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## CHARACTERISTIC OF TEACHERS FROM EYE OF PHYSICAL EDUCATION CANDIDATES TEACHERS

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### ABSTRACT

One of the most important issues that have emerged in recent years in the education process is the characteristic of the teacher. Undoubtedly, the environment in which teachers are raised and the way in which they are taught also influence the quality of teaching. There are many questions and answers about the qualifications that a qualified teacher should have. In general terms, the quality of each teacher is different.

The purpose of this study is to reveal the views of teacher candidates about physical education teacher qualifications. The open-ended questions developed by the researcher as a means of collecting data in the research were presented to 40 physical education teacher candidates who were studying at four different universities in the academic year 2016-2017. The data obtained using the interview method, which is one of the qualitative research methods in the research, has been analyzed by content analysis method.

In terms of qualifications teachers should have as a result of the research; being a good guide and being a student guide have been the forefront. As a result, it has been seen that the qualification of a qualified teacher of the research group is to be talented in the profession, to love his / her work and students, to be an example to them, and to possess student ownership.

**Key words:** Physical education, Teacher, Qualification.

### 1. INTRODUCTION

The future of societies is undoubtedly dependent on the younger generations they have raised. It is very important that the adults of the future are educated in a purposeful and programmed manner from the first years of the education process. The most important way to achieve this is through direct training. Therefore, the role of being successful in education is possible with qualified and healthy education. Education, which is almost as old as the history of mankind, continues throughout the life of the individual and covers all of the experiences of life outside and inside the school (Varış, 1998). One of the general objectives of the education system is to train the qualified manpower of the country and to provide citizenship education. (Karagözoğlu, 2003). It depends on the qualification of the people involved in the development and progress of a country. The way to increase the qualifications of individuals is to provide them with various educational opportunities. (Gültekin and Çubukçu, 2008). When we consider the process of education, the most important concept is human. Therefore, it is the teacher who will bring about change on individuals. With qualified teachers, no doubt it will grow in qualified and qualified people. (EARGED, 2008). It is not possible to ignore the fact that any arrangements made or to be realized in the education system provide the desired success and directly depend on the teacher factor and its qualifications. (Yılman, 2006; Yeşilyurt, 2006).

Teaching is defined in the Basic Law of National Education as follows: özel It is a specialization profession which takes the state's education, training and related administrative duties. Teachers are required to carry

out these duties in accordance with the objectives and basic principles of Turkish National Education, have enough general culture, special field knowledge and pedagogical formation for teaching and have at least four years of high school education. is the person”(MEB, 1973).

Advances in education have led to the development of this profession. The teaching profession is no longer seen as the kind of profession everyone can do. teaching in Turkey, with the impact of developments in the country and the world are now made by those grown better equipped. As a matter of fact, the expectations of the society from the teachers have increased. Teachers who can meet these expectations should also have high qualifications.. MEB, on the one hand, in relation to initial teacher training YÖK It also deals with the quality of teacher candidates by cooperating with, and also tries to improve the qualifications of teachers through in-service training activities. (MEB, 2010). Teachers, who are the architects of a country's future, play a leading role in raising qualified manpower, ensuring peace and social peace in the society, socializing and preparing individuals for social life, and transferring the culture and values of the society to the younger generations. (Özden, 1999). The interaction and communication of the teacher with the students in the classroom as well as outside the classroom, role models for them are effective in terms of students' attitudes and motivations towards the lesson.. (McGarity ve Butts, 1984). In addition, teacher sovereignty behaviors are not only related to the understanding of providing discipline and authority, but also for their bilateral relations with students. ( Aksu, 1987; Ergün and Duman, 1998; Korur and Eryılmaz, 2009). In addition, 9 positive student communication is effective for students' success and also motivation. (Al-Houli, 1999). In other words, the higher the qualifications of teachers, the higher the qualifications of the people they will train. In a sense, the quality of the generations of teachers is identical with the qualifications of teachers in general. (Çelikten and Can, 2003). Qualifications of qualified teachers vary from country to country. When the studies on teacher qualifications are examined, it is possible to list tens or even hundreds of criteria, whether the teacher's professional or personal competences. The roles and expectations of teachers and the philosophical foundations of society and education in general are determinative in determining the criteria related to teacher competencies. (Şeker and friend 2004).

This study was prepared to determine the opinions of physical education teachers about teacher qualifications in the eyes of the candidates. For this purpose, the following questions were sought.

Physical education teachers;

1. What personal characteristics should a teacher have?
2. What are the professional characteristics a teacher should have?
3. What are the social skills a teacher should have?

## 2. METHOD

The case study design, one of the qualitative research methods, was used in the study. Qualitative research is a method that allows the researcher to move flexibly compared to quantitative research and offers different approaches to data collection method, analysis and research design. (Gay, Mills and Airasian, 2006).

Case study is a research design that examines the researched case within its own life frame and is used in cases where the boundaries between the case and its environment are not clearly defined and there is more than one evidence or data source. (Yin, 1984; Yıldırım and Şimşek, 2006).

### 2.1. Research Group

The open-ended questionnaire, which was prepared in order to determine the opinions of the physical education teacher candidates towards the qualifications of teachers, was applied to 40 physical education teacher candidates studying at different universities. The data related to the research group is given in Table1.

**Table 1:** Personal Characteristics of Research Group (n = 40)

Variables	Groups	n	%
Class	1	6	15
	2	6	15
	3	10	25
	4	18	45
Gender	Male	24	60
	Woman	16	40

Table 1 presents some personal characteristics of the research group. When we look at the classroom where the prospective teachers participated in the study, 6 (%15) teacher trainee 1. Class 6 (%15) pre-service teacher 2. Class, 10 (%25) pre-service teacher 3. Class, 18 (%45) pre-service teacher if He is seen to be studying in 4th grade. Looking at gender 24 (%60) teacher candidate male, 16 (%40) and the teacher trainee is female.

## 2.2. Preparation and Implementation of Open-End Questionnaire

In order to form an interview form to be used in the research, 120 physical education teacher candidates and a face-to-face qualified teacher were asked to write a composition about their opinions about how they should be. As a result of the information obtained from the collected compositions and related literature, the draft form of the interview form was obtained. One of the logical ways to test the scope validity of the measurement tool prepared for the research is to seek expert opinion. (Büyüköztürk, 2006). The interview form was presented to the experts of the field and the necessary arrangements were made in line with the comments received and the interview form consisting of 2 personal characteristics determining questions and 3 open ended questions was finalized.. The questions prepared are as follows; Physical education teachers;

1. What personal characteristics should a teacher have?
2. What are the professional characteristics a teacher should have?
3. What are the social skills a teacher should have?

The final form of the interview form was applied to a total of 40 physical education teacher candidates from four different universities. During the application, the aim of the research was explained to the participants and information was given about the importance of the answers. As a result of the responses of the participants to the measurement tool, multiple statements were collected under common themes.

## 2.3. Data Analysis

The data obtained from the interview form used in the research was analyzed with the content analysis method used in qualitative research. In qualitative research, content analysis is used to create and analyze sub-themes, if any, and non-theoretical themes. (Yıldırım and Şimşek, 2006). The data were recorded separately and grouped and coded. These groupings and codings were presented to the field experts and finalized according to the evaluations of the experts and prepared for analysis. With the content analysis, themes were determined for each question and the frequency and percentages of the given themes were calculated and tables were created. Descriptive analysis was used to evaluate the data. Finally, reporting was made and findings were presented.

## 3. FINDINGS AND COMMENT

In this section, the findings obtained from the interviews with the purpose of determining the views of the teachers about the qualifications of physical education teachers from four different universities are given.

**Table 2.** Distribution of opinions of the research group about the personal characteristics that a teacher should have.

Themes	n	%
Must be objective	22	15,5
Must be patient	22	15.5
Must be innovative and developmental	19	13.4
Must be sympathetic and patient	18	12.7
Must have communication skills	16	11.3
Must have vision and mission	16	11.3
Must be a guide	15	10.5
Must be open-minded	14	9.8
<b>Total</b>	<b>142</b>	<b>100</b>

Table 2 shows the distribution of the opinions of the research group about the personal characteristics that a teacher should have. When the participants' thoughts about the personal characteristics a teacher should have, 8 themes emerged. The participants expressed more than one theme..

Among these themes, according to the percentage ranking, must be objective (%15.5), Must be patient (%15.5), Must be innovative and developmental (%13.4), Must be sympathetic and patient (%12.7), Must

have communication skills (%11.3), Must have vision and mission (%11.3), Must be a guide (%10.5), Must be open-minded (%9.8) themes come to the fore.

**Table 3.** Distribution of opinions of the research group regarding the professional characteristics that a teacher should have.

Themes	n	%
Must love the profession	36	18.9
Treat everyone equally	35	18.4
He must be a good athlete	34	17.8
Must be an example person	30	15.7
Must have professional experience	29	15.1
Must be a good advisor	27	14.1
<b>Total</b>	<b>191</b>	<b>100</b>

Table 3 shows the distribution of the opinions of the research group about the professional characteristics that a teacher should have. 6 themes emerged in the distribution of the opinions of the participants about the professional characteristics that a teacher should have. According to this; 36 teacher (%18.9) Must love the profession, 35 teacher (%18.4) Treat everyone equally, 34 teacher (%17.8) He must be a good athlete, 30 teacher (%15.7) Must be an example person, 29 teacher (%15.1) Must have professional experience, 27 teacher if (%14.1) Must be a good advisor.

**Table 4.** Distribution of the views of the research group about the social skills a teacher should have.

Themes	N	%
Have communication skills	36	20.2
Must be compatible with the class	34	19.2
Must love students and school	34	19.2
Know the students well	32	18
High motivation for the class	24	13.4
Participate in social activities	18	10.1
<b>Total</b>	<b>178</b>	<b>100</b>

Table 4 shows the distribution of the opinions of the research group about the social skills that a teacher should have. Six themes emerged from the participants' views on social skills that a teacher should have. The participants expressed more than one theme.

Among these themes; have communication skills (%20.2), Must be compatible with the class (%19.2), Must love students and school (%19.2), Know the students well (%18), High motivation for the class (%13.4), Participate in social activities (%10.1) themes emerged.

#### 4. DISCUSSION AND CONCLUSION

In this part of the study, the results obtained from the interviews with physical education teachers working in official schools affiliated to the Ministry of National Education about the qualifications that teachers should have are given.

When we look at the views of the research group about the personal characteristics that a teacher should have, he should be objective, be patient, be innovative and developmental, be sympathetic and be patient, have communication skills, have vision and mission, be guiding and open they should be opinion. Based on these views, we can say that the research group should develop themselves in many ways and in a personal sense. In the researches on the subject, it is emphasized that teachers should develop and renew themselves individually. (Şanal and Güçlü, 2005; Otkar and Yazçayır, 2008).

When we look at the opinions of the research group about the professional characteristics that a teacher should have; It should be seen that he should love his profession, treat everyone equally and be a good athlete. In addition, the research group, a good teacher; they should be an exemplary person, professionally experienced and a good consultant. Based on these considerations, we can say that a good teacher should do her job fondly, treat students equally and be a successful and exemplary person according to the criteria required by her profession. Ubuz and Sarı (2009), they stated that the characteristics of a good teacher should be objective and equal in their research.. Ayrıca Yörük and Tezcan (2009), They have reached similar results in their study on high school students. Taşkaya (2012), has reached similar results in his study on teacher candidates.

When we look at the views of the research group about the social skills that a teacher should have; communication skills, should be compatible with the class, students and school, the students should know well, keep the motivation of the class high, participate in social activities in the form of features appear to come to the fore. From this point of view, we can say that teachers should have the ability to communicate and maintain effectively because they are intertwined with the society in general and that they should be compatible and coordinated with the class for student achievement. It is emphasized that teacher-student communication is very important for an effective learning and teaching environment. (Ün, 2003). In addition, in the researches on the subject, it is stated that a qualified teacher should have good communication skills with the student at the beginning. (Ubuz and Sarı, 2009; Taşkaya, 2012).

As a result, in terms of the qualifications that teachers should have; communication skills, loving the student and the profession, being a good guide and guiding the students. As a result, it was seen that the qualifications of a qualified teacher in the research group being skilled in the profession, loving their work and students, being an example to them and owning students.

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