

# Do Prospective Physical Education Teachers Really Want To Be Physical Education Teachers?

Hüseyin Ünlü

Aksaray University, School of Physical Education and Sport

## Abstract

*The purpose of the present study was to determine the attitudes of prospective physical education teachers to the physical education teaching profession in relation to their gender, year of study, type of high school graduated from and family income. The population of the study was comprised of 696 prospective physical education teachers. The instrument used in the study was the "Attitude Scale for the Profession of Physical Education Teaching". While data analysis was used for descriptive statistics, independent t-test was used for the comparison in relation to gender of the participants. In addition to the comparison between the year of study they attended, the high schools the participants had graduated from and their family incomes were analyzed using one-way variance analysis (ANOVA). A post-hoc (Tukey) test was used in order to identify the source of differences (source of variance) that emerged. It was found that prospective physical education teachers had a mid-level attitude towards the physical education teaching profession. In addition, significant differences were found between genders, years of study, high schools the participants graduated from and family incomes of the participants.*

**Key words:** attitudes; physical education teaching profession; physical educator; teaching profession.

## Introduction

The teaching profession involves social, cultural, economic, scientific and technological dimensions and is also based on expert knowledge and skills (Erden, 1998). The teacher is the indispensable component of the education system. No matter how well the educational or instructional objectives are established, no matter how

well the content of the subject is selected and organized and how it functions, it is impossible to achieve the results desired of education unless the teaching is conducted by teachers who have the appropriate educational objectives and insights in mind (Sünbül, 2001, p. 224).

It largely depends on the teacher, the keystone of the education system, to successfully realize the phases of the educational process such as the planning of the education process, provision for and the efficient usage of the appropriate methods, techniques and equipment, and the evaluation of the education process through teacher-students interaction. For this reason, the teacher should be provided with the necessary knowledge and skills related to the field. However, knowledge is not sufficient in itself for the teacher to be successful; attitude also has an important impact (Tavşancıl, 2002, p. 72).

In the literature, attitude is defined as “the permanent organization of an individual’s motivational, emotional, perceptual and mental processes towards an event or a psychological object”, “the core of human individuality”, “positive or negative sensual intensity”, and “learned tendency” (Fishbein & Ajzen, 1975; Muller, 1986; Tezbaşaran, 1997; Bohner & Wanke, 2002).

Attitudes greatly affect the thinking processes, classroom activities, professional changes, developments and the teaching skills of teachers (Pajares, 1992; Williams & Burden, 1997; Atay, 2003) as well as students’ learning and the development of their personalities (Küçükahmet, 2003, p. 68).

Smith (1993) has summarized the relationship between teachers’ attitudes and teaching as:



Figure 1. The cycle of the relationship between attitudes and teaching practice

Today, constant modifications are being carried out at teacher training programs and practices, and as part of the working conditions in the teaching profession. For this reason, it is highly important to conduct up-to-date research studies in order to determine the attitudes of the prospective teachers involved in teacher training programs towards their profession (Üstüner, 2006).

Demirtaş, Cömert and Özer (2011) conducted a study with 380 prospective teachers who studied in different programs and found their attitudes towards the teaching profession to be generally positive. Moreover, no statistically significant difference was found among the attitudes of the prospective teachers towards the teaching profession in terms of the gender variable and the study program variable. In another study, it

is indicated that teaching is a global phenomenon where female teachers have been more dominant in the education of children for many years. The teaching profession is perceived as a women's profession due to reasons such as economic development, urbanization, the status of women in the society and the importance of children and child care (Drudy, 2008).

According to the findings of the study conducted by Üstüner, Demirtaş and Cömert (2009), no significant difference was observed among the prospective teachers' attitudes towards the profession in terms of the year of study variable; while a significant difference was found in the comparisons made according to their socio-economic classes. Accordingly, it was determined that prospective teachers of a high socio-economic standard have a more positive attitude towards the profession. In a different study, Çetinkaya (2009) stated that there was no significant difference among the prospective teachers' attitudes towards the teaching profession in relation to the type of high school they had graduated from.

For ten or more years, it has been indicated that teachers, especially teachers who are new to the profession, are seriously unsatisfied with their professions and a considerable number of them have left the profession in search of an alternative career (Schlechty & Vance, 1983; Zepeda & Ponticel, 1996). The teaching profession is perceived as a profession which has been losing its significance, and especially so by the beginners (Darling-Hammond & Sclan, 1996; Grissmer & Kirby, 1997; Veenman, 1984).

An individual's attitude towards a profession affects his/her achievement and the level of satisfaction (Çakır, Erkuş, & Kılıç, 2004). Knowing an individual's attitudes towards a profession and the activities involved in this profession, will contribute to the determination of his/her achievement and satisfaction with the profession (Erkuş et al., 2000). While there are different research studies in the literature aimed at determining the students attitudes towards physical education lessons (Güllü, Güçlü & Arslan, 2009; Koca, Aşçı, & Demirhan, 2005; Ünlü et al., 2011a), no comprehensive research study for determining prospective physical education teachers' attitudes towards the teaching profession has been encountered.

It is believed that determining the prospective physical education teachers' attitudes towards the physical education teaching profession will help predict their achievement and satisfaction and also their desired levels of the teaching profession.

Accordingly, the purpose of the present research is to determine the prospective physical education teachers' attitudes towards the teaching profession.

## **Method**

### ***Research Model and Sample***

The research was conducted using a relational scanning model for determining the prospective physical education teachers' attitudes towards the teaching profession (Karasar, 2003; Büyüköztürk et al., 2010). A total of 696 prospective physical education teachers (306 females, 44%; 390 males, 56%) who were studying in the physical

education and sports teaching programs at 6 different universities in the 2009-2010 academic year participated in the research.

### Data Collection

The “Physical Education Teaching Attitude Scale”, which was improved by Ünlü (2011b), was used as the data collecting instrument in the research. The scale consists of 23 items and has two dimensions. Cronbach Alpha internal consistency coefficients of the scale were calculated yielding .90 for the first sub dimension; .86 for the second sub-dimension and .88 for the entire scale. The scale was a 5-point Likert type scale and it was graded as follows: I definitely agree (5) - I definitely disagree (1). Reverse grading was applied to negative items. The interval coefficient was determined in order to make an evaluation of the scores collected by means of the scale. Accordingly, a 23-41 score interval was characterized as a “very negative attitude”, a 42-60 score interval as a “negative attitude”, a 61-79 score interval as a “medium attitude”, an 80-98 score interval as a “positive attitude” and a 99-115 score interval as a “very positive attitude”. The scale is also convenient for making calculations based on the mean values.

### Data Analysis

Descriptive statistical techniques were used in the data analysis for the independent variables. When it was seen that the variances displayed a homogenous distribution, t-test was used for the independent groups in order to determine the prospective physical education teachers' attitudes towards the teaching profession in terms of the gender variable. One-way ANOVA was used in the comparisons in terms of their years of study, and family income. A post-hoc test (Tukey) was used in order to identify the sources of the differences observed. The significance level was taken to be 0.05 in the comparisons ( $p < 0.05$ ).

## Results

In this part of the research, we present findings related to prospective physical education teachers' a) attitudes towards the teaching profession in terms of 1) gender, 2) year of study, 3) high school graduated from and 4) family income level variables.

- a) Findings concerning standard deviation values and the mean values that prospective physical education teachers obtained in the whole of the attitude towards the teaching method scale and in its sub-dimensions are presented in Table 1.

**Table 1.** Prospective physical education teachers' attitudes towards the teaching profession

Attitudes	N	Mean	Std. Deviation
Affection for Profession	696	45.97	11.598
Concern about the Profession	696	31.93	8.841
Total	696	77.68	16.364

In Table 1, the mean values that prospective teachers obtained in their attitudes towards the physical education teaching profession are presented. They obtained a

mean value of  $X=45.97$  in the affection for the profession dimension of the scale; they obtained a mean value of  $X=31.93$  with regard to the concern about profession dimension; and they obtained a mean value of  $X=77.68$  over the entire scale.

b) t - test (Independent Samples t test) was carried out in order to determine if there were any differences between the mean values that prospective physical education teachers obtained on the whole research scale and its sub-dimensions in terms of the “gender” variable. The results are presented in Table 2.

**Table 2.** Prospective physical education teachers' attitudes towards the teaching profession in terms of the “gender” variable

Attitudes	Gender	N	Mean	Std. Deviation	df	t	Sig.
Affection for Profession	Female	306	44.72	11.481	694	-2.530	.012*
	Male	390	46.96	11.610			
	Total	696	45.97	11.598			
Concern about the Profession	Female	306	31.28	8.390	694	-1.719	.086
	Male	390	32.44	9.158			
	Total	696	31.93	8.841			
Total Attitudes	Female	306	75.82	15.863	694	-2.677	.008*
	Male	390	79.15	16.620			
	Total	696	77.68	16.364			

In Table 2, the prospective physical education teachers' attitudes towards the teaching profession in terms of the gender variable are examined and the findings obtained are presented. Accordingly, no significant difference was observed in the “concern about the profession” dimension of the scale among the prospective physical education teachers. A significant difference was observed in the comparison made between the results on the entire scale and the “affection for the profession” dimension  $p>0.05$ .

c) One-way ANOVA was carried out in order to determine the prospective physical education teachers' attitudes towards the teaching profession in terms of the “year of study” variable; and post-hoc (Tukey) test was carried out in order to identify the source of differences. The results are presented in Table 3.

**Table 3.** Prospective physical education teachers' attitudes towards the teaching profession in terms of the “year of study” variable

Year of study	N	Mean	Std. Deviation	df	F	Sig.	Differences (Tukey)
1. Freshman	146	83.27	15.599	4	15.86	.000**	1>3
2. Sophomore	177	79.62	16.473	691			1>4
3. Junior	206	76.31	15.244	695			1>5
4. Senior	140	74.97	15.599				2>5
5. 5th year and above	27	59.40	6.766				3>5
Total	696	77.68	16.364				4>5

The prospective physical education teachers' attitudes towards the teaching profession in terms of their years of study are presented in Table 3. It can be seen

that the prospective physical education teachers had the highest mean at the 1<sup>st</sup> year of their studies with  $X=83.27$  and prospective physical education teachers who have studied for 5 and more years had the lowest mean. Significant differences were observed in the comparisons made according to the prospective physical education teachers' years of study.

d) One-way ANOVA was carried out in order to examine the prospective physical education teachers' attitudes towards the teaching profession in terms of the "high school of graduation" and a post-hoc test (Tukey) was carried out in order to identify the sources of difference (source of variance). The results are presented in Table 4.

**Table 4.** Prospective physical education teachers' attitudes towards the teaching profession according to the high school of graduation variable

High school of graduation	N	Mean	Std. Deviation	df	F	Sig.	Differences (Tukey)
General high school	455	78.92	16.281	5 690 695	9.49	.000**	1>5
Vocational high school	98	74.42	14.922				2<3
Foreign language intensive high school	57	82.84	17.767				2>6
Foreign language intensive vocational high school	8	85.25	20.253				3>5
Sports high school	72	68.04	12.587				4>5
Anatolian teacher training high school	6	93.83	8.886				5<6
Total	696	77.68	16.364				

Prospective physical education teachers' attitudes towards the physical education teaching profession according to their high schools of graduation are shown in Table 4. It is seen that the prospective physical education teachers who had graduated from Anatolian teacher training high schools ( $X=93.83$ ), foreign language intensive high schools ( $X=85.25$ ) and foreign language intensive vocational high schools ( $X=82.84$ ) obtained high averages. It is seen that prospective physical education teachers who graduated from sports high schools ( $X=68.04$ ) obtained more negative average values. A significant difference was found in the comparisons made according to the high schools of graduation.

e) One-way ANOVA was carried out in order to examine the prospective physical education teachers' attitudes towards the teaching profession, according to the "family income level" and a post-hoc test (Tukey) was used in order to identify the sources of the differences. The results are presented in Table 5.

Prospective physical education teachers' attitudes towards the teaching profession according to the family income level were investigated and the results are presented in Table 5. Accordingly, it is seen that the highest average according to the family income level was obtained by the prospective physical education teachers who have a family income of 0-500 TL (Turkish lira) ( $X=90.72$ ) and 501-1000 TL ( $X=86.71$ ). A significant difference was found in the comparisons according to the family income level.

**Table 5.** Prospective physical education teachers' attitudes towards the teaching profession according to the family income level

Income rate	N	Mean	Std. Deviation	df	F	Sig.	Differences (Tukey)
0-500	50	90.72	14.641	4	37.23	.000**	1>3
501-1000	161	86.71	15.247	690			1>4
1001-1500	276	75.02	15.502	694			1>5
1501-2000	146	70.62	13.619				2>3
2001-and above	62	71.88	13.993				2>4
Total	695	77.65	16.352				2>5
						3>4	

## Discussion

The present research aimed to examine prospective physical education teachers' attitudes towards the physical education teaching profession.

It was seen at the end of the research that prospective physical education teachers' attitudes towards the teaching profession were at a medium level. In a similar study, Pehlivan (2010) also indicated that prospective physical education teachers' attitudes towards the teaching profession were at a medium level. In another study, Saybaugh, Evans and Byrd (2004) state that teachers who have just started their careers are unsatisfied with this profession and they are in search of alternative careers due to such reasons as classroom management, discipline, the insufficient interest of parents in their children's education and the insufficient support of the management; however the attitudes of the prospective teachers change in a significant and positive way with the staff development programs for teachers and the "inclusion" programs. Awanbor (1996) suggests that trainee teachers have negative attitudes towards the teaching profession; that they have a negative social status, negative income and insufficient encouragement from the education authorities – these factors present obstacles for trainee teachers and prevent them from having positive attitudes towards the teaching profession. However, in other studies conducted by Baykara-Pehlivan (2010), Çetinkaya (2009), Çapri and Çelikkaleli (2008), Sayın (2005), and Duatepe and Akkuş-Çıkla (2004), who aimed to determine the attitudes of prospective teachers from different branches of teaching towards the teaching profession, it was seen that the prospective teachers' attitudes towards the teaching profession were positive and high.

It can be argued that the employment problem in the teaching profession has an impact on the prospective teachers' medium-level attitudes towards the teaching profession, which is the finding of this research.

Another result of the research is that there is a significant difference in the comparisons made in terms of the "gender" variable in favor of the male prospective physical education teachers. It was seen that the male prospective physical education teachers had more positive attitudes than did the female prospective physical education teachers. However, in the studies conducted by Coultas and Lewin (2002), Dodeen, Ibrahim and Emad (2003), Sayın (2005), Baykara-Pehlivan (2010), Pehlivan (2010), and Hussain et al. (2011) it was seen that female prospective physical education

teachers had more positive attitudes. The above mentioned results are not supported by the findings of the present research. However, Everton et al. (2007) state that the teaching profession is considered to be an effective career by older males when compared with females. This result supports the findings obtained in the present research.

It is thought that the work burden and responsibilities of physical education teachers have an impact on the female prospective teachers' less positive attitudes towards the teaching profession. It can also be said that sensual characteristics of the male prospective physical education teachers are higher than those of female prospective physical education teachers, a fact which has an effect on this result.

Significant differences were observed in the prospective physical education teachers' attitudes towards the physical education teaching profession according to their year of study variable. It was seen that the prospective physical education teachers' attitudes were most positive at their first year of university. Their attitudes declined every year and in the 5<sup>th</sup> year and later they declined even more. This result obtained in the present research is supported by the results of the research conducted by Çapa and Çil (2000). In another study, in the comparison made by Güneşli and Aslan (2009) it is seen that, in relation to the year of study variable, prospective teachers have positive attitudes in their first years and their attitudes decline in the subsequent years. In another study, Ünlü and Kalemoglu (2011) stated that the achievement of university students declined towards the end of their education and the academic achievements of the 5<sup>th</sup> year students (or later) were negative. However, in the studies conducted by Tezci and Terzi (2010), and Üstüner, Cömert and Demirtaş (2009), no significant difference was found in terms of the year of study variable.

As they proceed with their studies and have the opportunity to observe the practice of the profession and experience teacher practice, students experience the profession more closely and directly encounter the problems of that profession. It is thought that this situation is reflected in the prospective teachers' attitudes.

In the comparisons made according to the high school of graduation variable, it was seen that prospective physical education teachers who had graduated from Anatolian teacher training high schools, foreign language intensive high schools and foreign language intensive vocational high schools had positive attitudes; the prospective physical education teachers who graduated from general high schools, vocational high schools and sports high schools had medium (neither positive nor negative) attitudes; and a significant difference was observed. However, in the studies conducted by Saracaloğlu (1993) and Çetinkaya (2009), it was seen that prospective teachers' high schools of graduation did not have an impact on their attitudes towards the profession.

Significant differences were observed in the comparison of the prospective physical education teachers' attitudes towards the teaching profession according to their "family income" levels. It was found that the attitudes towards the teaching profession of the prospective physical education teachers who have a family income of 0-500 TL and



501-1000 TL were more positive than those of the other prospective physical education teachers. Significant differences were observed in favor of the prospective teachers with an average income in the study conducted by Üstüner et al. (2009) and in favor of the prospective teachers with an income of 0-500 TL in the study conducted by Özbek, Kahyaoglu and Özgen (2007). However, in the studies by Dikici and Sağnak (2011) and Baykara-Pehlivan (2008), no significant difference was found between the family income level and the attitudes towards the teaching profession.

Based on the results obtained from the present research, it can be said that prospective physical education teachers with a lower family income level have more positive attitudes towards the teaching profession.

## Conclusion

In the research which was conducted with the aim of determining prospective physical education teachers' attitudes towards the teaching profession, it was seen that their attitudes towards the teaching profession were at medium level so it can be concluded that prospective physical education teachers have some desire to become teachers. Moreover, differences were found between the prospective physical education teachers' attitudes towards the teaching profession with respect to the gender, year of study and family income level variables. The determination of the prospective physical education teachers' attitudes towards the teaching profession will contribute to the process of nurturing the education of physical education teachers. It is thought that the results obtained from the present research can provide useful information for institutions which train physical education teachers and can be a source for future studies on the subject. The purpose of this research was to determine prospective physical education teachers' attitudes towards the teaching profession. It is suggested that further research on determining the factors which affect prospective teachers' attitudes towards the teaching profession be encouraged.

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**Hüseyin Ünlü**

Aksaray University, School of Physical Education and Sport,  
Adana Yolu Üzeri E-90 Karayolu 7. Km  
Merkez Kampüs 68100 Aksaray, Turkey  
huseyinunlu68@gmail.com

# Žele li budući učitelji tjelesnog odgoja uistinu postati učitelji tjelesnog odgoja?

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## Sažetak

Svrha ovoga istraživanja bila je istražiti stavove budućih učitelja tjelesnog odgoja prema zanimanju učitelja tjelesnoga odgoja s obzirom na njihov spol, godinu studija, tip srednje škole koju su završili i obiteljska primanja. U istraživanju je sudjelovalo 696 budućih učitelja tjelesnog odgoja. Upotrijebljena je „Skala stavova prema zanimanju učitelja tjelesnog odgoja“. Dok je analiza podataka upotrijebljena za deskriptivnu statistiku, *t*-test za nezavisne uzorke upotrijebljen je za usporedbu u odnosu na spol. Osim usporedbe između ispitanika na temelju godine studija, stavovi ispitanika uspoređeni su i s obzirom na srednje škole koje su završili te s obzirom na primanja njihovih obitelji. Upotrijebljena je jednosmjerna analiza varijance (ANOVA). Post hoc test (Tukey) napravljen je da bi se utvrdili razlozi pronađenih razlika (varijance). Pokazalo se da su budući učitelji tjelesnog odgoja imali srednji stav (ni pozitivan, ni negativan) prema zanimanju učitelja tjelesnoga odgoja. Pronađene su važne razlike s obzirom na spol, godinu studija, srednju školu koju su ispitanici završili i primanja njihovih obitelji.

**Ključne riječi:** stavovi; učitelj tjelesnoga odgoja; zanimanje učitelja tjelesnoga odgoja; zanimanje učitelja

## Uvod

Zanimanje učitelja ima društvenu, kulturološku, ekonomsku, znanstvenu i tehnološku dimenziju, a temelji se i na stručnom znanju i vještinama (Erden, 1998, str. 27). Učitelj predstavlja nezamjenjiv element edukacijskoga sustava. Bez obzira na to koliko su dobro utvrđeni odgojno-obrazovni ciljevi ili ciljevi podučavanja, bez obzira na to koliko je dobro sadržaj predmeta odabran i organiziran, i kako funkcionira, nemoguće je postići željene rezultate odgoja i obrazovanja ako podučavanje ne provode učitelji koji imaju na umu primjerene ciljeve i spoznaje o podučavanju (Sünbül, 2001, str. 224).

Uglavnom je na učitelju, temeljnom kamenu odgojno-obrazovnog sustava, da uspješno realizira faze kao što su planiranje odgojno-obrazovnog procesa,

omogućavanje i učinkovita uporaba primjerenih metoda, tehnika i opreme te evaluacija odgojno-obrazovnog procesa preko interakcije učitelja i učenika. Zbog svega toga učitelj mora posjedovati potrebno znanje i vještine iz svojeg područja. Međutim, znanje nije dovoljno da bi učitelj bio uspješan; stav je također važan (Tavşancıl, 2002, str. 72).

U stručnoj se literaturi stav definira kao „trajna organizacija motivacijskih, emocionalnih, perceptivnih i umnih procesa pojedinca usmjerenih prema događaju ili psihološkom objektu“, „srž ljudske individualnosti“, „pozitivan ili negativan senzualan intenzitet“ i „naučena tendencija“ (Fishbein i Ajzen, 1975; Muller, 1986; Tezbaşaran, 1997; Bohner i Wanke, 2002).

Stavovi snažno utječu na proces mišljenja, razredne aktivnosti, stručne promjene, razvoj i vještine učitelja (Pajares, 1992; Williams i Burden, 1997; Atay, 2003), na učenje i razvoj učenikove osobnosti (Küçükahmet, 2003, str. 68).

Smith (1993) je sažeo odnos između stavova učitelja i podučavanja kao:



Slika 1. Ciklus odnosa između stavova i podučavanja

Danas se provode stalne promjene u okviru programa za obrazovanje učitelja te nastavne prakse. Te su promjene dio radnih uvjeta u zanimanju učitelja. Stoga je vrlo važno provesti suvremene istraživačke studije da bi se utvrdili stavovi budućih učitelja uključenih u programe za obrazovanje učitelja prema zanimanju koje su odabrali (Üstüner, 2006).

Demirtaş, Cömert i Özer (2011) proveli su istraživanje s 380 budućih učitelja koji su bili uključeni u različite programe i ustvrdili da su stavovi ispitanika prema odabranom zanimanju bili uglavnom pozitivni. Nije pronađena značajna statistička razlika među stavovima budućih učitelja prema njihovu pozivu s obzirom na varijable spola i studijskog programa koji su pohađali. U jednom drugom istraživanju istaknuto je da je podučavanje globalna pojava u kojoj su učiteljice godinama bile dominantnije u odgoju i obrazovanju djece pa je zanimanje učitelja shvaćeno kao ženska struka zbog ovih razloga: ekonomski razvoj, urbanizacija, status žena u društvu, važnost djece i brige o djeci (Drudy, 2008).

Prema rezultatima istraživanja autora Üstünera, Demirtaşa i Cömerta (2009) nije utvrđena statistički značajna razlika među stavovima budućih učitelja prema zanimanju koje su odabrali s obzirom na njihovu godinu studija, dok je značajna razlika utvrđena u usporedbama s obzirom na njihov socio-ekonomski status. Utvrđeno je da budući učitelji visokog socioekonomskog standarda imaju pozitivnije stavove prema odabranom zanimanju. U jednom drugom istraživanju Çetinkaya

(2009) tvrdi da nije utvrđena statistički značajna razlika između stavova budućih učitelja prema zanimanju učitelja s obzirom na vrstu srednje škole koju su završili.

U posljednjih desetak godina primjećujemo da su učitelji, a osobito učitelji koji su tek počeli raditi, vrlo nezadovoljni svojim zanimanjem i da ih je značajan broj prestao podučavati i usmjerio se prema drugačijoj karijeri (Schlechty i Vance, 1983; Zepeda i Ponticel, 1996). Učiteljska struka gubi svoj značaj u očima učitelja, osobito učitelja početnika (Darling-Hammond i Sclan, 1996; Grissmer i Kirby, 1997; Veenman, 1984).

Stav pojedinca prema zanimanju utječe na njegova postignuća i razinu zadovoljstva (Çakır, Erkuş i Kılıç, 2004). Poznavanje stava pojedinca prema njegovu zanimanju i aktivnostima koje to zanimanje podrazumijeva doprinijet će utvrđivanju njegova postignuća i zadovoljstva tim zanimanjem (Erkuş i dr., 2000). Postoje razna istraživanja koja se bave utvrđivanjem stavova prema satovima tjelesnog odgoja (Güllü, Güçlü & Arslan, 2009; Koca, Aşçı i Demirhan, 2005; Ünlü i dr., 2011a), ali, koliko je autoru poznato, nema sveobuhvatne istraživačke studije koja bi se bavila utvrđivanjem stavova budućih učitelja tjelesnog odgoja prema odabranome zanimanju. Vjeruje se da će utvrđivanje stavova budućih učitelja prema zanimanju učitelja tjelesnog odgoja doprinijeti točnijem predviđanju njihovih postignuća i zadovoljstva te željenom stupnju obrazovanja za zanimanje učitelja.

S obzirom na sve navedeno, svrha je ovoga istraživanja bila utvrditi stavove budućih učitelja tjelesnog odgoja prema zanimanju koje su odabrali.

## **Metodologija istraživanja**

### ***Istraživački model i uzorak***

Istraživanje je provedeno uz pomoć relacijskog modela kako bi se utvrdili stavovi budućih učitelja tjelesnog odgoja prema odabranom zanimanju (Karasar, 2003; Büyüköztürk i dr., 2010). U istraživanju je sudjelovalo 696 budućih učitelja tjelesnog odgoja (306 žena, 44%; 390 muškaraca, 56%) koji su studirali na studijima tjelesnog odgoja i programima podučavanja sporta na 6 različitih sveučilišta u akademskoj godini 2009./2010.

### ***Prikupljanje podataka***

Kao instrument za prikupljanje podataka u ovome je istraživanju upotrijebljena „Skala stavova prema zanimanju učitelja tjelesnog odgoja“ koju je unaprijedio Ünlü (2011b). Skala se sastoji od 23 elementa i ima dvije dimenzije. Cronbach alpha koeficijenti unutarne konzistencije skale iznosili su 0,90 za prvu poddimenziju, 0,86 za drugu poddimenziju i 0,88 za ukupnu skalu. Radilo se o skali Likertova tipa od 5 stupnjeva, a stupnjevi slaganja bili su sljedeći: u potpunosti se slažem (5) – u potpunosti se ne slažem (1). Obratno je stupnjevanje primijenjeno za negativne čestice. Unutarnji je koeficijent određen da bi se izradila valuacija rezultata prikupljenih s pomoću skale. Tako je interval rezultata 23-41 okarakteriziran kao „vrlo negativan stav“, interval 42-60 kao „loš stav“, interval 61-79 kao „srednji stav“ (ni pozitivan, ni



negativan), interval 80-98 kao „pozitivan stav“, a interval 99-115 kao „vrlo pozitivan stav“. Skala je primjerena za izradu izračuna utemeljenih na srednjim vrijednostima.

## Analiza

Metode deskriptivne statistike korištene su u analizi rezultata za nezavisne varijable. Kad je utvrđeno da varijance imaju homogenu distribuciju, upotrijebljen je t-test nezavisnih uzoraka kako bi se utvrdili stavovi budućih učitelja tjelesnog odgoja prema zanimanju učitelja s obzirom na varijablu spola. Jednosmjerna analiza varijance (ANOVA) upotrijebljena je za usporedbu prema godini studija, srednjim školama koje su ispitanici završili i njihovim obiteljskim prihodima. Post-hoc test (Tukey) proveden je kako bi se utvrdilo gdje se nalaze te razlike. U usporedbama je uzeta razina značajnosti 0,05 ( $p < 0,05$ ).

## Rezultati

U ovome dijelu istraživanja dobiveni su rezultati koji se odnose na: a) stavove budućih učitelja prema zanimanju učitelja s obzirom na sljedeće varijable: 1) spol, 2) godinu studija, 3) srednju školu koju su završili i 4) obiteljske prihode ispitanika.

- a) Rezultati koji se odnose na vrijednosti standardnih devijacija i srednje vrijednosti koje su dobivene za ukupne stavove budućih učitelja tjelesnog odgoja na skali metode podučavanja i za poddimenzije predstavljeni su u Tablici 1.

Tablica 1.

U Tablici 1 prikazane su srednje vrijednosti stavova budućih učitelja prema zanimanju učitelja tjelesnog odgoja. Srednja vrijednost rezultata dimenzije ljubavi prema zanimanju iznosi  $X=45,97$ , srednja vrijednost rezultata dimenzije brige za zanimanje iznosi  $X=31,93$ , a srednja vrijednost ukupnih rezultata cijele skale iznosi  $X=77,68$ .

- b) t-test (t-test nezavisnih uzoraka) proveden je kako bi se utvrdilo postoje li kakve razlike između srednjih vrijednosti u rezultatima budućih učitelja tjelesnog odgoja na cijeloj skali i njezinim poddimenzijama s obzirom na varijablu „spol“. Rezultati su prikazani u Tablici 2.

Tablica 2.

U Tablici 2 prikazani su rezultati stavova budućih učitelja tjelesnog odgoja prema zanimanju učitelja s obzirom na varijablu „spol“. Nije uočena značajna razlika među odgovorima budućih učitelja tjelesnog odgoja u okviru „briga za zanimanje“ dimenzije skale. Statistički značajna razlika dobivena je u usporedbi između rezultata cijele skale i dimenzije „ljubav prema zanimanju“  $p > 0,05$ .

- c) Jednosmjerna analiza varijance (ANOVA) provedena je kako bi se utvrdili stavovi budućih učitelja prema zanimanju učitelja s obzirom na varijablu „godina studija“ te je proveden post-hoc (Tukey) test da bi se utvrdilo gdje se nalaze te razlike. Rezultati su prikazani u Tablici 3.

### Tablica 3.

Stavovi budućih učitelja tjelesnog odgoja prema zanimanju učitelja s obzirom na njihove godine studija predstavljene su u Tablici 3. Vidljivo je da su studenti prve godine ostvarili najvišu srednju vrijednost rezultata ( $X=83,27$ ), dok su budućí učitelji tjelesnog odgoja koji su studirali 5 i više godina imali najniži prosjek. Statistički značajne razlike pronađene su pri usporedbi godina studija na kojima su budućí učitelji tjelesnog odgoja bili u trenutku provođenja ovoga istraživanja.

d) Jednosmjerna analiza varijance (ANOVA) provedena je kako bi se istražili stavovi budućih učitelja tjelesnog odgoja prema zanimanju učitelja s obzirom na varijablu „srednja škola koju su završili“, a post-hoc (Tukey) test proveden je kako bi se utvrdilo gdje se nalaze te razlike. Rezultati su prikazani u Tablici 4.

### Tablica 4.

Stavovi budućih učitelja tjelesnog odgoja prema zanimanju učitelja s obzirom na srednju školu koju su završili prikazani su u Tablici 4. Utvrđeno je da su budućí učitelji tjelesnog odgoja koji su završili anatolijske učiteljske srednje škole ( $X=93,83$ ), srednje škole jezičnog usmjerenja ( $X=85,25$ ) i strukovne škole jezičnog usmjerenja ( $X=82,84$ ) postigli visoke srednje vrijednosti. Uočeno je da su budućí učitelji tjelesnog odgoja koji su završili sportske srednje škole ( $X=68,04$ ) postigli niže srednje vrijednosti rezultata. Značajna je razlika pronađena u usporedbama s obzirom na srednje škole koje su ispitanici završili.

e) Provedena je jednosmjerna analiza varijance (ANOVA) kako bi se utvrdili stavovi budućih učitelja tjelesnog odgoja prema zanimanju učitelja s obzirom na „obiteljske prihode“ ispitanika te je proveden post-hoc test (Tukey) kako bi se utvrdilo gdje se nalaze razlike. Rezultati su prikazani u Tablici 5.

### Tablica 5.

Ispitani su stavovi budućih učitelja tjelesnog odgoja prema zanimanju učitelja s obzirom na njihove obiteljske prihode te su rezultati prikazani u Tablici 5. Najviši prosjek rezultata u odnosu na visinu obiteljskih prihoda uočen je u budućih učitelja tjelesnog odgoja čiji obiteljski prihodi iznose 0-500 TL (turska lira) ( $X=90,72$ ) i 501-1000 ( $X=86,71$ ) TL. Pronađena je statistički značajna razlika u usporedbama rezultata provedenim s obzirom na razinu obiteljskih prihoda.

## Rasprava

Cilj ovoga istraživanja bio je istražiti stavove budućih učitelja tjelesnog odgoja prema zanimanju učitelja.

Na kraju istraživanja je utvrđeno da su stavovi budućih učitelja tjelesnog odgoja prema zanimanju učitelja bili srednji (ni negativni, ni pozitivni). U sličnoj je studiji Pehlivan (2010) također utvrdio da su stavovi budućih učitelja tjelesnog odgoja prema zanimanju učitelja bili srednji. U drugome istraživanju, Saybaugh, Evans i Byrd (2004) ustvrdili su da su učitelji koji su tek započeli sa svojim karijerama

nezadovoljni tim zanimanjem te da su u potrazi za alternativnim karijerama zbog ovih razloga: upravljanje razredom, disciplina, nedovoljno zanimanje roditelja za odgoj i obrazovanje svoje djece, nedovoljna podrška uprave. No, stavovi budućih učitelja značajno se mijenjaju tako što postaju pozitivniji pod utjecajem programa za usavršavanje učitelja i programa „inkluzije“. Awanbor (1996) smatra da učitelji pripravnici imaju negativan stav prema zanimanju učitelja; da imaju nizak društveni status, niske prihode i nedovoljan poticaj od edukacijskih autoriteta – ti čimbenici predstavljaju prepreku učiteljima pripravnicima i ne omogućuju im razvoj pozitivnog stava prema zanimanju učitelja. Međutim, druge studije koje su provedene s ciljem utvrđivanja stavova budućih učitelja različitih usmjerenja prema zanimanju učitelja pokazale su da su stavovi budućih učitelja prema odabranome zanimanju pozitivni (Baykara-Pehlivan (2010), Çetinkaya (2009), Çapri i Çelikkaleli (2008), Sayın (2005), Duatepe i Akkuş-Çıkla (2004)).

Može se ustvrditi da problem zapošljavanja u učiteljskoj struci ima utjecaj na srednje (ti pozitivne, ni negativne) stavove budućih učitelja prema tom zanimanju, što je rezultat ovoga istraživanja.

Drugi rezultat istraživanja je da postoji značajna razlika u usporedbi stavova ispitanika s obzirom na varijablu „spol“ pa rezultati idu u prilog muškim učiteljima tjelesnog odgoja. Muški su buduću učitelji tjelesnog odgoja imali pozitivnije stavove od budućih učiteljica tjelesnog odgoja. Međutim, u istraživanjima koja su proveli Coultas i Lewin (2002), Dodeen, Ibrahim i Emad (2003), Sayın (2005), Baykara-Pehlivan (2010), Pehlivan (2010) i Hussain i dr. (2011), utvrđeno je da su upravo buduće učiteljice tjelesnog odgoja imale pozitivnije stavove. Navedeni rezultati nisu potvrđeni u ovome istraživanju. Međutim, Everton i dr. (2007) navode da stariji učitelji, za razliku od učiteljica, smatraju da je zanimanje učitelja učinkovita karijera. To je potvrđeno i u ovome istraživanju.

Vjeruje se da manje pozitivni stavovi budućih učiteljica tjelesnog odgoja prema odabranom zanimanju proistječu iz čimbenika kao što su količina posla, odgovornosti i obveze učitelja tjelesnoga odgoja. Može se također reći da su tjelesne karakteristike u budućih muških učitelja tjelesnog odgoja značajnije nego u budućih učiteljica tjelesnog odgoja, što utječe na rezultat.

Značajne su razlike pronađene u stavovima budućih učitelja tjelesnog odgoja s obzirom na varijablu godine studija koju pohađaju. Utvrđeno je da su stavovi budućih učitelja tjelesnog odgoja bili najpozitivniji na njihovoj prvoj godini studija, a da su postajali sve manje pozitivni sa svakom sljedećom godinom studija. Tako su na petoj godini i kasnije sve više padali. Taj je rezultat potkrijepljen rezultatima istraživanja koje su proveli Çapa i Çil (2000). U jednom drugom radu, u usporedbi koju su proveli Güneşli i Aslan (2009), pokazano je da, s obzirom na varijablu godine studija, buduću učitelji imaju pozitivne stavove tijekom prvih godina studija i da im stavovi postaju sve manje pozitivni u narednim godinama. U jednom drugom istraživanju, Ünlü i Kalemoglu (2011) ustvrdili su da razina postignuća studenata opada kako se bliži kraj njihova studija, tako da su akademska postignuća pete godine studenata bila niska.

Međutim, u istraživanjima koja su proveli Tezci i Terzi (2010) i Üstüner, Cömert i Demirtaş (2009), nije pronađena značajna razlika s obzirom na varijablu godine studija.

Mogućnost opservacije učiteljskoga zanimanja u praksi i iskustvo prakse u kasnijim, a osobito završnim godinama studija, omogućuje studentima da pobliže iskuse zanimanje i izravno se susretnu s problemima vezanim uz njega. Vjeruje se da se to odražava u stavovima budućih učitelja.

U usporedbama koje su načinjene prema varijabli srednje škole koju su ispitanici završili, vidjelo se da su budućí učitelji tjelesnog odgoja koji su završili anatolijske učiteljske srednje škole, srednje škole jezičnog usmjerenja i strukovne škole jezičnog usmjerenja imali pozitivne stavove, dok su budućí učitelji tjelesnog odgoja koji su završili opće srednje škole, strukovne srednje škole i sportske srednje škole imali srednje stavove (ni pozitivne, ni negativne), pa je između tih skupina utvrđena statistički značajna razlika. Međutim, u istraživanjima koja su proveli Saracaloğlu (1993) i Çetinkaya (2009), utvrđeno je da to koje su srednje škole završili budućí učitelji nije utjecalo na njihove stavove prema zanimanju.

Značajne su razlike utvrđene u usporedbi budućih učitelja tjelesnog odgoja prema zanimanju učitelja s obzirom na njihove obiteljske prihode. Utvrđeno je da su stavovi budućih učitelja tjelesnog odgoja koji su imali obiteljska primanja u iznosu od 0-500 TL i 501-1000 TL prema njihovu zanimanju bili pozitivniji od stavova ostalih budućih učitelja tjelesnog odgoja. Značajne su razlike utvrđene u istraživanju koje su proveli Üstüner i dr. (2009), a koje su išle u prilog budućim učiteljima prosječnih prihoda te u istraživanju koje su proveli Özbek, Kahyaoğlu i Özgen (2007) gdje su rezultati išli u prilog budućim učiteljima s приходima od 0-500 TL. Međutim, u istraživanjima autora Dikici i Sağnak (2011) i Baykara-Pehlivan (2008), nije utvrđena značajna razlika između visine obiteljskih prihoda i stavova prema zanimanju učitelja.

Na temelju rezultata ovoga istraživanja može se zaključiti da budućí učitelji tjelesnog odgoja koji imaju manja obiteljska primanja imaju pozitivnije stavove prema odabranom zanimanju.

## Zaključak

U istraživanju koje je provedeno s ciljem utvrđivanja stavova budućih učitelja tjelesnog odgoja prema zanimanju učitelja utvrđeno je da su stavovi budućih učitelja tjelesnog odgoja prema zanimanju učitelja bili srednji (ni pozitivni, ni negativni) pa se može zaključiti da budućí učitelji tjelesnog odgoja samo djelomično žele postati učitelji. Istraživanjem su također utvrđene razlike u stavovima budućih učitelja tjelesnog odgoja prema zanimanju učitelja s obzirom na varijable spola, godine studija i obiteljskih prihoda. Odlučnost budućih učitelja tjelesnog odgoja da rade u odabranom zanimanju doprinijet će procesu njegovanja obrazovanja učitelja tjelesnog odgoja. Vjeruje se da rezultati ovoga istraživanja mogu pružiti korisne informacije institucijama koje obrazuju učitelje tjelesnog odgoja te mogu biti izvor za buduća istraživanja ove teme. Svrha ovoga istraživanja bila je utvrditi stavove budućih učitelja tjelesnog odgoja prema zanimanju učitelja. Predlaže se poticanje budućih istraživanja čimbenika koji utječu na stavove budućih učitelja prema odabranom zanimanju.