

Teacher candidates' behavioural expectations from their instructors

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ABSTRACT

In this study, the teacher candidates who study at Agri Ibrahim Cecen University, Education Faculty, Class Teacher Department, expect teaching faculty members to behave in a way, as described in education management organisation. Because they can be a role model by behaving the way they expect from teacher candidates. Teaching faculty members pay all their attention and time for the improvement of these teacher candidates who are at the target of education organization. The teaching faculty members use the authority which is described in education management organization and they try to increase the quality of their services while not neglecting their responsibilities. Teaching faculty members keep the premises to the teacher candidates for the better relationship between people and for the better improvement of trust issues between people. Teaching faculty members hold positions for the future creative steps of the education management organization and they hold great positions/ roles for the formation of logical mission and vision of teacher candidates. Teaching faculty members give the teacher candidates' real and concrete information for the reliability of the education management organization in real life. Teacher candidates pay great attention to get to get the facilities provided by education management organization so to prevent the rivalry between the teacher candidates, the teaching faculty members unite them towards common goal. Teaching faculty members prefers to talk about the success of the theoretical information by the teacher candidates their non-internalization. Teaching faculty members provides all the detail regarding the problems that the teacher candidates will face in the future. Teaching faculty members do not fear from the feedback of their candidates offer the presentation of their internalization of scientific knowledge. Teaching faculty members provide life-sustaining information to the teacher candidates as they can consider falseness or correctness of their future life-sustaining prediction. Teaching faculty members make the teacher candidates to absorb the field studies to improve their self-expression skills. Teaching faculty members by the information provided in education management organization make the teacher candidates struggle for a better life and pursue their dreams. Teaching faculty members know very well that they have to see no gender difference and only equality in teacher candidates as per mentioned in education management organization. Teaching faculty members are aware of not seeing any difference in teacher candidates be it political or any other aspect. Teaching faculty members do not get disturbed by the unity of the teacher candidates against other teaching faculty members. Teaching faculty members do not try to disfavor the disliked teacher candidates against other teaching faculty members. Teaching faculty members do not secretary provide the teacher candidates against each other. Teaching faculty members do not try to get rid of the teacher candidates when they visit them in their offices for an informal talk about the study or research. Education management organization has stated such statement as teaching faculty members cannot change the date or programme of the exams or classes decided by the legislation.

Keywords: Faculty members, role model, gender neutrality.

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INTRODUCTION

In the education management organization, the Faculty Members manage to be a model that collects everyone's

appreciation by performing the behaviors they expect from teacher candidates firstly within the framework of

the main objectives of education". The fact that faculty members must have the features they seek in teacher candidates first emerges.

From the perspective of the article, instructors, with a sincere approach, tend to spend their efforts in the best way to raise the teacher candidates who are the target group of the educational organization. "It is understood the inevitability that faculty members should work not only to fulfil their official duties, but also to bring their hearts to work and to train them while they train prospective teachers (Adem, 1981).

As instructors use their powers in accordance with the principles in the legislation of the educational management organization, they fulfil their responsibilities completely in order to add quality to the service they provide, in order to provide prospective teachers with a procedure. It turns out that when faculty members act responsibly, they can both provide quality service and have the chance to act in accordance with the legislation.

Instructors are very sensitive to fulfil their promises to teacher candidates in order to develop a level relationship between people in the education management organization, and to give people confidence in each other. It is seen that the way of teaching staff to develop a level of relationship in the educational organization is due to the fact of keeping their promises (Başaran, 2008).

The academic staff assumes important roles in order for the education management organization to proceed with reassuring steps towards the future, and to ensure that pre-service teachers form a reasonable mission and a reasonable vision. Pre-service teachers are expected to be equipped with necessary professional skills and instruments (Akdemir, 2013; Kaya and Akdemir, 2016; Özoğlu, 2010). It is understood that an educational organization without a mission and vision cannot turn towards the future in a reassuring style, and faculty members should be struggling to establish this relationship of trust.

In order to have confidence in the theories of the educational management organization in daily life, instructors pay attention to the fact that the information given to prospective teachers is not information that is far from the realities of daily life, but information aimed at concrete goals. It is understood that the information provided by the educational management organization to the target group reveals the fact that it should be information that facilitates the difficulties of daily life (Başaran, 2004).

The Faculty Members manage to ensure that prospective teachers, who endure many sacrifices in order to take advantage of the opportunities of the educational management organization, unite with each other, instead of intermingling with each other, to unite around the common goals of the educational management organization. This reveals that teacher candidates should make an effort to ensure that pre-

service teachers continue their education by not engaging in a crushing race but with each other.

On the basis of an article that says, "As long as the academic staff internalizes the theoretical knowledge of the educational management organization, and to the extent that they manage to put this knowledge into practice, they know that it is more scientific to prove the success of the pre-service teachers". It is understood that it would be more beneficial for everyone to put the topics they know instead of bringing the unfamiliar subjects to the agenda (Bursalıoğlu, 2016).

On the basis of the article, the academic staff reveal the difficulties that prospective teachers, who are the target group of the educational management organization, may struggle in the future, in the classes they teach, in the details of the current examples they give." In order to eliminate the difficulties of current life, it becomes clear that it is important to bring together prospective teachers with details filtered from the still life.

When the academic staff internalize the scientific knowledge of the educational management organization, they are not afraid to get feedback on how the performance they show in the classroom affects the teacher candidates". This reveals the fact that the lecturers who have licked ink in their own fields can get power from the feedbacks they may have regarding the performance they have put in, regardless of the environment of the education process (Bursalıoğlu, 2015).

With the predictions provided by the instructors, they provide the candidates who are the target group of the educational management organization with the vital information they provide, they make them realize how realistic their future life goals are. "In order to bring together prospective teachers with realistic life goals, it seems that the inevitability of teaching faculty members to gain insights with life knowledge based on a rational basis.

The academic staff absorb the knowledge of the educational management organization in the field of literature and ensure that the prospective teachers trained to learn their skills in their future lives by expressing themselves". It is starting to reveal how essential it is for teacher candidates to acquire the theoretical knowledge of the educational management organization and gain the ability to express themselves (Demirel, 2019).

Teaching Staff, using the power of the information given by the field of education management, instil the teacher candidates the determination to struggle by chasing their dreams, putting their fingernails and resisting". The idea of how valuable it is for teacher candidates not to surrender to the challenging conditions of the organization they are in and to overcome the difficulties of life with a resilient attitude begins to emerge.

In the context of the equality notion that includes the fairness developed by the educational administration

organization, the Faculty Members know very well that they should not go to the way of favoring people who have different genders by not making gender discrimination among the teacher candidates." The importance of teaching staff should not make a distinction between their gender and prospective teachers who are different from their own sexes (Karakütük, 2018).

Based on the article, "instructors, as people who know the principles of educational management, realize that it is a primitive practice to establish actions and procedures based on the difference of political views, and that it is not necessary to distinguish between pre-service teachers." It is understood that it is essential for faculty members to leave their political views at the entrance of the order of the education organizations they work with and to appear in front of prospective teachers.

In addition to the fact that the Faculty Members know that there should be no political distinction between the teacher candidates in the education management organization; the teacher candidates, who have different political views, do not feel uncomfortable with their cooperation." emphasizes that the pre-service teachers who are disliked by the teaching staff should be pleased with their interlocking instead of trying to make them stand against each other by using the difference of their political views (Kaya, 1993).

As the instructors absorb the knowledge of the science of education management, they do not take part in a meaningless effort to drop the pre-service teachers who they do not like, from the eyes of other lecturers". It is wrong for the lecturers to put someone else between themselves and prospective teachers; if they have a problem with their teacher candidates, it means that it would be more acceptable to try to solve it among themselves (Kaya, 2015).

Since the academic staff internalize the values of the science of education management, they do not fill the teacher candidates against each other secretly for any reason, and do not provoke them to prevent mischief. It reveals that instructors should not make any calculations on prospective teachers regardless of their purpose (Taymaz, 2015).

As instructors look at the subject within the framework of the informal relations-based theoretical knowledge of the educational management organization, they do not defend the pre-service teachers who come to their offices to meet with them because they have to look at the subject from this dignity". It reveals that it is not inconvenient for faculty members to deal with teacher candidates in a level manner outside the classroom environment where education is provided (Taymaz, 2011).

The instructors do not change the course and exam schedule announced by the directors of the education management organization in accordance with the legislation, without an official replacement announcement, within the framework of their own interests, according to their heads. It emphasizes that the

implementation of a program other than the official program is wrong by directing the teacher candidates according to their special agendas.

METHODOLOGY

Pre-service teacher candidates studying at Ağrı İbrahim Çeçen University, Faculty of Education, Department of Classroom Teaching; the scope of the questionnaire forms used as a means of gathering information on the perspectives on expectations from Faculty Members 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 in 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 pre-service teachers who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Classroom Teaching, 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 improved by the researcher in the form of specific tables. These tables played a facilitating role in getting to the conclusion. Among the participants of the questionnaire, prospective teachers who study at Ağrı İbrahim Çeçen University Faculty of Education Classroom Teaching Department; The instructors were asked to state the accuracy of their knowledge regarding their perspectives on expectations as "I Never agree", "Disagree", "Partially Agree", "Agree", "Agree Totally". 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 is teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Classroom Teaching. In determining the universe, the institution lists of pre-service teachers who study at Ağrı İbrahim Çeçen University Faculty of Education Classroom Teaching Department were taken as basis. Since reaching the vast majority of prospective teachers is considered essential, it is possible to state that sampling is similar to the universe. In the research, a group of 60 candidate

teachers who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Primary School Teaching was worked. Sampling, the candidates who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Classroom Teaching, were motivated and this goal was provided to a great extent. Furthermore, 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 lack of "I Agree Partially Agree", "I Agree" and "I Agree Totally" options which are accepted as "Wanted" options, the reason for this situation is to avoid refraining from the expressions in question, is the deficiency caused by the situation?

Data collection

The group of 60 people all answered the questionnaire. There is no questionnaire considered invalid. A questionnaire was applied to almost all of the pre-service teachers who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Elementary Teaching. Teacher candidates were asked to fill out the questionnaire duly and give it to the researcher.

Problem

Teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education Classroom Teaching Department; the level of viewpoints on Expectations from Faculty Members was investigated.

Sub problem

Sub-Problem teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education, Department of Primary Education; at what level are their perspectives on Expectations from Faculty Members?

Hypothesis

Teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education Classroom Teaching Department; perspectives on expectations from faculty members are "requested".

ASSUMPTION

1. Pretesting for the development of surveys is sufficient.
2. The expert opinions used for the development of the questionnaires are sufficient.
3. The opinions of the teacher candidates who study at the Ağrı İbrahim Çeçen University Faculty of Education

Classroom Teaching Department applied in the research reflect the reality.

4. The selected research method is suitable for the purpose of the research.
5. Representation of the sampling universe is at the desired level
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 Classroom Teaching.
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 Classroom Teaching Department; Perspectives on Expectations from Faculty Members are given with the help of tables. While teacher candidates' opinions about the expectations were determined, the instructors were asked to state their views on this subject as "I Never agree", "Disagree", "Partially Agree", "Agree", "Agree completely". 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 at the desired rate.

Article 1

Instructors, in the educational management organization, achieve the discretion of everyone by realizing the behaviors they expect from teacher candidates within the framework of the main objectives of education.

As seen in Table 1, 6 of the pre-service teachers who said "I do not agree at all", 10 who said "I do not agree", 25 who said "I agree partially", 4 who said "I agree", 15 who said "I totally agree". 73% (44) of the teacher candidates stated that they participated in the item at the desired rate.

Article 2

Instructors, with a sincere approach, tend to spend all their efforts for the sake of their education, in order to train the teacher candidates who are the target group of

Table 1. Teacher candidates' behavioural expectations from their instructor.

	Freq.	%	Valid %	Cumul. %
Never agree	6	10.0	10.0	10.0
Disagree	10	16.7	16.7	26.7
Partially agree	25	41.7	41.7	68.3
Agree	4	6.7	6.7	75.0
Totally agree	15	25.0	25.0	100.0
Completely agree	60	100.0	100.0	
Total	60	100.0	100.0	

the educational organization in the best way.

As seen in Table 2, 5 of the pre-service teachers who said "I never agree", 16 who said "I don't agree", 19 who said "I agree partially", 8 who said "I agree", 12 who said "I totally agree". 65% (39) of the teacher candidates stated that they participated in the item at the desired rate.

Article 3

The Faculty Members use their powers in accordance with the principles in the legislation of the educational management organization, as well as fulfil their responsibilities in order to add quality to the service they provide, in order to provide prospective teachers with a procedure.

As seen in Table 3, 4 of the teacher candidates say "I Never agree", 15 "Disagree", 24 "Partially agree", 7 "totally agree", 10 "Disagree". 68% (41) of the teacher candidates stated that they participated in the item at the desired rate.

Article 4

In the educational management organization, faculty members are very sensitive to fulfil their promises to teacher candidates in order to develop a level relationship between people and to strengthen people's trust in each other.

As seen in Table 4, the teacher candidates are 2 who say "I never agree", 11 who say "I don't agree", 33 who say "I agree partially", 9 who say "I agree", 5 people who say "I totally agree". 78% (47) of the teacher candidates stated that they participated in the item at the desired rate.

Article 5

Faculty Members play important roles in ensuring that the educational management organization can move forward with reassuring steps towards future, and that teacher

Table 2. Spending efforts for professional activities.

	Freq.	%	Valid %	Cumul. %
Never agree	5	8.3	8.3	8.3
Disagree	16	26.7	26.7	35.0
Partially agree	19	31.7	31.7	66.7
Agree	8	13.3	13.3	80.0
Completely agree	12	20.0	20.0	100.0
Total	60	100.0	100.0	

Table 3. Fulfilling the basic responsibilities to increase the professional quality.

	Freq.	%	Valid %	Cumul. %
Never agree	4	6.7	6.7	6.7
Disagree	15	25.0	25.0	31.7
Partially agree	24	40.0	40.0	71.7
Agree	7	11.7	11.7	83.3
Completely agree	10	16.7	16.7	100.0
Total	60	100.0	100.0	

Table 4. The expectations on interpersonal trust.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.3	3.3	3.3
Disagree	11	18.3	18.3	21.7
Partially agree	33	55.0	55.0	76.7
Agree	9	15.0	15.0	91.7
Completely agree	5	8.3	8.3	100.0
Total	60	100.0	100.0	

candidates can form a reasonable mission and a reasonable vision.

As seen in Table 5, 2 of the teacher candidates who said "I never agree", 11 who said "I don't agree", 20 who said "I agree partially", 15 who said "I agree", 12 who said "I totally agree". 78% (47) of the teacher candidates stated that they participated in the article at the desired rate.

Article 6

In order to have confidence in the theories of the educational management organization in daily life, the instructors pay attention to the fact that the information given to prospective teachers is not information that is far from the realities of daily life, but rather concrete information.

As seen in Table 6, 1 of the teacher candidates who say I never agree 1. I do not agree 11. I partially agree 24. I agree 16. I completely agree 24. 80% (48) of the

Table 5. Teacher candidates' future orientations.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.3	3.3	3.3
Disagree	11	18.3	18.3	21.7
Partially agree	20	33.3	33.3	55.0
Agree	15	25.0	25.0	80.0
Completely agree	12	20.0	20.0	100.0
Total	60	100.0	100.0	

Table 6. Receiving concrete information on professional issues.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.7	1.7	1.7
Disagree	11	18.3	18.3	20.0
Partially agree	24	40.0	40.0	60.0
Agree	16	26.7	26.7	86.7
Completely agree	8	13.3	13.3	100.0
Total	60	100.0	100.0	

teacher candidates stated that they participated in the item at the desired rate.

Article 7

The faculty members manage to unite with the common goals of the educational management organization by engaging each other, instead of struggling with each other.

As seen in Table 7, 6 of the teacher candidates who said "I disagree", 16 who said "I disagree", 14 who said "I agree partially", 15 who said "I agree", 9 who said "I totally agree". 75% (45) of the teacher candidates stated that they participated in the item at the desired rate.

Article 8

As long as the academic staff internalizes the theoretical knowledge of the educational management organization, and to the extent that they manage to put this information into practice, they know that it is more scientific to prove the success of teacher candidates instead of voicing their failures.

As seen in Table 8, 2 of the teacher candidates who said "I Never agree", 14 who said "I do not agree", 15 who said "I agree partially", 17 who said "I agree", 12 who said "I totally agree". 73% (44) of the teacher candidates stated that they participated in the item at the desired rate.

Article 9

The faculty members reveal what the future challenges

Table 7. Uniting common goals with professional needs.

	Freq.	%	Valid %	Cumul. %
Never agree	6	10.0	10.0	10.0
Disagree	16	26.7	26.7	36.7
Partially agree	14	23.3	23.3	60.0
Agree	15	25.0	25.0	85.0
Completely agree	9	15.0	15.0	100.0
Total	60	100.0	100.0	

Table 8. Internalizing academic knowledge to develop professional skills.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.3	3.3	3.3
Disagree	14	23.3	23.3	26.7
Partially agree	15	25.0	25.0	51.7
Agree	17	28.3	28.3	80.0
Completely agree	12	20.0	20.0	100.0
Total	60	100.0	100.0	

that teacher candidates, who are the target group of the educational management organization, might struggle in the future, in the classes they teach, in detail of the current examples they have put into words.

As seen in Table 9, 1 of the pre-service teachers who said "I Never agree", 3 "Partially agree", 32 "agree", 13 "totally agree", 11. 93% (56) of the teacher candidates stated that they participated in the item at the desired rate.

Article 10

When the academic staff internalizes the scientific knowledge of the educational management organization, they are not afraid to get feedback on how the performance they show in the classroom affects the teacher candidates.

As seen in Table 10, 2 of the teacher candidates who said "I never agree", 16 who said "I don't agree", 15 who said "I agree partially", 16 who said "I agree", 11 who said "I totally agree". 70% (42) of teacher candidates stated that they participated in the item at the desired rate.

Article 11

The lecturers make them realize how realistic their future life goals are, thanks to the predictions provided by the vital information they provide to teacher candidates who are the target group of the educational management organization.

As seen in Table 11, 2 of the pre-service teachers who said "I never agree", 9 who said "I don't agree", 21 who

Table 9. Future orientations of teacher candidates for their classroom activities.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.7	1.7	1.7
Disagree	3	5.0	5.0	6.7
Partially agree	32	53.3	53.3	60.0
Agree	13	21.7	21.7	81.7
Completely agree	11	18.3	18.3	100.0
Total	60	100.0	100.0	

Table 10. Getting instant feedback from colleagues.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.3	3.3	3.3
Disagree	16	26.7	26.7	30.0
Partially agree	15	25.0	25.0	55.0
Agree	16	26.7	26.7	81.7
Completely agree	11	18.3	18.3	100.0
Total	60	100.0	100.0	

Table 11. Getting vital information from management authorities.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.3	3.3	3.3
Disagree	9	15.0	15.0	18.3
Partially agree	21	35.0	35.0	53.3
Agree	22	36.7	36.7	90.0
Completely agree	6	10.0	10.0	100.0
Total	60	100.0	100.0	

said "I agree partially", 22 who said "I agree", 6 people who said "I totally agree". 81% (49) of teacher candidates stated that they participated in the item at the desired rate.

Article 12

Instructors, by absorbing the knowledge of the educational management organization in the field of literature, enable the teacher candidates to learn their skills in future lives by expressing themselves.

As seen in Table 12, 3 of the pre-service teachers who said "I never agree", 6 who said "I don't agree", 22 who said "I agree partially", 22 who said "I agree", 7 who said "I totally agree". 85% of teacher candidates stated that they participated in the item at the desired rate.

Article 13

By using the power of the information provided by the

Table 12. Enabling teacher candidates express themselves.

	Freq.	%	Valid %	Cumul. %
Never agree	3	5.0	5.0	5.0
Disagree	6	10.0	10.0	15.0
Partially agree	22	36.7	36.7	51.7
Agree	22	36.7	36.7	88.3
Completely agree	7	11.7	11.7	100.0
Total	60	100.0	100.0	

field of education management, the Faculty Members instil the determination to fight the teacher candidates by pursuing their dreams, hold and acting resistively.

As seen in Table 13, 2 of the teacher candidates who said "I never agree", 16 who said "I don't agree", 18 who said "I agree partially", 15 who said "I agree", 9 who said "I totally agree". 70% (42) of the teacher candidates stated that they participated in the article at the desired rate.

Article 14

Faculty members know very well that they should not go to the way of favoring people with different genders by not making gender discrimination among teacher candidates within the framework of the equality notion that includes the fairness developed by the educational management organization.

As seen in Table 14, 14 of the teacher candidates who said "I never agree", 8 "Disagree", 20 "agree", 4 "Partially agree", 14 "totally agree". 63% (38) of the teacher candidates stated that they participated in the item at the desired rate.

Article 15

Instructors, as people who know the principles of educational management, are aware of the fact that it is a primitive practice to establish actions and procedures on the basis of the difference of political views, on the grounds that there should be no discrimination among teacher candidates.

As seen in Table 15, 5 of the teacher candidates who said "I never agree", 6 who said "I don't agree", 14 who said "I agree partially", 14 who said "I agree", 21 who said "I totally agree". 81% (49) of the teacher candidates stated that they participated in the item at the desired rate.

Article 16

In addition to the fact that the Faculty Members know that there should be no political distinction between the teacher candidates in the education management

Table 13. Teacher candidates' passion to follow dreams.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.3	3.3	3.3
Disagree	16	26.7	26.7	30.0
Partially agree	18	30.0	30.0	60.0
Agree	15	25.0	25.0	85.0
Completely agree	9	15.0	15.0	100.0
Total	60	100.0	100.0	

Table 14. Having the feeling of equality and fairness.

	Freq.	%	Valid %	Cumul. %
Never agree	14	23.3	23.3	23.3
Disagree	8	13.3	13.3	36.7
Partially agree	20	33.3	33.3	70.0
Agree	4	6.7	6.7	76.7
Completely agree	14	23.3	23.3	100.0
Total	60	100.0	100.0	

Table 15. Opinion on not being faced by discrimination.

	Freq.	%	Valid %	Cumul. %
Never agree	5	8.3	8.3	8.3
Disagree	6	10.0	10.0	18.3
Partially agree	14	23.3	23.3	41.7
Agree	14	23.3	23.3	65.0
Completely agree	21	35.0	35.0	100.0
Total	60	100.0	100.0	

organization; Nor do they feel uncomfortable with the teacher candidates who have different political views.

As seen in Table 16, the teacher candidates are 2 who say "I never agree", 11 who say "I don't agree", 15 who say "I agree partially", 18 who say "I agree", 14 people who say "I totally agree". 78% (47) of the teacher candidates stated that they participated in the article at the desired rate.

Article 17

Instructors are not involved in a meaningless effort to drop the prospective teachers, in any respect, from the eyes of other lecturers, since they absorb the knowledge of the science of educational management.

As seen in Table 17, 3 of the teacher candidates who said "I never agree", 7 who said "I don't agree", 15 who said "I agree partially", 17 who said "I agree", 18 who said "I totally agree". 83% (50) of teacher candidates stated that they participated in the item at the desired rate.

Table 16. Feeling uncomfortable about political views.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.3	3.3	3.3
Disagree	11	18.3	18.3	21.7
Partially agree	15	25.0	25.0	46.7
Agree	18	30.0	30.0	76.7
Completely agree	14	23.3	23.3	100.0
Total	60	100.0	100.0	

Table 17. Absorbing the knowledge of educational management.

	Freq.	%	Valid %	Cumul. %
Never agree	3	5.0	5.0	5.0
Disagree	7	11.7	11.7	16.7
Partially agree	15	25.0	25.0	41.7
Agree	17	28.3	28.3	70.0
Completely agree	18	30.0	30.0	100.0
Total	60	100.0	100.0	

Article 18

As faculty members internalize the values of the science of educational management, they do not fret teacher against each other, do not provoke and chase, in order to avoid mischief for whatever reason.

As seen in Table 18, 2 of the teacher candidates who said "I never agree", 9 "Disagree", 13 "agree", 20 "Partially agree", 16 "totally agree". 81% (49) of the teacher candidates stated that they participated in the item at the desired rate.

Article 19

Instructors do not defeat the teacher candidates who come to their offices to meet with them because they look at the subject within the framework of the informal relations-based theoretical knowledge of the educational management organization, and because they have to look at the subject from this dignity.

As seen in Table 19, 3 of the teacher candidates who said "I never agree", 12 "Disagree", 13 "agree", 20 "Partially agree", 12 "totally agree". 75% (45) of the teacher candidates stated that they participated in the item at the desired rate.

Article 20

The instructors do not change the course and exam schedule announced by the directors of the education management organization in accordance with the legislation according to their own interest without an

Table 18. Avoiding mischief for any reason.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.3	3.3	3.3
Disagree	9	15.0	15.0	18.3
Partially agree	13	21.7	21.7	40.0
Agree	20	33.3	33.3	73.3
Completely agree	16	26.7	26.7	100.0
Total	60	100.0	100.0	

Table 19. Having the sense of dignity.

	Freq.	%	Valid %	Cumul. %
Never agree	3	5.0	5.0	5.0
Disagree	12	20.0	20.0	25.0
Partially agree	13	21.7	21.7	46.7
Agree	20	33.3	33.3	80.0
Completely agree	12	20.0	20.0	100.0
Total	60	100.0	100.0	

official exchanged announcement.

As seen in Table 20, 2 of the teacher candidates who said "I Never agree", 7 who said "I do not agree", 18 who said "I agree partially", 15 who said "I agree", 18 who said "I totally agree". 85 of teacher candidates stated that 51 people participated in the item at the desired rate.

RESULTS

1. In the educational management organization, faculty members succeed to be the models that are appreciated by everyone by performing the behaviors they expect from teacher candidates firstly within the framework of the main objectives of education." 73% (44) of the teacher candidates stated that they participated in the article desired rate.
2. "The Faculty members, with a sincere approach, tend to spend all their efforts for the sake of educating the teacher candidates who are the target group of the educational organization in the best way." 65% (39) of the teacher candidates stated that they participated in the article at the desired rate.
3. "The Faculty Members fulfil their responsibilities in order to add quality to the service they provide, as well as to use their powers in line with the principles set out in the legislation of the educational management organization, in order to provide prospective teachers with a complete procedure." 68% (41) of the teacher candidates stated that they participated in the article at desired rate.
4. "The Faculty Members act very sensitive to fulfil their promises to teacher candidates in the educational management organization in order to develop a level

Table 20. Having a flexible schedule on professional activities.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.3	3.3	3.3
Disagree	7	11.7	11.7	15.0
Partially agree	18	30.0	30.0	45.0
Agree	15	25.0	25.0	70.0
Completely agree	18	30.0	30.0	100.0
Total	60	100.0	100.0	

relationship between people and to strengthen people's trust in each other." 78% of the teacher candidates stated that the item (47 people) participated in the form at desired rate.

5. "The Faculty Members play important roles in ensuring that the educational management organization can move forward with reassuring steps towards future, and that teacher candidates can form a reasonable mission and a reasonable vision." 78% of the teacher candidates stated that the item (47 people) participated in the form at the desired rate.

6. "In order to ensure trust in the theories of the educational management organization in daily life, the instructors pay attention to the fact that the information given to teacher candidates is not information that is far from the realities of daily life, but rather concrete information." 80% of the teacher candidates stated that they (48 people) participated in the article at the desired rate.

7. "The Faculty Members manage to ensure that the teacher candidates who endure many sacrifices in order to benefit from the opportunities of the educational management organization unite with each other instead of struggling with each other and unite around the common goals of the educational management organization." 75% (45) of the teacher candidates stated that they participated in the article at the desired rate.

8. "As long as the academic staff internalizes the theoretical knowledge of the educational management organization, and to the extent that they manage to put this knowledge into practice, they know that it is more scientific to prove the success of prospective teachers rather than voicing their failures." 73% (44) of the teacher candidates stated that they participated in the article at the desired rate.

9. "The Faculty Members reveal the details of the current challenges that teacher candidates, who are the target group of the educational management organization, can struggle in the future, in the classes they teach, in the details they present." 93% (56) of the teacher candidates stated that they participated in the article at the desired rate.

10. "When faculty members internalize the scientific knowledge of the educational management organization, they are not afraid to get feedback on how the performance they perform in the classroom affects the

teacher candidates.” 70% (42) of the teacher candidates stated that they participated in the article at the desired rate.

11. “The lecturers make them realize how realistic their future life goals are thanks to the predictions provided by the vital information they provide to teacher candidates who are the target group of the educational management organization.” 81% (49) of the teacher candidates stated that they participated at the desired rate.

12. “The Faculty Members ensure that the teacher candidates trained by absorbing the knowledge of the educational management organization in the literature, learn about their skills in their future lives by expressing themselves.” 85% of the teacher candidates stated that the item (51 people) participated in the form at the desired rate.

13. “By using the power of the information provided by the field of education management, the Faculty Members instil the determination to fight teacher candidates by pursuing their dreams, putting their fingernails and resisting the life.” 70% (42) of the teacher candidates stated that they participated in the form of the article as much as desired.

14. “The faculty members know very well that they should not go to the way of favoring people who have different genders, especially by not making gender discrimination among the teacher candidates within the framework of the equality notion developed by the education management organization.” 63% (38) of the teacher candidates stated that they participated in the article at the desired rate.

15. “The faculty members, who know the principles of educational management, realize that it is a primitive practice to be able to distinguish between teacher candidates, and to establish actions and activities based on political differences.” According to the fact that 81% of the teacher candidates participated in the form of the article, they stated that they wanted; faculty members should be educated about teacher candidates not to make political discrimination.

16. “As well as faculty members know that there should be no political distinction between the teacher candidates in the education management organization; they also do not feel uncomfortable with the teacher candidates who have different political views. According to the article, 78% (47) of the teacher candidates stated that they participated at the desired rate; It should be ensured that faculty members create environments in such a way that teacher candidates with different political views can engage.

17. “As the Faculty of Education absorbs the knowledge of the science of educational management, they do not take part in a meaningless effort to drop the teacher candidates, in any respect, from the eyes of other lecturers.” According to the article, 83% (50) of the teacher candidates stated that they participated at the desired rate; emphasis should be placed on teaching staff not to take part in a meaningless effort to discredit

teacher candidates.

18. “As faculty members internalize the values of the science of education management, they do not fret against the other teachers, and provoke them, to avoid mischief, for whatever reason.” According to the fact that 81% of the teacher candidates participated in the form of the article, they stated that they wanted; faculty members should be provided to get rid of situations that cause teacher candidates to fill each other.

19. “As the academic staff looks at the subject within the framework of the informal relations-based theoretical knowledge of the educational administration organization, they do not defend the teacher candidates who come to their offices to meet with them because they have to look at the subject from this point of view.” According to the article, 75% (45) of the teacher candidates stated that they participated at the desired rate; Attention should be paid to the fact that instructors should not defend teacher candidates from the beginning during the interviews.

20. “The Faculty Members do not change the course and examination program announced by the directors of the education management organization in accordance with the legislation, according to their own interests, without an official announcement of change.” According to the fact that 85% of the teacher candidates (51 people) participated in the article, at the desired rate; Instructors should be ensured to make sure that they take action without going out of the education management organization legislation.

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