

# **Choosing Non-Teaching Paths in PETE: An Interpretative Phenomenological Analysis of Dual-Career University Footballers**

**Rıdvan ÇAKIR**

## INTRODUCTION: PETE Students

- ▶ Love of sport + want to work with youth/sport.
- ▶ Strong athletic identity; “*sport is my world.*”
- ▶ A clear pathway into schools and community sport.

(Richards, Templin, & Graber, 2014)



## INTRODUCTION: Not All PETE Students Become Teachers

Some students move toward other roles: coaching, performance analysis or pro player.

In PETE, many students keep strong sport ties; some move from teaching toward coaching or other sport jobs.

(Richards & Templin, 2012; Richards et al., 2014)

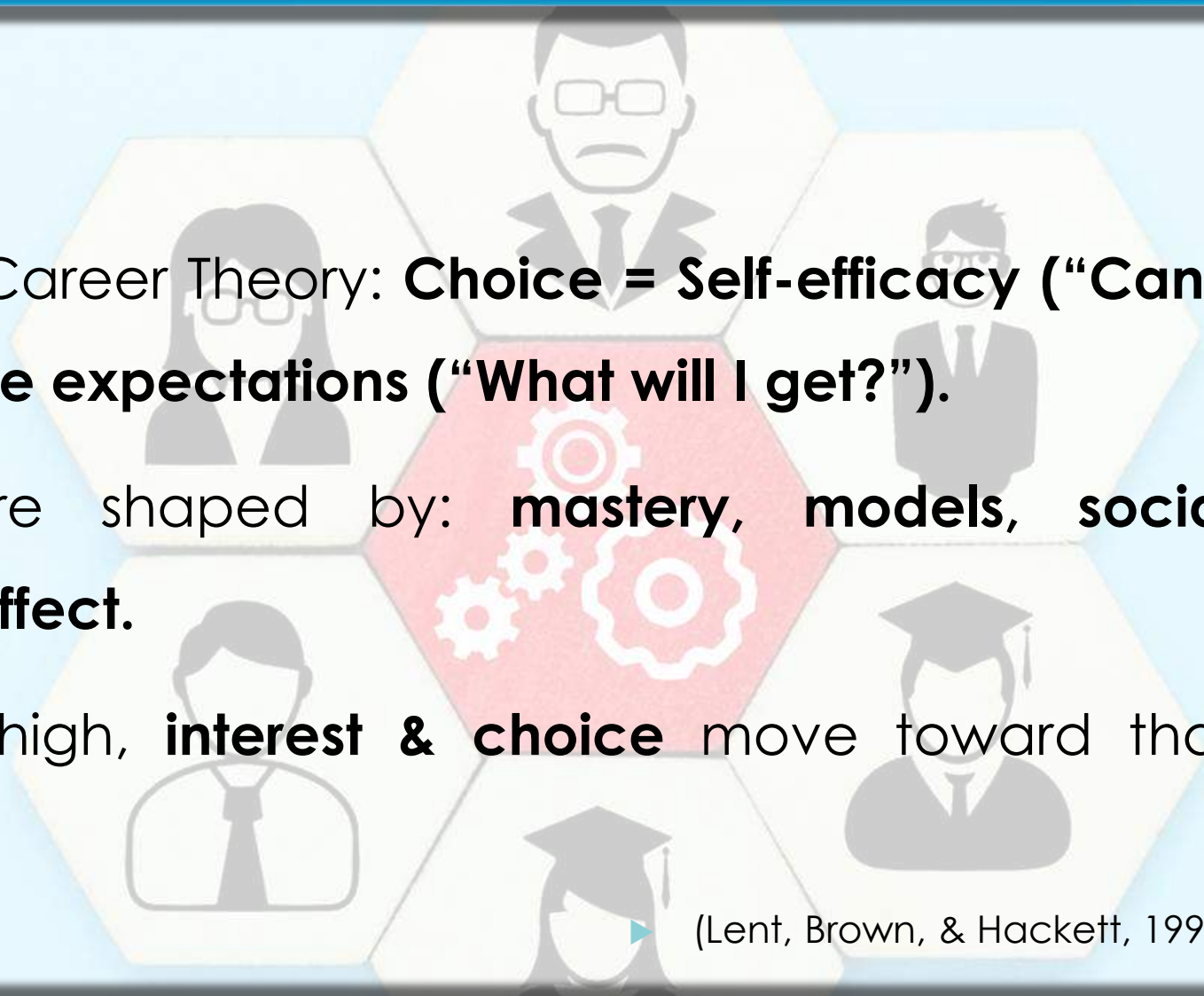
## PROBLEM

- ▶ We do not know how program or practicum experiences push students toward these non-teaching paths.
- ▶ Past studies talk about socialization and role conflict, but we have little close-up evidence with active student-athletes.
- ▶ Dual careers (sport + university) change time, energy, and risk decisions. Yet their role in teaching vs. coaching choices is unclear.

(Richards & Templin, 2012; Richards, Templin, & Graber, 2014; Stambulova, 2021)



## INTRODUCTION: SCCT

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- ▶ Social Cognitive Career Theory: **Choice = Self-efficacy** (“Can I do it?”) + **Outcome expectations** (“What will I get?”).
  - ▶ These beliefs are shaped by: **mastery, models, social persuasion, and affect.**
  - ▶ When both are high, **interest & choice** move toward that option.

▶ (Lent, Brown, & Hackett, 1994)

## PURPOSE

### Research Question:

How do self-efficacy and outcome expectations for teaching vs. coaching guide sensemaking toward non-teaching careers for student athletes?

## DESIGN & APPROACH

- ▶ **Qualitative** design: Interpretative Phenomenological Analysis (IPA).
- ▶ Focus on **lived experience** and **meaning-making**.

(Smith, Flowers, & Larkin, 2009)

- ▶ **Case-by-case** analysis before careful cross-case patterns.

(Smith, 2011)

## PARTICIPANTS

- ▶ **Three male PETE university student athletes (footballers), ages 20–21.**
- ▶ **Purposive, homogeneous sampling: actively competing and oriented away from teaching.**

(Smith et al., 2009)

- ▶ **Confidentiality: reported as P1–P3.**



## DATA & Interviews

- ▶ One in-depth, semi-structured interview per participant (≈66–83 min).
- ▶ Interview guide sensitized by SCCT (**mastery, models, persuasion, affect**).
- ▶ Sessions audio-recorded, transcribed verbatim; key paralinguistic notes kept.

(Smith, Flowers, & Larkin, 2009)

## FINDINGS: Themes

### Efficacy–Outcome Asymmetry

**P1:** "During my teaching practicum everything felt mechanical—forms, signatures... In the same week, I corrected a player's squat and saw the bar path change immediately. That made me think, 'This is where I matter.'"

**P2:** "When I make a micro-correction and see the difference right away. In teaching, the class is too crowded, the goals are vague, and the results are hard to measure."

**P3:** "In the classroom I often feel ineffective on the pitch, when I say 'close your body this way,' the player adjusts instantly. That gives me a strong sense of capability."

### Mastery, Mentors, Social Reinforcement

**P1:** "My coach gave me small responsibilities: collecting data, planning the warm-up. Even when I made mistakes, he said, 'Try it, you'll learn.' Those small tasks built my confidence."

**P2:** "My coach acted like a mentor. He took me to grassroots training sessions and asked me to run warm-ups. Sometimes he said, 'Show what you mean on the field.' That made me feel like I was becoming a coach."

**P3:** "Sometimes the assistant coach lets me design the whole warm-up—eight minutes of dynamic movements followed by a small-sided game. On those days, I really feel like a coach."

### Context & Affect Reweight Choices

**P1:** "One exam week overlapped with a cup match. Attendance in class was strict and my exam went badly, but that night I played very well in the match. I thought, 'School is difficult, but the field is where I belong.'"

**P2:** "I had an exam at 10 a.m. and a team meeting at 11:30. I rushed from the test to the training ground. It was exhausting, but that day I decided: 'My priority will be the pitch.'"

**P3:** "One day I had morning strength training, classes at noon, and practice in the evening. The attendance limit stressed me out. After running from an exam straight to tactics, I made mistakes. I asked myself, 'Why am I doing this to myself?'"

### Selective Academic Engagement

**P1:** "In anatomy we learned that weak glute medius causes knee valgus. Later I gave a player side-lying abduction exercises. In that moment, the classroom and the field clicked together."

**P2:** "Motor learning concepts like blocked vs. random practice directly shaped my goalkeeper drills. Measurement courses helped too—I built a checklist for keepers. But in education sciences, things felt too general and less useful."

**P3:** "Some courses really help: anatomy and measurement are useful for designing programs. But in pedagogy courses, I feel stuck—they don't translate to the pitch."



## Efficacy–Outcome Asymmetry

**P2:** "When I make a micro-correction and see the difference right away. In teaching, the class is too crowded, the goals are vague, and the results are hard to measure."

**P3:** "In the classroom I often feel ineffective on the pitch, when I say 'close your body this way,' the player adjusts instantly. That gives me a strong sense of capability."

P2: In anatomy we learned that weak glute medius causes knee valgus. Later I gave a power side-swing abduction exercise. In that moment, the classroom and the field clicked together."

## Efficacy–Outcome Asymmetry

Asymmetry **organizes** sensemaking toward non-teaching paths.

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## Mastery, Mentors, Social Reinforcement

P1: "We teach each other and responsibilities, collecting data, playing the scenarios. Even what I made mistakes, he said, 'by it, you'll learn. You'll find out how to improve.'"

P2: "We teach each other like a mentor, to lose me to gradually bring someone and assist me to be a warm-up. Sometimes he said, 'Show me what you can do.' And that made me feel like I was becoming a coach."

P3: "Sometimes the student comes like me (design the whole warm-up) through minutes of a person's movement followed by a small sized game. On that basis, I made him a coach."

## Selective Academic Engagement

P1: "In practice we learned that how to play the medical cases then we played. Later on game is power playing situation because in that moment, the classroom and the field become together."

P2: "While learning concepts like bloodies in courses people find it difficult to understand. So we play the game. We play the game like a chessboard for everyone, full in education sciences, things feel too good and we can do."

P3: "Some people don't like help, and attention and measurement are useful for them. They don't like to play. But in paragraphs course, I feel stuck—they don't want to play the game."



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| Efficacy-Outcome Asymmetry                                                                                                                                                                                            |                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1: "During my leading position, learning felt more like a challenge. At the end, when I received a small task and was not sure, I felt a bit nervous. But when I saw the results, I felt a sense of accomplishment." | P2: "When I took a leadership role, I felt a sense of responsibility. Even when I made mistakes, I felt a sense of pride in my team. I felt a sense of accomplishment when I saw the results." |
| Context & Affect Reweight Choices                                                                                                                                                                                     |                                                                                                                                                                                                |
| P1: "I felt a sense of responsibility when I took a leadership role. I felt a sense of pride in my team. I felt a sense of accomplishment when I saw the results."                                                    | P2: "When I took a leadership role, I felt a sense of responsibility. Even when I made mistakes, I felt a sense of pride in my team. I felt a sense of accomplishment when I saw the results." |
| Selective Academic Engagement                                                                                                                                                                                         |                                                                                                                                                                                                |
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**Embodied mastery:** drill design, micro-corrections, rapid feedback.

**Mentor scaffolds:** small responsibilities → quick wins (e.g., warm-ups, data tasks).

These compound to build coaching confidence and direction.

**Efficacy-Outcome Asymmetry**  
P1: "During my training sessions, I noticed that my performance improved significantly after each session, but I didn't feel like I was making much progress. It was frustrating because I knew I was working hard, but the results didn't seem to match my effort."  
P2: "I was a bit skeptical at first, but after a few more sessions, I started to see some real improvements. I was able to run faster and jump higher than I could before. It felt like I was finally getting somewhere."  
P3: "The coach was really helpful in explaining the science behind the training. He said that my body was adapting to the new exercises, and that was why I was seeing improvements. It was reassuring to know that I was on the right track."

**Conflict & Affect Reweight Choices**  
P1: "I was really into the training, but I was also a bit of a rebel. I would sometimes skip sessions or do my own thing. I knew it wasn't the best idea, but I just didn't want to follow the rules. I was a bit of a free spirit."  
P2: "I was a bit of a rebel, but I was also a bit of a team player. I would sometimes skip sessions, but I would also make sure I was always there for my teammates. I was a bit of a free spirit, but I was also a bit of a team player."  
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## Context & Affect Reweight Choices

**P3:** "One day I had morning strength training, classes at noon, and practice in the evening. The attendance limit stressed me out. After running from an exam straight to tactics, I made mistakes. I asked myself, 'Why am I doing this to myself?'"



## Context & Affect Reweight Choices

These recalibrate feasibility and payoff across options.

[illegible]

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[illegible]

**Minimize** lower-value areas (e.g., formation/management content).



## DISCUSSION

### Efficacy–Outcome Asymmetry

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#### Mentor, Mentor, Social Reinforcement

As the coach, you are the most responsible, controlling, and guiding figure in the athlete's life. You are the one who provides the feedback, the encouragement, and the support. You are the one who helps the athlete to overcome their fears and doubts, and to achieve their goals. You are the one who makes the difference between a good athlete and a great one.

#### Context & Affect Reweight Choices

The coach's role is to provide the context for the athlete's performance. This includes the physical environment, the social environment, and the psychological environment. The coach's role is to help the athlete to understand the context of their performance, and to make choices that are appropriate to that context.

#### Selective Academic Engagement

The coach's role is to help the athlete to engage with their academic studies. This includes providing support, encouragement, and resources. The coach's role is to help the athlete to understand the importance of their academic studies, and to make choices that are appropriate to that importance.

## DISCUSSION

### Efficacy–Outcome Asymmetry

#### SCCT explains the drift:

A clear efficacy–outcome asymmetry favored coaching.  
In SCCT-aligned studies with preservice teachers, **self-efficacy + outcome expectations** drive **learning engagement** and downstream choices.  
(Shang et al., 2022)

Low autonomy / role stress in school contexts can **erode autonomy & competence need satisfaction**, undermining efficacy beliefs for teaching.  
(Washburn, Richards, & Sinelnikov, 2020)

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#### Mentors, Mentors, Social Reinforcement

As the social norms of the profession, mentors, coaches, and peers provide a critical source of social support and reinforcement for preservice teachers. Their guidance and encouragement can be instrumental in shaping their professional identity and career choices.

#### Context & Affect Reweight Choices

The social norms of the profession, mentors, coaches, and peers provide a critical source of social support and reinforcement for preservice teachers. Their guidance and encouragement can be instrumental in shaping their professional identity and career choices.

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#### Efficacy-Outcome Asymmetry

P1: "During my leading position meeting for tomorrow, I was nervous. At the end, I was nervous about my presentation and my coach's feedback. But I made it through. This is a small victory for me."

#### Context & Affect Reweight Choices

P1: "I was nervous about my presentation, but I made it through. This is a small victory for me. I was nervous about my presentation, but I made it through. This is a small victory for me."

#### Selective Academic Engagement

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## DISCUSSION

### Mastery, Mentors, Social Reinforcement

#### Why coaching “wins”:

Feedback loops: drills + **video/GPS** give **fast, visible change** → **efficacy growth** in day-to-day coaching practice.

(Inoue et al., 2022)

Mentor scaffolds (micro-tasks → quick wins) **strengthen identity and commitment** via educative, reciprocal mentoring.

(Leeder, Russell, & Beaumont, 2022)

So: [Teaching practicum design matters: **more autonomy + timely feedback** can rebalance beliefs.

A wider teacher–coach role context still colors perceived value and pace.]



## Context & Affect Reweight Choices

**P3:** "One day I had morning strength training, classes at noon, and practice in the evening. The attendance limit stressed me out. After running from an exam straight to tactics, I made mistakes. I asked myself, 'Why am I doing this to myself?'"



## Context & Affect Reweight Choices

Dual-career pressures (time–energy, logistics) shift perceived value and pace of outcomes.  
(De Maio et al., 2025)

(Gjaka et al., 2024)

So: *[Affect (fatigue, stress) further nudges attention toward quicker, more controllable wins.]*

## DISCUSSION

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Efficacy-Outcome Asymmetry</b><br>A1: "Using my learning practices everything felt mechanical—like I was just following a script. I didn't feel like I was actually learning, just going through the motions. That made me feel like I was just a robot."<br>A2: "There's a disconnect between what we're learning in the classroom and what we're doing on the field. It's like we're learning a lot of theory, but when it comes to actually applying it, we're just guessing. It's frustrating because we're not getting the feedback we need to improve."<br>A3: "The biggest challenge is that we're not getting enough practice. We're learning a lot of theory, but when it comes to actually applying it, we're just guessing. It's frustrating because we're not getting the feedback we need to improve." | <b>Mastery, Mentors, Social Reinforcement</b><br>A4: "The biggest challenge is that we're not getting enough practice. We're learning a lot of theory, but when it comes to actually applying it, we're just guessing. It's frustrating because we're not getting the feedback we need to improve."<br>A5: "The biggest challenge is that we're not getting enough practice. We're learning a lot of theory, but when it comes to actually applying it, we're just guessing. It's frustrating because we're not getting the feedback we need to improve." |
| <b>Context &amp; Affect Reweight Choices</b><br>A6: "The biggest challenge is that we're not getting enough practice. We're learning a lot of theory, but when it comes to actually applying it, we're just guessing. It's frustrating because we're not getting the feedback we need to improve."<br>A7: "The biggest challenge is that we're not getting enough practice. We're learning a lot of theory, but when it comes to actually applying it, we're just guessing. It's frustrating because we're not getting the feedback we need to improve."                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

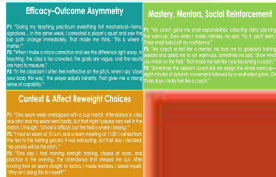
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## Selective Academic Engagement

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### Selective Academic Engagement:

Internship/practicum experiences can channel self-efficacy → learning engagement → professional identity (SCCT-consistent pathway).

(Cai, Zhu, & Tian, 2022)

Applied/service-learning tasks raise academic self-efficacy and engagement by making impact visible.

(Chiva-Bartoll et al., 2020)

*So: [Students invest where success seems likely and results are tangible—strategy, not apathy.]*



## DISCUSSION

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## CONCLUSION

- ▶ The “drift” toward coaching is **SCCT-consistent**: higher self-efficacy + valued, visible outcomes.
- ▶ **Mastery loops + mentoring + social reinforcement** build coaching beliefs day to day.
- ▶ **Context & affect** (dual-career time–energy pressures) **reweight choices**—optimization, not apathy.
- ▶ **Selective academic engagement** follows perceived payoff; practicum design can **re-tilt beliefs**.

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**Thanks for Listening**

ridvancakir07@gmail.com – LinkedIn: ridvan-cakir-1604791a6

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