A DESCRIPTIVE STUDY ON EXPECTAT ION LEVELS OF REALITY SHOCK OF PHYSICAL EDUCATION TEACHER CANDITATES WHO TAKE PEDAGOGICAL FORMATION

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Abstract

Aim: This study aims to reveal the expectation levels of reality shock of teacher candidates who take pedagogical formation for the teaching profession and to examine these levels in terms of variables of age, gender and department.

Methods: Quantitative research model was used in the study. The population consists of the students who study in Gazi University, Faculty of Sports Sciences, Ankara, in the second semester of 2016-2017 academic year. The sample group consists of 4th grade students who take pedagogical formation and study in the departments of recreation, coaching education and sports management in Gazi University. As a data collection tool, "Personal Information Form" created by the researchers in order to collect information about the participants and "Reality Shock Expectation Scale (RSES)" adapted by Özdemir and Büyükgöze in 2016 was used in the research. In data analysis, variables displaying normal distribution were analyzed by parametric test methods. In this context, descriptive statistics such as arithmetic mean, standard deviation and percentage value, as well as t test and one-way analysis of variance (ANOVA) tests were used.

Results: It was found that there was a positively meaningful relationship between the total scores of the teacher candidates taking pedagogical formation received from RSES and the age variable. It was determined that the expectation level of reality shock of teacher candidates taking pedagogical formation didn't show statistically meaningful difference according to gender. According to the analyses, a meaningful difference was determined according to the departments of participants. Accordingly, it was seen that the score mean of the reality shock expectations of teacher candidates from the coaching education department were higher than the score means of reality shock expectations of teacher candidates from the sport management department and the recreation department.

Conclusions: It was determined that teacher candidates, who study in 4th grade in the departments of recreation, coaching education and sports management and take pedagogical formation, have the low expectation levels of reality shock.

Keywords: reality shock, pedagogical formation, physical education teacher

Introduction

With the decision taken in 2010 by the general assembly of YÖK (Council of Higher Education), non-thesis master's program was removed and education of pedagogical formation was replaced (Yıldırım and Vural, 2014). Education of "Pedagogical Formation" can be considered as a qualification to be able to provide education. In other words; it is an education that should be possessed in order to become a teacher. In this context, teacher candidates are acquiring teaching professions by participating for serious fees in the Pedagogical Formation courses opened by the universities that YÖK permits (Yapıcı&Yapıcı, 2013). Because of the needs for teachers in various branches, it is tried to be solved by taking the ones, who want to be a teacher, from graduates of various faculties and academies other than the institutions that educate the teachers by taking them into pedagogical formation (teaching knowledge) programs (Güven, 1994).

It is thought that teacher candidates taking pedagogical formation may experience reality shock when they embark upon teaching profession. Reality shock means an intense surprise and frustration regarding unforeseen problems related to work after starting a profession.

According to Housego (1992); Teacher candidates who have completed theoretical courses may have unrealistic extreme optimism that they can cope with external challenges and will be successful. However, this over-optimism can be lost when entering the real classroom environment.

When entered into a real classroom environment, the complexity and difficulty of teaching can lead to the thought of inability to cope and thus the "reality shock" can occur. In this context, lack of experience and skills in practice of teacher candidates brings some problems in the first years they start to work. Teacher candidates have a relatively great expectation regarding the profession before the service; however, they see that these expectations can't be met in real educational settings. In other words, teacher candidates believe that they gain all the knowledge and skills necessary for the profession based on the training they receive during the teaching training process, but they realize that there are many things they don't know about the profession shortly after starting the profession (Caires, Almeida and Martins, 2010).

An important reason for this is that teacher candidates haven't been trained competently on the possible problems they may experience during the transition to the profession (Farrell, 2006). Yet, the preparation of a teacher who lacks of experience in the process of transition to the profession before the service is important so as not to experience reality shock (Farrell, 2003). Reality shock is defined as 'collapsing of teacher candidates' idealized thoughts towards educational environments with the first years of service against the grim and rough reality of the classroom environment' (Chubbuck, 2008 cited from Veenman, 1984).

When literature is searched, the reality shock in generally the individuals that have newly started in the teaching profession is focused on which factors cause the reality shock and on the different conclusions that reality shock causes (Kim and Cho, 2014; Özdemir and Büyükgöze, 2016; Betts, 2006; Caires, Almeida and Martins, 2010; Chubbuck, 2008; Haggary and Postlethwaite, 2009; Hagger, Mutton and Burn, 2011; Hobson and Ashby, 2012; Horn 1966). However, there were no studies that consists the opinions of teacher candidates who take pedagogical formation training on reality shock expectations.

Much research reveals that teacher candidates are experiencing anxiety disorders, inadequate self-esteem and reality shock in the first years of their profession (Beck, 1993; Dyess and Sherman, 2009). In the direction of results of researches in the literature, the expectation levels of reality shock of teacher candidates taking pedagogical formation are important in reaching the aim of education. This study carried out in order to determine the expectation levels of reality shock of the physical education teacher candidates who take pedagogical formation is for their requirements and deficiencies, shortly for their competency and incompetency; and it is important in terms of giving feedback about their thoughts on the situations that they can experience after being appointed and in terms of lacking of studies in which the expectation levels of reality shock of teacher candidates with pedagogical formation.

The Aim of Research

It is aimed to reveal the expectation levels of reality shock of teacher candidates who take pedagogical formation for the teaching profession and to examine these levels in terms of variables of age, gender and department.

Methods

This section includes the method of research, the model used in the research, population, sample, the features of data and the data collection tool, the results of validity and reliability studies, the application of data and the statistical techniques used in obtaining the findings.

Research Design

Quantitative research model was used in the study. Quantitative research is a type of research that reveals facts and events in a way that can be observed, measured and quantified by objectifying them (Cohen and Manion, 2000, Bird, 2009, Creswell, 2013). The aim of quantitative research is to measure objectively the social behaviors of individuals through similar instruments such as tests and questionnaires and to explain them numerically (Bergman, 2009). This research is a study in the scanning design which is a descriptive research method. Scanning design is a survey research that aims to collect data to identify specific characteristics of a group (Büyüköztürk et al., 2014).

Population and Sample

The population consists of the students who study in Gazi University, Faculty of Sports Sciences, Ankara, in the second semester of 2016-2017 academic year. The sample group consists of 4th grade students who take pedagogical formation and study in departments of recreation, coaching education and sports management in Gazi University. Accordingly, Table 1 contains information on the participants. Accordingly, Table 1 contains information about the participants.

Table 1. Distribution of Participants According To Class Level And Departments

Department	Gender		Total
	Woman	Man	
Coaching education	8	18	36
Sports management	6	19	25
Recreation	12	20	32
Total	36	57	93

In Table 1, there are informations on departments and genders of physical education teacher candidates taking pedagogical formation who participated in present study. Accordingly, 15 female and 12 male from the coaching education department; 6 female and 19 male from the department of sports management; 12 female and 20 male from the recreation department and a total of 93 students (36 female, 57 male) participated in the study.

Data Collection Tool

As a data collection tool, "Personal Information Form" created by the researchers in order to collect information about the participants and the "Reality Shock Expectation Scale (RSES)" adapted by Özdemir and Büyükgöze in 2016 was used in the research. RSES is one-dimensional and consists of 9 items and was prepared in the form of seven point Likert. The scale's evaluations changes between "Totally not true" and "Very true" and the lowest score that can be taken from the scale is 7 and the highest score is 63. While receiving high score on the scale was interpreted as abundance of reality shock; receiving low score was interpreted as rarity expectations of reality shock.

Data Analysis

Whether or not the scores obtained from the study displayed normal distribution was tested by the Shapiro - Wilk test. The necessary statistical processing was done for this purpose. Variables with normal distribution were analyzed through parametric test methods by testing the homogeneity of population variances. For the data analysis, descriptive statistics such as arithmetic mean, standard deviation and percentage value, as well as t test and one-way analysis of variance (ANOVA) tests were used. In the research, data collected from the participants were subjected to statistical analysis in the SPSS 23 package program.

Results

Whether or not the results regarding the reality shock expectations of physical education teacher candidates change meaningfully according to gender was examined with t test. Results are included in Table 2.

Table 2. Score Distribution of Attitude Scale of Participants For Physical Education Lesson

	Number of Item	N	$\bar{x}$	Sd	Skewness	Kurtosis	p	Min-max
RSES scale	9	93	39	10,01	,59	,11	0,47	1,00-7,00

When examined the values (situation of normaldistribution of data) of Skewness and Kurtosis, itappears that data collected as part of research have normal distribution. Participants' arithmetic mean oftotal scores they received from RSES is 39. If the coefficient of skewness is within the limits of + - 1, it can be interpreted that the scores don't show anysignificant deviation from the normal distribution (Büyüköztürk, 2005).

Table 3. Correlation Results According to Age Variable

Variable	N	$\bar{x}$	Sd	r	p
Age Variable	93	24,06	3,19	,256*	,013
RSES Total Score		35,94	14,98		

As seen in Table 3, Pearson Moment Correlation analysis was carried out to determine the relationship between the total score that teacher candidates taking pedagogical formation obtained from the RSES and the age variable. As a result of the analysis, there was a statistically meaningful and positive relationship between the scores at the low level (r =, 256, p <, 05).

Table 4. t Test Results According to Gender Variable

Variable	Sub Groups	N	$\bar{x}$	Sd	Sd	t	p
Gender	Female	36	37,63	13,59	91	,864	,390
	Male	57	34,87	15,82			

* p> .05

According to Table 4, the fact that the expectation level of reality shock of teacher candidates taking pedagogical formation didn't show statistically meaningful difference according to gender variable was determined by t test conducted for independentsamples (t =, 864; p>, 05). According to this finding, it appears that the expectation levels of reality shock of female participants (37,63 ± 13,59) are higher than expectations of reality shock of male participants (34,87 ± 15,82).

Table 5. ANOVA Results According to Department Variable

Measurement	Department	N	$\bar{x}$	Source of Variance	Sum of Squares	Sd(df)	Mean of Squares	F	p
RSES (Total Score)	Coaching Education *	36	43,86	Intergroup	8924,457	2	4462,228	34,213	,000
	Sports Management*	25	41,80						
	Recreation	32	22,46	Intragroup	11738,27	90	130,425		

As a result of analyses conducted according to Table 5, it was revealed that there was a statistically meaningful difference in the scores obtained from RSES according to the departments of the participants (F = 34,213; p =, 000). As a result of this analysis, Post-Hoc test statistics were used to determine the source of this meaningful difference between groups (Tukey HSD). Higher groups with score difference were shown with (*). It was seen that reality shock expectations score mean (43,86) of the teacher candidates from the coaching education department is higher than the reality shock expectation score mean (41,80) of the teacher candidates from the sport management department and the reality shock expectations score mean (22,46) of the candidates of the recreation department.

Discussion

In this study, it was tried to determine, in terms of various variables, the expectation levels of reality shock of teacher candidates who take pedagogical formation for the teaching profession and study in 4th grade in the departments of recreation, coaching education and sports management department in Gazi University, Sports Sciences faculty in terms of teaching profession. Before the analyses of research, the values of Keyhole and Skewness (situation of normal distribution of data) were examined and it was concluded that the data showed normal distribution.

According to the findings of the research, at the low level there was a statistically meaningful and positive relationship between the scores of expectation levels of reality shock of participants for the teaching profession according to age variable as a result of Pearson Moment Correlation analysis. As a result of conducted analyses, there was no meaningful difference according to gender variable at the expectation levels of reality shock of participants for the teaching profession. In the direction of this finding, we can say that female participants have reality shock expectation at a similar level with male participants. The reason for this can be interpreted as the fact that female and male participants now have equipments under equal conditions and benefit from daily life to the same degree. In contrast to the present research, in the researches called "Pre-service teachers' motivation, sense of teaching efficacy, and expectation of reality shock" of Kim and Cho (2014), it was determined that the expectation levels of the reality shock of male teacher candidates were higher

meaningfully than the expectation levels of the reality shock of female teacher candidates in terms of gender change. Similar results with the research were encountered in the research of Özdemir and Büyükgöze (2016) titled "Adaptation of the Expectation Scale of Reality Shock and an Application on Candidate Teachers". In this context, Özdemir and Büyükgöze (2016) figured out that there is no meaningful difference between expectation levels of reality shock of female and male teacher candidates in terms of gender variable. In another finding of the research, the expectation means of reality shock teacher candidates taking the pedagogical formation for the teaching profession who participated in the research change according to the departments. In this context, when the expectation levels of reality shock of the physical education teacher candidates for their professions were examined according to the variable of the department they study, it was determined that the reality shock expectation of the teacher candidates from coaching education department was meaningfully higher than the reality shock expectations of the teacher candidates from the departments of sport management and recreation. According to these findings, the reason for the meaningful difference might be the fact that the teacher candidates in different departments have different lessons and are raised in different way during the course. In addition, it can be interpreted as the fact that students from coaching education haven't enough application lessons.

Conclusion

In our country, new job opportunities are offered to the students from the departments of recreation, sports management, coaching education through pedagogical formation. However, it was determined that the teacher candidates in these departments have less application lessons than the physical education teacher candidates and that they are taking the pedagogical formation lessons in the short term instead of four years; accordingly, these affect their expectation levels of reality shock for the physical education teaching profession. It may be suggested that pedagogical formation training can be submitted to teacher candidates by giving the training in more semesters in order to solve the problem regarding this level of reality shock and feelings of incompetency.

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