

Evaluation of Professional Perceptions by Physical Education Teachers and Pre-Service Teachers

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Abstract: This study aims to explore different perceptions regarding physical education (PE) teaching using a survey design. The study was performed with 175 PE teachers working in Antalya/Turkey and 130 pre-service PE teachers studying at Akdeniz University School of Physical Education and Sports, 305 participants for total. "Professional Perception Scale" which was developed by the researcher was used to collect data from the participants. In order to determine whether there is a significant relationship among the perceptions was tested using chi-square technique. The generalizability of the study's findings is limited for only throughout 2007-2008. According to the findings, 68 out of 127 perceptions were jointly approved. 35 out of those 68 perceptions were regarded as positive characteristics. It was found out that pre-service teachers developed more positive perceptions compared to PE teachers in the study ($p < 0.05$).

Key words: Occupation • Perceptions • Physical Education • PE teachers • Pre-service PE teachers

INTRODUCTION

One of the basic conditions of a quality in education is to educate teachers in accordance with the desired qualifications. In teacher training, it is aimed to train teachers in a way that they are intellectuals solving problems and teaching how to learn rather than technician-teachers who do what they are told to do [1].

In Turkey, in order to be a student of a physical education (PE) teaching program, a two-stage test is taken. The first is the general culture and general aptitude test and the second is unique special ability exams prepared by each university on its own.

Those who want to be PE teachers are subjected to a re-selection test after graduating from universities. According to Holland, each individual undergoes various influences until the age of choosing a profession and develop stereotyped judgments about occupations. Some stereotyped features of occupations affect the decisions of individuals [2].

Different points of views have been observed in individuals about occupations before they start and after they start as well others' opinions regarding the perception of that occupation.

The duty of a PE teacher is to implement the curriculum and legislation regarding the special area

of competence [3,4]. Apart from PE teachers' occupational respects and their attempts to do their best in their profession, it is highly probable that they can be praised or criticized easily. People may have different views on the professionals at this field and the way that they fulfill their duties. This study explores whether PE teachers and pre-service teachers agree or disagree with what others think about the profession of being a PE teacher.

Cooley, uses the term "the glass looking self" for the process during which the individual tries to understand what others think of himself / herself. What determines the judgment of people about their self and their social behaviors is that they know what others think of them. How do we look in the eyes of others [5]. Cooley sees self-development as an outcome of an active process. One should develop himself / herself in a social perspective by looking at his / her reflection in the mirror as a familiar Table [6]. Such an expression as "I am what I am in the eyes of others" can easily be inferred from what Cooley suggests regarding the elements determining one's own self. This self is the joint product of many people working together. In this study, "others" refer to family, principals, colleagues, Ministry of National Education, branch teachers (other PE teachers who weren't involved in the study), students and parents.

Perception of Others' Positive / Negative Opinions on the Individual: Has an effect upon the motivation of teachers. It is observed that the profiles of teachers' professional motivation are associated with job satisfaction, dissatisfaction, personal gain in the profession and perceived career [7]. Curriculum, colleagues, performance standards and teacher characteristics noticed by the students all have influence upon decision making mechanism of the teacher as well as resulting in teacher's more dependent behaviors shown under constraints [8]. Teachers make use of motivation strategies such as autonomy, support, participation [9].

Affects students' motivation. Support provided by teachers of physical education, is closely related to meeting the needs of students. This enables them to gain autonomy [10]. It is well understood that such a supportive atmosphere and motivation contributes to autonomous personality formation [11]. Researchers found out significant relationships amongst physical education activities, self-esteem and autonomous behaviors [12]. Motivation of students doing activity and their self-esteem together with their quality of life affect each other positively [13].

Affects the level of satisfaction. Professional support from others is thought to increase the satisfaction level of their professional lives. PE teachers are not content with the interest level and support of principals, colleagues and parents regarding physical education activities [14]. Satisfaction levels of PE teachers, especially job satisfaction levels, vary according to age [15].

Affects stress and coping with fatigue. Supportive interactions among people have a protective effect on avoiding stress in daily life [16]. In particular, perceived social support is a strong predictor of self-value. In fact, support perceived is much more important than a support received [17].

Affects the level of solitude. The relationship between levels of perceived social support and loneliness of the individual is important. In a research on social support and loneliness levels of university students, it was reported that a negative correlation is significant between the variables; that is, students perceived social support level was found out to be high whereas their level of loneliness was low [18].

Affects the sense of professional competence. In one's professional life he / she develops some perceptions on his / her own self. For example, among the pre-service teachers, it was found out that the sense of

professional competence varied according to gender; that is, females reported more competence compared to males [19]. In another study no significant relationship was found out in professional competence scores of pre-service teachers according to gender and years of study at university. Among the teachers' competence scores, PE teachers' scores were found out to be significantly higher [20].

Affects the occurrence of conflict. It is a widely known issue that PE teachers often experience conflict especially with the principals. It was reported that issues for conflict were mostly related to physical education classes and sports activities. It was stated that such conflicts were found out to destroy PE teachers' morale and discourage them as well as diminishing the level of professional efficiency [21].

Affects the perceptions on the profession. Especially the socio-demographic characteristics of families have an impact on students' participation in social activities at school. A study conducted in Netherlands showed that parents and teachers prioritized leisure time activities in the education of children. On the other hand, Turkish parents and teachers attach more importance to academic achievement in the education of children [22]. For this reason, the fact that PE classes are considered to be unnecessary by parents negatively affects the performance of a physical education teacher. Apart from this, the probability of a PE teacher to be criticized at home by family members who may have negative perceptions regarding the conditions of being a PE teacher might also have an influence on the professional perceptions.

Affects the communication skills. In general, the physical education teachers' communication skills were found out to be good. Female students of a school of physical education and sports were significantly found out to have better communication skills compared to males in a study investigating the relationship between communication skills and gender [23].

Having good communication skills lead to the outspread of positive influences of the profession among little children and teenagers.

Therefore, there appears a need for an investigation of the self-evaluation process of PE teachers and pre-service teachers by interpreting all kinds of behaviors perceived in others. What others think of "being a PE teacher" and how they perceive this profession can best be learnt from them. Perception patterns of parents,

principals, colleagues, Ministry of National Education, branch teachers, students and parents all constitute the sub-dimensions of this study. Within these sub-dimensions, the researcher investigated how PE teachers and pre-service teachers evaluate others' perceptions regarding being a PE teacher. For this reason, in the scales it was asked whether the participants agree or disagree with what others think of being a PE teacher. The participants were asked to mark each item associated with the perception of others as "agree", "disagree" or "neutral".

In the light of previously mentioned early research findings, the researcher seeks answers for the following questions. How do research group perceive others' opinions about this profession? Is there a statistically significant difference between the opinions of others and perception of teachers and pre-service teachers all related with this profession?

This study is intended to contribute to the revision of teacher training curricula and the development of professional perceptions of PE teachers and pre-service teachers.

MATERIALS AND METHODS

This study aims to reveal how PE teachers and pre-service teachers perceive the profession of PE teaching in the eye of others using a survey design [24].

Instruments: Thoughts derived from the perceptions about the profession of physical education teaching based on the literature were then classified and transformed into a three point (Agree- Disagree-Neutral) Likert scale. Reliability coefficient (Cronbach's alpha) of the sub dimensions of the scale is as follows: family (0.794); branch teacher (.690), students (0.811); director (.791), colleagues (.914), parent (0.896), the Ministry of National Education (0.915). For the validity of the scale, teaching staff at the university who were formerly PE teachers and pre-service teachers were consulted in the process of development of the scale.

Participants: Research was conducted in 2007-2008 academic year on 175 physical education teachers (57.4%) and 130 physical education teachers (42.6%) with a total of 305 people. 103 females (33.8%) and 202 males (66.2%) participated in the study. The ratio of female PE teachers was 29.7% (n=52) and female pre-service teachers was

39.2% (n=51). The ratio of male PE teachers was 70.3% (n=123) and male pre-service teachers was 60.8% (n=79). Teachers were between 23 and 53 years old (36.63 ± 6.94) while pre-service teachers' ages varied between 17 and 26 (21.95 ± 1.84). The participants' professional experience was as follows: 1-5 years (18.9%), 6-10 years (27.4%), 11-15 years (26.9%), 16-20 years (9.7%), 21 years and higher (17.1%). Of the pre-service teachers, 21.5 percent were first year students (n=28), 30 percent were second year students (n = 39), 23.8 percent were third year students (n = 31) and 24.6 percent were fourth year students (n = 32). Of the teachers 75.4 percent were married and 24.6 percent were single. 68 percent of the teachers were married with children. All the pre-service teachers participated in the study were living with their parents as single with no children.

Data Analysis: The data obtained from the sub dimensions of the scale were tabulated in frequency and percentage values. Due to the large tables in size, the findings were given in graphics. In order to show whether there was a significant difference between variables data were analyzed with chi-square statistical technique. The statistically significant findings on the table were marked with (*). 0.05 was set for the level of significance.

RESULTS AND DISCUSSION

Results: This study is an attempt to reveal how PE teachers and pre-service teachers perceive and evaluate others' (families, principal, colleagues, Ministry of National Education, branch teachers, students and parents) opinions on the profession of PE teaching. The findings according to sub dimensions are as follows:

Families: Participants who were married (with/without children as a wife or husband) and single (as a sibling and son/daughter with no children) were asked to respond how their families think of them and how they perceive their families' opinions by taking their experiences into account. Participants agreed on 11 items out of 19 while disagreeing with 5 of them and marked neutral for the rest of the items.

Branch Teachers: The term, branch teachers, refer to other non-participant PE teachers teaching at schools and hereby their perceptions. Participants agreed on 12 items out of 17 while disagreeing with 4 of them and marked neutral for the rest.

Colleagues: Here the author points out other teachers except PE teachers at school such as Math, Physics, Chemistry, Music teachers and so on. Participants agreed on 10 items out of 22 while disagreeing with 4 of them and marked neutral for the rest (8 items).

Principals: This group includes the directors of schools. Participants in this study agreed upon 13 items out of 20 while disagreeing with 5 of them and marked neutral for the rest of the items.

Ministry of National Education (MoNE): Here, Turkish Ministry of National Education is implied. Participants in this study agreed on 5 items out of the Ministry's 14 perceptions whereas they disagreed with 9 of the items in the scale.

Students: The author here refers to students attending to an elementary or high school and taking PE classes. Participants in this study agreed on 14 items out of 19 while disagreeing with 4 of them and marked neutral for one of the items.

Parents: This group consists of people who are responsible for taking care of students. Participants agreed on 3 items out of 16 perceptions of parents while

disagreeing with 10 of them and marked neutral for the rest (3 items).

Discussion: When findings of this study in which PE teachers and pre-service teachers evaluate the perceptions (of families, branch teachers, students, parents, principals and the Ministry of National Education) regarding PE teaching were examined, some below-mentioned conclusions were drawn:

PE Teachers and Pre-Service Teachers Who Participated in the Study

Occupational Prestige:

- The Holy Occupation (Families),
- Popular Job (Principals) (Table 1-4).

Semerci and Semenci (2004) and Bulut and Doğar (2006) also revealed that pre-service PE teachers show positive attitude towards teaching profession [25, 26].

Economic Conditions:

- The salary is low (Branch teachers),
- The salary is low, find additional paying job (Families),

Table 1: Perception of Families

Participants	Perception	Not a popular job.A1 *	Could have a better paid job.A2*	Doing a beneficial job. A3*	Keeps fit. A4*	Comes home exhausted.A5*	No care for our children. A6*	Do additional job. A7*	I sympathize with him/her. A8*	So energetic, so hasty. A9*
		%	%	%	%	%	%	%	%	%
PE teachers	-	52,0	38,9	2,9	5,1	10,9	21,4	39,4	19,1	17,1
	o	26,3	29,1	20,7	21,7	25,1	34,1	33,7	33,5	26,9
	+	21,7	32,0	76,4	73,1	64,0	44,5	26,9	47,4	56,0
pre-service teachers	-	55,4	40,8	3,8	3,8	17,7	41,5	40,8	8,5	10,0
	o	10,0	10,8	5,4	3,1	13,8	26,9	20,0	15,5	9,2
	+	34,6	48,5	90,8	93,1	68,5	31,5	39,2	76,0	80,8
Total	-	53,4	39,7	3,3	4,6	13,8	30,0	40,0	14,6	14,1
	o	19,3	21,3	14,1	13,8	20,3	31,0	27,9	25,8	19,3
	+	27,2	39,0	82,6	81,6	65,9	38,9	32,1	59,6	66,6
sig.		0,000	0,001	0,000	0,024	0,001	0,003	0,000	0,000	0,601

*p<0.05

Table 1:Continued

Participants	Perception	No time left for us.A10	Don't wear out so much. 11*	Always dirty clothes. A12*	Comes home frustrated.A13	Always training! A14	Is exhausted and burnout.A15	A holy job for him/her. A16*	I'm Jealous of her female students. A17*	Traffic warden of school. A18	Takes work home.A19
		%	%	%	%	%	%	%	%	%	%
PE teachers	-	30,9	28,0	31,2	31,4	23,4	27,0	2,3	63,8	42,0	47,4
	o	26,3	31,4	27,7	29,7	30,3	31,6	22,9	31,6	30,5	26,9
	+	42,9	40,6	41,0	38,9	46,3	41,4	74,9	4,6	27,6	25,7
pre-service teachers	-	36,2	40,8	40,0	42,3	30,8	36,2	3,8	56,6	48,5	49,2
	o	23,1	13,1	13,8	19,2	19,2	20,0	6,9	11,6	22,3	21,5
	+	40,8	46,2	46,2	38,5	50,0	43,8	89,2	31,8	29,2	29,2
Total	-	33,1	33,4	35,0	36,1	26,6	30,9	3,0	60,7	44,7	48,2
	o	24,9	23,6	21,8	25,2	25,6	26,6	16,1	23,1	27,0	24,6
	+	42,0	43,0	43,2	38,7	47,9	42,4	81,0	16,2	28,3	27,2
sig.		0,001	0,001	0,013	0,058	0,071	0,053	0,001	0,000	0,271	0,536

*p<0.05

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Table 2: Perceptions of Branch Teachers

Participants	Perception	Fatigue. B1*	Not enough facilities. B2*	A very soft job B3*	Love doing sports. B4	School is a burden. B5*	Good communication ability. B6	Feeling worthless. B7	Insufficient stuff. B8*	Seeming authoritarian. B9
		%	%	%	%	%	%	%	%	%
PE teacher	-	20,0	45,1	66,9	5,7	39,4	4,6	32,0	64,0	30,4
	o	2,3	3,4	4,0	5,1	8,0	4,6	12,0	7,4	11,4
	+	77,7	51,4	29,1	89,1	52,6	90,9	56,0	28,6	57,7
pre-service teachers	-	22,3	30,0	54,6	3,1	22,3	1,5	11,5	36,2	30,0
	o	15,4	10,8	11,5	2,3	21,5	1,5	10,0	14,6	14,6
	+	62,3	59,2	33,8	94,6	56,2	96,9	78,5	49,2	55,4
Total	-	21,0	38,7	61,6	4,6	32,1	3,3	23,3	52,1	30,5
	o	7,9	6,6	7,2	3,9	13,8	3,3	11,1	10,5	12,8
	+	71,1	54,8	31,1	91,5	54,1	93,4	65,6	37,4	56,7
sig.		0,000	0,003	0,016	0,235	0,000	x2: Ø	0,000	0,000	0,711

*p<0.05

Table 2:Continued

Participants	Perception	Physical fatigue. B10*	Failure to do something. B11*	Overcoming stereotypes. B12	Low salary. B13*	Popularizing sports. B14	Casual wear. B15	Student centered lessons. B16	Location of PE room. B17
		%	%	%	%	%	%	%	%
PE teacher	-	52,0	45,1	4,6	18,9	9,1	2,3	17,7	20,6
	o	8,6	7,4	4,6	8,6	5,1	4,0	4,6	4,0
	+	39,4	47,4	90,9	72,6	85,7	93,7	77,7	75,4
Pre-service teachers	-	56,9	36,9	3,1	10,0	5,4	3,8	20,9	13,1
	o	21,5	21,5	3,8	16,9	6,2	3,1	7,0	3,8
	+	21,5	41,5	93,1	73,1	88,5	93,1	72,1	83,1
Total	-	54,1	41,6	3,9	15,1	7,5	3,0	19,1	17,4
	o	14,1	13,4	4,3	12,1	5,6	3,6	5,6	3,9
	+	31,8	44,9	91,8	72,8	86,9	93,4	75,3	78,7
Sig.		0,000	0,002	0,757	0,017	0,450	0,672	0,477	0,227

*p<0.05

Table 3: Perceptions of Colleagues

Participants	Perception	Less workload. M1	Easy job. M2*	Wish I were a PE teacher. M3*	Not suit but sports wear. M4*	Work load is all about ceremonies. M5*	A source of knowledge about sports. M6*	Substitute teacher. M7*	Acts as a counsellor. M8*	So energetic, soon burnout. M9*	No preplanning. M10*
		%	%	%	%	%	%	%	%	%	%
PE teachers	-	30,0	36,6	45,7	36,0	45,7	2,9	35,4	12,6	38,9	39,4
	o	18,3	20,6	19,4	19,4	18,9	20,7	23,4	21,7	28,6	20,6
	+	51,4	42,9	34,9	44,6	35,4	76,4	41,1	65,7	32,6	40,0
pre-servic teachers	-	26,2	20,0	45,4	33,8	41,5	7,7	46,5	6,2	24,6	45,4
	o	14,6	3,8	3,8	3,8	6,9	4,6	5,4	10,1	20,8	7,7
	+	59,2	76,2	50,8	62,3	51,5	87,7	48,1	83,7	54,6	46,9
Total	-	28,5	29,5	45,6	33,8	43,9	4,9	40,1	9,9	32,8	42,0
	o	16,7	13,4	12,8	3,8	13,8	13,8	15,8	16,8	25,2	15,1
	+	54,8	57,0	41,6	62,3	42,3	81,2	44,1	73,4	42,0	43,0
sig.		0,391	0,000	0,000	0,000	0,002	0,000	0,000	0,002	0,001	0,008

*p<0.05

Table 3: Continued

Participants	Perception	A successful friend. M11	Working outside, nice and easy. M12*	Oh, are they new sports wear? M13*	Jealous of him. M14*	Traditional figure of a PE teacher M15*	Fear of naughty students. M17*	School police! M17*	too intimate with students. M18*	Want to oust him. M19*	Chicness of sportswear. M20*	So arrogant. M21*	Not a close friend. M22*
		%	%	%	%	%	%	%	%	%	%	%	%
PE teachers	-	5,1	54,3	39,9	32,0	51,1	33,9	44,3	58,0	62,3	26,9	65,7	61,7
	o	25,7	18,9	30,1	26,3	27,6	23,6	22,4	19,5	29,1	26,9	25,1	25,1
	+	69,1	26,9	30,1	41,7	21,3	42,5	33,3	22,4	8,6	46,3	9,1	13,1
Pre-service teachers	-	8,5	43,8	21,5	13,8	50,0	24,6	34,6	34,6	43,1	14,6	57,7	39,2
	o	20,0	7,7	13,1	11,5	8,5	10,8	8,5	16,2	22,3	16,9	13,1	26,2
	+	71,5	48,5	65,4	74,6	41,5	64,6	56,9	49,2	34,6	68,5	29,2	34,6
Total	-	6,6	49,8	32,0	24,3	50,7	29,9	40,1	48,0	54,1	21,6	62,3	52,1
	o	23,3	14,1	22,8	20,0	19,4	18,1	16,4	18,1	26,2	22,6	20,0	25,6
	+	70,2	36,1	45,2	55,7	29,9	52,0	43,4	33,9	19,7	55,7	17,7	22,3
Sig.		0,307	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,001	0,000	0,000

*p<0.05

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Table 4: Perceptions of Principals

Participants	Perception	A security guard.	The most disciplined teacher.	A popular teacher.	Prominent on special days.	Essential in maintaining discipline.	School discipline.	A very hardworking teacher.	Madals and cups thanks I wish	I wish I were a PE teacher.	A reliable co-worker.
		MD1*	MD2*	MD3*	MD4*	MD5*	MD6*	MD7	MD8*	MD9*	MD 10
		%	%	%	%	%	%	%	%	%	%
PE teachers	-	24,6	14,9	21,7	7,5	45,1	25,1	5,7	9,1	59,4	17,7
	o	26,3	28,0	34,9	27,0	33,7	31,4	28,0	33,1	28,6	34,3
	+	49,1	57,1	43,4	65,5	21,1	43,4	66,3	57,7	12,0	48,0
Pre-service teachers	-	33,1	16,2	14,6	12,3	24,6	23,1	9,3	8,6	63,1	23,1
	o	13,1	12,3	6,2	11,5	10,0	16,9	17,1	9,4	11,5	24,6
	+	53,8	71,5	79,2	76,2	65,4	60,0	73,6	82,0	25,4	52,3
Total	-	28,2	15,4	18,7	9,5	36,4	24,3	7,2	8,9	61,0	20,0
	o	20,7	21,3	22,6	20,4	23,6	25,2	23,4	23,1	21,3	30,2
	+	51,1	63,3	58,7	70,1	40,0	50,5	69,4	68,0	17,7	49,8
Sig.		0,014	0,004	0,000	0,003	0,000	0,006	0,058	0,000	0,000	0,160

*p<0.05

Table 4: Continued

Participants	Perception	I care about school team's success.	You had better form more teams.	The most beautiful ceremony should be ours.	A tough guy.	More than enough PE school.	A bridge between students and players.	Favoring school team Director is	Appreciation of School District and important.	Unnecessary equipments sports facilities.	A money collector for facilities.
		MD11*	MD12*	MD13*	MD 14*	MD 15*	MD16*	MD17*	MD18*	MD19*	MD 20*
		%	%	%	%	%	%	%	%	%	%
PE teachers	-	14,3	14,9	7,4	49,1	61,1	13,1	60,6	21,1	66,9	63,4
	o	32,0	33,7	28,6	37,6	28,6	29,7	30,9	30,9	26,3	26,9
	+	53,7	51,4	64,0	13,3	10,3	57,1	8,6	48,0	6,9	9,7
Pre-servic teachers	-	10,8	14,6	6,2	22,3	51,5	13,1	46,2	9,2	62,3	61,2
	o	6,9	9,2	5,4	24,6	19,2	17,7	17,7	10,0	13,8	7,8
	+	82,3	76,2	88,5	53,1	29,2	69,2	36,2	80,8	23,8	31,0
Total	-	12,8	14,8	6,9	37,6	57,0	13,1	54,4	16,1	64,9	62,5
	o	21,3	23,3	18,7	32,0	24,6	24,6	25,2	22,0	21,0	18,8
	+	65,9	62,0	74,4	30,4	18,4	62,3	20,3	62,0	14,1	18,8
Sig.		0,000	0,000	0,000	0,000	0,000	0,047	0,000	0,000	0,001	0,000

*p<0.05

Table 5: Perceptions of the Ministry of National Education

Participants	Perception	less PE sessions per week.	Not a necessary lesson.	Always demanding higher salary.	Always demanding more staff.	How did you spend the funds?	Always in need of sports stuff.	A soft job.
		MEB1*	MEB2*	MEB3*	MEB4*	MEB 5*	MEB 6*	MEB7*
		%	%	%	%	%	%	%
PE teachers	-	12,0	29,1	26,9	11,4	18,9	12,0	25,1
	o	62,3	60,0	61,7	65,7	64,0	65,7	63,4
	+	25,7	10,9	11,4	22,9	17,1	22,3	11,4
Pre-service teachers	-	42,3	70,8	67,7	21,5	40,3	44,6	64,6
	o	4,6	2,3	6,9	5,4	19,4	8,5	4,6
	+	53,1	26,9	25,4	73,1	40,3	46,9	30,8
Total	-	24,9	46,9	44,3	15,7	28,0	25,9	42,0
	o	37,7	35,4	38,4	40,0	45,1	41,3	38,4
	+	37,4	17,7	17,4	44,3	27,0	32,8	19,7
Sig.		0,000	0,000	0,000	0,000	0,000	0,000	0,000

*p<0.05

Table 5: Continued

Participants	Perception	Follow the curriculum.	Not qualified to become a head teacher.	Should take in-service training.	No additional payments.	Everybody can do this.	PE is important.	Always replacement problems.
		MEB8*	MEB9*	MEB10*	MEB11*	MEB12*	MEB 13*	MEB14*
		%	%	%	%	%	%	%
PE teachers	-	25,1	24,7	26,3	28,6	30,9	25,1	27,4
	o	62,9	61,1	64,0	65,7	61,7	61,7	64,0
	+	12,0	11,4	9,7	5,7	7,4	13,1	8,6
Pre-service teachers	-	48,8	60,0	34,6	69,2	66,2	59,2	43,1
	o	14,7	10,8	26,9	10,8	9,2	10,8	17,7
	+	36,4	29,2	38,5	20,0	24,6	30,0	39,2
Total	-	35,2	41,3	29,8	45,9	45,9	39,7	34,1
	o	42,4	39,7	48,2	42,3	39,3	40,0	44,3
	+	22,4	19,0	22,0	11,8	14,8	20,3	21,6
Sig.		0,000	0,000	0,000	0,000	0,000	0,000	0,000

*p<0.05

World Appl. Sci. J., 12 (10): 1760-1772, 2011

Table 6: Perception of Students

Participants	Perception	Easy communication. O1*	Flexible, student centered.O2*	The most loved teacher. O3*	The most understanding teacher.O4*	Looking forward to next session.O5*	Lend us a ball, we play.O6*	Pretending to be a policeman.O7*	Wish all teachers were the same. O8*	Appropriate clothes. O9*	Easy to pass. O10*
PE teachers	-	6,3	12,0	5,1	5,1	2,9	27,4	60,0	10,9	27,0	34,3
	o	18,9	20,6	25,7	22,9	18,9	21,7	29,1	21,1	20,7	20,6
	+	74,9	67,4	69,1	72,0	78,3	50,9	10,9	68,0	52,3	45,1
Pre-service teachers	-	3,1	4,6	3,1	5,4	2,3	26,9	56,2	2,3	20,0	42,3
	o	4,6	7,7	3,8	5,4	3,8	10,8	19,2	6,2	9,2	6,9
	+	92,3	87,7	93,1	89,2	93,8	62,3	24,6	91,5	70,8	50,8
Total	-	4,9	8,9	4,3	5,2	2,6	27,2	58,4	7,2	24,0	37,7
	o	12,8	15,1	16,4	15,4	12,5	17,0	24,9	14,8	15,8	14,8
	+	82,3	76,1	79,3	79,3	84,9	55,7	16,7	78,0	60,2	47,5
Sig.		0,000	0,000	0,000	0,000	0,000	0,030	0,003	0,000	0,003	0,004

*p<0.05

Table 6: Continued

Participants	Perception	Again we play in teams? O11*	Attractive lesson. O12*	Disrupting the lesson is easy. O13*	Football time. O14*	An intimate buddy. O15*	Too disciplined. O16	Dieting queries. O17*	No failure. O18*	Complaining about strict lessons. O19*
PE teachers	-	62,9	9,8	61,3	34,3	9,7	62,9	32,8	25,1	48,6
	o	20,6	21,8	27,2	21,7	21,7	24,6	29,9	20,0	26,3
	+	16,6	68,4	11,6	44,0	68,6	12,6	37,4	54,9	25,1
Pre-service teachers	-	48,1	2,3	59,2	31,8	6,9	56,6	18,5	31,8	31,5
	o	15,5	3,1	13,8	7,8	6,2	20,9	10,0	6,2	23,8
	+	36,4	94,6	26,9	60,5	86,9	22,5	71,5	62,0	44,6
Total	-	56,6	6,6	60,4	33,2	8,5	60,2	26,6	28,0	41,3
	o	18,4	13,8	21,5	15,8	15,1	23,0	21,4	14,1	25,2
	+	25,0	79,6	18,2	51,0	76,4	16,8	52,0	57,9	33,4
Sig.		0,000	0,000	0,000	0,001	0,000	0,072	0,000	0,003	0,001

*p<0.05

Table 7: Perception of Parents

Participants	Perception	Maintaining discipline. H1	Deals with naughty students.H2*	High salary, weekends off.H3*	Ok without PE teachers. H4*	Money for ceremony clothes.H5*	Always requesting stuffs.H6*	Give the ball, let them play.H7*	Less important lesson. H8*
PE teachers	-	9,7	21,1	42,3	60,0	40,0	62,3	50,3	49,7
	o	24,0	26,9	25,7	26,9	29,7	25,7	25,1	26,9
	+	66,3	52,0	32,0	13,1	30,3	12,0	24,6	23,4
pre-service teachers	-	8,5	13,8	33,8	65,4	35,4	50,8	53,8	52,3
	o	5,4	13,8	11,5	6,9	11,5	8,5	3,8	6,9
	+	86,2	72,3	54,6	27,7	53,1	40,8	42,3	40,8
Total	-	9,2	18,0	38,7	62,3	38,0	57,4	51,8	50,8
	o	16,1	21,3	19,7	18,4	22,0	18,4	16,1	18,4
	+	74,8	60,7	41,6	19,3	40,0	24,3	32,1	30,8
Sig.		0,000	0,001	0,000	0,000	0,000	0,000	0,000	0,000

*p<0.05

Table 7: Continued

Participants	Perception	A very disciplined teacher.H9*	Preparation for university entrance exams.H10*	Inhibits the overall success. H11*	Not a good role-model. H12*	Students are on their own. H13*	Doesn't select my child for the school team.H14*	Salary without anything done. 15*	Negatively affects my child's health. H16*
PE teachers	-	15,4	42,9	64,4	58,3	64,0	48,3	65,1	48,6
	o	28,0	26,9	26,4	32,6	25,1	34,5	24,0	24,0
	+	56,6	30,3	9,2	9,1	10,9	17,2	10,9	27,4
Pre-service teachers	-	13,8	59,2	63,1	60,8	61,5	36,2	60,0	53,1
	o	11,5	2,3	13,1	15,4	6,9	23,1	6,2	7,7
	+	74,6	38,5	23,8	23,8	31,5	40,8	33,8	39,2
Total	-	14,8	49,8	63,8	59,3	63,0	43,1	63,0	50,5
	o	21,0	16,4	20,7	25,2	17,4	29,6	16,4	17,0
	+	64,3	33,8	15,5	15,4	19,7	27,3	20,7	32,5
Sig.		0,001	0,000	0,000	0,000	0,000	0,000	0,000	0,001

*p<0.05

- The salary is high compared to the workload (Colleagues),
- The salary is high, long vacations (Parents) (Table 2, 3, 7).

It was found out that 72 percent of the teachers in Turkey were doing additional jobs (Turkish Egitim-Sen, 2008) [27], the majority had mid-level job satisfaction [28] and female PE teachers were found out to have higher levels of job satisfaction and expectations regarding socio-economic status [14].

A Soft Job:

- It is not a soft job (Families / Branch teachers),
- It is a soft job (Colleagues) (Table 1, 2, 3).

A Tiring Job:

- Very tiring job (Families / Branch teachers),
- Level of fatigue is comparable with other teachers (Families),
- Fatigue is accompanied by exhaustion and boredom (burnout) (Families) (Table 1, 2).

Demirel and Kalkavan (2006) explored the level of physical education teachers' burnout. They found significant difference in terms of personal accomplishment, emotional exhaustion and desensitization [29].

Time Management:

- PE teachers' sparing the time for home instead of playing sports (Families),
- Spending more time with children (Families) (Table 1).

Kocabas and Erdem (2003) reported that people who have effective time management skills can spare the time for their private activities as well as reaching certain targets in their profession [30].

Forming a Sports Team, Going Training, Duty of Being a Trainer/Coach:

- Going training (Families),
- Success of the school team (Principals),
- Selecting players for the team (Parents) (Table 1, 3, 7).

Cemaloglu and Sahin (2007) see directors' appreciation of teachers as predictors of emotional exhaustion, desensitization and personal achievement levels [31].

Preparation for the Special Days and Ceremonies:

- Organization of good ceremonies that will be praised by public (Principals),
- A short term job that encompasses special days and ceremonies (Parents) (Table 3).

Ministry of National Education (2008) states "the duty of organizing ceremonies for the national days" in its list of PE teachers' qualifications. However, this statement is open to misunderstandings of others [3].

Maintaining Discipline at School:

- Maintains discipline at school (Principals / Colleagues/Parents),
- Misconceptions (Branch teachers) (PE teachers are not the same outside the school as though they seem to be rigid at school) (Table 2, 3, 7).

Ugur (2006) reported that 46 percent of PE teachers see themselves as the person maintaining discipline at school [32]. Mirici, Aslan, Atac and Kovacicova (2008), in the 13th World Education Conference, suggested that a global culture of peace can be developed with only the social appreciation of teachers. Instead of perceiving PE teachers as ones maintaining the discipline, the society should come to an understanding of PE teachers as ones preventing violence and transferring culture of peace to the next generations [33].

Doing Sports / Training:

- Occupational obligation (Families),
- Love for profession (Branch teachers),
- Health and freedom (Students) (see Table 1-2-6).

According to Cicek and Kocak (2002), PE teachers should have the ability to do sports as well as teaching sports effectively [34].

Appropriate Clothes for PE Classes:

- Necessity (Branch teachers),
- Cleaning of clothes (Families),
- Privilege (Colleagues),
- Disadvantage (Students) (Table 1, 3, 6).

Formal attire for PE teachers is sportswear. According to one of the circular notes of the Ministry of National Education, it is the parents' own will to buy sportswear and trainers for students to use in PE classes.

Jealousy: PE teachers / pre-service teachers confirmed that their colleagues are jealous of themselves (55.7%, $p < 0.05$) (Table 3). No study was found in the literature regarding this issue.

Communication Skills:

- Student-centered lesson (Branch teachers),
- Chat (Students),
- Bridge (Principals) (Table 2, 4, 6).

In Tepekoylu's (2007) study, students of Physical Education and Sports were found to have a very high level of perceptions associated with communication skills [35].

Sports Facilities at School:

- Insufficient (Branch teachers),
- Expensive (MoNE) (Table 2, 5).

According to Topkaya, Serbes and Yuret (2004) PE classes are affected in a negative way due to a lot of reasons [36].

Prejudices/Image:

Image of a PE Teacher:

- Traditional conception regarding PE lesson (Branch teachers),
- Discipline (Principals/Colleagues) (Table 2, 3, 4).

Bilici (2005) found that the most important characteristic of an ideal PE teacher according to principals was "having the characteristics of a leader" [37]. Aydogdu (2003) reported difference in perceptions regarding the ideal teacher according to the kind of schools [38].

Image of the Lesson:

- A beneficial lesson (Families),
- Lesson as a leisure time activity (Colleagues/Students),
- A lesson inhibiting the academic achievement (Parents) (Table 1, 3, 6, 7).

Yıldırım, *et al.*, (2007) found out that PE teachers allocated more time for warm-up activities as giving information in the background whereas pre-service teachers spent more time for classroom management [39]. Hunuk and Demirhan (2003) reported positive attitudes of eight graders, ninth graders and university students towards PE courses [40]. In the study of Faulkner and Reeves (2000), it was shown that female pre-service elementary teachers show positive attitudes towards physical education lessons and among those who were talented in sports had strong body perceptions [41].

Personality Traits:

- Energetic (Colleagues),
- Hardworking (Principals),
- Tolerant (Students) (Table 3, 4, 6).

There should be a connection between an individual's personal qualifications and the traits required by the profession. Personality type of PE teachers is therefore characterized as "realist type" with reference to Holland's personality types. Pehlivan and Konukman (2004) revealed that PE teachers compared to other colleagues behave as "hasty" and "avoidant" in solving a problem [42]. Moussa and Andriamampianina (2005) reported the similarities and differences in physical education curriculum and PE teachers' politics views, cultures and educational level between China and France [43]. According to Kuscü (2006), secondary school students who were doing sports regularly listed characteristics of an ideal PE teacher: physical and mental health, being a reputable and reliable, rewarding the least positive behavior and the ability to teach following the lesson plan [44].

Taking Responsibility in Collecting Money for Supplying Ceremony Garments, etc.:

- Institutional demand (MoNE),
- Negative response (Parents) (Table 5).

This issue makes the PE teacher a person to account for expenditures. There is no research present in the literature.

Excessive Number of Teachers in the Field, less Sessions than Needed in a Week: Participants agreed upon the idea that MoNE had negative perceptions on themselves. They agreed with MoNE on that Turkey there was no demand for PE teachers (44.3%) and that there were less

sessions than students need in a week (37.4%) (Table 5). Kalemoglu (2005) compared Turkey and Germany and found out that Germany educated PE teachers with different curricula according to the level of schools they were going to teach whereas Turkey educated one type of PE teachers for all educational levels [45]. In Ocak and Tortop's (2006) study, it was reported that elementary school teachers faced difficulties in conducting physical education lessons and PE teachers should fill the gap in elementary schools [46].

In-Service Training: Participants agreed on MoNE's perception implying the necessity of in-service training for occupational development (Table 5). It is necessary to encourage PE teachers to read the relevant journals (Yıldız, 2006), enhance their in-service training programs (Avsar, 2006), make attempts for curriculum development to increase the number of activities in lessons (Hickson and Fishbourne, 2004) and educate open-minded PE teachers (Li, 2006) [47-50].

CONCLUSION

A total of 127 perceptions on the profession of being a PE teacher were developed. According to the findings, 68 out of 127 perceptions were jointly approved. 35 out of those 68 perceptions were regarded as positive characteristics. Among these perceptions associated with the profession of being a PE teacher, some perceptions related to personal-occupational values, knowing the students, behavioral management and teaching-learning process were outstanding. In line with the findings from the sub dimensions of the research, participants agreed on five perceptions of families regarding personal and occupational values. In addition, participants agreed on five perceptions of branch teachers regarding personal and occupational values together with increasing physical performance. Six perceptions of Colleagues associated with personal-occupational values and knowing the students were approved by the participants. Furthermore, participants agreed on five perceptions of principals regarding personal and occupational values together with organizing ceremonies for national days, planning the process of teaching, behavioral management. Participants avoided making comments on MoNE's perceptions. On the other hand pre-service teachers, who were waiting for an extra number of staff to be employed at state schools, agreed upon two of the perceptions of MoNE regarding the increase in number of PE sessions in a week at schools. When it comes to the viewpoint of students, participants in the study agreed on nine perceptions of

students regarding personal-occupational values together with teaching-learning process and measurement and evaluation. Three perceptions of parents seeing PE teaching as a tool to maintain discipline were approved by the participants.

Perceptions of others associated with the profession of being a PE teacher met overall approval of the participants and according to the data analysis with chi-square technique a significant difference was found in favor of pre-service teachers ($p < 0.05$).

In conclusion, internal (teachers-students-parents) and external (families-principals-colleagues-MoNE) perceptions affecting the profession of being a PE teaching should provide occupational support, positively affect sense of self and increase motivation. It is therefore a public responsibility to meet the needs of PE teaching for raising healthy individuals.

Suggestions: In order to ameliorate the professional perceptions, MoNE and universities can work in collaboration. Seminars can be organized to establish an understanding of the duties and responsibilities of PE teachers among families, branch teachers, principals, colleagues, MoNE, students and parents. In-service and pre-service training programs which aim to increase motivation and supports professional perceptions can be organized. A similar in-depth study can be carried out.

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