

ORIGINAL ARTICLE

Physiotherapy students' expectations and career choice in Turkey

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Purpose: The purpose of this study was to determine physiotherapy students' perceptions and expectations related to their physiotherapy profession and education.

Method: Two hundred and thirty two students (68 were first-year students, 72 were second-year students, 57 were third-year students, and 35 were fourth-year students) who were studying in the School of Physical Therapy and Rehabilitation of Dokuz Eylül University in the 2012-2013 academic year and who accepted to participate in the research were consisted in the sample of the study. Students were aware of their future profession: 73.5% of first-year students, 63.8% of second-year students, 59.6% of third-year students, and 57.1% of fourth-year students. Reasons for preferring physiotherapy were community perception and career opportunities. More than 92% of the students declared they were positively affected by acquaintances and friends in choosing physiotherapy.

Results: Analyzed in terms of years of education, there were no differences between students' rights and responsibility levels, in terms of their vocational anxiety and knowledge levels. The major numbers of students had adequate information about physiotherapy profession and they did not have worries about finding a job after graduation.

Conclusion: Main factors for student's decision to study physiotherapy were their career expectations and community perception.

Keywords: Physiotherapy students, Career choice, Education; physiotherapy.

Türkiye'de fizyoterapi öğrencilerinin beklentileri ve kariyer seçimi

Amaç: Bu çalışmanın amacı, fizyoterapi öğrencilerinin meslek seçimleri, meslek hakkında ve fizyoterapi eğitimi ile ilgili görüş ve beklentilerini belirlemektir.

Yöntem: Araştırmanın örneklemini 2012-2013 öğretim yılında, Dokuz Eylül Üniversitesi fizyoterapi öğrenim gören ve araştırmanın yürütüldüğü tarihte sınıfta olan ve araştırmayı kabul eden 232 öğrenci (68'i 1. sınıf, 7'si 2. sınıf, 57'si 3. sınıf, ve 35'i 4.sınıf) oluşturuldu. Birinci sınıfın % 73,5'i, ikinci sınıfın % 63,8'i, üçüncü sınıfın % 59,6'sı ve dördüncü sınıfın % 57,1 öğrencileri mesleğinin geleceğinin farkındaydılar. Öğrencilerin fizyoterapi eğitimine başlamasında başlıca etkenler, kariyer beklentileri ve toplumsal değer yargılarıydı. Öğrencilerin % 92'den fazlası, fizyoterapi seçiminde, tanıdıklarından ve arkadaşlarından olumlu yönde etkilendiğini açıkladı.

Bulgular: Eğitim yıllarına göre, öğrencilerin hak ve sorumluluk düzeyleri arasında, mesleki kaygı düzeyleri ile bilgi seviyeleri arasında fark bulunmadı. Öğrencilerin büyük çoğunluğu fizyoterapi mesleği hakkında yeterli bilgiye sahipler ve mezuniyet sonrası iş bulma konusunda endişe duymuyorlardı.

Sonuç: Öğrencinin fizyoterapi mesleğini seçme kararında başlıca etkenleri, kariyer beklentileri ve topluluk değer yargılan şeklinde düşünülebilir.

Anahtar kelimeler: Fizyoterapi öğrencileri, Kariyer seçimi, Eğitim; fizyoterapi.

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Recently, there has been increased interest in the factors which influence the career choices of medical¹⁻⁵ and allied health sciences professionals.^{6,7} Most studies have looked at the future aspirations and career intentions of medical students and postgraduates. Similar studies of physiotherapy students are scarce and a literature search did not retrieve any study on this issue by physiotherapists from Turkey. Presently, there are numerous career opportunities for all the health care professionals. Physiotherapy is one of the major allied health science professions.⁸

There is considerable interest in studying physiotherapy in many countries in the European Union (EU) and the world. There are 67 universities offering degrees in physiotherapy in UK, 14 universities in Australia and Canada, and 186 universities in Japan, with the number of students in Japan increased from 1,500 in 1980 to 12,000 in 2006.⁹⁻¹² Physiotherapy schools have been increased dramatically from 3 to over 60 during the last 20 years in Turkey. Therefore relatively a large number of students are being accepted in the most recent year. While almost all universities advertise their physiotherapy schools, students' choice is still based on coincidence due to lack of knowledge about the physiotherapy profession, though in other cases it is based on their preferences and abilities.

This is also the case for the physiotherapy profession, which is chosen by students who are uninformed and unaware. In choosing a profession, students must build a balance between his/her family expectations and their own preferences. They must choose the field, in which they can do their best and satisfy their desires. For this reason, choosing the physiotherapy profession requires information, interest, desire, and talent.

The choice of an occupation is an important decision for every secondary school graduate.⁹⁻¹² Their career choices depend on various factors such as funding, type of school attended, cultural factors, race, gender, job experience, personal factors, prestige, lifestyle preference, personality type, and commitment.^{1,13-16} Therefore it is important that the universities must make the profession more attractive. This can be done by optimizing the environment for educating

physiotherapists, helping resolve issues that may develop between students and their schools, and fully meeting students' educational and occupational needs.

Physiotherapy schools have been increased dramatically from 3 to over 60 during the last 20 years in Turkey. Since a large number of students are being accepted in the most recent year, investigating opinions and expectations of the students may give a broad perspective about physiotherapy education in Turkey.

METHODS

A total of 232 available students at the School of Physical Therapy and Rehabilitation in the 2012-2013 academic year were selected as the research sample. Of these, 68 were first-year students, 72 were second-year students, 57 were third-year students, and 35 were fourth-year students. The study received ethical approval and required no funding. Students were asked specific questions from a similar questionnaire applied to nursing students.¹⁷⁻¹⁹ Questionnaires were given out to students while they were in their class, and collected one hour later. Before the questionnaires were given out, students were informed about the study. Those who agreed to participate and completely filled out the questionnaires were included in the sample.

The questionnaire form was developed by examining the relevant literature and interview with students. It consists of five parts, which the students were given a list of predetermined responses from which to choose their answer. The first section consists of questions related to the demographic characteristics of the students and the cultural status of their families. In the second section, questions were designed to elicit students' views of the physiotherapy profession including preference of physiotherapy, preference order, number of entries in physiotherapy education, reason for preference and influencing factors. In the third section, questions were asked on students' views on their current physiotherapy education. The trend as a percentage of expectations from the physiotherapy profession, satisfaction levels and expectations of the students with physiotherapy training were observed.

RESULTS

Demographic characteristics of the students are shown in Table 1. Number of female students was larger than male students' in the first year class, however number of female students were less in the other three classes.

It has been found that 73.5% of first-year students, 63.8% of second-year students, 59.6% of third-year students, and 57.1% of fourth-year students were aware of physiotherapy as their future profession (Table 2). However, the remaining students did not have any information prior to admission. More than 92% of these students revealed that they were positively affected by acquaintances and friends, who previously select physiotherapy as a profession.

In Table 3, students' opinions about the physiotherapy profession in society and expectations of the physiotherapy profession, and in Table 4, students' opinions related to after their graduation were given.

More than 97.5% of the students have positive expectations from the profession that they have selected (Table 3). The main expectation was the improvement of this profession to an advance level. Answers given to the open-ended questions indicate the need investment for increase the quality of education and stronger professional organizations.

As shown in Table 5, 30% of first, second, and fourth-year students have professional anxiety about the time after graduation, however 59% of third-year students was having this anxiety. The main reasons for professional anxiety are: "the fear of not finding a good job" and "the lack of team work." As for preferred fields, a large number indicated private institutions, sports clubs, and multiple fields. Fourth-year students preferred private institutions, academic positions in the university, and multiple fields.

As shown in Table 5, courses in physiotherapy education were considered as sufficient by 76.5% of first-year students, 66.7% of second-year students, 49.1% of third-year students, and 48.8% of fourth-year students. Students would prefer more interactive lecture in classes with smaller number of students and more practice.

DISCUSSION

Increases in the average life span and age-related chronic health problems have increased the need for physiotherapists around the world. Physiotherapy is a discipline that serves every branch of health services and individuals in every part of society (the disabled, the elderly, children, athletes, etc.). In order to meet the needs of society, specializations were started in different branches of physiotherapy in 1980. Along with this increase in need, the number of physiotherapy schools and the number of graduates have also increased.

For those students, who were aware of their future profession, main reason might be the physiotherapy profession could be more suitable to find an ideal job in a short time. Although all physiotherapy (PT) graduates were already employed and the number of physiotherapists is still too low in Turkey, at least every one of three students was still having anxiety about their future job satisfaction. To overcome this, European Union (EU) is currently planning to expand the role of the physiotherapy in the most efficient way and provide higher education and better working conditions in all member countries. According to data from World Confederation for Physical Therapy (WCPT), finding work in physiotherapy does not pose a problem in many European countries.^{11,20-22} Because, the rapid ageing of European societies, the demand for physiotherapists in Europe is likely to continue to rise.^{12,21-23} However, opinion of physiotherapy students in EU countries were geriatrics and gerontology do not offer the opportunities that students are looking for in their future careers.^{11,24} Therefore, it was not just the physiotherapy itself, but some specific fields of physiotherapy could provide better career opportunity.^{6,11,25} While students' choice was affected by their career expectations, community perception was also appeared as main factor for this decision. Indeed, our results showed that the major number of students were aware and willingly select PT education that was also indicated by preference order (Table 2). Another main factor underlying the decision to study PT was easy job finding and good employment opportunities as revealed by Gotlib et al.¹¹ in their study with Canadian

Table 1. Students' demographics (N=232).

	1 st Year (N=68) n (%)	2 nd Year (N=72) n (%)	3 rd Year (N=57) n (%)	4 th Year (N=35) n (%)
Age (years)	20.39±1.55	21.56±1.36	22.49±1.10	23.45±1.57
Gender				
Female	34 (50)	31 (43.1)	19 (33.3)	16 (45.7)
Male	34 (50)	41 (56.9)	38 (66.7)	19 (54.3)
Marital Status				
Single	68 (100)	69 (95.6)	57 (100)	35 (100)
Married	0 (0)	3 (4.4)	0 (0)	0 (0)
High school graduated				
Anatolian High School	40 (58.8)	38 (52.8)	32 (56.1)	18 (51.4)
Super High School	7 (10.3)	6 (8.3)	12 (21.1)	5 (14.3)
Normal High School	12 (17.6)	14 (19.4)	9 (15.8)	9 (25.7)
Vocational High School	1 (1.5)	2 (2.8)	2 (3.5)	2 (5.7)
Science High School	8 (11.8)	12 (16.7)	2 (3.5)	1 (2.9)
The place longest lived in				
Village	5 (7.4)	6 (8.3)	5 (8.8)	3 (8.6)
Town	4 (5.9)	5 (6.9)	2 (3.5)	4 (11.4)
City	35 (51.5)	39 (54.2)	37 (64.9)	22 (62.9)
Metropolitan	24 (35.3)	22 (30.6)	13 (22.8)	6 (17.1)
Father's education level				
Illiterate	2 (2.9)	1 (1.4)	1 (1.8)	0 (0)
Literate	1 (1.5)	0 (0)	1 (1.8)	1 (2.9)
Elementary School	25 (36.8)	19 (26.4)	14 (24.6)	10 (28.6)
Junior High School	7 (10.3)	10 (13.9)	10 (17.5)	6 (17.1)
High School	11 (16.2)	22 (30.6)	11 (19.3)	5 (14.3)
University	22 (32.4)	20 (27.8)	20 (35.1)	13 (37.1)
Mother's education level				
Illiterate	6 (8.8)	8 (11.1)	5 (8.8)	2 (5.7)
Literate	4 (5.9)	5 (6.9)	1 (1.8)	3 (8.6)
Elementary School	25 (36.8)	32 (44.4)	33 (57.9)	16 (45.7)
Junior High School	7 (10.3)	9 (12.5)	6 (10.5)	1 (2.9)
High School	14 (20.6)	10 (13.9)	8 (14.0)	5 (14.3)
University	12 (17.6)	8 (11.1)	4 (7.0)	8 (22.9)
Level of income				
1500 TL	27 (39.7)	16 (22.2)	16 (28.1)	16 (49.7)
1000- 1500 TL	13 (19.1)	29 (40.3)	24 (42.1)	9 (25.7)
500- 1000 TL	20 (29.4)	21 (29.2)	14 (24.6)	9 (25.7)
0- 500 TL	8 (11.8)	6 (8.3)	3 (5.3)	1 (2.9)
State scholarships				
Yes	29 (42.6)	29 (40.3)	15 (26.3)	11 (31.4)
No	39 (57.4)	43 (59.7)	42 (73.7)	24 (68.6)
The institution received the scholarship				
State	10 (34.5)	18 (62.1)	8 (53.3)	5 (45.4)
Prime Ministry	7 (24.1)	9 (31.0)	5 (33.3)	3 (27.3)
Special	12 (41.4)	2 (6.9)	2 (13.4)	3 (27.3)
Place of residence				
Dormitory	33 (48.5)	36 (50.0)	17 (29.8)	6 (17.1)
Family-home	12 (17.6)	7 (9.7)	5 (8.8)	5 (14.3)
Friends-home	23 (33.8)	29 (40.3)	35 (61.4)	24 (68.6)
Part -time work				
Yes	3 (4.4)	14 (19.4)	2 (3.5)	0 (0)
No	65 (95.6)	58 (80.6)	55 (96.5)	35 (100)
Working place				
Health	2 (66.7)	2 (14.3)	2 (100)	0 (0)
Special	1 (33.3)	0 (0)	0 (0)	0 (0)
Cafe	0 (0)	12 (85.7)	0 (0)	0 (0)

Table 2. Students' preference status to physiotherapy profession.

	1 st Year (N=68) n (%)	2 nd Year (N=72) n (%)	3 rd Year (N=57) n (%)	4 th Year (N=35) n (%)
Information about the profession				
Present	50 (73.5)	46 (63.8)	34 (59.6)	20 (57.1)
Absent	11 (16.2)	13 (18.1)	11 (19.3)	6 (17.1)
Casually learn	7 (10.3)	13 (18.1)	12 (21.1)	9 (25.8)
Preference for Physiotherapy				
Willingly	63 (92.6)	65 (90.3)	48 (84.2)	30 (85.7)
Unwillingly	5 (7.4)	7 (9.7)	9 (15.8)	5 (14.3)
Physiotherapy preference order				
1 - 5	45 (66.2)	42 (58.3)	28 (49.1)	12 (34.3)
6 - 10	10 (14.7)	7 (9.7)	15 (26.3)	6 (17.1)
11 - 15	7 (10.3)	7 (9.7)	12 (21.1)	12 (34.3)
16 - 20	5 (7.4)	9 (12.5)	0 (0)	3 (8.6)
20 - 25	1 (1.5)	7 (9.7)	2 (3.5)	2 (5.7)
Number of OSS entries				
First	30 (44.1)	31 (43.1)	24 (42.1)	15 (42.9)
2	29 (42.6)	32 (44.4)	27 (47.4)	16 (45.7)
3	6 (8.8)	9 (12.5)	6 (10.5)	4 (11.4)
4	2 (2.9)	0 (0)	0 (0)	0 (0)
5	1 (1.5)	0 (0)	0 (0)	0 (0)
Reason for physiotherapy preference				
Ease of finding work	26 (38.2)	19 (26.4)	20 (35.1)	12 (34.3)
Unemployment	3 (4.4)	6 (8.3)	2 (3.5)	1 (2.8)
Ideal business	20 (29.6)	19 (26.4)	10 (17.5)	10 (28.6)
Family requests	2 (2.9)	0 (0)	1 (1.8)	3 (8.6)
Community reputation	4 (5.9)	7 (9.7)	7 (12.2)	0 (0)
Good earnings	2 (2.9)	5 (8.1)	6 (10.5)	2 (5.7)
More than one	11 (16.1)	16 (21.1)	11 (19.4)	7 (20.0)
People who is influenced in preference				
Mother	7 (10.3)	3 (4.3)	2 (3.5)	2 (5.7)
Father	3 (4.4)	5 (6.9)	3 (5.3)	4 (11.4)
Relatives	7 (10.3)	9 (12.5)	12 (21.1)	9 (25.7)
Friend	17 (25)	24 (33.3)	18 (31.5)	10 (28.6)
Familiar	26 (38.3)	28 (38.8)	20 (35.1)	8 (22.9)
More than one	8 (11.7)	3 (4.2)	2 (3.5)	2 (5.7)
Influence from these people				
Positive	63 (92.6)	69 (95.8)	56 (98.2)	32 (91.4)
Negative	5 (7.4)	3 (4.2)	1 (1.8)	3 (8.6)

OSS: Turkish abbreviating of University Student Selection Exam.

students. Our result also revealed that approximately 67% of the students declared not to continue further postgraduate study (Table 5) for academic career. This was not specific for Turkish students as Johanson et al.²⁵ found similar result in their study. We have also found greater proportion of the students declared that they were willing to work in a private practice. While Ohman et al.⁶ found similar result in Swedish students, Turkish students' expectation appeared to be parallel with those of students in other countries.

Limitations

Taking all of this into account, our research goal was to underline the current

condition of student's opinion as a career opportunity and community perception as a health care profession in Turkey. However there are several limitation exist in the study as there is no specific questionnaire for PT students and data were represented in proportion.

Conclusion

As a conclusion, decision of our students to PT study and their further career expectations were similar to EU countries, even legislation and low level of responsibility that given to PT professionals differ between Turkey and EU Countries as well as North America. Whilst, PT profession accounted as a relatively new

Table 3. Students' opinions about the physiotherapy profession in society and expectations of the physiotherapy profession.

	1 st Year (N=68) n (%)	2 nd Year (N=72) n (%)	3 rd Year (N=57) n (%)	4 th Year (N=35) n (%)
Affected by community concepts				
Affected positively	33 (48.5)	33 (45.8)	34 (59.6)	16 (45.7)
Affected negatively	12 (17.6)	11 (15.3)	2 (3.5)	3 (8.6)
Not affected	23 (33.8)	14 (19.4)	14 (24.6)	9 (25.7)
Partially affected	0 (0)	14 (19.4)	7 (12.3)	7 (20.0)
Opinions about physiotherapy profession in society				
Professional independence respectability	47 (69.1)	53 (73.6)	46 (80.7)	27 (77.2)
Only allied health personnel	2 (7.4)	3 (4.2)	1 (1.8)	2 (5.7)
Profession has an august place in the community	6 (8.8)	7 (9.7)	7 (12.3)	4 (11.4)
Others	10 (14.7)	9 (12.5)	3 (5.2)	2 (5.7)
Expectation of the profession				
Expectant	67 (98.5)	70 (97.2)	55 (96.5)	34 (97.1)
Non- expectant	1 (1.5)	2 (2.8)	2 (3.5)	1 (2.9)
Expectations				
Raising the professional standards	15 (22.1)	12 (16.6)	11 (19.3)	5 (14.3)
A professional career	29 (42.6)	27 (37.5)	26 (45.6)	12 (34.3)
Make the best of the profession	2 (2.9)	1 (1.4)	5 (8.8)	3 (8.6)
The increase of professional solidarity	0 (0)	2 (2.8)	0 (0)	0 (0)
All of them	16 (23.6)	26 (36.1)	14 (24.6)	11 (31.4)
Other	6 (8.8)	4 (5.6)	1 (1.7)	4 (11.4)

Table 4. Students' opinions related to after their graduation.

	1 st Year (N=68) n (%)	2 nd Year (N=72) n (%)	3 rd Year (N=57) n (%)	4 th Year (N=35) n (%)
Post- graduation concerns				
Yes	22 (32.4)	27 (37.5)	29 (50.9)	11 (31.4)
No	46 (67.6)	45 (62.5)	28 (49.1)	24 (68.6)
Professional concerns				
Heavy working conditions	2 (9.1)	4 (14.8)	0 (0)	1 (9.1)
Not to be team work	3 (13.7)	1 (3.8)	3 (10.3)	2 (18.2)
The fear of finding a good job	11 (50.0)	6 (22.2)	8 (27.6)	5 (45.4)
The fear of harm to the patient	1 (4.5)	2 (7.4)	0 (0)	0 (0)
Physical and mental health concerns	1 (4.5)	2 (7.4)	1 (3.4)	0 (0)
Community employment disadvantage	2 (9.1)	3 (11.1)	4 (13.8)	1 (9.1)
Others	2 (9.1)	9 (33.3)	13 (44.9)	2 (18.2)
Professional concerns				
Heavy working conditions	5 (7.4)	2 (2.8)	4 (7.0)	4 (11.4)
Not to be team work	10 (14.7)	7 (9.7)	5 (8.8)	7 (20.0)
The fear of finding a good job	4 (5.9)	7 (9.7)	2 (3.5)	0 (0)
The fear of harm to the patient	29 (42.6)	20 (27.8)	21 (36.8)	14 (40)
Physical and mental health concerns	2 (2.9)	5 (7.0)	5 (8.8)	1 (2.9)
Community employment disadvantage	8 (11.8)	7 (9.7)	8 (14.0)	2 (5.7)
Others	10 (14.7)	24 (33.3)	12 (21.1)	7 (20.0)
Select request a new chapter/faculty				
Yes	1 (1.5)	5 (6.9)	2 (3.5)	1 (2.9)
Not Sure	9 (13.2)	7 (9.7)	4 (7.0)	3 (8.6)
No	58 (85.3)	60 (83.3)	51 (89.5)	31 (88.6)

Table 5. Students' expectation and satisfaction levels with physiotherapy training.

	1 st Year (N=68) n (%)	2 nd Year (N=72) n (%)	3 rd Year (N=57) n (%)	4 th Year (N=35) n (%)
Being satisfied with the school's training				
Yes	34 (50.0)	27 (37.5)	14 (24.6)	7 (20.0)
No	11 (16.2)	10 (13.9)	14 (24.6)	3 (8.6)
Sometimes	23 (33.8)	35 (48.6)	29 (50.8)	25 (71.4)
Being satisfied with the school's physical structure				
Yes	34 (50.0)	37 (51.4)	20 (35.1)	14 (40.0)
No	18 (26.5)	12 (16.7)	15 (26.3)	7 (20.0)
Sometimes	16 (23.5)	23 (31.9)	22 (38.6)	14 (40.0)
Student/instructor relationship				
Yes	33 (48.5)	16 (22.2)	22 (38.6)	8 (22.8)
No	9 (13.2)	18 (25.0)	13 (22.8)	10 (28.6)
Sometimes	26 (38.2)	38 (52.8)	22 (38.6)	17 (48.6)
Student/student relationship				
Yes	33 (48.5)	20 (27.8)	25 (43.8)	19 (54.3)
No	11 (16.2)	19 (26.4)	16 (28.1)	2 (5.7)
Sometimes	24 (35.3)	33 (45.8)	16 (28.1)	14 (40.0)
Student/staff association				
Yes	42 (61.8)	36 (50.0)	36 (63.2)	23 (65.7)
No	8 (11.8)	6 (8.3)	6 (10.5)	1 (2.9)
Sometimes	18 (26.4)	30 (41.7)	15 (26.3)	11 (31.4)
Students' expectations of physiotherapy training				
Education adequacy				
Enough	52 (76.5)	48 (66.7)	28 (49.1)	17 (48.6)
Not enough	16 (23.5)	24 (33.3)	29 (50.9)	18 (51.4)
Insufficient fields in education				
	<i>n:16</i>	<i>n:24</i>	<i>n:29</i>	<i>n:18</i>
Theoretical training	1 (6.25)	1 (4.2)	1 (3.4)	1 (5.6)
Lesson applications	2 (12.5)	6 (25.0)	9 (31.1)	6 (33.3)
Course products	1 (6.25)	2 (8.3)	2 (6.9)	2 (11.1)
Lack of structure physics	5 (31.25)	2 (8.3)	2 (6.9)	0 (0)
Theoretical education + lesson applications	2 (12.5)	2 (8.3)	6 (20.7)	1 (5.6)
Lesson applications + Course products	2 (12.5)	8 (33.3)	6 (20.7)	5 (27.7)
Course products + Lack of structure physics	2 (12.5)	3 (12.5)	2 (6.9)	1 (5.6)
All of them	1 (6.25)	0 (0)	1 (3.4)	2 (11.1)
Expectation state of the school training				
Yes	52 (76.5)	60 (83.3)	48 (84.2)	30 (85.7)
No	16 (23.5)	12 (16.7)	9 (15.8)	5 (14.3)
Expectations from the school training				
	<i>n: 52</i>	<i>n: 60</i>	<i>n: 48</i>	<i>n: 30</i>
A better education	4 (7.7)	6 (10.0)	5 (10.4)	0 (0)
An active-education	7 (13.5)	5 (8.3)	6 (12.5)	6 (20.0)
Increasing theoretical + practical lesson hardware	24 (46.2)	19 (31.7)	23 (47.9)	17 (56.7)
Other	3 (5.7)	11 (18.3)	5 (10.4)	0 (0)
Good educ.+active educ+increase in hardware active educ	10 (19.2)	12 (20.0)	9 (18.8)	7 (23.3)
Increase in hardware + other	4 (7.7)	7 (11.7)	0 (0)	0 (0)
Theoretical training expectations of the school				
Education is interactive	4 (5.9)	8 (11.1)	11 (19.2)	7 (20.0)
Theoretical lesson time should be less	23 (33.8)	13 (18.1)	7 (12.3)	1 (2.9)
Rote education should less be	21 (30.9)	32 (44.4)	25 (43.9)	17 (48.6)
Interactive+ less theoretical+rote education	19 (27.9)	15 (20.8)	13 (22.8)	8 (22.8)
Other	1 (1.5)	4 (5.6)	1 (1.8)	2 (5.7)
Expectations from practical lessons in school				
Increase Faculty members	6 (8.8)	13 (18.1)	11 (19.3)	4 (11.4)
Participation in practical must be active	10 (14.7)	7 (9.7)	15 (26.3)	8 (22.9)
In practice, the group number must be less than	33 (48.6)	28 (38.8)	17 (29.8)	7 (20.0)
Other	2 (2.9)	3 (4.2)	0 (0)	3 (8.6)
Instructor+ active application+ group number	17 (25.0)	21 (29.2)	14 (24.6)	13 (37.1)

profession in Turkey when compared to Western Countries, overall expectations and decision of the students in different communities appear to be similar. This could be a boosting factor for desired legislative regulation to reach global professional standards for PT in Turkey.

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