$	M, F, F, F, F, F, M, F, F
	Physical contact with each other	$U_3, U_4, U_5, U_6, U_7, S_2, S_4, S_5$	F, F, F, F, F, M, F, F
	Unauthorised use the property of others	$U_3, U_4, U_5, U_6, U_7, S_2, S_4, S_5$	F, F, F, F, F, M, F, F
Types of consideration the matter	Punishing	U_5, S_4	F, F
	Disciplined behaviour	U_2	M
	Being friendly	U_2	M
	Rewarding	U_3, U_5	F, F
	Strongly warn	U_1	M
	Threat the student with exam	U_1	M
	Not taking the late student into the class	U_4	F
	Expulsion of the student from the classroom	U_4	F
	Use different teaching methods and materials	U_6	F
	Creating rules from the first week	U_6, U_7	F, F
	Failing the student	S_1	M
	Planning different events out of class	S_2	M
	Responsibility for students	S_2	M
Sources of UB in the scenario	Flexible behaviour of lecturer	U_1, U_2, S_4, S_5	M, M, F, F
	Students behaving irresponsibly	U_3, U_4	F, F
	Lack of experience and qualifications of the lecturer	U_6, U_7, S_2, S_3	F, F, M, M

The situation (new teaching staff) is in the first scenario that causes student UBs and damages the classroom management and course progress. As a solution, they have set rules of conduct in-classroom with students, but students continue to exhibit behaviours that disrupt classroom rules. The lecturer does not know how to behave in such a situation. There is a problem caused by the inexperienced teaching staff. As a result of the analysis of their responses to the scenario presented to the participants, there were three categories of UB, the way they approach the event and the sources of UB in the scenario. In the lesson, to detect UBs of the lecturer and students, the participants expressed UBs as unauthorized talking, physical contact, and using the properties of their friends without permission. The following are some of the participants' opinions regarding the perception of UB.

"Students talk without permission, engage in physical contact with each other in a way that disrupts classroom rules, and use each other's materials without permission." (Elif, Physical Education, and Sports Teaching, Upper Group)

"Students entering the classroom during the lesson, talking without permission to disturb the lesson flow, use each other's properties without permission and physical contact to each other." (Hülya, Recreation, Sub Group).

The "*types of consideration of the matter*" to be obtained by asking participants about the situation in scenarios as "*What would you like to do if you were in the place of this teaching staff*?" as a result of the analysis of the responses given by the participants to the question, expressed different opinions. In relation to the event, it has been observed that they include such approaches as applying to reward and punishment, making harsh warnings, throwing away and writing, rewarding, collecting student attention by using different teaching methods and techniques. Examples of some of the participatory approaches are as follows:

"I'd warn those in physical contact first, then hold a record. I would throw away those who spoke in a class without permission, in a way that would disrupt the classroom rules, and I would check as absent." (Semra, Coaching Education, Upper Group)

"Giving responsibility to students who show undesired behaviour and planning different activities during the lessons can be effective in solving the problem." (Fatih, Physical Education and Sports Teaching, Sub-Group).

The answers to the question to be asked as "Please explain the sources of the reasons why there is UB" to the participants on the scenario. The answers to the question are given below.

"As a source of the problem, I see that the lecturer is flexible and has not enough professional experience." (Anıl, Physical Education and Sports Teaching, Upper-Group).

"The ineffectiveness and the inability of the lecturer to provide discipline" (Serkan, Physical Education and Sports Teaching, Sub-Group).

Table 9. UBs in Relation to the Use of Media Tools

Category	Codes	Frequency	
		U/S	Gender
UB perception	The prohibition of communication tools	U_2,	M,
	The pressure of the lecturer	U_3, U_7, S_2	F, F, M,
	Teacher-centered learning	U_4, U_5, U_6, S_1, S_5	F, F, F, M, F,
	Monotone processing of courses	U_6, S_5	F, F
	Cheating via technological tools	S_2,	M,
	Use of technological tools for extracurricular purposes	S_3, S_4, S_5	M, F, F,
Types of consideration on the use of technology in the course	Should be used under the supervision of the lecturer	U_1, S_1, S_5,	M, M, F,
	The use should be restricted	U_2,	M,
	Monotone lessons	U_2, U_4,	M, F,
	To use materials for ensuring permanence learning	U_3, S_2, S_5,	F, M, F,
	It should be used in accordance with the course objectives	U_6,	F,
	It is not suitable for use at every stage of the lesson	U_7,	F,
	Makes it easy to learn and reach information	U_7, S_4,	F, F,
Sources of UBs in the scenario	Past experiences	U_2,	M,
	Teacher-centered learning, traditional approach	U_3, U_5, S_1	F, F, M,
	Oppressing students	U_3,	F,
	Students abuse of technological tools	U_4, S_4	F, F,
	The lecturer is disciplined; does not consider the opinions of the student	U_6, U_7, S_2, S_5	F, F, F, F,

The second sub-dimension of UBCS was designed by taking into consideration the "UB in relation to the use of media tools in the lesson". In the scenario, the preference of a teacher-centered learning with a tight discipline, the wishes and suggestions of the students about the course are ignored. In addition, the students' request to study in the lesson by using technological equipment for sometimes is not accepted due to the problems of other students and banned the use of technology in the lessons. As a result of the analysis of the responses given by the participants to this scenario, three categories were obtained: perception of UB opinions about the use of technology in the lesson, and sources of UB in the scenario. Some of the opinions of the participants regarding the perception of UB are presented below.

"*It is the UB that is found in the scenario that the lecturer is overly disciplined and more involved in teacher-centered learning.*" (Semra, Coaching Education, Upper Group).

"*In the scenario, I see that teaching as UB is monotonous and teacher-centred, and that students are directed towards technological tools.*" (Şengül, Sports Management, Sub Group).

Participants made different opinions under the category of "views on technology use in the classroom". The participants frequently mentioned the use of technological equipment in classroom control of teaching staff and the ability to address different sense organs in providing permanence in learning. In addition, they stated that the use of technological tools would provide permanence in learning as they would appeal to different sensory organs. They stated that the technological tools used in teaching can save the lesson from uniformity, facilitate the learning and access of information, and also have benefits. Some participant opinions on this subject are presented below.

"*During the lessons, I think it would be beneficial for students to use technological tools in teaching the subject. If instructional video is used in teaching a subject or skill, the subject is more understandable and lasting, as it appeals to different sensory organs.*" (Zahide, Physical Education and Sports Teaching, Upper Group).

"*Technological tools and materials should be used in accordance with the objectives of the course. For example, a projection device and a smart board, graphics and images can be used.*" (Fatih, Physical Education and Sports Teaching, Sub Group).

The participants ask for the "explanation of the sources and reasons of the UB" and the answers to the question are given below.

"*The tightness about the rules, the ignorance of the opinions of the students of Ahmet teacher who generalizes her perception on students abused technology in the past to all students and accepting all the same.*" (Meltem, Upper Group).

"*Students want to benefit from technological equipment in the lesson and the teacher cannot see this request because of a negative experience in the past, and the teacher does not meet expectations of the students. Perhaps it is the source of the problem that he does not give the students active roles.*" (Şengül, Sports Management, Sub Group).

Table 10. UBs in Relation to the Courtesy Rules in the Lesson

Category	Codes	Frequency	
		U/S	Gender
UB perception	Usage of alternative approach	U_1,	M,
	Leaving the students extremely comfortable	U_2	M
	Listening music	$U_3, U_4, U_5, U_6, U_7,$ $S_2, S_4, S_5,$	F, F, F, F, F, M, F, F
	Lying on the table	$U_3, U_4, U_7, S_2, S_3,$ $S_4,$	F, F, F, M, M, F,
	Consuming food and drink	$U_4, U_6, U_7, S_2, S_4,$ $S_5,$	F, F, F, M, F, F
Types of consideration the matter	Dividing of consecutive theoretical courses	$U_1, S_3,$	M, M,
	I would let something consume so as not to interfere with the course	$U_2,$	M,
	I wouldn't let anything in the scenario	$U_3, S_2,$	F, M,
	I let them be comfortable	$U_4,$	F,
	I would allow anything in the scenario	$U_5, S_1,$	F, M,
	I only let them drink water	$U_6, U_7,$	F, F,
	They can get out of the classroom in case of an emergency.	$U_7,$	F,
	No course without break	$S_5,$	F,

The findings presented in Table 10 are based on the "UB in relation with the courtesy rules in the lesson. The important part of the scenario is that the student can learn, so it is good to leave them comfortable rather than over-bored, and in the classroom of the lecturer, the students eat and drink something, lie down on the line, listen to the course or listen to music with headphones. Two

categories were obtained as a result of the analysis of the students' responses to these scenarios. These categories are the perception of UB and the approach to the event involved in the scenario. The participants' opinions regarding the perception of UB, the first category, are given below.

> "*In the scenario, it is unethical to me that students listening music, lie on the table and eat something.*" (Semra, Coaching Education, Upper Group).

> "*Teacher needs not to give three theoretical courses consecutively, without a break. If I was, I'd sleep on the table, as well. I don't deem this practice as appropriate. The teacher has to give the course according to the duration of the students' attention. I think that the teacher is wrong.*" (Serkan, Sub Group).

Questions to participants on the situation in the scenario "*what kind of approach would you take if you were in the position of the Şule teacher?*" were asked and the analysis of the answers gave the "*types of the considerations of the matter*" with positive and negative approaches to the students and teachers, categorically. As a criticism of the teacher's practice, it is observed that the negative reflection of the consecutive classes without break on the practice attracts attention. In addition, it has been determined that the teacher of the school will allow students to consume something in a way that does not disturb the course flow, and in case of emergency, the student will be allowed to leave the classroom. The participants, Fatih and Zahide, who had low tendency to conduct UB, stated that the attitude of the teacher in the classroom was wrong and that they would not allow any of the behaviours exhibited by the students in the classroom. Some of the participatory approaches are as follows:

> "*I wouldn't allow anything that the teacher would allow. Because consuming food and drink, listening music, and sitting spread out are things that distract the teacher. The student who does this can get out of class and dream. I believe it would be helpful to give a break between courses. Then you won't have students who tend to exhibit such UB.*" (Zahide, Upper Group).

> "*I would allow for the physiological needs when needed. But I certainly wouldn't let them sleep on the table or listening music. There's a course there. There are a lot of cases that tend to disrupt this course environment. The teacher can gather students' attention by using the question-answer technique and enable them to participate in the courses.*" (Fatih, Physical Education and Sports Teaching, Sub Group).

Table 11. UBs in Relation to the Cheating

Category	Codes	Frequency	
		U/S	Gender
Types of consideration the matter	Using visual materials	U_1,	M,
	Punishing	U_2	M
	During the exam, warning student and giving a second chance	U_3, S_3, S_4,	F, M, F,
	Discuss specifically with regard to misconduct	U_4, U_6, S_5	F, F, F
	Ignoring the misconduct of students and forgiving	U_5, S_1,	F, M,
	Keeping a record of cheating behaviour	U_7,	F,
	I finish the student's exam	S_2	M,
UB perception	No provision of necessary convenience to the student	U_1,	M,
	Student's denial of cheating	U_2, U_7,	M, F,
	There is no UB in the scenario	U_3, U_7,	F, F,
	Student's cheating	U_4, U_5, U_6, U_7, S_1, S_2, S_4, S_5	F, F, F, F, M, M, F, F
Sources of UBs in the scenario	The course is boring.	U_1,	M,
	The student does not understand the course	U_2, U_3,	M, F,
	The lecturer does not make the course suitable for the student's level	U_3, U_5,	F, F,
	Excess duration of the courses	U_6,	F,
	The student does not show the necessary devotion	U_6, S_1, S_2, S_4, S_5,	F, M, M, F, F,
	No required explanations in the exams	S_3,	M,

In Table 11, participant views regarding the scenario designed to determine the "UBs of students towards cheating", which is the sub-dimension of the UBCS, are included. An instructor who carefully teaches the lectures of the participants uses different tools to help students grasp in a lesson where foreign terms are frequently used. However, one of the students who did not understand the course tried to cheat despite he/she has a scholarship, during the examination. The lecturer did not take the student's paper and start any procedure. The participants were asked what kind of behaviour they would perform if they were the lecturer, and three categories were obtained as a result of the analysis of the responses. These categories: the perception of UB has been determined as approaches to the case. Participants' opinions on the first category of UB vary. This UB is that the teacher does not provide the necessary convenience to the student, and that the student is cheating and deny to cheat.

"*There is not any unethical situation*." (Zahide, Upper Group).

"*The student tends to cheat*." (Alican, Sub Group).

In the scenario where cheating is an UB during the exam, researchers directed participants to "what would you do if you were Ali Teacher?" it was determined that the students from the upper and lower groups who exhibited UB gave various answers to the question. Some of the students in the upper group were inclined to impose sanctions. It has been determined that these students could be involved in the practices against the students, such as completing the student's examination and keeping a record of the behaviour. It was determined that students with low levels of UB in the lower

group exhibited a forgiving attitude towards UB in the scenario. The participant views for the situation in the scenario are at below.

"*I had an investigation on the exam. I don't approve of cheating. No matter how difficult the subject is, it is important for me to pass the examination by the student with the self-knowledge.*" (Elif, Upper Group)

"I'd get directly the student's paper. After all, this person will be an educator. Where will continue to do so. This person needs to get smart and take courses." (Fatih, Sub Group)

In the scenario, "what is the situation that causes students to cheat?" The participants' responses to the question vary widely. The reasons for this situation were found to be due to teacher and student. The participants stated that the course was boring, that the students did not understand the course, and that the content of the course was not adjusted to the level of the students; as a result, the student applied different methods in order to pass the course during the examination. Participants who scored lower than the UBCS, that is, low UB, stated that the event was due to the fact that the students did not prepare themselves to the exam adequately. However, a few of the participants in the upper group stated that the source of the problem was the student; the majority of the students were found to be difficult, the duration of the course is long and teachers' fun as the teacher does not make the course of the teacher source elements were determined. Participants' opinions on this subject are given below.

"*Ali Teacher's inability to explain foreign terms and complex concepts in a more simple way has caused the students not to understand the course. This has prompted students to make copies.*" (Anıl, Upper Group).

"*The situation that directs the student to perform UB in the scenario is that the student does not study the course. I think the student works harder if he was afraid of the scholarship to be cut, doesn't cheat to save the self.*" (Alican, Sub Group).

Table 12. UBs in Relation to the Attendance

Category	Codes	Frequency	
		U/S	Gender
UB perception	Lecturer takes the matter excessively easy	$U_1, U_4, S_1, S_3,$	M, F, M, M,
	Acceptance of the late comers to the course	$U_1, U_3, U_7,$	M, F, F,
	Signing the attendance list instead of a friend	U_1, U_6, S_2, S_4	M, F, M, F
	Teaching staff to encourage students to lie	$U_2, S_4, S_5,$	M, F, F,
	Students abusing the goodwill of the teaching staff	$U_4, U_5,$	F, F,
	Reinforcement of wrong behaviour by ignoring events	$U_5,$	F,
Types of consideration the matter	Lecturer becomes fiend of students	$U_1, S_3,$	M, M,
	No tolerance to lie	U_2, S_2	M, M,
	No tolerance to late comers	$U_3, S_2, S_5,$	F, M, F,
	Deciding according to the situation	$U_4,$	F,
	To take necessary precautions to avoid misconduct by other students	$U_6, S_2,$	F, M,
	I kept a record, punishment	$U_7, S_4, S_5,$	F, F, F,

The last scenario to determine the students' UB is about course attendance. As a result of the analysis of the scenario, there were two categories: UB perception and approach to the event. In the scenario, it follows an approach that a teacher had worked enough to have the right to retirement and reached professional satisfaction can continue to work as a teacher because he loves teaching, and that this teacher can ignore the error if there is a reasonable explanation for why they do. Accordingly, students exhibited the behaviour of being late for class and signing instead of their absent friend. Examples of UB of participants in the scenario are as follows:

"*It is not ethical for Yılmaz Teacher to be more optimistic and to encourage the students to lie. It is definitely unethical the teacher to promote the students to lie with any justification. I also see the students being late for course and the signing instead of another friend as UB here.*" (Aziz, Upper Group).

"*These are exactly UBs which the teacher encourages the students to lie and the signature of the attendance sheet for an absent friend.*" (Hülya, Sub Group).

The participants were asked what kind of approach they were going to take when they encountered the situation in the scenario, and different answers were taken from the students. They stated that participants in two groups who were lower and higher than the UBCS would never be allowed to lie and be late for course. It has been observed that searching for logical reasons under false behaviour will reinforce the behaviour of lying in the student. Some of the opinions of the participants on this subject are shown below.

"*I wouldn't tolerate on being late. Because the student always has an excuse. Otherwise, they can find one. What the teacher does is encourage the student to lie. The way the lecturer exercises the student, the student continues. In this case, the teacher will have many troubles in the future.*" (Zahide, Upper Group).

"*I wouldn't give the students that much of a chance. If it becomes habit in the future, it is habit to lie constantly in the struggle for life. I wouldn't tolerate on the matter of attendance. The student must know the responsibility.*" (Fatih, Sub Group).

Discussion & Conclusion

In this study, it was determined that the average of the students' UBs in the classroom was 2.56 in order to determine the UB exhibited by the students in the Faculty of Sports Sciences. When it is considered that the lowest and highest score values to able to be taken from the scale are 1 and 5, respectively, it can be said that the students' average score is less than mean value. In this study, it was found that there was a high positive correlation between the UBCS and its sub-dimensions.

The average score obtained from the UBCS differs according to gender in the overall and sub-dimensions of the scale. Male students are more likely to have UB than females. Unlike study results Sims (1978) found no relationship between UB and gender. There are studies supporting the results of the study. In the study in which the dimensions of UBs were examined, it was reported that the tendency of male students to engage in UB was higher than female students (Buckley, Wiese & Harvey, 1998). Studies supporting the present findings have been found in the literature. In a study conducted by Altınkurt & Yılmaz (2011), it was found that males tend to show more UB than females. In the study of Borkowski and Ugras, (2004) examining students' attitudes towards ethical behaviour, it was determined that female students were more sensitive about ethics than male students. In the present study, the second dimension of the measurement tool, "UB in relation with the use of media tools in the lesson", was not found to be different in terms of the gender. This can be interpreted as having similar behaviours for both genders in terms of using media tools. It was determined that the female and male students reacted similarly to the scenario presented to participants in the qualitative dimension of the study regarding the use of technology. In this respect, the qualitative dimension of the study supports the quantitative dimension.

According to the department that students have their education, there were no differences in the general and other dimensions of the scale except for "UB in relation with the use of media tools in the lesson" and "UB in relation with the attendance." It can be said that the department in which students are educated, has no effect on the UB they show in the classroom. It was observed that the students who were educated in the Department of Sports Management in the dimension of "UB in relation with the use of media tools in the lesson" exhibited a higher UB than the students in the Department of Coaching. This can be explained by the more tendencies of sports management students to use media tools in the lesson. It was determined that physical education teacher candidates behaved more intrusive than coach students in the UB of the course attendance, which is another dimension of the UBCS. In the study, Erdoğan et al. (2010) examined classroom management and classroom problems; teachers and administrators view the most common disciplinary problem in classroom as students' extracurricular activities (Instagram, Facebook, etc.) they are busy and this situation prevents listening to the course. In our present study; it has been observed that the use of media tools under the control of teaching staff in lessons. It was determined that the ban on the use of media tools was defined as a UB. Under the control of the teaching staff, the views that the use of media tools to diversify teaching can provide permanence and reinforce learning were reached in the study findings. In the present study, it was determined that the use of media tools in the lesson was not considered as an UB (except for cheating with technological tools), and that participants emphasized the necessity of using technology extensively in the courses. Due to the negative experience experienced by the lecturer in the research, students ignore the need for technological equipment in the course. It can be said that the students are interested in different activities. The task

of the lecturer is to prepare the ground for the formation of the desired behaviours in the classroom. Güven & Akdag (2002) found that teachers punished or deprived the general class for a negative behaviour of anyone in the classroom. It is thought that preparing the content of the course will contribute to creating a positive classroom atmosphere by taking as much attention as possible to the interests, wishes and expectations of the students.

Contrary to the study results, Yadav et al. (2019) stated that the perception of UB increased in the 5th grade compared to the 1st grade. In this study, the difference between class level and UB was determined in favour of the students who study in the 4th grade. There were no significant correlations between the "UBs of faculty members and students in lesson" and "UBs regarding the rules of courtesy in lesson" in the class level of the measurement tool. Given the situations in the indicators and scenarios of these two dimensions; it can be said that it is not related to the class variable of the students, such as exhibiting any UB towards faculty members and violating the rules of courtesy in lesson. However, the use of media tools, cheating in exams and increasing the class level for the attendance to the course increases the students' UB. This can be interpreted as more dependent on behaviour such as disturbing the order, cheating, and obeying the rules of the students who are new to the university. In this study, it was concluded that UB is lower than moderate. Ethics manifests itself in different areas.

It is stated that the UBs of the participants involved in the scenarios are to talk without permission in lesson, to make physical contact with each other, and to use the properties of their friends without permission. As a source of these behaviours, it is stated that the teaching staff behaves too flexibly and is inexperienced and unqualified. In the study of Erdem et al. (2014) it was found that the lecturers who took responsibility for the course did not renew themselves sufficiently and develop themselves in the face of changes. In this study, one of the main reasons for the problems related to classroom management and discipline in the study of Erdoğan et al. (2010) was that teachers did not have enough knowledge and experience about classroom management. According to the participants, the rules are formed in line with the student and teacher's wishes and expectations from the first week. Erdoğan et al. (2010) do not clearly state the rules and routines that need to be obeyed in the classroom, and it constitutes a problem in providing classroom control. In the qualitative part of the present study, participants with a high-class UB were told about punishment, disciplined behaviour, warning strongly, threatening the student with grades, taking the late attendance class and throwing the undesired student out of the class. In his study, Memişoğlu (2005) pointed out that behaviours such as threatening students with grades, discriminating among them, ignoring students and failing to understand students cause undesired student behaviour in the classroom.

In another scenario where the rules of courtesy are questioned, the participants perceived the students listening music, lying on the table, consuming food and drink to perform UBs. In addition, it

has been determined that the faculty members are extremely comfortable leaving the students in the classes and exhibiting a flexible approach in the category of UB. Erdoğan et al. (2010) considered it as disrespect to teachers and classmates for intruding, chewing gum, consuming food/beverage in a classroom environment. The participants expressed that they could allow students to meet their physiological needs, but behaviours such as eating and drinking, listening music or sitting spread out could disrupt the course flow and distract the teacher.

UBs in the scenario, which deals with UB of cheating, are evaluated both in terms of the student and the lecturer. The lack of the necessary convenience of the faculty members is stated as UB by the participants. The fact that the students in the scenario are cheating and denying that they are cheating is the UB for the participants. It is stated by the participants that the situations that make students cheating are boring, the course is not understood, the course is not explained in accordance with the student's level, the student's attention span is ignored and the explanation required in the exams is not made to the students. The participants also expressed the necessity that the lecturer should present the difficult terms and concepts in a more understandable way. Bozdoğan & Öztürk (2008) demonstrated that the students had the perception that the exam grade was important only to pass the course, so the students who were afraid of it tried to cheat for various reasons (because they did not study adequately, do not trust themselves; do not like the course or teacher). In the current scenario, the students do not understand the course and their belief in passing the course is low as a result of the discontinuation of the study scholarship received as a result of the student's tendency to withdraw from the course is faced by some participants naturally, while some participants also fear that the student should study more and cheating is not an ethical behaviour under any circumstances.

In this case, the participants expressed that both the faculty members and the students were unethical in the scenario for the attendance issue. The participants considered it unethical that the students should sign instead of their friends and that the students should abuse the academician's goodwill. On the other hand, it is stated that the lecturer is extremely tolerable, the late coming student is taken in the course, the lecturer is informed about the reasons for his/her late coming, the student is encouraged to lie and the teacher is encouraged to accept to the course, and the teacher is encouraged to ignore his/her UB and reinforce the false behaviour. Sims (1978) stated that unethical decision-making (the beginning of UB) is a combination of personality, culture, and environmental reward and punishment. Contrary to the common belief that ethical behaviour is innate, there are studies emphasizing the importance of education. Lau's (2010) research revealed that the ethical education carried out increased students' ethical awareness and improved their moral reasoning. The study reveals that the education given on work ethics changes the perspective of business students towards UB (Tang & Chen, 2008).

As a result of the research, it was observed that UBs was affected by variables such as gender, department they study and grade level. The students have high score from UBCS, tended to punish UBs on the assumption that they were teachers. In those with low scale scores, the situation was the opposite. It has been observed that the use of technology is necessary today and not using technological tools is perceived as UB.

Suggestions

The current research has addressed UBs in the classroom from the perspective of university students only. Determining the perspectives of the lecturers can be important in terms of preventing undesirable behaviours that may occur in the classroom. The thoughts of teachers who are new to the profession and experiences about UBs in the classroom can be examined in another study. It is thought that the course contents that can be presented to students by using technology-based teaching approaches attract students' attention and can be effective in providing permanent learning. In determining the rules in the classroom, determining the rules to get his/her with the teacher and student can prevent unwanted behaviours.

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