



<http://doi.org/10.22282/ojrs.2019.49>

## EVALUATION OF THE OPINIONS CANDIDATES OF THE PHYSICAL EDUCATION TEACHERS ABOUT THE INTERVIEW SYSTEM

Fikret ALINCAK<sup>1</sup>

<sup>1</sup>Gaziantep University, School of Physical Education and Sports, Gaziantep/TURKEY

### ABSTRACT

The purpose of this study is to reveal the evaluation of the opinions of the physical education teacher candidates regarding the interview application. Developed open-ended questions by the researcher as a data collection tool were presented to candidates of physical education teachers. Using interview method, which is one of the qualitative research methods in the research, the data obtained from the 20 physical education teacher candidates who were graduated or deserved to graduate were analyzed by content analysis method. As a result of the research, the teacher candidates stated that the interview application should not be in

the appointment of the teacher and they did not find this system right. In addition, while the research group indicates that interviewing is not reliable and objective, it is stated that there are some negative effects on teacher candidates psychological and sociological disturbances due to unassigned anxiety. In addition, the research group stated that the interview application should be removed, that the assignment of teachers should only be done with KPSS, and that they should be done for the branches in terms of the fields of the interview.

**Key Words:** Physical education, Teacher candidate, Interview application

## INTRODUCTION

The selection process is one of the most important activities of the institutions. In terms of institutions, selection is a very difficult task. An incorrect selection and placement process leads to negative effects on individuals and institutions. Therefore, managers have serious responsibilities in the selection process. Rauth and Bowers (1986) stated that the basic characteristics of qualified manpower are the type of people who do their job well, learn to live with knowledge and develop themselves continuously. It is known that one of the most important problems related to the education system in our country is the quality of the trained teachers (Işık, Çiltaş, Baş, 2010). Interview method is a method of selecting a staff in which two or more people who come face to face with a certain and serious purpose do interactively to collect objective and subjective information by question-answer method (Çetin, 1990). Education is a tool for raising qualified people. Qualification of the training depends on the qualification of the people doing the training. The quality of students' upbringing depends on the quality of the instructors (Semerci, 2003).

Teacher appointments as of 2016; Public Personnel Selection Exam, Educational Sciences Field Exam and Teaching Field Knowledge Test are conducted as a result of the scores obtained in the interview (oral exam). In the application published in the Official Gazette No. 29783 and dated 27.07.2016, it is stated that the determination of those who will take the oral exam, the subjects of the oral exam, the procedures and principles of the oral exam, their appointment and other matters related to the implementation of this article shall be regulated by the regulation enacted by the Ministry of National Education. It is expected that the provision of a certain standard on how to negotiate in the implementing regulation, its spread over a long period of time, and the basis for providing objectivity by experts will lead to more realistic and concrete decisions. The task of the interview board is to ensure that the candidates are selected in an impartial manner only according to their qualifications (Tortop, et al., 2010). Expert analysts often talk, discuss and take notes of the work / candidates with the employers / candidates using the list of questions they have prepared in advance. Fear and Jordan (1943) stated that the interview should include questions that will determine the candidate's past experience, knowledge, education and physical appearance, humane and

cooperative tendency, enthusiasm, maturity and ability to manage and command. In the interview questions prepared to select teacher candidates, other characteristics other than the candidate's past experience can be determined. Tortop et al. (2010) emphasized that board members should not be influenced by their color, race and political views. Therefore, this application should be done in a scientific and objective way in order not to cause negativity and unrest among the prospective teachers.

In this study, it was prepared to determine the opinions of prospective physical education teacher candidates about the interview practice. For this purpose, the following questions were sought.

Physical education teacher candidates;

1. What do you think about the interview practice in general?
2. What are their opinions on the reliability of the interview application?
3. What are the problems with the interview application?
4. What are the effects of the interview practice on the prospective teachers?
5. What are the recommendations for the interview application?.

## **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 according 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 & Şimşek, 2006).

### Research Group

The open-ended questionnaire, which was prepared to determine the opinions of the physical education teacher candidates about the interview application, was applied to 20 physical education teacher candidates who graduated and graduated in Gaziantep province. The data related to the research group is given in Table 1.

Table 1: Personal Characteristics of Research Group (N = 20)

Variables	Groups	N	%
Gender	Male	12	60
	Female	8	40

**N:20**

Table 1 presents the personal characteristics of the research group. When we look at the gender ratios of the prospective teachers, 12 (60%) prospective teachers are male and 8 (40%) prospective teachers are female.

### Preparation and Implementation of Open-End Questionnaire

In order to form the interview form to be used in the research, they were asked to write a composition about their opinions about the practice of face-to-face interviews with 110 prospective physical education teachers. 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 content validity of the measurement tool prepared for the research is to consult the expert opinion (Büyüköztürk, 2006). The interview form was presented to the opinions of the experts who received the interview form and the necessary arrangements were made in line with the opinions received, and the interview form consisting of 1 personal question and 5 open-ended questions was finalized. The questions prepared are as follows; Physical education teacher candidates;

1. What do you think about the interview practice in general?
2. What are their opinions on the reliability of the interview application?
3. What are the problems with the interview application?
4. What are the effects of the interview practice on the prospective teachers?

5. What are the recommendations for the interview application?

The final form of the interview form was applied to 20 physical education teacher candidates who graduated and graduated in Gaziantep province and the data were obtained. 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.

### **Data Analysis**

The data obtained from the interview form used in the research were 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 & Şimşek, 2006). The data obtained 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 percentage 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.

## FINDINGS

The results of the t-tests and variance analysis are shown in this part of the research.

Table 2. Distribution of the opinions of the research group about their opinions about the interview application in general.

Themes	N	%
An application that should not be	15	37.5
Wrong application	12	30
Unfair application	10	25
An application that should be applied	3	7.5
<b>Total</b>	<b>40</b>	<b>100</b>

Table 2 presents the distribution of the opinions of the research group about their opinions about the interview application in general. When the opinions of the participants about the interview application were analyzed in general, 4 themes emerged. The participants expressed more than one theme.

Among these themes, it is seen that in terms of percentage, themes that should not be applied (37.5%), wrong application (30%), unfair application (25%), and application should be applied (7.5%) were found to come to the fore.

Table 3. Distribution of opinions of the research group about the reliability of the interview application.

Themes	N	%
Not a reliable application	16	80
Reliable application	4	20
<b>Total</b>	<b>20</b>	<b>100</b>

Table 3 shows the distribution of the opinions of the research group about the reliability of the interview application. The distribution of the opinions of the participants regarding the reliability of the interview application has emerged two themes. According to this; 16

prospective teachers (80%) stated that it was not a reliable practice and 4 teachers (20%) stated that it was a reliable practice.

Table 4. The distribution of the opinions of the research group about the problems experienced by the interview group.

Themes	N	%
Concern	10	34.5
Fear	5	17.2
Stress	4	13.8
No reference	4	13.8
I had no problems	4	13.8
Excitement	2	6.9
<b>Total</b>	<b>29</b>	<b>100</b>

In Table 4, the distribution of the opinions of the research group about their general opinions about the problems experienced by the research group is given. 6 themes emerged from the participants' views on the problems they experienced with the interview practice. The participants expressed more than one theme. Among these themes, the themes of anxiety (34.5%), fear (17.2%), stress (13.8%), no reference (13.8%), no problems (13.8%), and excitement (6.9%) were among the themes.

Table 5. Distribution of the opinions of the research group about the effects of the interview practice on the teacher candidates.

Themes	N	%
Negative effects	10	37
Creating psychological pressure	8	29.6
Fear of not being able to do teaching profession	7	25.9
Has positive effects	2	7.5
<b>Total</b>	<b>27</b>	<b>100</b>

Table 5 shows the distribution of the opinions of the research group about the effects of the interview application on the teacher candidates. Four themes emerged from the participants'

views on the effects of interview practice on teacher candidates. The participants expressed more than one theme. Among these themes, it was observed that the themes had negative effects (37%), psychological pressure (29.6%), fear of not being able to do the teaching profession (25.9%) and positive effects (7.5%).

Table 6. The distribution of the opinions of the research group regarding their suggestions about the interview application.

Themes	N	%
An application that definitely needs to be removed	16	53.4
An objective application	10	33.4
Must be only Kpss	2	6.6
An application that should definitely be	2	6.6
<b>Total</b>	<b>30</b>	<b>100</b>

Table 6 shows the distribution of the opinions of the research group regarding their suggestions about the interview application. Four themes emerged from the participants' views on their suggestions about the interview practice. The participants expressed more than one theme. Among these themes, in order of percentage, themes that should be removed (53.4%), applications that should be objective (33.4%), only kpss (6.6%), applications that should definitely be (6.6%), were found to be in the foreground.

## DISCUSSION AND CONCLUSION

In this part of the research, the results obtained from the interviews with the candidates of physical education teachers who graduated and graduated in Gaziantep province about the interview application are given.

When we look at the opinions of the research group about their opinions about the interview application in general, they state that it is an application that should not be, an application which is wrong and an application that is not fair. Some pre-service teachers stated that the interview should be done in practice. Based on these opinions, it can be said that prospective teachers are opposed to the interview application method in teacher appointments and they do not look warm.

The majority of the research group (80%) stated that the interview application was not reliable in teacher appointments. Some prospective teachers stated that the interview practice was reliable. Based on these considerations, it can be said that prospective teachers are generally concerned about the reliability of the interview method. In the case of Köybaşı et al. (2018) stated that the factors that cause insecurity between individuals should be minimized regardless of the situation that the interview affects the prospective teachers.

When we look at the problems experienced by the research group related to the interview application, they were concerned that they had anxiety, fear, stress, lack of reference and excitement. Therefore, based on the opinions of the research group, it can be said that interview practice creates negative situations such as anxiety and fear to a great extent for prospective teachers. Tonbul and Ağaçdiken (2017), in their study, discussed student views on how the students will feel themselves; fear, uneasiness, uncertainty, injustice, despair.

When we look at the effects of the research group interview application on teacher candidates; teacher candidates who participated in the study stated that interview practice had negative effects. In addition, the prospective teachers who participated in the study stated that they were under psychological pressure and they had problems such as fear of not being able to do teaching profession. Based on these themes, it can be said that interviewing has negative psychological effects on teachers.

When we look at the opinions of the research group regarding the suggestions about the interview application, the majority of the participants; they stated that the interview should definitely be abolished, and that they should be objective and that teacher appointments should be done only with kpss. In this study, Şahin and Arcagök (2010) stated that the interview application can be used in teacher assignments.

As a result, teacher candidates stated that interview application should not be in teacher appointment and they did not find this application correct. In addition, while the research group stated that the interview application was not reliable and objective, it was stated that it created some negative effects on prospective teachers due to the psychological and sociological disturbances due to the anxiety of not being appointed. In addition, it was revealed that the

research group interview application should be abolished, teacher assignment should be assigned only with kpss and it should be done in terms of the branches of the interview.

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