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Investigation of Anxiety and Expectations of Physical Education Teacher Candidates on the Teaching Profession

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Abstract: One of the most important elements of the education system is teachers. The teaching profession is considered as one of the most important professions for the development and progress of a country. Therefore, the attitudes and perspectives of prospective teachers towards the teaching profession are very important. The aim of this study is to reveal the anxiety and expectations of prospective physical education teachers about the teaching profession. Open-ended questions developed by the researcher as a data collection tool were applied to the candidates of physical education teachers. In the research, the data obtained from 20 physical education teacher candidates studying in physical education and sports education by using the interview method, which is one of the qualitative research methods, were analyzed with the content analysis method. As a result, when we look at the anxieties of the physical education teacher candidates, it is seen that they are in general anxiety of not being appointed and that they are in economic anxiety. In addition, prospective teachers participating in the research, regarding their expectations from the teaching profession; It is concluded that they want to be a good teacher in their profession, to prepare a good future for their students, and to contribute to the society where they are located and to lead their development.

Keywords: physical education, prospective teacher, anxiety, expectation

Introduction

One of the most basic functions of the teacher is to guide students and to make them gain behavior change by making them active. From this point of view, it is necessary to train the teacher in a versatile and qualified manner that can meet the requirements of the age. The ability of the teacher to fulfill this basic function depends on providing the theoretical knowledge and application integrity that he should gain in his pre-service education (Özkan, Albayrak and Berber, 2005). Teacher qualifications are one of the important elements that affect the efficiency of the education system. As a professional staff, it is foreseen that the teacher should have a knowledge that covers three dimensions in the pre-service training program. These dimensions are; It consists of field knowledge, general culture and teaching profession knowledge (Rıza and Hamurcu, 2000). The teacher is the most important and indispensable building block of the education system. (Abazaoğlu, Yıldırım and Yıldızhan, 2014; Tekerek and Polat, 2011). Teaching is a fast-paced profession that requires a lot of effort and dedication, and teachers are responsible for managing and controlling events by thinking quickly and rationally in fast and sudden events or possible events (Ceyhan, 2014). Individuals in a society have to keep up with current developments by changing and renewing themselves, depending on scientific and technological changes. Therefore, it is necessary to use free time a little more effectively and efficiently. (Tucker, 2001). This study was prepared to determine the anxiety and expectations of physical education teacher candidates about the teaching profession. For this purpose, answers to the following questions were sought.

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Physical education teacher candidates;

1. What are their general thoughts about the teaching profession?
2. What are their concerns about the teaching profession?
3. What are their expectations from the teaching profession?

Method

Interview method, which is one of the qualitative research methods, was used in the research. Qualitative research is a method that offers flexible action to the researcher compared to quantitative research, and offers different approaches to data collection method, analysis and research design (Gay, Mills and Airasian, 2006). Qualitative research is defined as research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way. Qualitative research is an approach that focuses on researching and understanding social phenomena in their environment with an understanding based on theory building (Yıldırım & Şimşek, 2013).

Research Group

An open-ended question form, which was prepared to examine the anxiety and expectations of physical education teacher candidates towards the teaching profession, was applied to 20 physical education teacher candidates studying at Gaziantep University Faculty of Sport Sciences. The data about the research group are given in Table 1.

Table 1. Personal characteristics of the research group (N = 20)

Variables	Groups	n	%
Class	1	5	32
	2	5	28
	3	5	24
	4	5	16
Gender	Male	14	70
	Woman	6	30

When we look at the classroom of the prospective teachers participating in the research, it is seen that 5 (25%) 1st grade, 5 (25%) 2nd grade, 5 (25%) 3rd grade, 4 (25%) 4th grade teacher candidates. When we look at the gender, it is seen that 14 (70%) pre-service teachers are male and 6 (30%) pre-service teachers are female.

Preparation and Application of the Open-Ended Questionnaire

In the study, a semi-structured interview form consisting of 3 items was used to collect qualitative data. Through the interview technique, which is frequently used in qualitative research, the researcher tries to understand unobservable situations such as attitudes, experiences, intentions, thoughts, mental perceptions, comments and reactions (Yıldırım and Şimşek, 2013). In order to prepare the interview form, a comprehensive literature review was conducted and the interview form was prepared. Then, the questions created by three experts were examined and the semi-structured interview form was finalized. In the research, 20 volunteer physical education teacher candidates studying at Gaziantep University Faculty of Sport Sciences were interviewed using a semi-structured interview form. The interviews were recorded with a voice recorder and then these recordings were transcribed.

Analysis of Data

The data obtained from the interview form used in the research were analyzed with the content analysis method used in qualitative research. In qualitative research, content analysis is used to analyze theoretically unclear themes and, if any, sub-themes (Yıldırım and Şimşek, 2013). The obtained data were recorded separately, grouped and coded. These groupings and codings were presented to the experts in the field, their final form was given according to the evaluations of the experts and prepared for analysis. With the content analysis, themes

were determined for each question and the frequencies and percentages of the given themes were calculated and tables were created. Descriptive analysis was used to evaluate the data. Finally, a report was made and the findings were presented.

Findings and Interpretation

In this section, the findings obtained as a result of the interviews conducted in order to determine the concerns and expectations of the physical education teacher candidates participating in the research about the teaching profession are included.

Table 2. Distribution of the opinions of the research group about the teaching profession in general.

Themes	n	%
It's a holy profession	17	16.6
It is a respected profession	16	15.6
It is a profession to be valued.	16	15.6
It is a profession that shapes society.	15	14.5
It is a profession that gives pleasure and happiness.	15	14.5
It is a peaceful profession.	13	12.6
It is a demanding profession	11	10.6
Total	103	100

In Table 2, the distribution of the opinions of the research group about the teaching profession in general is given. When the general thoughts of the participants about the teaching profession were examined, 7 themes emerged. It was observed that the participants expressed more than one theme. According to the percentage order among these themes; it is a sacred profession (16.6%), a respected profession (15.6%), a profession that should be valued (15.6%), a profession that directs the society (14.5%), a profession that gives pleasure and happiness (14.5%), a profession that gives peace It was seen that the themes of profession (12.6%) and a profession requiring labor (10.6%) came to the fore.

Table 3. Distribution of the research group's views on their concerns about the teaching profession

Themes	n	%
Anxiety about not being appointed	18	50
Economic anxiety	16	44.4
I don't have any worries	2	5.6
Total	36	100

Table 3 shows the distribution of the opinions of the research group about their concerns about the teaching profession. Three themes emerged in the distribution of the participants' views on their concerns about the teaching profession. According to this; 18 pre-service teachers (70%) stated that they could not be appointed, 16 pre-service teachers (44.4%) stated that they had economic anxiety and 2 pre-service teachers (5.6%) stated that they did not have any concerns.

Table 4. Distribution of the opinions of the research group regarding their expectations from the teaching profession.

Themes	N	%
Being a good teacher in my field	20	24.1
To be a teacher who guides the society	17	20.5
To develop myself personally	16	19.3
Being helpful to students	16	19.3
It should be a profession that does not worry about assignment	14	16.8
Total	83	100

Table 4 gives the distribution of the opinions of the research group regarding their expectations from the teaching profession. Five themes emerged from the participants' views on their expectations from the teaching profession. It was observed that the participants expressed more than one theme. Among these themes, according to the order of percentage, being a good teacher in my field (24.1%), being a teacher who guides the society (20.5%), being able to develop myself personally (19.3%), being useful to students (19.3%), being a profession without worry of assignment. It was seen that the themes should come to the fore (16.8%).

Discussion

In this part of the research, the results obtained as a result of the interviews with the physical education teacher candidates regarding their concerns and expectations for the teaching profession are included. When we look at the opinions of the research group about the teaching profession in general, it is stated that the teaching profession is a sacred and respected profession. In addition, the research group teaching profession; It is stated that it is a profession that should be valued, a profession that gives direction to the society, a profession that gives pleasure and happiness, a profession that gives peace, a profession that requires effort. In different studies, the results that the teaching profession is a sacred profession are in line with our study (Acun, Alıncak and Üzüm, 2017; Ubuz and Sarı, 2009;). In addition, Cinpolat, Alıncak, and Abakay (2016) and Abakay, Alıncak, and Demir (2016) concluded in their studies that students exhibit positive attitudes towards the teaching profession. In their study on prospective teachers, Üzüm and Alıncak (2019) achieved positive results in their preference for the teaching profession and teaching profession.

When we look at the concerns of the research group towards the teaching profession, it was concluded that 18 pre-service teachers did not have any anxiety about being appointed, 16 pre-service teachers had no economic anxiety and 2 pre-service teachers did not have any anxiety. In different studies, it has been stated that the professional expectations of the students are low and the reason for this is the anxiety of not being able to find a job (Acun et al. 2017). In addition, in the study conducted by Şahin (2011) it was found that teacher candidates reported negative opinions about their professional future.

When we look at the views of the research group regarding their expectations from the teaching profession, all of them stated that they want to be a good teacher in their field. Some teacher candidates are; They stated that they want to be a teacher who guides the society, to improve themselves personally and to be beneficial to the students. 14 pre-service teachers stated that it should be a profession without assignment concerns. Acun et al. (2017) stated in their study that their expectations from the teaching profession should be a profession without assignment concerns, that it should be able to meet my financial needs, and that it should provide a peaceful and orderly life. In the study of Elçiçek (2016), teachers; stated that not being valued, not respected, and not giving enough value to teachers reduce the value of the profession. For this reason, he stated that the teaching profession should be given importance.

Conclusion

As a result, when we look at the anxieties of the physical education teacher candidates, it is seen that they are in general anxiety of not being appointed and that they are in economic anxiety. In addition, prospective teachers participating in the research, regarding their expectations from the teaching profession; It is concluded that they want to be a good teacher in their profession, to prepare a good future for their students, and to contribute to the society where they are located and to lead their development.

Recommendations

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