



## PROBLEMS RELATED TO PHYSICAL EDUCATION AND SPORTS EXPERIENCED BY NEW TEACHERS

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### Abstract:

In this study, the problems faced by the new physical education and sports teachers were investigated. For this purpose, the interview, which is one of the qualitative research methods, was used in the research. The working group consisted of physical education teachers who have just started working in the Gaziantep Provincial Directorate of National Education. Maximum variation sampling, which is one of the purposive sampling methods, was used in the selection of the study group. Face-to-face interviews were conducted with the participants. Interviews were held by obtaining permission for the place and time they deemed appropriate for them. A tape recorder and note-taking technique were used to record the interviews. As a result, it has been determined that physical education and sports teachers, who have just started to work, generally have problems with regulations and legislation, but they have problems due to the lack of communication with the administration and parents. As a result, it has been determined that physical education and sports teachers, who have just started to work, generally have problems with regulations and legislation, but they have problems due to the lack of communication with the administration and parents. Physical education and sports teachers who participated in the research stated that they had problems in classroom management due to lack of equipment and insufficient physical environmental conditions.

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## 1. Introduction

The teacher is a determinant in shaping the classroom and teaching process. The teacher is the most important building block of the teaching-learning process in the classroom. In general, all the features in the classroom environment affect the teaching, while the teacher plays an active role in the process (Şişman, 2002). Teachers are the most important element of the education system. Therefore, teachers take an active role in the progress and development of a country (Arslan, 2007; Vural, 2000). The fact that teachers practice their profession and try to fulfill it under difficult conditions causes them to lose their belief and attitude toward their profession (Gömlüksiz *et al.*, 2010). It is said that the problems that arise in the early stages of the teaching profession are the most critical stage for new teachers to continue their profession or not (Ergenekon, 2005; Yalçınkaya, 2002; Karge, 1993; Quaglia, 1989; Veenman, 1984). While performing their duties, teachers reveal their personal qualities and professional qualifications due to their profession. The teacher, who is faced with a number of problems in the classroom, needs to have some characteristics in order to overcome these problems. Personal behavior and attitudes of the teacher are very important, especially in motivating students to school (Başaran, 2004).

In general, it is stated that those who have just started teaching as a teacher have difficulty adapting to the profession because they receive more theoretical education during their undergraduate education (Korkmaz, Saban, & Akbaşlı, 2004; Boyraz, 2007). There are different research results in studies on the problems experienced by teachers (Erkoç, 2010; Kösterelioğlu and Kösterelioğlu, 2008; Erdemir, 2007; Ergenekon, 2005; Hamarat, 2002; Ekinci and Ayar, 2000; Korkmaz, 1999; Afşin, 1988). When the literature on the subject is examined, it is seen that there are studies on teachers' professional problems in general (Kelly, Gningue, & Qian, 2015; Öztürk, Kaya & Durmaz, 2015; Gökçe, 2013; Demir & Arı, 2013; Uygun, 2012; Aitken & Harford, 2010; Özpınar and Sarpkaya, 2010; Ekinci, 2010; Ünal and Başaran, 2010, Fantilli and McDougall, 2009; Alincak and Pancar, 2021; Tucuogulları *et al.*, 2017). In this sense, we can say that there are some difficulties in fulfilling the teaching profession in our country. Branch teachers are faced with a number of problems both when they try to be appointed and after they are appointed (Gömlüksiz *et al.*, 2010). This study, it is aimed to examine what kind of problems the physical education and sports teachers, who have just started working in schools affiliated with the Ministry of National Education, encounter.

## 2. Method

Interview, one of the qualitative research methods, was used in the research. Qualitative research is a method that offers different approaches to data collection method analysis and research design, which allows the researcher to move freely compared to quantitative research (Gay, Mills, & Airasian, 2006). Qualitative research is an approach that focuses

on researching and understanding social phenomena in their environment with an understanding based on theory building (Yıldırım & Şimşek, 2013). The interview method is prepared in order to get the same type of information from different people by focusing on similar issues (Patton, 1987:111; cited in Yıldırım & Şimşek, 2013). A tape recorder and note-taking technique were used to record the interviews. The interviews lasted between 15 minutes and 45 minutes.

## 2.1. Research Group

For this purpose, the working group consists of newly appointed physical education teachers within the body of Gaziantep Provincial Directorate of National Education. Maximum variation sampling, which is one of the purposive sampling methods, was used in the selection of the study group. According to Yıldırım and Şimşek (2013), the aim is to create a relatively small sample and to reflect the diversity of individuals who may be a party to the problem studied in this sample at the maximum level. In this study, the number of samples was determined as 10.

**Table 1:** Personal characteristics of the research group (n = 10)

Variable	Groups	n	%
Gender	Male	7	70
	Female	3	30
Age	24	4	40
	25	2	20
	26	2	20
	27	1	10
	28	1	10
Marital Status	Single	6	60
	Married	4	40
Educational Status	Licence	8	80
	Graduate	2	20
Professional Year	1 Year	6	60
	2 Year	2	20
	3 Year	1	10
	4 Year	1	10

## 2.2. Preparation and Application of the Open-Ended Questionnaire

In the research, a semi-structured interview form consisting of 5 items was used to collect qualitative data. In order to prepare the interview form, a comprehensive literature review was conducted and the interview form was prepared. While preparing the semi-structured interview form used as a data collection tool, a field survey was first conducted by the researcher and a semi-structured interview form question pool was created, which includes questions that can be asked to the teachers about the subject. Then, the questions created by three experts were examined and the semi-structured interview form was given its final form. None of the participants included in the study was compelled to participate in the research, and the confidentiality principle was meticulously complied with during the implementation and collection of the

questionnaires. The interviews were recorded with a voice recorder and then these recordings were transcribed.

In this context, answers to the following questions were sought:

- 1) What are the problems you have faced as a teacher?
- 2) With whom do you experience the problems you have encountered?
- 3) How do you overcome the problems you have encountered?
- 4) What qualifications should new physical education and sports teachers have?
- 5) What are your suggestions to physical education and sports teachers who have just started their job?

### 2.3. Analysis of Data

The data obtained from the interview form used in the research were recorded with a voice recorder. After the application, the qualitative data in the audio recordings containing the answers of the physical education and sports teachers were transferred to the computer environment by the researcher. Qualitative data were analyzed by the content analysis method. The content analysis technique, which is frequently used, was used in the analysis of the data obtained from the questions in the interview form. The aim is to reach the concepts that can explain the collected data (Yıldırım and Şimşek, 2013: 259).

### 3. Results

In this section, the findings related to the data obtained after the interviews with the working group are included.

**Table 2:** Distribution of the participants' views on the problems they encountered

Themes	n	%
On regulation and legislation	9	20.5
On communication with administration and parents	7	16
About the paperwork	6	13.7
Regarding the lack of equipment	5	11.3
On the lack of physical environmental conditions	5	11.3
On environmental compliance	5	11.3
On accommodation and transportation	3	6.8
On accommodation and transportation	3	6.8
About crowded classrooms	1	2.3
<b>Total</b>	<b>44</b>	<b>100</b>

When the problems faced by the participants are examined in Table 2, almost all of them, 20.5%, stated that they had problems with regulations and legislation. In addition, 16% stated that they had problems communicating with the administration and parents, and 13.7% stated that they had problems with documents.

**Table 3:** Opinions of the participants about whom they have problems with

Themes	n	%
With the school administration	6	31.6
With parent	6	31.6
With senior teachers	4	21.1
With students	3	15.7
<b>Total</b>	<b>19</b>	<b>100</b>

When examining who the participants had problems with, within Table 3, 31.6% of them stated that they had problems with the school administration and parents. At the same time, the participants stated that they had problems with senior teachers and students.

**Table 4:** Opinions of the participants on how they overcame the problems they faced

Themes	n	%
By following the regulation	6	31.6
By communicating effectively	5	26.4
With the support of the school administration	4	21
With the support of experienced teachers	4	21
<b>Total</b>	<b>19</b>	<b>100</b>

When the opinions of the participants on how they overcome the problems they encountered are examined in Table 4, 31.6% stated that they overcome the problems by following the regulation, 26.4% by communicating effectively, and 21% by the support of the school administration and the support of experienced teachers. He said he overcame it.

**Table 5:** Opinions of new teachers about what characteristics they should have

Themes	n	%
Must love the teaching profession	9	21
Must be good in his field	8	18.6
Must be in command	8	18.6
Must have effective communication skills	7	16.3
Should give importance to social values	6	13.9
He should develop himself	5	11.6
<b>Total</b>	<b>43</b>	<b>100</b>

When the opinions of the participants on the characteristics of physical education and sports teachers who have just started working in Table 5 are examined, almost all of them stated that 21% should love the teaching profession, 18.6% should be good in their field and have command of the regulations. In addition, 16.3% of physical education teachers stated that they should have effective communication skills, 13.9% should attach importance to social values, 11.6% should improve themselves.

**Table 6:** Opinions of the participants on the suggestions of new teachers

Themes	n	%
Regulation should be well learned	9	23.2
In-service training seminars should be increased	8	20.6
You should attend the class with an experienced teacher for a certain period of time.	6	15.3
The lesson should be given importance	6	15.3
Effective communication with parents	5	12.8
Paying attention to individual differences among students	5	12.8
<b>Total</b>	<b>39</b>	<b>100</b>

When the opinions of the participants on the suggestions of the participants to the new physical education and sports teachers in Table 6 are examined, almost all of them suggested that 23.2% of them should learn the regulations well and 20.6% of them suggested that in-service training seminars should be increased.

#### 4. Discussion

The results obtained depending on the findings obtained with the aim of examining the problems faced by the new physical education and sports teachers are included. When the problems faced by the physical education and sports teachers participating in the research were examined, it was seen that almost all of them had problems with regulations and legislation. In addition, while it was stated that the study group had problems in communicating with the administration and parents, and with paperwork, it was found that they had problems in classroom management, lack of tools and equipment, and insufficient physical environmental conditions.

It was stated that some of the participants who participated in the research had problems adapting to the environment, accommodation and transportation. From this point of view, we can say that physical education and sports teachers, who have just started to work in general, do not have a good command of regulations and legislation, are in a lack of communication, as well as lack of tools and equipment due to the fact that physical education and sports lessons are mostly applied, and therefore they have problems. It has been revealed that novice teachers did not receive training on how to carry out legislation, official correspondence and administrative affairs during their university education and after being appointed to the teaching profession, and therefore they had problems (Başar and Doğan, 2015). In a similar study, it was observed that novice teachers had problems because they did not know how official correspondence was made and carried out (Gömleksiz *et al.*, 2010).

In the results of the study, it was stated that the teachers had problems in the teaching of different courses and in the provision of equipment. It was concluded that the teachers had difficulties in the lesson due to the fact that they had problems accessing the materials related to the lesson and the class sizes were too large (Korkmaz *et al.*, 2004; Gökçe, 2010). In addition, in another study, teachers who have one year of teaching experience in a rural area stated that there are problems such as the characteristics of the

region where they work, the density of the classroom, the lack of tools and equipment, the indifference of the students' parents, and the low level of education (Anılan, Kılıç and Demir, 2015).

Başar and Doğan (2015) stated in their study that schools are not sufficient both physically and materially. In the same studies, it has been observed that teachers have quite a problem in reaching the materials related to the course (Alıncak, 2021; Abakay *et al.*, 2015). In different studies, it has been stated that novice teachers have difficulties in maintaining discipline in the classroom, getting to know students and increasing their motivation (Sünbül, 2005; Güçlü, 2004). In the study of Gülay and Altun (2017), newly appointed teachers; they stated that they had problems in estimating student behaviors and recognizing students because they could not know the parents adequately. In addition, it has been determined that there are problems due to the indifference of the parents, the unbalanced teacher-student relationship, the characteristics of the working environment, and the personal characteristics and differences of the students. On the other hand, in different studies, it was stated that the guidance support of the school administrators with the newly appointed teacher is not sufficient (Ekinci and Ayar, 2000; Ekinci 2010). In their studies, Çermik (2003) and Kuzey (2002) concluded that teachers could not get support from school administrators regarding the problems they encountered. In another study, it was determined that while the administrators stated that they did not provide any information or support to the new teachers, the novice teachers were inadequate and helpless in this regard (Aksoy, 2008). Arslanargun and Bozkurt (2012) stated in their study that there is a problem from time to time due to the lack of communication between teachers and school administrators.

When we look at whom the physical education and sports teachers who participated in the research had problems, it was seen that they had problems with the school administration and the parents. At the same time, it was determined that the participants had problems with senior teachers and students. In line with the views expressed by physical education teachers, we can say that they experience problems from time to time, both inside and outside the school when they start their new job (Sarı and Altun 2015). It has been concluded that teachers who have just started working at school cannot communicate effectively because they do not receive the necessary support from their colleagues and school administrators in the pedagogical sense and therefore experience problems (Başar and Doğan, 2015; Erdemir, 2007; Çermik, 2003; Kuzey, 2002). In a study, it was revealed that the parents were not involved in the education-teaching process, were indifferent, did not take care of the children, were prejudiced against the school and the teacher, and therefore there were problems (Yıldız, 2011).

When we look at how the physical education and sports teachers who participated in the research overcame the problems they faced, it is seen that they overcome the problems by following the regulation, communicating effectively, getting support from the school administration and getting support from experienced teachers. In this sense, it can be said that the physical education and sports teachers participating in the research mostly follow the regulations and receive support from the school in order to overcome the problems (Parlak, 2005; Kilgore *et al.*, 1990).

When the opinions of the teachers participating in the research about what characteristics they should have, the majority of them; stated that they should love the teaching profession, be good in their field and have a command of the regulations. In addition, the participants stated that new teachers should have effective communication skills, attach importance to social values and improve themselves. From this point of view, it can be said that physical education teachers should develop themselves both in the professional field and in other fields and be open to innovation. There are studies that explain that teachers should be understanding, there should be strong empathy among students, and the communication process should be more effective (Taşkaya, 2012; Aydın and Sağlam, 2009; Işıktaş, 2015; Üzüm and Alıncak; Acun *et al.*, 2017). Considering the opinions of the research group regarding the suggestions of the new physical education and sports teachers, it was seen that the majority suggested that the regulation should be learned well and that in-service training seminars should be increased. Researchers have reported similar views (Sarı and Altun, 2015; Öztürk *et al.*, 2015; Özgan, 2013; Baştürk, 2012; Sarı, 2011; Nartgün, 2006).

As a result, it has been determined that physical education and sports teachers, who have just started to work, generally have problems with regulations and legislation, but they have problems due to the lack of communication with the administration and parents. Physical education and sports teachers who participated in the research stated that they had problems in classroom management due to lack of equipment and insufficient physical environmental conditions. The research group stated that they overcame the problems by following the regulations, communicating effectively, getting support from the school administration and getting support from experienced teachers. In addition, they stated that the new physical education and sports teachers should love the teaching profession, be good in their field and have a command of the regulations. In addition, it is recommended that new physical education and sports teachers learn the regulation well, increase in-service training seminars and attend classes with an experienced teacher.

### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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