The views of teacher candidates on the educational qualification of faculty teachers

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ABSTRACT

In this study, it was observed that teacher candidates who study at Ağrı İbrahim Çeçen University in the Faculty of Education Preschool Department responded to the statements written below with different rates. Faculty members reinforce the emphasis they place on the important parts of the subject they are focusing on, so that teacher candidates, who are the target group in the education management organization, can comfortably be able to comprehend. The Faculty Members manage to control the teacher candidates even though they turn their faces on the board and teach lessons because they significantly affect the teacher candidates in the education management organization. In addition to making a successful eye contact with the teacher candidates in the education management organization; faculty members do not neglect to have self-control skills that will strengthen the seriousness in communication. Faculty Members do not judge the teacher candidates according to their gaze, clothing, old-new; quality or poor quality; political icon-social icon etc. In order to set an example for the teacher candidates in the education management organization, the Faculty Members pay attention to show every care to ensure that their clothing (upper heads) are clean, tidy, harmonious and free from exaggeration.

Keywords: Appearance in communication, respectful inquiry, time management.

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INTRODUCTION

Education is a system which consists of teacher, student and school. These elements are indispensable entities for any educational structure. The success of any educational programme or system depends on the harmony of these factors. It is inevitable that each one the abovementioned factors affect one another (Akdemir, 2013; Kaya and Akdemir, 2016; Üstüner, 2004).

To this end, current study aims at exploring educational qualifications of teacher trainers (faculty members) from the viewpoints of teacher candidates.

The statement that "Faculty members reinforce the emphasis they place on the important parts of the subject they are focusing on, so that teacher candidates, who are the target group in the education management organization, can comfortably be able to comprehend" shows that the attitudes put forward by the faculty members in education management have an emphasis. The statement that "The Faculty Members manage to control the teacher candidates even though they turn

their faces on the board and teach lessons because they significantly affect the teacher candidates in the education management organization" indicates that if faculty members affect teacher candidates in a meaningful way, they can achieve control in the education workshop without constantly looking at their face (Adem, 1981). The statement that "In addition to making a successful eye contact with the teacher candidates in the education management organization; faculty members do not neglect to have self-control skills that will strengthen the seriousness in communication" indicates that teaching staff that make an eye contact with teacher candidates should not eliminate seriousness. The statement that "Faculty Members do not judge the teacher candidates according to their gaze, clothing, old-new; quality or poor quality; political icon-social icon etc." expresses the inevitability of the understanding that teacher candidates should be free in their clothing (Başaran, 2008).

The statement that "Faculty Members pay attention to show every care to ensure that their clothing (upper heads) are clean, tidy, harmonious and free from exaggeration in order to be an example for the teacher candidates in the educational management organization" indicates that Faculty Members should be an example for teacher candidates with all kinds of situations and movements. The statement that "Faculty Members, because they know the regulations of the educational management organizations, they do not try to change the official announcements announced by the management according to them, under the guise of thinking about the interests of the students" indicates that faculty members should stay away from the simplicity of showing their interests as the interests of teacher candidates (Başaran, 2004). The statement that "Faculty Members do not take shelter in the simplicities that cause the education management organization to shift the purpose, instead of giving satisfactory information to the teacher candidates about their fields, they do not take time by turning towards other colleagues in the classroom environment" indicates that In case of lack of information that faculty members present in the classroom, it emphasizes the inaccuracy of defrauding their colleagues to fill the time. The statement that "Faculty Members do not refrain from opposing the decisions of the administrators of the education management organization in violation of the legislation, which unfairly push the teacher candidates into distress." indicates that It is seen that it is essential for faculty members to oppose the situations that make teacher candidates unjustly distressed (Bursalıoğlu, 2016). The statement that "Faculty Members know how to listen to the teacher candidates who have different political views with respect due to the maturity of the universal information provided by the educational management organization" indicates that faculty members should act in a way that is free from political concerns during the dialogue with their teacher candidates. The statement that "Faculty Members do not hesitate to take risks to prevent the victimization of teacher candidates who are unfair because they know the impossibility of achieving success without paying a price in the education management organization" indicates that achieving success is not easy and paying a price is respected in order to eliminate the victimization of the teacher candidates and teacher candidates who need to know that every success makes it compulsory to pay a price (Bursalıoğlu, 2015). The statement that "Faculty members explain in their lessons that both the formal and informal sides of the educational management organization should be in the same state or condition, so the teacher candidates follow both the rules of the educational management organization and learn the healthy ways of accessing information." Indicates that It is not necessary to ignore the rules while reaching healthy and It expresses the importance of giving importance to both formal and informal aspects in the educational

management organization (Demirel, 2019). The statement that "Faculty Members ensure that the educational management organization passes the theoretical knowledge through the life process and passes it on to the teacher candidates, so the teacher candidates get the opportunity to manage themselves in a healthy way with this information they learn." Indicates that how important it is to knead theoretical knowledge with the realities of life; with this kind of information, it is possible to say that teacher candidates are very acceptable for them. The statement that "Faculty members do not have difficulty in treating the teacher candidates with respect because they have managed to look at the world with a long-term view due to the knowledge of the educational management organization." indicates that it is possible for people in the educational management organization to behave respectfully towards each other by assimilating explicit information for years (Karakütük, 2018).

The statement that "Faculty members know how to use technical tools in terms of possibilities in order to present the subjects that they need to convey to the teacher candidates in a more understandable way in the education formation of the educational management organization" indicates that it is understood that it is inevitable to use technical equipment to increase the efficiency of the actions and procedures performed in the educational management organization. The statement that "Faculty members are able to use both time management and effective communication efficiently because they know that time management and effective communication are expressions that feed each other and infuse each other" indicates that the use of time management and effective communication in parallel with the education management organization is efficient for the education-training process (Kaya, 1993). The statement that "Faculty Members are sensitive to social issues and they do not hesitate to find solutions to social issues, nor do they hesitate to respect modern social values that contribute to the solution of social issues" indicates it is highly meaningful for lecturers to devise solutions to social problems from the pit of social values. The statement that "Faculty Members are skilled in knowing that having a habit of living healthy is a determining factor in finding ways to succeed in a healthy way" indicates that the path to success passes through healthy life and the way of healthy life passes through the habit of living healthy (Kaya, 2015). The statement that "Faculty Members perform educational activities by knowing that having a questioning thought skill does not mean neglecting respect for others' thoughts, as well as having a questioning thinking skills." indicates that it is beneficial to have a questioning line of thought in human relations; revealing that the questioning thinking style with adornment motifs will add more value to the process (Taymaz, 2015). The statement that "Faculty Members are competent in finding and developing environmental

opportunities, and in cases where environmental opportunities are insufficient, they are willing to participate in social activities at the rate of environmental opportunities without succumbing to these deficiencies" indicates that It is understood that faculty members should struggle by transforming problematic environmental factors into positive, if necessary, regardless of the status of the environmental factors they are in, in order to be a model for teacher candidates (Taymaz, 2011). The statement that "Faculty members are aware of the importance of problem solving skill, they develop enrichment in education and training by developing their problem solving skills and developing projects related to the issues they are interested in within the framework of problem solving skills" reveals the importance of problem solving skill in the education and training process and emphasizes the need for teachers to contribute to teacher candidates in this regard.

METHODOLOGY

This study involves teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education Preschool Department. The scope of the questionnaire forms, which are used as an information gathering tool regarding the perspectives on the Educational Qualifications of the Faculty Members, has been 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 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 seen that some questions did not work. In order to ensure the validity of a measurement tool's fitness for purpose, and the reliability of a measurement tool's consistency measure, non-functioning questions were removed and the scope and order of the questionnaire was finalized. In order to measure the reliability and consistency, non-functioning questions were removed, scope and the order of the questionnaire was finalized. The information contained in the questionnaire forms received from the teacher candidates at Ağrı İbrahim Çeçen University Faculty of Education Preschool Department was analyzed according the purpose of the research and it was 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 participants of the questionnaire, teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education Preschool Department and faculty members were asked to indicate the degree of accuracy of their knowledge regarding their educational qualifications as "I never agree", "I Disagree", "I partially agree", "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 sampling

The universe of the research is created by teacher candidates study at Ağrı İbrahim Çeçen University Faculty of Education Preschool Department. In determining the universe, the institution lists of teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education Preschool Department were taken as basis. Since reaching the vast majority of teacher candidates is considered essential, it is possible to state that sampling is similar to the universe. In the research, a group of 62 teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education Preschool Department was studied. Sampling, the candidates who study at Ağrı İbrahim Çeçen University Faculty of Education Preschool Department were encouraged to be recruited and this goal was provided to a great extent. In addition, while taking the percentages of the research, decimal numbers were avoided to be expressed. If there are tables with a 100% deficiency in reaching, or if there is a lack of "I partially agree", and "I agree", "I completely agree" options which are accepted as "Wanted" options, the reason for this situation is to avoid refraining from the decimal numbers in questions.

Data collection

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

Assumptions

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, Preschool Department 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 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

This research is limited to the opinions of teacher candidates who study at Ağrı İbrahim Çeçen University Faculty of Education Preschool Department.

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 Preschool Department; Perspectives on the Educational Qualifications of the Faculty Members are given with the help of tables. While the perspectives of the teacher candidates on the Educational Qualifications of the Faculty Members were determined, they were asked to state their opinions on this subject as "I never agree", "I Disagree", "I partially agree", "I agree", "I completely agree". As stated above, the accuracy levels of this information were given 1, 2, 3, 4 and 5 points, respectively.

In the research, "I partially agree", "I agree", "I completely agree" options were accepted as the options that express participation in the "Wanted" rate.

Faculty members reinforce the emphasis they place on the important parts of the subject they are focusing on, so that teacher candidates, who are the target group in the education management organization, can comfortably be able to comprehend.

Statement 1

As seen in Table 1, 3 of the teacher candidates who say "I never agree", 8 "I Disagree", 20 "I partially agree", 24 "I agree", 7 "I completely agree". 82% (51 people) of the teacher candidates stated that they participated in the statement at the desired rate.

The Faculty Members manage to control the teacher candidates even though they turn their faces on the board and teach lessons because they significantly affect the teacher candidates in the education management organization.

Statement 2

As seen in Table 2, 9 of the teacher candidates who say "I never agree", 27 "I Disagree", 14 "I partially agree", 10 "I agree", 2 "I completely agree". 41% (26 people) of the teacher candidates stated that they participated in the statement at the desired rate.

In addition to making a successful eye contact with the teacher candidates in the education management organization; faculty members do not neglect to have self-control skills that will strengthen the seriousness in

Table 1. Face-to-face communication.

	Freq.	%	Valid %	Cumul. %
Never agree	3	4.8	4.8	4.8
Disagree	8	12.9	12.9	17.7
Partially agree	20	32.3	32.3	50.0
Agree	24	38.7	38.7	88.7
Completely agree	7	11.3	11.3	100.0
Total	62	100.0	100.0	

Table 2. Eye-contact preferences.

	Freq.	%	Valid %	Cumul. %
Never agree	9	14.5	14.5	14.5
Disagree	27	43.5	43.5	58.1
Partially agree	14	22.6	22.6	80.6
Agree	10	16.1	16.1	96.8
Completely agree	2	3.2	3.2	100.0
Total	62	100.0	100.0	

communication.

Statement 3

As seen in Table 3, 2 of the teacher candidates who say "I never agree", 12 "I Disagree", 21 "I partially agree", 19 "I agree", 8 "I completely agree". 77% (48 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty Members do not judge the teacher candidates according to their gaze, clothing, old-new; quality or poor quality; political icon-social icon, etc.

Statement 4

As seen in Table 4, 2 of the teacher candidates who say "I never agree", 4 "I Disagree", 12 "I partially agree", 21 "I agree", 23 "I completely agree". 90% (56 people) of the teacher candidates stated that they participated in the statement at the desired rate.

In order to set an example for the teacher candidates in the education management organization, the Faculty Members pay attention to show every care to ensure that their clothing (upper heads) are clean, tidy, harmonious and free from exaggeration, etc.

Statement 5

As seen in Table 5, 1 of the teacher candidates who say "I never agree", 1 "I Disagree", 9 "I partially agree", 25 "I agree", 26 "I completely agree". 96% (60 people) of the

Table 3. The effects of social or political views.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.2	3.2	3.2
Disagree	12	19.4	19.4	22.6
Partially agree	21	33.9	33.9	56.5
Agree	19	30.6	30.6	87.1
Completely agree	8	12.9	12.9	100.0
Total	62	100.0	100.0	

Table 4. Opinions on appearance.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.2	3.2	3.2
Disagree	4	6.5	6.5	9.7
Partially agree	12	19.4	19.4	29.0
Agree	21	33.9	33.9	62.9
Completely agree	23	37.1	37.1	100.0
Total	62	100.0	100.0	

Table 5. Opinions on interests/preferences.

	Freq.	%	Valid %	Cumul. %
Never agree	1	1.6	1.6	1.6
Disagree	1	1.6	1.6	3.2
Partially agree	9	14.5	14.5	17.7
Agree	25	40.3	40.3	58.1
Completely agree	26	41.9	41.9	100.0
Total	62	100.0	100.0	

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

Faculty Members, because they know the regulations of the educational management organizations, they do not try to change the official announcements announced by the management according to them, under the guise of thinking about the interests of the students, etc.

Statement 6

As seen in Table 6, 7 of the teacher candidates who say "I never agree", 11 "I Disagree", 14 "I partially agree", 18 "I agree", 18 "I completely agree". 71% (44 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty Members do not take shelter in the simplicities that cause the education management organization to shift the purpose, instead of giving satisfactory information to the teacher candidates about their fields; they do not take time by turning towards other colleagues in the classroom environment, etc.

Table 6. Giving sufficient data on professional preferences.

	Freq.	%	Valid %	Cumul. %
Never agree	7	11.3	11.3	11.3
Disagree	11	17.7	17.7	29.0
Partially agree	14	22.6	22.6	51.6
Agree	18	29.0	29.0	80.6
Completely agree	12	19.4	19.4	100.0
Total	62	100.0	100.0	

Statement 7

As seen in Table 7, 6 of the teacher candidates who say "I never agree", 7 "I Disagree", 12 "I partially agree", 18 "I agree", 19 "I completely agree". 82% (51 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty Members do not hesitate to oppose the decisions of the administrators of the education management organization, which violate the legislation, which unfairly push the teacher candidates into distress.

Statement 8

As seen in Table 8, 9 of the teacher candidates who say "I never agree", 15 "I Disagree", 20 "I partially agree", 9 "I agree", 9 "I completely agree". 61% (38 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty Members know how to listen to the teacher candidates who have different political views with respect due to the maturity of the universal information provided by the educational management organization.

Statement 9

As seen in Table 9; 10 of the teacher candidates who say "I never agree", 10 "I Disagree", 11 "I partially agree", 18 "I agree", 13 "I completely agree". 67% (42 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty Members do not hesitate to take risks to prevent the victimization of teacher candidates who are unfair because they know the impossibility of achieving success without paying a price in the education management organization.

Statement 10

As seen in Table 10, 14 of the teacher candidates who say "I never agree", 11 "I Disagree", 17 "I partially agree", 13 "I agree", 7 "I completely agree". 59% (37 people) of the teacher candidates stated that they participated in the

Table 7. Perception on organizational justice.

	Freq.	%	Valid %	Cumul. %
Never agree	6	9.7	9.7	9.7
Disagree	7	11.3	11.3	21.0
Partially agree	12	19.4	19.4	40.3
Agree	18	29.0	29.0	69.4
Completely agree	19	30.6	30.6	100.0
Total	62	100.0	100.0	

Table 8. Maturity of the universal information.

	Freq.	%	Valid %	Cumul. %
Never agree	9	14.5	14.5	14.5
Disagree	15	24.2	24.2	38.7
Partially agree	20	32.3	32.3	71.0
Agree	9	14.5	14.5	85.5
Completely agree	9	14.5	14.5	100.0
Total	62	100.0	100.0	

Table 9. Risk-taking attitudes.

	Freq.	%	Valid %	Cumul. %
Never agree	10	16.1	16.1	16.1
Disagree	10	16.1	16.1	32.3
Partially agree	11	17.7	17.7	50.0
Agree	18	29.0	29.0	79.0
Completely agree	13	21.0	21.0	100.0
Total	62	100.0	100.0	

Table 10. Accessing organizational information.

	Freq.	%	Valid %	Cumul. %
Never agree	14	22.6	22.6	22.6
Disagree	11	17.7	17.7	40.3
Partially agree	17	27.4	27.4	67.7
Agree	13	21.0	21.0	88.7
Completely agree	7	11.3	11.3	100.0
Total	62	100.0	100.0	

statement at the desired rate.

Faculty members explain in their lessons that both the formal and informal sides of the educational management organization should be in the same state or condition, so the teacher candidates follow both the rules of the educational management organization and learn the healthy ways of accessing information.

Statement 11

As seen in Table 11, 2 of the teacher candidates who say "I never agree", 12 "I Disagree", 20 "I partially agree", 22 "I agree", 6 "I completely agree". 77% (48 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty Members ensure that the educational management organization passes the theoretical knowledge through the life process and passes it on to the teacher candidates, so the teacher candidates get the opportunity to manage themselves in a healthy way with this information they learn.

Statement 12

As seen in Table 12, 6 of the teacher candidates who say "I never agree", 11 "I Disagree", 19 "I partially agree", 21 "I agree", 5 "I completely agree". 72% (45 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty members do not have difficulty in treating the teacher candidates with respect because they have managed to look at the world with a long-term view due to the knowledge of the educational management organization.

Table 11. Managing organizational information.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.2	3.2	3.2
Disagree	12	19.4	19.4	22.6
Partially agree	20	32.3	32.3	54.8
Agree	22	35.5	35.5	90.3
Completely agree	6	9.7	9.7	100.0
Total	62	100.0	100.0	

Table 12. Having the knowledge of educational management.

	Freq.	%	Valid %	Cumul. %
Never agree	6	9.7	9.7	9.7
Disagree	11	17.7	17.7	27.4
Partially agree	19	30.6	30.6	58.1
Agree	21	33.9	33.9	91.9
Completely agree	5	8.1	8.1	100.0
Total	62	100.0	100.0	

Statement 13

As seen in Table 13, 3 of the teacher candidates who say "I never agree", 9 "I Disagree", 18 "I partially agree", 23 "I

Table 13. Conveying the information educational management.

	Freq.	%	Valid %	Cumul. %
Never agree	3	4.8	4.8	4.8
Disagree	9	14.5	14.5	19.4
Partially agree	18	29.0	29.0	48.4
Agree	23	37.1	37.1	85.5
Completely agree	9	14.5	14.5	100.0
Total	62	100.0	100.0	

Table 14. Time management and effective communication skills.

	Freq.	%	Valid %	Cumul. %
Never agree	7	11.3	11.3	11.3
Disagree	5	8.1	8.1	19.4
Partially agree	22	35.5	35.5	54.8
Agree	18	29.0	29.0	83.9
Completely agree	10	16.1	16.1	100.0
Total	62	100.0	100.0	

agree", 9 "I completely agree". 80% (50 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty members know how to use technical tools in terms of possibilities in order to present the subjects that they need to convey to the teacher candidates in a more understandable way in the education formation of the educational management organization.

Statement 14

As seen in Table 14, 7 of the teacher candidates who say "I never agree", 5 "I Disagree", 22 "I partially agree", 18 "I agree", 10 "I completely agree". 80% (50 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty members are able to use both time management and effective communication efficiently because they know that time management and effective communication are expressions that feed each other and infuse each other.

Statement 15

As seen in Table 15, 3 of the teacher candidates who say "I never agree", 8 "I Disagree", 23 "I partially agree", 18 "I agree", 10 "I completely agree". 82% (51 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty Members are sensitive to social issues and they do not hesitate to find solutions to social issues, nor do they hesitate to respect modern social values that contribute to the solution of social issues.

Statement 16

As seen in Table 16, 7 of the teacher candidates who say "I never agree", 11 "I Disagree", 27 "I partially agree", 11 "I agree", 6 "I completely agree". 70% (44 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty Members are skilled in knowing that having a habit of living healthy is a determining factor in finding

Table 15. Respect towards social values.

	Freq.	%	Valid %	Cumul. %
Never agree	3	4.8	4.8	4.8
Disagree	8	12.9	12.9	17.7
Partially agree	23	37.1	37.1	54.8
Agree	18	29.0	29.0	83.9
Completely agree	10	16.1	16.1	100.0
Total	62	100.0	100.0	

Table 16. Having the habit of a healthy social life.

	Freq.	%	Valid %	Cumul. %
Never agree	7	11.3	11.3	11.3
Disagree	11	17.7	17.7	29.0
Partially agree	27	43.5	43.5	72.6
Agree	11	17.7	17.7	90.3
Completely agree	6	9.7	9.7	100.0
Total	62	100.0	100.0	

ways to succeed in a healthy way.

Statement 17

As seen in Table 17; 2 of the teacher candidates who say "I never agree", 8 "I Disagree", 25 "I partially agree", 23 "I agree", 4 "I completely agree". 83% (52 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty Members perform educational activities by knowing that having a questioning thought skill does not mean neglecting respect for others' thoughts, as well as having a questioning thinking skill.

Statement 18

As seen in Table 18, 11 of the teacher candidates who say "I never agree", 11 "I Disagree", 14 "I partially agree", 22 "I agree", 3 "I completely agree". 62% (39 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Table 17. Respect for others' thoughts.

	Freq.	%	Valid %	Cumul. %
Never agree	2	3.2	3.2	3.2
Disagree	8	12.9	12.9	16.1
Partially agree	25	40.3	40.3	56.5
Agree	23	37.1	37.1	93.5
Completely agree	4	6.5	6.5	100.0
Total	62	100.0	100.0	

Table 18. Participating in social activities.

	Freq.	%	Valid %	Cumul. %
Never agree	11	17.7	17.7	17.7
Disagree	12	19.4	19.4	37.1
Partially agree	14	22.6	22.6	59.7
Agree	22	35.5	35.5	95.2
Completely agree	3	4.8	4.8	100.0
Total	62	100.0	100.0	

Table 19. Developing problem solving skills.

	Freq.	%	Valid %	Cumul. %
Never agree	11	17.7	17.7	17.7
Disagree	19	30.6	30.6	48.4
Partially agree	21	33.9	33.9	82.3
Agree	7	11.3	11.3	93.5
Completely agree	4	6.5	6.5	100.0
Total	62	100.0	100.0	

Table 20. Attending team work and group activities.

	Freq.	%	Valid %	Cumul. %
Never agree	8	12.9	12.9	12.9
Disagree	14	22.6	22.6	35.5
Partially agree	24	38.7	38.7	74.2
Agree	11	17.7	17.7	91.9
Completely agree	5	8.1	8.1	100.0
Total	62	100.0	100.0	

Faculty members are competent in finding and developing environmental opportunities, and in cases where environmental opportunities are insufficient, they are willing to participate in social activities at the rate of environmental opportunities without succumbing to these deficiencies.

Statement 19

As seen in Table 19, 11 of the teacher candidates who say "I never agree", 19 "I Disagree", 21 "I partially agree", 7 "I agree", 4 "I completely agree". 51% (32 people) of the teacher candidates stated that they participated in the statement at the desired rate.

Faculty members are aware of the importance of problem solving skill, they develop enrichment in education and training by developing their problem solving skills and developing projects related to the issues they are interested in within the framework of problem solving skills.

Statement 20

As seen in Table 20, 8 of the teacher candidates who say "I never agree", 14 "I Disagree", 22 "I partially agree", 11 "I agree", 6 "I completely agree". 64% (40 people) of the teacher candidates stated that they participated in the statement at the desired rate.

RESULTS

"Faculty members reinforce the emphasis they place on

the important parts of the subject they are focusing on, so that teacher candidates, who are the target group in the education management organization, can comfortably be able to comprehend."

82% (51 people) of the teacher candidates stated that they participated in the statement above as requested.

"The Faculty Members manage to control the teacher candidates even though they turn their faces on the board and teach lessons because they significantly affect the teacher candidates in the education management organization…"

41% (26 people) of the teacher candidates stated that they participated in the statement above as requested.

"In addition to making a successful eye contact with the teacher candidates in the education management organization; faculty members do not neglect to have self-control skills that will strengthen the seriousness in communication…"

77% (48 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members do not judge the teacher candidates according to their gaze, clothing, old-new; quality or poor quality; political icon-social icon, etc."

90% (56 people) of the teacher candidates stated that they participated in the statement above as requested.

"In order to set an example for the teacher candidates in the education management organization, the Faculty Members pay attention to show every care to ensure that their clothing (upper heads) are clean, tidy, harmonious and free from exaggeration, etc."

96% (60 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members, because they know the regulations of the educational management organizations, they do

not try to change the official announcements announced by the management according to them, under the guise of thinking about the interests of the students, etc."

71% (44 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members do not take shelter in the simplicities that cause the education management organization to shift the purpose, instead of giving satisfactory information to the teacher candidates about their fields; they do not take time by turning towards other colleagues in the classroom environment, etc."

79% (49 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members do not hesitate to oppose the decisions of the administrators of the education management organization, which violate the legislation, which unfairly push the teacher candidates into distress."

61% (38 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members know how to listen to the teacher candidates who have different political views with respect due to the maturity of the universal information provided by the educational management organization."

67% (42 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members do not hesitate to take risks to prevent the victimization of teacher candidates who are unfair because they know the impossibility of achieving success without paying a price in the education management organization. "

59% (37 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty members explain in their lessons that both the formal and informal sides of the educational management organization should be in the same state or condition, so the teacher candidates follow both the rules of the educational management organization and learn the healthy ways of accessing information."

77% (48 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members ensure that the educational management organization passes the theoretical knowledge through the life process and passes it on to the teacher candidates, so the teacher candidates get the opportunity to manage themselves in a healthy way with this information they learn."

72% (45 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty members do not have difficulty in treating the teacher candidates with respect because they have managed to look at the world with a long-term view due to the knowledge of the educational management organization."

80% (50 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty members know how to use technical tools in terms of possibilities in order to present the subjects that they need to convey to the teacher candidates in a more understandable way in the education formation of the educational management organization."

80% (50 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty members are able to use both time management and effective communication efficiently because they know that time management and effective communication are expressions that feed each other and infuse each other."

82% (51 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members are sensitive to social issues and they do not hesitate to find solutions to social issues, nor do they hesitate to respect modern social values that contribute to the solution of social issues."

70% (44 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members are skilled in knowing that having a habit of living healthy is a determining factor in finding ways to succeed in a healthy way."

83% (52 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members perform educational activities by knowing that having a questioning thought skill does not mean neglecting respect for others' thoughts, as well as having a questioning thinking skill."

62% (39 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty Members are competent in finding and developing environmental opportunities, and in cases where environmental opportunities are insufficient, they are willing to participate in social activities at the rate of environmental opportunities without succumbing to these deficiencies."

51% (32 people) of the teacher candidates stated that they participated in the statement above as requested.

"Faculty members are aware of the importance of problem solving skill, they develop enrichment in education and training by developing their problem solving skills and developing projects related to the issues they are interested in within the framework of problem solving skills."

64% (40 people) of the teacher candidates stated that they participated in the statement above as requested.

SUGGESTIONS

"Faculty members reinforce the emphasis they place on the important parts of the subject they are focusing on, so that teacher candidates, who are the target group in the education management organization, can comfortably be able to comprehend."

According to the statement, 82% (51%) of the teacher candıdates stated that they participated in the desired rate; so faculty members should be encouraged to

highlight the topics they emphasize in order for the teacher candıdates to dominate the subjects.

"The Faculty Members manage to control the teacher candidates even though they turn their faces on the board and teach lessons because they significantly affect the teacher candidates in the education management organization…"

According to the statement, 41% (26 people) of the teacher candidates stated that they participated in the desired rate; so faculty members should be able to control teacher candidates in a meaningful way and control them.

"In addition to making a successful eye contact with the teacher candidates in the education management organization; faculty members do not neglect to have self-control skills that will strengthen the seriousness in communication…"

According to the statement, 77% (48 people) of the teacher candidates stated that they participated in the desired rate; so In addition to establishing eye contact with teacher candidates, faculty members should be ensured to be serious in communication.

"Faculty Members do not judge the teacher candidates according to their gaze, clothing, old-new; quality or poor quality; political icon-social icon etc…"

According to the statement, 90% (56 people) of the teacher candidates stated that they participated in desired rate; so it should be ensured that faculty members, teacher candidates do not look for political symbols in their clothing.

"In order to set an example for the teacher candidates in the education management organization, the Faculty Members pay attention to show every care to ensure that their clothing (upper heads) are clean, tidy, harmonious and free from exaggeration…"

According to the statement, 96% (60 people) of the teacher candidates stated that they participated in the desired rate; so faculty members should be ensured to be regular in their clothing.

"Faculty Members, because they know the regulations of the educational management organizations, they do not try to change the official announcements announced by the management according to them, under the guise of thinking about the interests of the students…"

According to the statement, 71% (44 people) of the teacher candidates stated that they participated in the desired rate; so consideration should be given to the understanding that faculty members must comply with the official announcements posted by educational administrators.

"Faculty Members do not take shelter in the simplicities that cause the education management organization to shift the purpose, instead of giving satisfactory information to the teacher candidates about their fields; they do not take time by turning towards other colleagues in the classroom environment…"

According to the statement, 79% (49 people) of the teacher candidates stated that they participated in the desired rate; so it should be reminded that lecturers should not spend time in the classroom environment by turning towards other colleagues.

"Faculty Members do not hesitate to oppose the decisions of the administrators of the education management organization, which violate the legislation, which unfairly push the teacher candidates into distress."

According to the statement, 61% (38 people) of the teacher candidates stated that they participated in the desired rate; so faculty members should be able to oppose the decisions of educational management organization managers that are against the legislation.

"Faculty Members know how to listen to the teacher candidates who have different political views with respect due to the maturity of the universal information provided by the educational management organization."

According to the statement, 67% (42 people) of the teacher candidates stated that they participated in the desired rate; so faculty members should be listened to with respect to teacher candidates who have different political views.

"Faculty Members do not hesitate to take risks to prevent the victimization of teacher candidates who are unfair because they know the impossibility of achieving success without paying a price in the education management organization."

According to the statement, 59% (37 people) of the teacher candidates stated that they participated in the desired rate; so it should be said that faculty members should not hesitate to take risks in order to prevent the victimization of teacher candidates.

"Faculty members explain in their lessons that both the formal and informal sides of the educational management organization should be in the same state or condition, so the teacher candidates follow both the rules of the educational management organization and learn the healthy ways of accessing information."

According to the statement, 77% (48 people) of the teacher candidates stated that they participated in the desired rate; faculty members should be able to ensure that teacher candidates follow the rules of the educational management organization.

"Faculty Members ensure that the educational management organization passes the theoretical knowledge through the life process and passes it on to the teacher candidates, so the teacher candidates get the opportunity to manage themselves in a healthy way with this information they learn."

According to the statement, 72% (45 people) of the teacher candidates stated that they participated in the desired rate; so faculty members should be provided with the opportunity to provide teacher candidates with the opportunity to have the ability to manage themselves healthily.

"Faculty members do not have difficulty in treating the teacher candidates with respect because they have

managed to look at the world with a long-term view due to the knowledge of the educational management organization."

According to the statement, 80% (50 people) of the teacher candidates stated that they participated in the desired rate; so faculty members should be able to behave respectfully towards teacher candidates.

"Faculty members know how to use technical tools in terms of possibilities in order to present the subjects that they need to convey to the teacher candidates in a more understandable way in the education formation of the educational management organization."

According to the statement, 80% (50 people) of the teacher candidates stated that they participated in the desired rate; so academic staff should be provided to use technical equipment.

"Faculty members are able to use both time management and effective communication efficiently because they know that time management and effective communication are expressions that feed each other and infuse each other."

According to the statement, 82% (51 people) of the teacher candidates stated that they participated in the desired rate; so faculty members should be able to use both time management and effective communication efficiently.

"Faculty Members are sensitive to social issues and they do not hesitate to find solutions to social issues, nor do they hesitate to respect modern social values that contribute to the solution of social issues."

According to the statement, 70% (44 people) of the teacher candidates stated that they participated in the desired rate; so Faculty members should be ensured not to hesitate to respect modern social values.

"Faculty Members are skilled in knowing that having a habit of living healthy is a determining factor in finding ways to succeed in a healthy way."

According to the statement, 83% (52 people) of the teacher candidates stated that they participated in the desired rate; so faculty members should be made aware of the fact that having a habit of living healthy is decisive in finding ways to be successful.

"Faculty Members perform educational activities by knowing that having a questioning thought skill does not mean neglecting respect for others' thoughts, as well as having a questioning thinking skill."

According to the statement, 62% (39 people) of the teacher candidates stated that they participated in the desired rate; so In addition to having instructive thinking skills, faculty members should also be ensured to respect others' thoughts.

"Faculty Members are competent in finding and developing environmental opportunities, and in cases where environmental opportunities are insufficient, they are willing to participate in social activities at the rate of environmental opportunities without succumbing to these deficiencies."

According to the statement, 51% (32 people) of the teacher candidates stated that they participated in the desired rate; so faculty members should be allowed to be willing to participate in social activities in proportion to environmental opportunities.

"Faculty members are aware of the importance of problem solving skill, they develop enrichment in education and training by developing their problem solving skills and developing projects related to the issues they are interested in within the framework of problem solving skills."

According to the statement, 64% (40 people) of the teacher candidates stated that they participated in the desired rate; so the ground should be prepared for faculty members to develop projects and to enrich the education-teaching formation.

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