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## FIZIČKA KULTURA I ETIKA [PHYSICAL CULTURE AND ETHICS] by Miloš Marković<sup>1</sup>

One of the most notable cases at the recent 2020 Olympic Games in Tokyo was the act of French athlete Morhad Amdouni who, passing by a refreshment table with bottles for marathon runners to refresh themselves in inhumane heat conditions, deliberately knocked all the bottles to the floor before taking the last one and moved on. His act was declared the most unsportsmanlike behaviour of the Olympics. In fact, in various sports, we witness such and various other immoral actions, behaviours and practices every day.

Philosophy of sport has been dealing with such topics throughout all 50 years of its existence as a discipline, especially within two sub-branches - ethics and bioethics of sport. As both the most dominant and the most propulsive within them, the issue of moral sports and moral athletes is one of the dominant topics - unfortunately, often prompted by negative examples, which are wished to be put to an end. Thus, philosophers and sports bioethicists have developed and are still developing various normative theories and concepts, trying to figure out which norms or principles to set for sports practitioners to be moral when practising it. Therefore, sports would be or would become moral.

In this book that we have reviewed, Miloš Marković speaks on this issue in a slightly different way. Marković turns to the history of philosophy, i.e., of ethics on the one hand and educational practice on the other and creates an exceptional and interesting combination. Thus, he evokes three traditional normative theories – Aristotle's aretaic or ethics of virtues, the deontological ethics of Immanuel Kant, and the utilitarian ethics of John Stuart Mill. He then uses them in educating students of the Faculty of Sport and Physical Education of the University of Belgrade to examine whether the exposure of students to education in these three theories will give any, and especially positive, effects on the moral attitudes and beliefs of students.

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<sup>1</sup> Miloš Marković, *Fizička kultura i etika*, 96 pages, paperback. 'Biblioteka Dissertatio', 'Zadudžbina Andrejević', Belgrade, 2019.

‘Fizička kultura i etika’ [‘Physical Culture and Ethics’] by Assistant Professor Miloš Marković, PhD, was published in the 2019 edition of ‘Biblioteka Dissertatio’ by the publisher ‘Zadudžbina Andrejević’ in Belgrade after its manuscript won the national competition. This fact alone is a clear external proof of the value of this book, and we will show a number of other arguments that make this book especially valuable and important.

The book was created based on the PhD Thesis that Marković defended in 2016 at his home Faculty of Sport and Physical Education, the University of Belgrade, under the mentorship of Full Professor Miloš Kukolj, PhD. One of the Thesis Defense Committee members was a Full Professor Božo Bokan, PhD, whom Marković succeeded in the Department of Sports Theory. The book deals with the field of kinesiology or sports sciences that is actually closest to the philosophy, ethics and bioethics of sports in the world and from which, historically, the philosophy of sports itself grew into an independent and new discipline in 1972.

In 96 pages of the book, Marković presented several years of quantitative and theoretical research that he conducted at his faculty. The book is set in a special dialectical triad - starting from the theoretical definition of physical culture, moving on to the theoretical elaboration of three normative ethical theories, to reach a convergent point where both merge into a kind of unity.

In the theoretical framework of the paper, Marković made very high-quality theoretical definitions of the concept of the “body” or “physical” culture on the one hand, and in a precise and plausible way, presented the ethical theories of Aristotle, I. Kant and J. S. Mill on the other, and then observed the physical culture from an ethical perspective. To explain physical culture from an ethical point of view means talking about the valuable aspects of physical culture, the essential axiological guidelines in physical culture, and what is desired and can be achieved with physical culture in a moral sense.

According to Marković, the complex structure of physical culture consists of three entities: physical education, sports and recreation. The ethics of physical culture tell us that there is a tradition of each entity that presents itself as an authority and that indicates the difference between acceptable and unacceptable behaviour.

In methodological terms, Marković applied mixed research, i.e., a qualitative-quantitative approach. The qualitative research approach applied the method of theoretical analysis. In contrast, in the quantitative research approach,

the method of the pedagogical experiment was applied, using two research techniques-questionnaires: (a) the instrument 'physical culture and ethics' specifically designed for this research and which is consistent with the ethical theories of Aristotle, Kant, and Mill, and (b) Forsight's instrument for assessing ethical positions.

Thus, the subject of this research is Aristotle's ethical theories of the virtues, I. Kant's deontological theory and J. S. Mill's theory of consequentialism, and their experimental verification and application in the field of physical culture on a sample of students of the Faculty of Sport and Physical Education at the University of Belgrade. The aim of the study was to establish students' moral attitudes and experimentally verify the ethical, theoretical model with appropriate instrumentation. The study set out three starting hypotheses: (1) that students' attitudes on some ethical issues in physical culture, as a product of educational content and pedagogical influences during their studies, will be different with regard to the year of study, but also (2) the gender of the respondents, and (3) that lectures or education in three ethical theories will influence the change of students' attitudes on moral issues in the field of physical culture. In doing so, it should be noted that the last hypothesis referred to the experimental factor, that is, to lectures that were listened to by the respondents in the experimental group.

The empirical part of the study included the sample of 516 students in the first (n=135), the second (n=124), the third (n=118), the fourth (n=95) and the fifth year of study (n=44) at the Faculty of Sport and Physical Education, the University of Belgrade. Data were processed in SPSS 20.0 programme, and basic descriptive statistics were calculated for all variables. A 'Mann-Whitney U' test was applied to check the presumed gender differences in some moral values in physical culture. The 'Kruskal-Wallis' test was applied to check the assumed differences in moral values between sub-examples by year of study. Factor analysis was also performed, as well as the 'Man-Kendall' test and Sen's slope estimator test.

When it comes to the gender of the respondents, the analysis of the responses of both female and male students on moral values supports the claim about the polarisation of the respondent's replies to the "male" preference of moral attitudes versus "female".

Furthermore, the answers to the questions from the questionnaire on moral values in the field of physical education/culture observed according to the year

of study, from the first to the fifth, confirm the assumption of moral maturation, from “lower” to “higher” years of study.

Generally speaking, the results confirmed the hypotheses posed about different ethical understandings by age and gender of the respondents, and lectures that students in the experimental group listened to, led to an evident change in certain ethical attitudes.

In evaluating the book, it is worth emphasising at least its dual significance, viewed from a theoretical and empirical point of view. In theoretical terms, the value of the book is in the initial information obtained that contributes to establishing the relationships between physical culture and ethics. In empirical terms, the value is a whole series of insights into the examined variables, verified by relevant instruments, i.e., the insight into the relationship between physical culture and ethics. At the same time, there are extremely important insights indicating which ethical issues require special attention when educating the students. The author will elaborate on them and implement them into the course syllabus Theory of Physical Culture, which he teaches at the faculty.

The conducted research and the obtained results of the conducted surveys have brought a number of interesting conclusions and insights. Some of them should certainly be singled out as follows:

- by going through the educational process at the Faculty, both female and male students change and sharpen their attitudes towards certain ethical issues and moral rules and principles;
- the ethical position of female and male students changes during maturation and study;
- when female students decide to take action, they explicitly take care that their actions do not endanger another person;
- the gender of the respondents is not crucial in determining ethical positions;
- in the process of maturing, to a greater extent, female and male students think about the need to provide materially, and it is no longer so vital for them to gain fame in sports;
- as they mature, students are more able to put themselves in their rivals' place and are more willing to give up merits that do not belong to them;

- as they mature and go through the educational process at the Faculty, female and male students observe the ethical issues much more distinctly, i.e. they recognise that not all athletes are both excellent and moral people;
- as they mature from the first to the fifth year of study, students increasingly realise that happiness in life can be achieved through physical exercise.

Finally, it seems advisable to highlight a few final observations. First of all, it is necessary to compliment the author, a kinesiologist by vocation, for the philosophical parts of his book, i.e. the interpretation of the ethical positions of Aristotle, Kant and Mill, which were created very precisely and very correctly. It is this and such interpretation that has enabled the remaining parts of the research as their foundation and support. Secondly, it is necessary to refer to a whole series of fascinating insights that the book brings - insights into the attitudes and views of the student population on sports, athletes, physical exercise, as well as the related realisation of life values and moral attitudes, and consideration for others. In the end, and this seems to be the most essential, the book's undoubted value and uniqueness lie in the successful implementation of the research that provides a clear insight *into*, and scientifically plausible confirmation *of*, the significance and, above all, the effectiveness of ethical education on moral issues. In the wake of Plato's reflections on upbringing and education as a prerequisite for and an enabler of the organisation of a just human community, the author shows and proves that education in ethical issues works (also) in sports.

Finally, we could say that for the reviewer of this book, its fundamental value is that in a new and original way, it shows and proves that only education can really change the world, or in this case, one of its vital parts - sports. Through his research, the author has proven precisely that- ethical education can really lead to more moral views and attitudes of sports practitioners, and thus ultimately to more moral sports. However, this comes with one really interesting addition and a snag based on the research results – in the male population, it is still somewhat 'more difficult', with less receptivity and durability than in the female population.

In any case, Miloš Marković's book should be recommended to all sports practitioners and the entire interested sports audience, especially to the academic community dealing with ethical and educational aspects of sports - from students to lecturers and educators. Finally, the author of the book and the research should be wholeheartedly congratulated for the tremendous effort and the exceptional high-value edition he has brought us.