The views of teacher candidates on school–family cooperation

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ABSTRACT

In this study, teacher candidates who study at Ağrı İbrahim Çeçen University, Faculty of Education, Department of Social Studies; "…Education Managers have a close dialogue and close cooperation with their families so that teacher candidates can be successful and they can easily demonstrate their competencies… It is a fact that they do not hesitate to make sacrifices ... Educational Administrators, teacher candidates play guiding roles for their families to provide suitable learning environments for their teacher candidates in order to be successful in education. In order to ensure that teacher candidates have a healthy education and training opportunity, the education administrators place importance on learning the social status and cultural structures of their families. … Education Administrators not only keep their families informed about their success levels, but also open to criticism from the parties on this matter. Education Managers do not hesitate to organize educational activities for teacher candidates 'families in the educational institution in order to establish healthy relationships with their teacher candidates' families...Education Managers strive not to stop since making sacrifices for their families, who are living in disadvantaged environments and have limited opportunities, so that their families do not stay behind in making educational decisions that are effective in the future of teacher candidates.

Keywords: School-family cooperation, development progress, recognition of the family, family participation in decisions, family economy.

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INTRODUCTION

The basic goal of teacher education programmes is to develop and train a well-educated and trained teacher candidate. Setting a contemporary teacher education policy is essential in order to manage the goals of educational policy. There are several factors affecting teacher training programmes (Akdemir, 2013; Kaya and Akdemir, 2016). The interrelation between school and family is among the core factors of success of teacher training. In order to ensure that teacher candidates succeed in education, Education Administrators assume guiding roles for their families to provide appropriate learning environments for their teacher candidates". It states that it will be beneficial for the Education Administrators to contact their families of teacher candidates in order to ensure that teacher candidates achieve a suitable learning environment and to be successful (Taymaz, 2015).

From the point of view of the Table "Education

Managers, in order for the teacher candidates to be successful and the teacher candidates to show their skills easily, they have a close dialogue and close cooperation with their families". In order for teacher candidates to be successful, it is understood that it is essential for Education Administrators to meet their families. "It is a fact that the education administrators, the teacher candidates families do not hesitate to make any sacrifices they can to ensure that the teacher candidates continuously monitor the progress of the development". It reveals that both the Education Managers and the teacher candidates' families should work in cooperation in order for teacher candidates to develop (Taymaz, 2011).

From the point of view of the Table in terms of the Table "Education Managers, teacher candidates place importance on learning the social status and cultural structures of their families in order for the teacher candidates to have a healthy education and training

opportunity"; It is possible to emphasize that it is important for the teacher candidates to learn many aspects of their families by Educational Administrators in order to be successful (Kaya, 2015).

In terms of the Table, the education administrators are very eager to develop bilateral communication with their families so that teacher candidates can have a good education. How important the communication management process is in education and training formation; It is possible to see how important it is for education administrators to establish a dialogue with their families on the basis of reciprocity, in order to ensure that teacher candidates achieve successful results in the education-training process (Kaya, 1993).

Regarding the success of the teacher candidates, the Education Administrators not only keep their families informed, but also open to criticism from the parties on this matter." In the educational management organization, it shows how useful it is for the Education Administrators to exchange information with their families.

Education Administrators, teacher candidates do not hesitate to organize educational activities for their families in the educational institution in order to establish healthy relations with their families". Within the framework of the trust of healthy relationships to be established between the Education Directors and their teacher candidates' families, it may be possible to state that the scope of benefiting from the educational institution can be exceeded by the prospective teachers and transformed into a way to cover their families (Karakütük, 2018).

Education Managers make a voluntary effort to ensure that their families are involved in the decisions taken about the education of prospective teachers, and to ensure a commonality in the decisions made, as much as possible". How important is the management process to participate in the decision-making in the educational management organization; it is how important it is necessary for the pre-service teachers to participate in the decision-making process of their families in order to make it possible for the Education Administrators to be successful.

From the point of view of the Table, in terms of the Table, the Education Managers try to stay in a disadvantaged environment and have limited opportunities, so that their families do not stay behind since making sacrifices, so that their families do not stay behind in making educational decisions that are effective in the future of teacher candidates. It is possible to see that Educational Administrators should undertake important duties in order to prevent teacher candidates from being indifferent to their problems despite the negative aspects of their families' living conditions (Demirel, 2019).

"Education Managers, supporting the educational activities carried out in the educational organization with educational engagements in home environments under the supervision of the teacher candidates' families; they

do not refrain from making efforts to eliminate the opposing sides of the educational organization and the family environment " The teacher candidates' families emphasize the necessity of organizing their home environments and making them contribute to the education of teacher candidates and the inevitability of this requirement to be adjusted by the Education Administrators.

From the point of view of the Table, "Education Managers are always in contact with their families in order to ensure that teacher candidates do not waste time in their home environment and spend time on education related issues, based on a healthy time management context"; it turns out that it is necessary for Education Administrators to make continuous efforts in order to ensure that the concept of time management, which is important in the education management organization, is considered by the teacher candidates (Bursalıoğlu, 2015).

In order to eliminate the negative habits of teacher candidates from the environment, the Education Administrators make intensive efforts to enable their families to continuously control the teacher candidates and to establish dialogue with them in the framework of mutual relations. The negative environment of the educational management organization may have a negative impact on the future of teacher candidates; it expresses that the Education Administrators should perform their duties in order to eliminate the negative habits somehow acquired by the teacher candidates from the environment.

"Education Managers make intensive efforts to inform their families about the value and necessity of teacher candidates' right to education so that trainees can go through a good education process". How sacred right is the right to education; in order to raise awareness of the prospect of education, both teacher candidates and their parents emphasize that Education Managers should make maximum efforts to raise their awareness (Bursalıoğlu, 2016).

Regarding the Table, in terms of the Table, the Education Managers do not refrain from guiding the teacher candidates to guide them in matters that their families are lacking in order to improve their education lives and to make them successful in the struggle for life. It is important that many factors are activated at the same time in order for teacher candidates to be successful; in order to melt these factors in the same pot, the understanding of Education Managers should be effective in bringing together many factors, especially teacher candidates to guide their families.

The Table "Education Administrators, teacher candidates are successful in cooperating with their families, in order to break the negative attitudes of the teacher candidates towards the educational life of the teacher candidates"; in addition to many factors that negatively affect the future of teacher candidates; the teacher candidates emphasize that the Education

Managers need to spend their labor to eliminate the attitudes of their families that are not good and that disrupt the education of teacher candidates (Başaran, 2004).

"Education Managers look at the teacher candidates equally, regardless of the social, economic and cultural levels of their families, who need to benefit from the opportunities of educational and educational institutions, in order to take care of everyone from a fair dignity"; it expresses that the Education Managers should work in order for the teacher candidates to benefit from the educational opportunities in a fair way regardless of their material and spiritual lines.

When viewed from the item poverty, the Education Managers see the families of teacher candidates as a primary element of the education process, not as a secondary element of the education process, and teacher candidates manage to make their families feel valuable and contribute to the future of teacher candidates. that the teacher candidates' educational management organization of their families is a fundamental member; It is seen that it is a valuable situation to shape the future of teacher candidates without excluding this basic member (Başaran, 2008).

"Education Managers, teacher candidates constantly strive to establish all kinds of environment and all kinds of trust relations so that their families can sincerely connect to the educational organization, to fully trust the educational organization"; the concept of trust is extremely important in the educational management organization; it states that it is necessary to validate a trust relationship that all individuals, including teacher candidates , can collaborate, and that Education Managers should make efforts to achieve this.

From the point of view of the Table, the Education Managers are trying to make their families an indispensable part of the education of the teacher candidates by making an intense effort because the teacher candidates know how important their families' roles are in order to be good individuals. How decisive is the family factor in people's education and training life; it is necessary to state that teacher candidates should make the family factor effective in their success (Adam, 1981).

"Education Administrators, in line with the awareness that the age we are in is the technology age, the teacher candidates are in an intense struggle in order to equip the educational organization with all kinds of technological devices in cooperation with their families". It states that Education Managers must make efforts to equip the educational management organization with technological tools as much as the facilities allow.

METHODOLOGY

In this study, teacher candidates who study at Ağrı İbrahim Çeçen University, Faculty of Education, Department of Social Studies; The scope of the questionnaire forms used as a means of gathering information on the candidates on School-Family Cooperation was developed in accordance with the purpose of the research. The questionnaire forms prepared were adapted to the information processing technique by taking the opinions of the personnel who have knowledge on this subject. The trial forms prepared within this framework were applied to two groups at Ağrı İbrahim Çeçen University Faculty of Education. According to the information obtained from the results of the experiment, it was observed that some questions did not work. In order to ensure the validity of a measuring instrument's fitness for purpose, and the reliability measure of a measuring instrument's consistency, non-functioning questions were removed and the questionnaire form was finalized. The information contained in the questionnaire forms received from the teacher candidates from Ağrı İbrahim Çeçen University Faculty of Education, Department of Social Studies, was analyzed in line with the purpose of the research, and the results were tried to be concluded. Before the conclusion, the information in the questionnaire was developed by the researcher in the form of specific tables. These tables played a facilitating role in getting to the conclusion. Among the respondents, Ağrı İbrahim Çeçen University, Faculty of Education, teacher candidates who received education in the Department of Social Studies; they were asked to indicate the accuracy of their knowledge regarding their views on School-Family Cooperation as "I Never agree", "I Disagree", "I agree Partially", "I Agree", "I completely Agree". These degrees are given 1, 2, 3, 4 and 5 points, respectively. In this way, the degrees of accuracy are expressed in percentages.

Universe and sample

The universe of the research consists of teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Social Studies. In determining the universe, the institution lists of teacher candidates who study at Ağrı İbrahim Çeçen University, Faculty of Education, Social Studies Department were taken as basis. Since reaching the vast majority of teacher candidates is considered essential, it is possible to state that the sampling is similar to the universe. In the research, a group of 62 candidates who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Social Studies was studied. Sampling, the candidates who study at Ağrı İbrahim Çeçen University, Faculty of Education, Department of Social Studies were encouraged to be recruited and this goal was provided to a great extent. In addition, while taking the percentages of the research, the fractions of the numbers were avoided to be expressed. If there are tables with a 100%

(100%) deficiency in reaching, or if there is a deficiency in the sum of "I Agree Partially," "I Agree" and "I completely Agree", the reason for this situation is to refrain from expressing the fractions in question. This deficiency is caused by the situation.

Collection of data

The group of 62 people all answered the questionnaire. There is no questionnaire considered invalid. A questionnaire was applied to almost all teacher candidates studying at Ağrı İbrahim Çeçen University Faculty of Education, Department of Social Studies. Teacher candidates were asked to fill the questionnaire duly and give them to the researcher.

Problem

Teacher candidates who study at Ağrı İbrahim Çeçen University, Faculty of Education, Department of Social Studies; the level of viewpoints on School-Family Cooperation was investigated.

Sub problem

Teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Social Studies; at what level are their perspectives on School-Family Cooperation?

Hypothesis

Teacher candidates who study at Ağrı İbrahim Çeçen University, Faculty of Education, Department of Social Studies; Perspectives on School-Family Cooperation is at the desired rate.

Assumption

1. Pre-trial for the development of surveys is sufficient.
2. The expert opinions used for the development of the questionnaires are sufficient.
3-.The opinions of teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Social Studies reflect the reality.
4. The selected research method is suitable for the purpose of the research.
5. Representation of the population of the sample is at the desired rate.
6. The questionnaire used in the data collection and the questions in the questionnaire are valid and reliable.
7. The data provided are considered to be valid and reliable.

Limitations

1. This research is limited to the opinions of TEACHER candidates who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Social Studies.
2. This research is limited to resources and surveys that can be accessed as an information gathering tool.

RESULTS

In this section, teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Social Studies; Perspectives on School-Family Cooperation are given with the help of tables. While pre-service teachers' views on School-Family Cooperation were determined, they were asked to state their views on this issue as "I Never Agree", "Disagree", "Partially Agree", "Agree", "Agree Totally". As stated above, the accuracy levels of this information were given 1, 2, 3, 4 and 5 points, respectively. In the research, "I Agree Partially", "I Agree", "I Totally Agree" options were accepted as the options that express participation is at the desired rate.

As shown in Table 1, in order for the teacher candidates to be successful and to demonstrate their abilities easily, the Education administrators have a close dialogue and close cooperation with the families of the teacher candidates.

As seen in Table 1, 12 of the teacher candidates who said "I Never Agree", 12 who said "I Disagree", 12 who said "I Partially Agree", 13 who said "I Agree", 13 who said "I Completely Agree". 61% (38) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 2, it is a fact that the families of teacher candidates do not hesitate to make any sacrifices they can in order to ensure that teacher candidates continuously monitor the progress of the teacher.

As seen in Table 2, 11 of the teacher candidates who said "I Never Agree", 12 who said "I do not Agree", 26 who said "I Partially Agree", 9 who said "I agree", 4 who said "I Completely Agree". 62% (39) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 3, in order to ensure that teacher candidates succeed in education, Education Administrators assume guiding roles for their families to provide appropriate learning environments for their teacher candidates.

As seen in Table 3, 8 of the teacher candidates who said "I Never Agree", 13 who said "I Disagree", 18 who said "I Partially Agree", 14 who said "I Agree", 9 who said "I Completely Agree". 66% (41) of the teacher

Table 1. Dialogue and cooperation preferences.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	1	1.6	1.6	3.2
Partially agree	10	16.1	16.1	19.4
Agree	31	50.0	50.0	69.4
Completely agree	19	30.6	30.6	100.0
Total	62	100.0	100.0	

Table 2. Monitoring the progress of the learners.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	2	3.2	3.2	4.8
Partially agree	17	27.4	27.4	32.3
Agree	30	48.4	48.4	80.6
Completely agree	12	19.4	19.4	100.0
Total	62	100.0	100.0	

Table 3. Guiding roles for learning environment.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.2	3.2	3.2
Disagree	7	11.3	11.3	14.5
Partially agree	14	22.6	22.6	37.1
Agree	26	41.9	41.9	79.0
Completely agree	13	21.0	21.0	100.0
Total	62	100.0	100.0	

Table 4. Social conditions and cultural structures.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	12	19.4	19.4	21.0
Partially agree	19	30.6	30.6	51.6
Agree	17	27.4	27.4	79.0
Completely agree	13	21.0	21.0	100.0
Total	62	100.0	100.0	

Table 5. Eagerness to develop communication with the families of preservice teachers

	Freq.	%	Valid %	Cumul. %
Never agree	3	4.8	4.8	4.8
Disagree	5	8.1	8.1	12.9
Partially agree	21	33.9	33.9	46.8
Agree	20	32.3	32.3	79.0
Completely agree	13	21.0	21.0	100.0
Total	62	100.0	100.0	

candidates stated that they participated in the Table at the desired rate.

As shown in Table 4, in order to ensure that prospective teachers have a healthy education and training opportunity, Education Administrators place importance on learning the social conditions and cultural structures of their families.

As seen in Table 4, 6 of the pre-service teachers who said "I Never Agree", 15 "I Disagree", 17 I Agree", 20 I Partially agree", 4 "I Completely Agree". 66% (41) of the teacher candidates stated that they participated in the Table at the desired rate.

As shown in Table 5, Education Administrators are very eager to develop bilateral communication with their families so that prospective teachers can have a good education.

As seen in Table 5, 9 of the teacher candidates who said "I never agree", 26 who said "I do not agree", 17 who said "I agree partially", 8 who said "I agree", 2 who said "I completely agree". 43% (27) of the teacher candidates stated that they participated in the Table at the desired rate.

As shown in Table 6, regarding the success of the teacher candidates, the Education Administrators not only inform their families about the success of the teacher candidates, but also become open to criticism from the parties.

As seen in Table 6, 12 of the teacher candidates who said "I Never Agree", 13 who said "I Disagree", 21 who said "I Agree Partially", 12 who said "I Agree", 4 who said "I Completely Agree". 59% (37%) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 7, Education Administrators do not hesitate to organize educational activities for prospective teachers at the educational institution in order to establish healthy relations with their families.

As seen in Table 7, among the teacher candidates are 13 who say "I Never Agree", 13 who say "I do not Agree", 18 who say "I Agree Partially", 14 people who say "I agree", 4 people who say "I Completely Agree". 58% (36) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 8, Education Managers make a voluntary effort to ensure that their families are involved in the decisions taken about the education of teacher candidates, and to ensure commonality in the decisions made, as much as possible.

As seen in Table 8, 5 of the teacher candidates who said "I Never Agree" 5, "I Disagree" 16, 22 "I Partially Agree", 15 "I Agree", 4 "I Completely Agree". 66% (41) of the teacher candidates stated that they participated in the Table at the desired rate.

As shown in Table 9, the Education Administrators strive not to stop since making sacrifices for their families, who are living in disadvantaged environments and whose

Table 6. Being open to criticisms.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	3	4.8	4.8	6.5
Partially agree	15	24.2	24.2	30.6
Agree	26	41.9	41.9	72.6
Completely agree	17	27.4	27.4	100.0
Total	62	100.0	100.0	

Table 7. Organizing educational activities to establish better relationships

	Freq.	%	Valid %	Cumul. %
Never agree	3	4.8	4.8	4.8
Disagree	1	1.6	1.6	6.5
Partially agree	18	29.0	29.0	35.5
Agree	27	43.5	43.5	79.0
Completely agree	13	21.0	21.0	100.0
Total	62	100.0	100.0	

Table 8. Family involvement in decision-making.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	2	3.2	3.2	4.8
Partially agree	9	14.5	14.5	19.4
Agree	28	45.2	45.2	64.5
Completely agree	22	35.5	35.5	100.0
Total	62	100.0	100.0	

Table 9. Family devotion to decision-making processes.

	Freq.	%	Valid %	Cumul. %
Never agree	3	4.8	4.8	4.8
Disagree	12	19.4	19.4	24.2
Partially agree	28	45.2	45.2	69.4
Agree	13	21.0	21.0	90.3
Completely agree	6	9.7	9.7	100.0
Total	62	100.0	100.0	

opportunities are limited, so that their families do not stay behind in making educational decisions that are effective in the future of teacher candidates.

As seen in Table 9, 7 of the teacher candidates who said "I Never Agree", 13 who said "I Disagree", 17 who said "I Agree Partially", 12 who said "I Agree", 13 who said "I Completely Agree". 67% (42) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 10, Education Managers,

Table 10. Support from educational managers.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	14	22.6	22.6	24.2
Partially agree	26	41.9	41.9	66.1
Agree	14	22.6	22.6	88.7
Completely agree	7	11.3	11.3	100.0
Total	62	100.0	100.0	

Supporting the educational activities in the educational organization with educational engagements in home environments under the supervision of the teacher candidates' families; they do not refrain from making efforts to eliminate the opposing sides of the educational organization and the family environment.

As seen in Table 10, 8 of the teacher candidates who said "I Never Agree", 13 who said "I Disagree", 25 who said "I Agree Partially", 13 who said "I Agree", 3 who said "I Completely Agree". 66% (41) of the teacher candidates stated that they participated in the Table at the desired rate.

As shown in Table 11, Education Managers keep in touch with their families in order to ensure that teacher candidates do not waste time in their home environment and spend time on education issues, based on a healthy time management context.

As seen in Table 11, 12 of the teacher candidates who said "I Never Agree", 19 "I Disagree", 17 "I Agree", 10 "I Partially Agree", 4 "I Completely Agree". 50% (31) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 12, in order to eliminate the negative habits of teacher candidates from the environment, the Education Administrators make intensive efforts to enable their families to continuously control the teacher candidates and establish dialogue with them in the framework of mutual relations.

As seen in Table 12, 10 of the teacher candidates who said "I Never Agree", 20 who said "I do not Agree", 15 who said "I Agree Partially", 13 who said "I Agree", 4 people who said "I Completely Agree". 51% (32) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 13, Education Administrators make a great effort to inform their families about the value and necessity of teacher candidates' right to education so that teacher candidates can go through a good education process.

As seen in Table 13, 8 of the teacher candidates who said "I Never Agree", 14 who said "I Disagree", 25 who said "I Partially Agree", 10 who said "I Agree", 5 who said "I Completely Agree". 64% (40) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 14, Education Managers do not

Table 11. Time-management skills of preservice teachers.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	9	14.5	14.5	16.1
Partially agree	11	17.7	17.7	33.9
Agree	31	50.0	50.0	83.9
Completely agree	10	16.1	16.1	100.0
Total	62	100.0	100.0	

Table 12. Administrators' support to eliminate negative habits.

	Freq.	%	Valid %	Cumul. %
Never agree	5	8.1	8.1	8.1
Disagree	9	14.5	14.5	22.6
Partially agree	18	29.0	29.0	51.6
Agree	24	38.7	38.7	90.3
Completely agree	6	9.7	9.7	100.0
Total	62	100.0	100.0	

Table 13. The value of professional education.

	Freq.	%	Valid %	Cumul. %
Never agree	4	6.5	6.5	6.5
Disagree	4	6.5	6.5	12.9
Partially agree	19	30.6	30.6	43.5
Agree	21	33.9	33.9	77.4
Completely agree	14	22.6	22.6	100.0
Total	62	100.0	100.0	

Table 14. Educational managers' support to improve professional quality.

	Freq.	%	Valid %	Cumul. %
Never agree	6	9.7	9.7	9.7
Disagree	8	12.9	12.9	22.6
Partially agree	23	37.1	37.1	59.7
Agree	17	27.4	27.4	87.1
Completely agree	8	12.9	12.9	100.0
Total	62	100.0	100.0	

hesitate to show ways to teach the teacher candidates in order to improve their education lives and to ensure that their candidates are successful in their struggle for life.

As seen in Table 14, 4 of the teacher candidates who said "I Never Agree" 4, "I Disagree" 8, "I Partially Agree" 21, "I Agree" 22, "7 I Totally Agree". 80% (50) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 15, Educational administrators are successful in cooperating with their families in order to

Table 15. Cooperation of managers and families to eliminate negative attitudes.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.2	3.2	3.2
Disagree	6	9.7	9.7	12.9
Partially agree	6	9.7	9.7	22.6
Agree	30	48.4	48.4	71.0
Completely agree	18	29.0	29.0	100.0
Total	62	100.0	100.0	

break the negative attitudes, of the prospective teachers' families towards the educational life of the teacher candidates.

As seen in Table 15, 10 of the teacher candidates who said "I Never Agree", 14 who said "I do not Agree", 22 who said "I Agree Partially", 14 who said "I Agree", 2 who said "I Totally Agree". 61% (38) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 16, Education Administrators shout teacher candidates equally, regardless of their families' social, economic and cultural levels, which should benefit from the opportunities of educational institutions.

As seen in Table 16, 6 of the teacher candidates who said "I Never Agree", 13 who said "I Disagree", 21 who said "I Agree Partially", 16 who said "I Agree", 6 who said "I Completely Agree". 69% (43) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 17, Educational Administrators see teacher candidates as a primary element of the education process, not as a secondary element of the teaching-learning process, making it possible for the teachers' candidates to contribute to the future of prospective teachers by making their families feel valuable.

As seen in Table 17, 5 of the teacher candidates who said "I Never Agree", 13 who said "I do not Agree", 24 who said "I Partially Agree", 16 who said "I Agree", 4 who said "I Completely Agree". 71% (44) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 18, Education Managers make continuous efforts to establish any kind of environment and all kinds of trust relations so that their teacher candidates can be sincerely connected to the educational organization, and fully trust the educational organization.

As seen in Table 18, 3 of the teacher candidates who said "I Never Agree" 3, "I Disagree" 17, "I Partially Agree" 23, "I Agree" 15, "4 I Completely Agree". 67% (42) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 19, Education Administrators try to make their prospective families an indispensable part of their teacher education by making an intense effort because teacher candidates know how important their

Table 16. Equality towards personal differences.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	6	9.7	9.7	11.3
Partially agree	21	33.9	33.9	45.2
Agree	25	40.3	40.3	85.5
Completely agree	9	14.5	14.5	100.0
Total	62	100.0	100.0	

Table 17. Contributing future perspectives of preservice teachers

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.2	3.2	3.2
Disagree	3	4.8	4.8	8.1
Partially agree	27	43.5	43.5	51.6
Agree	23	37.1	37.1	88.7
Completely agree	7	11.3	11.3	100.0
Total	62	100.0	100.0	

Table 18. Preservise teachers' level of trust towards the educational organizations.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	5	8.1	8.1	9.7
Partially agree	13	21.0	21.0	30.6
Agree	29	46.8	46.8	77.4
Completely agree	14	22.6	22.6	100.0
Total	62	100.0	100.0	

Table 19. Opinions about the importance of family roles.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	5	8.1	8.1	9.7
Partially agree	16	25.8	25.8	35.5
Agree	23	37.1	37.1	72.6
Completely agree	17	27.4	27.4	100.0
Total	62	100.0	100.0	

families' roles are to be good individuals.

As seen in Table 19, 6 of the pre-service teachers who said "I never agree", 13 who said "I disagree", 20 who said "I agree partially", 16 who said "I agree", 7 who said "I completely agree". 69% (43) of the teacher candidates stated that they participated in the item at the desired rate.

As shown in Table 20, based on the awareness that the age we are in is the age of technology, the teacher

Table 20. Preferences of adopting technological devices to cooperate.

	Freq.	%	Valid %	Cumul. %
Never agree	3	4.8	4.8	4.8
Disagree	5	8.1	8.1	12.9
Partially agree	16	25.8	25.8	38.7
Agree	25	40.3	40.3	79.0
Completely agree	13	21.0	21.0	100.0
Total	62	100.0	100.0	

candidates are in an intense struggle in order to equip the educational organization with all kinds of technological devices in cooperation with their families.

As seen in Table 20, 7 of the teacher candidates who said "I Never Agree" 7, "I Disagree" 13, "I Partially Agree" 27, "I Agree" 12, "I completely Agree". 67% (42) of the teacher candidates stated that they participated in the item at the desired rate.

CONCLUSION

1. "The Education Administrators have a close dialogue and close cooperation with the families of the teacher candidates so that the teacher candidates can be successful and they can easily demonstrate their competencies." 61% (38) of the teacher candidates stated that they participated in the Table as requested.
2. "It is a fact that the education administrators and families of teacher candidates do not hesitate to make any sacrifices they can in order to ensure that teacher candidates continuously monitor their progress." 62% (39) of the teacher candidates stated that they participated in the Table at the desired rate.
3. "Education Administrators assume guiding roles for their families to provide them with learning environments suitable for prospective teachers to be successful in education." 66% (41) of the teacher candidates stated that they participated in the form of the Table as desired.
4. "Education Administrators care about learning the social conditions and cultural structures of their families so that teacher candidates can have a healthy education and training opportunity." 66% (41) of the teacher candidates stated that they participated in the form of the Table at the desired rate.
5. "Education Administrators are very eager to develop bilateral communication with their families so that teacher candidates can have a good education." 43% (27) of the teacher candidates stated that they participated in the Table at the desired rate.
6. "Education Administrators not only keep their families informed about their success, but also open to criticism from the parties on this matter." 59% (37) of the teacher candidates stated that they participated in the Table at desired rate.

7. "Education Administrators do not hesitate to organize educational activities for teacher candidates' families in the educational institution in order to establish healthy relations with their families." 58% (36) of the teacher candidates stated that they participated in the Table at the desired rate.

8. "Education Administrators make a voluntary effort to ensure that their families are involved in the decisions taken about the education of prospective teachers, and to ensure commonality in the decisions made, as much as possible." 66% (41) of the teacher candidates stated that they participated in the Table at the desired rate.

9. "Education Administrators try not to stop since they make sacrifices and make sure that their families do not remain in the background of making educational decisions that are effective in the future of teacher candidates. 67% (42) of the teacher candidates stated that they participated in the Table at the desired rate.

10. "Education Administrators, supporting the educational activities carried out in the educational organization with educational engagements in home environments under the supervision of the teacher candidates' families; they do not refrain from making efforts to eliminate the opposing sides of the educational organization and the family environment." 66% (41) of the teacher candidates stated that they participated in the Table at the desired rate.

11. "Education Administrators are always in touch with their families to ensure that teacher candidates do not waste their time in the home environment and spend time on education issues, based on a healthy time management context." 50% (31) of the teacher candidates stated that they participated in the Table at the desired rate.

12. "The Education Administrators make an intense effort to make it possible for their teacher candidates to continuously control the teacher candidates and establish dialogue with them in order to eliminate the negative habits of teacher candidates from the environment." 51% of the teacher candidates (32 percent) stated that they participated in the Table at the desired rate.

13. "The Education Administrators make an intense effort to inform their families about the value and necessity of the teacher candidate's right to education so that teacher candidates can go through a good education process." 64% (40) of the teacher candidates stated that they participated in the Table at the desired rate.

14. "Education Administrators do not hesitate to show ways to teach teacher candidates in order to improve their education lives, and to make them successful in their struggle for life." 80% (50) of the teacher candidates stated that they participated in the Table at the desired rate.

15. "The Education Administrators are successful in collaborating with the families of teacher candidates, in order to break the negative attitudes, of the prospective teachers towards the educational life of the prospective teachers." 61% (38) of the teacher candidates stated that they participated in the Table at the desired rate.

16. "The Education Administrators shout the teacher candidates equally, regardless of the social, economic and cultural levels of their families, who need to make use of the opportunities of educational and educational institutions fairly, not to look at everyone from a fair pitch." 69% (43) of the teacher candidates stated that they participated in the form of the Table at the desired rate.

17. "Education Administrators see teacher candidates as a primary element of the education process, not as a secondary element of the teaching-learning process, and they make it possible for teacher candidates to contribute to their future by making their families feel valuable." 71% (44) of the teacher candidates stated that they participated in the Table at the desired rate.

18. "Education Administrators make continuous efforts to establish all kinds of environments and all kinds of trust in order for their prospective teachers to be sincerely connected to the educational organization and to fully trust the educational organization." 67% (42) of the teacher candidates stated that they participated in the Table at the desired rate.

19. "Education Administrators try to make their prospective families an indispensable part of their education by making an intense effort because teacher candidates know how important their families' roles are in order to be good individuals. 69% (43) of the teacher candidates stated that they participated in the form of the Table at the desired rate.

20. "Education Administrators, based on the awareness that the age we are in is the age of technology, the teacher candidates are in an intense struggle in order to equip the educational organization with all kinds of technological devices in cooperation with their families." 67% (42) of the teacher candidates stated that they participated in the Table at the desired rate.

Suggestions for further studies

1. "The Education Administrators have a close dialogue and close cooperation with the families of the teacher candidates so that the teacher candidates can be successful and the teacher candidates can easily demonstrate their abilities." 61% (38) of the teacher candidates stated that they participated in the form of the item at the desired rate; Education Administrators should be provided with a close dialogue with their families.

2. "It is a fact that the education administrators and families of teacher candidates do not hesitate to make any sacrifices they can in order to ensure that the prospective teachers constantly monitor the progress of the development." According to the Table, 62% (39) of the teacher candidates stated that they participated in the

desired rate; it should be ensured that the Education Administrators' families of prospective teachers enable them to do their best for the development of prospective teachers.

3. "Education Administrators assume guiding roles for their families to provide them with learning environments suitable for teacher candidates to be successful in education." 66% (41) of the teacher candidates stated that they (41) participated in the Table at the desired rate; Education Administrators should be able to prepare the ground for their families of teacher candidates to create learning environments suitable for teacher candidates.

4. "Education Administrators care about learning the social conditions and cultural structures of their families so that teacher candidates can have a healthy education and training opportunity." 66% (41) of the teacher candidates stated that they (41) participated in the Table at the desired rate; it should be ensured that Education Managers give importance to learning the social conditions and cultural structures of their families.

5. "Education Administrators are very eager to develop bilateral communication with their families so that teacher candidates can have a good education." According to the Table, 43% (27) of the teacher candidates stated that they participated at the desired rate; Education Administrators should be encouraged to develop bilateral communication with their families of teacher candidates.

6. "Education Administrators not only keep their families informed about their success, but also open to criticism from the parties on this matter." According to the Table, 59% (37) of the teacher candidates stated that they participated at the desired rate; Education Administrators should be given the opportunity to continuously inform their families of teacher candidates.

7. "Education Administrators do not hesitate to organize educational activities for teacher candidates' families in the educational institution in order to establish healthy relations with their families." According to the Table, 58% (36) of the teacher candidates stated that they participated at the desired rate; Educational Administrators should be provided to organize educational activities for their teacher candidate families at the educational institution.

8. "Education Administrators make a voluntary effort to ensure that their families are involved in the decisions taken about the education of teacher candidates, and to ensure commonality in the decisions made, as much as possible." 66% (41) of the teacher candidates stated that they (41) participated in the Table at the desired rate; Education Administrators should be given the opportunity to work with prospective parents to ensure their involvement in decisions.

9. "Education Managers try not to stop since they make sacrifices and make sure that their families do not remain in the background of making educational decisions that are effective in the future of teacher candidates. According to the Table, 67% (42) of the teacher candidates stated that they participated at the desired rate; It should be ensured that Education Managers contribute to preventing families of disadvantaged teacher candidates from being excluded from the decision process.

10. "Education Administrators, supporting the educational activities carried out in the educational organization with educational engagements in home environments under the supervision of the teacher candidates' families; they do not refrain from making efforts to eliminate the opposing sides of the educational organization and the family environment." 66% (41) of the teacher candidates stated that they (41) participated in the Table at the desired rate; it should be ensured that Education Managers enable the development of cooperation between the education organization and the families of teacher candidates.

11. "Education Administrators keep in touch with their families to ensure that teacher candidates do not waste time in their home environment and spend time on education issues, based on a healthy time management context." According to the Table, 50% (31) of the teacher candidates stated that they participated at the desired rate; Education Managers should be enabled to make efforts so that teacher candidates do not waste time in the home environment.

12. "The Education Administrators make an intense effort to make it possible for their prospective parents to continuously control the teacher candidates and establish dialogue with them in order to eliminate the negative habits of teacher candidates from the environment." According to the Table, 51% (32) of the teacher candidates stated that they (32) participated at the desired rate; the ground should be provided for Educational Administrators to ensure that their families of teacher candidates and teacher candidates come together.

13. "The Education Administrators make an intense effort to inform their families about the value and necessity of the teacher candidate's right to education so that teacher candidates can go through a good education process." According to the Table, 64% (40) of the teacher candidates stated that they participated at the desired rate; Education Administrators should be provided to inform their families of teacher candidates about the value of the right to education.

14. "Education Administrators do not hesitate to show ways to teach teacher candidates in order to improve their education lives, and to make them successful in their struggle for life." According to the fact that 80% (50) of the teacher candidates (50 people) participated in the Table in the form at the desired rate; Education Administrators should be given the opportunity to guide them in matters missing from their families of teacher candidates.

15. "The School Administrators are successful in collaborating with the families of teacher candidates, in

order to break the negative attitudes, of the teacher candidates towards the educational life of the teacher candidates." 61% (38) of the teacher candidates stated that they participated in the form of the item at the desired rate; Education Administrators should be allowed to change the negative attitudes of their prospective parents.

16. "The Education Administrators shout the teacher candidates equally, regardless of the social, economic and cultural levels of their families, who need to make use of the opportunities of educational institutions fairly, not to look at everyone from a fair pitch." According to the Table, 69% (43) of the teacher candidates stated that they participated at the desired rate; Education Administrators should be given the opportunity to put their teacher candidates in their shouts equally.

17. "Education Administrators see teacher candidates as a primary element of the education process, not as a secondary element of the teaching-learning process, and they make it possible for teacher candidates to contribute to their future by making their families feel valuable." According to the fact that 71% (44) of the teacher candidates (44 people) participated in the Table at the desired rate; an environment should be created for educational administrators to contribute to the future of prospective teachers.

18. "Education Administrators make continuous efforts to establish all sorts of environments and all kinds of trust relationships so that their teacher candidates can sincerely connect to the educational organization, to fully trust the educational organization." According to the Table, 67% (42) of the teacher candidates stated that they participated at the desired rate; Education Administrators should be ensured to make continuous efforts to establish all kinds of trust relationships.

19. "Education Administrators try to make their prospective families an indispensable part of their education by making an intense effort because teacher candidates know how important their families' roles are in order to be good individuals. According to the Table, 69% (43) of the prospective teachers stated that they participated in the desired rate; Education Administrators should ensure that their prospective teachers make their families an indispensable part of their education.

20. "Education Administrators, based on the awareness that the age we are in is the age of technology, the teacher candidates are in an intense struggle in order to equip the educational organization with all kinds of technological devices in cooperation with their families." According to the Table, 67% (42) of the teacher candidates stated that they participated at the desired rate; Education Administrators should be given the opportunity to equip the training organization with technological devices.

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