



Investigation of university students' basic needs satisfaction, rumination and readiness for being teacher in terms of various variables

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Abstract

In the study, it was aimed to examine the satisfaction of basic needs, rumination regarding interpersonal mistake and readiness for teaching according to various variables of university students. The research was carried out on a total of 140 university students, 57 of which were male (40.7%) and 83 were female (59.3%). In the research, "The Scale of Readiness for Teaching", "Rumination Scale for Interpersonal Mistake" and "Scale of Satisfaction of Basic Needs of University Students" were used. As a research method, scanning model, one of the quantitative research methods, was used. When the results of the research were examined, it was concluded that there was a differentiation at the grade level according to the variable of satisfaction of the basic needs of the teacher candidates and the satisfaction decreased as the grade level increased. It was concluded that there was no difference in terms of other variables. It was concluded that there was no difference in terms of the variables examined in terms of Rumination Related to Interpersonal Mistake and being ready to be a teacher. The results of the research were discussed in the light of the relevant literature and some suggestions were made.

Keywords: Rumination; readiness; basic needs; teacher candidate

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1. Introduction

1.1. Introduce the problem

Universities are responsible institutions for transferring past knowledge to future generations, adapting a society to the times, meeting social needs, solving problems with scientific methods, and most importantly, raising qualified individuals who will carry out all these activities.

The diversity of the needs of university students, which increases quantitatively every year, and to what extent and in what ways these needs are met is an important issue. As

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Gibson and Chandler (1988) stated; Different individuals have different needs. It is possible that these needs change according to time and environment. Therefore, different people can behave completely differently in the same environment.

Although it is difficult to limit and classify the needs that vary from individual to individual and from society to society, it will be beneficial for our research to categorize the basic needs of university students first.

It is natural that there are different approaches to the classification of needs, a few of them are as follows; According to Glasser (1975), the two basic needs of the individual are “the need to love and be loved” and “the need to feel that ourselves and other individuals are valuable, while according to Frey and Wilhite (2005), the most important need of human beings is the need to survive in order to survive, and also the need for freedom, the need to be creative, explore and express oneself comfortably. According to Schultz (2002), the most important need is the need for "self-actualization", which means that people use all their abilities and qualities actively, develop and realize themselves. Maslow (1970), on the other hand, states that physiological needs are the strongest needs, and that when these needs are met, other needs emerge and affect people; and makes the classification as physiological, belonging, love, respect, security, and self-actualization.

While addressing the needs of university students, attention should be paid to the socio-cultural characteristics of the environment they live in. Like every individual, university students are also in interaction with the socio-cultural environment they are in constant contact with. This interaction causes changes and diversity of needs over time. Social needs are important in conditions that facilitate or complicate an individual's adventure of self-realization. According to Maslow's theory, social needs are; being successful, appreciated, respected, self-actualization and self-awareness (Cao et al., 2013).

The ability of individuals to take measured actions, to be at peace with themselves and the environment they live in, to be productive, logical and rational, to make themselves and the society they belong to advance, is related to the extent to which social needs are met. (Cevik and Korkmaz 2014)

Man is a being that develops psychologically as well as biologically. This development of man will be possible with the satisfaction of his psychological needs and the support of the environment he is in contact with.

Environmental interaction is important in meeting the psychological needs of individuals. This interaction determines actions and experiences (Deci & Ryan, 2008). Individual development can be realized with the supportive nature of the environment and the satisfaction of psychological needs (Ryan and Brown, 2003). According to Glasser (2005), psychological needs are; love, belonging, power, freedom and fun. According to Peterson (2008), the need for love and belonging is the commitment and closeness to other people, while according to Corey (2008), it is the most difficult need to meet. Because in order to meet this need, cooperation with other people is required. The need for power has

a special importance among the basic needs. Because we determine everything about life with power (Glasser, 2005). “The need for freedom is stated as being able to make choices independently, express oneself comfortably and take actions” (Frey & Wilhite, 2005, 157). The need for entertainment includes being able to laugh, have a positive outlook on life, and have a good time (Yalçın, 2007). Meeting these needs will contribute positively to individual and social development.

Adequately meeting the needs of university students regarding accommodation, transportation, nutrition, security, social activities, sports activities and the ordinary course of life in the education process is related to sufficient economic resources, physical and environmental conditions. The fulfilment of these needs is extremely important in terms of affecting the physical and mental health of students and the sustainability of university life.

The satisfaction of basic needs in university life will increase the professional productivity of students who will be a model for the society, thus contributing to personal and social development.

Self-determination an internal quality that prompts the person to perform the desired action (Kermen, 2013). In other words, self-determination is the ability of individuals to make choices with their free will and accept the consequences (Deci & Ryan, 2008). From an educational point of view, self-determination includes subjects such as the individual's ability to act independently in the learning environment, socialize and solve problems (Wehmeyer, 1999).

Daily life, scientific and technological changes, political, economic and social situations, which are becoming more complex day by day, increase the problems of the individual. Therefore, problem solving is important and is among the important aims of education. The socialization of individuals, their adaptation to development and changes, and their success in the social field will be possible with the acquisition of problem-solving skills (Kalaycı, 2001). Problem solving is the individual's ability to create options to cope with any situation and to choose from these options (Kneeland, 2001). Although decision making, which is closely related to problem solving, is expressed as choosing one of the options, it would be more accurate to define it as the whole process from various stages (data collection, research, analysis) to the choice stage (Koçel, 2003). Decision-making skills are important in terms of contributing positively to the individual's self-realization and development (Ersever, 1996). Undoubtedly, effective and appropriate decision-making skills will affect individual success and therefore social development.

“Anxiety confused with the concept of fear is the uneasiness whose source is not clear. While the object of fear is clear, the same is not the case with anxiety (Budak, 2000, 437).

The important differences between fear and anxiety are as follows. The source of anxiety is uncertain, the source of fear is clear. Anxiety is less severe and long-lasting than fear (Cüceloğlu, 1991, 277).

In reducing self-anxiety, although the object is not clear, it will be beneficial to act to minimize the direct or indirect factors that cause this situation of the individual and to develop a self-understanding that acts as a buffer against anxiety. Self-understanding is the internalization of the positive and negative aspects of the individual (Neff, Hsieh, & Dejitterat, 2005). With such an acceptance, the anxiety of the individual can be minimized, and self-handicapping can be prevented.

According to Parrot (2001), fear, sadness, anger and related emotions were determined as negative emotions. In order to cope with negative emotions, the individual should be aware of what these emotions are and choose to cope with using an effective method. Avoiding facing this situation or choosing shortcuts will make the situation more complicated and difficult.

While Rothbaum, Weisz, and Snyder (1982) express self-control as the competence of self-development in order to adapt to the environment one comes into contact with, Tangney, Baumeister, and Boone (2004) state that self-control is the ability to control one's reactions and avoid undesirable behaviors. Self-control is of great importance for the individual's physical and mental health, as it is an important motivation factor in supporting positive emotions and preventing negative emotions. In this way, healthy and successful individuals will contribute to both personal and social success and peace (Crescioni, et al., 2013).

Subjective well-being is expressed as experiencing intense positive emotions, less negative emotions, and life satisfaction (Myers and Diener 1995). In other words, subjective well-being is that emotions such as joy and excitement are experienced more frequently than emotions such as anger, sadness, and anxiety (Argyle, Martin, & Crossland, 1989). Subjective well-being is affected by living standards, the environment in constant contact, educational status, occupations and social relations. By improving these factors, subjective well-being can be improved by experiencing positive emotions more frequently and intensely.

We can define communication, which is one of the most important elements of human life, as "a process in which the meanings including feelings, thoughts, ideas, knowledge and culture are transferred with the help of symbols" (Tutar, 2003, 34).

Human beings have come to this day thanks to communication, which has an important place among the sine qua non of individual and social life. In other words, human life has been designed with personal and environmental communication and interaction.

Myers and Diener (1995) define subjective well-being as experiencing more positive emotions and less negative emotions, being physically and mentally well, and getting satisfaction from life.

Rumination, on the other hand, is the passive and constant expenditure of energy on the causes and consequences of this situation, instead of actively struggling to solve the

individual's problem and change the distressing situation (Nolen-Hoeksema, Wisco ve Lyubomirsky, 2008). As can be understood from the expressions, there is an important relationship between interpersonal communication, subjective well-being and rumination. With effective communication and subjective well-being, the individual's life satisfaction will increase, thus avoiding any past problem or passive attitude will be replaced by active and combative actions.

1.2. Purpose of the research

The problem statement of the research is the question that "Is there a difference in basic need satisfaction, rumination related to interpersonal mistake and readiness according to the demographic variables of university students?".

The sub-problems were determined as follows;

- ❖ What is the satisfaction level of the basic needs of university students according to gender, grade, type of high school graduated, education level of parents, monthly income of the family?
- ❖ What is the rumination status of university students regarding interpersonal mistake according to gender, grade, type of high school graduated, mother/father education level, monthly income of the family?
- ❖ What is the readiness status of university students according to gender, grade, type of high school graduated, education level of parents, monthly income of the family?

2. Method

In this section, the model/pattern of the research, the study group, data collection and analysis of the data are included.

2.1. Research model/pattern

This research was designed according to the relational research design in which the relationship between the variables was examined. Relational screening is the method used to determine the covariance of two or more variables (Creswell, 2012). In other words, it is revealing the relationship between two different quantitative variables by means of a correlation coefficient (Fraenkel et al., 2012). This screening model can be done in two ways: correlation type relationship and relationships obtained by comparison (Karasar, 2005).

2.2. Study groups

The study group of the research consisted of 140 students, 57 male and 83 female, studying at Kafkas University Dede Korkut Faculty of Education in the 2022/2023 academic year. The students were determined from those who participated in the study voluntarily and by the accessible sampling method. Table 1 shows the demographic information of the participants.

Table 1. Demographic Information of University Students

Gender	f	%
Male	57	40,7
Female	83	59,3
Total	140	100,0
Grade	f	%
1st Grade	29	20,7
2nd Grade	36	25,7
3rd Grade	37	26,4
4th Grade	38	27,1
Total	140	100,0
Education Level of Mother	f	%
Illiterate	44	31,4
Literate	20	14,3
Primary School	43	30,7
Secondary School	18	12,9
High School	12	8,6
Higher Education	3	2,1
Total	140	100,0
Education Level of Father	f	%
Illiterate	19	13,6
Literate	13	9,3
Primary School	52	37,1
Secondary School	28	20,0
High School	21	15,0
Higher Education	7	5,0

Total	140	100,0
Monthly Family Income	f	%
0- 3000	93	66,4
3001 - 6000	37	26,4
6001 above	9	6,4
5.00	1	0,7
Total	140	100,0

As seen in Table 1, the participants of the study are 140 social studies teacher candidates, 40.7% (57) of which are male and 59.3% (83) are female, 20.7% (29) of the students from the 1st grade, 25.7% (36) from the 2nd grade, 26.4% (37) from the 3rd grade, 27.1% (38) from the 4th grade participated in the research. Considering the mother education level of the participants, 31.4% (44) were illiterate, 14.3% (20) were literate, 30.7% (43) were primary school graduates, 12.9% (18) secondary school graduates, 8.6% (12) high school graduates, 2.12% (3) graduates of higher education. The father education level of the participants is as follows: 13.6% (19) illiterate, 9.3% (13) literate, 37.1% (52) primary school graduates, 20.0 (28) secondary school graduates, 15.0% (21) high school graduates, 5.0% (7) higher education graduates. It is seen that the family income level is between 0 and 3000 in 66.4% (93) of them, 26.4% (37) between 3001 and 6000, and 6.42% (9) 6001 and above.

2.3. Data collection

The scales of Readiness for Teaching, Satisfaction of Basic Needs of University Students, Rumination Related to Interpersonal Mistake were used as data collection tools. In this study, Cronbach's Alpha coefficient for satisfaction was determined as .701, Cronbach's Alpha coefficient for rumination was .868 and Cronbach's Alpha coefficient for readiness was .839.

2.4. Data analysis

Parametric and nonparametric analyzes were applied according to the normality test analysis of the research data. Descriptive analyzes, Mann Whitney U Test, Independent t-Test and One-Way Analysis of Variance tests were applied about the study group. In the analysis, kurtosis and skewness values were checked to determine whether the data showed a normal distribution. The findings are shown in Table 2.

Table 2. Normality Analysis of Data Test Result

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	p	Statistics	df	p
Satisfaction	,101	140	,001	,965	140	,001
Rumination	,107	140	,000	,948	140	,000
Readiness	,056	140	,200*	,992	140	,595

3. Results

The findings based on the analyzes made with the data obtained from the research are presented in the form of tables according to the research sub-problems. The question of "What is the satisfaction level of the basic needs of university students according to gender, class, type of high school graduated, education level of parents, monthly income of the family?" Findings related to the sub-problem are given in Table 3.

Table 3. Mann Whitney U Test and Kruskal-Wallis Test Analysis Results of the Satisfaction of the Basic Needs of University Students by Gender, Grade, Type of High School Graduated, Parent Education Level, Monthly Income of the Family

Dimension	Gender	n	S.O.	S.T.	U	z	p
Satisfaction	Female	57	78,46	4472,50	1911,500	-	,054
	Male	83	65,03	5397,50			
Dimension	Grade	N	S.O	Sd	x2	p	Difference
Satisfaction	1st grade	29	82,83	3	13,600	,00*	3-2 and 3-1
	2nd grade	36	81,11				
	3rd grade	37	51,19				
	4th grade	38	69,84				
Scale	Type of High School	N	S.O	Sd	x2	p	Difference
Satisfaction	Anatolian High School	93	66,33	2	2,397	,302	None
	Vocational High School	23	78,83				
	Other	23	76,00				

Scale	Education Level Of Mother	N	S.O	Sd	x2	p	Difference
Satisfaction	Illiterate	44	79,35	5	6,380	,271	None
	Literate	20	74,38				
	Primary School	43	66,88				
	Secondary School	18	60,00				
	High School	12	69,58				
	Higher Education	3	33,33				
Scale	Education Level Of Father	N	S.O	Sd	x2	p	Difference
Satisfaction	Illiterate	19	81,39	5	5,415	,367	None
	Literate	13	86,35				
	Primary School	52	68,65				
	Secondary School	28	68,46				
	High School	21	63,98				
	Higher Education	7	52,93				
Scale	Monthly Family Income	N	S.O	Sd	x2	p	Difference
Satisfaction	0-3000	93	70,51	2	4,920	,085	None
	3001-6000	37	62,53				
	6001 and above	9	95,50				

p<.05*

When Table 3 is examined, it is seen that there is a statistically significant difference in basic needs satisfaction of university students only at the grade level, X² (3, N = 140) = 13.

600, $p < .05$. It is seen that the 3rd year university students have the lowest satisfaction level ($M=51.19$) and this situation is statistically significantly lower than the 2nd year ($M=81.11$) and 1st year students ($M=82.83$). Although there is a difference between them and 4th grade students ($M = 69.84$), this difference is not significant. However, it was found that the basic needs satisfaction of university students was determined by gender [$U = 1911.5$, $p = .054$], high school type $X^2 (2, N = 140) = 2.397$, $p > .05$, maternal education $X^2 (5, N = 140) = 6,380$, $p > .05$, father's education $X^2 (5, N = 140) = 5.415$, $p > .05$ and income level $X^2 (2, N = 140) = 4.920$, $p > .05$ did not show a significant difference.

Based on these data, it is concluded that the basic needs satisfaction of university students decreases as the grade level increases, reaches the lowest level in the 3rd grade, and although the basic needs satisfaction of the students in the 4th grade increases, it is still low. It is a significant finding that the basic need satisfaction, which is not affected by other variables, changes or even decreases as a result of the process students experience at class levels.

The findings regarding the sub-problem of the research "What is the rumination status of university students regarding interpersonal error according to gender, class, type of high school graduated, parental education level, monthly income of the family?" are given in Table 4.

Table 4. Mann Whitney U Test and Kruskal-Wallis Test Analysis Results of University Students' Rumination Scale Regarding Interpersonal Mistake According to Gender, Class, Type of High School Graduated, Mother/Father Education Level, Monthly Income of the Family

Scale	Gender	n	S.O.	S.T.	U	z	P
Rumination	Female	57	64,32	3666,50	2013,500	-	,135
	Male	83	74,74	6203,50			
Scale	Grade	N	S.O	Sd	x2	p	Difference
Rumination	1st grade	29	65,98	3	1,440	,696	None
	2nd grade	36	68,24				
	3rd grade	37	69,66				
	4th grade	38	76,91				
Scale	High School Type	N	S.O	Sd	x2	p	Difference
Rumination	Anatolian High School	93	74,38	2	4,451	,108	None
	Vocational high School	23	54,87				

		Others	23	67,43			
Scale	Level of Mother Education	N	S.O	Sd	x2	p	Difference
Rumination	Illiterate	44	63,10				
	Literate	20	89,78				
	Primary School	43	75,56				
	Secondary School	18	69,64	5	9,654	,086	None
	High School	12	55,29				
	Higher Education	3	44,00				
Scale	Level of Father Education	N	S.O	Sd	x2	p	Difference
Rumination	Illiterate	19	55,97				
	Literate	13	64,54				
	Primary School	52	78,46				
	Secondary School	28	76,45	5	6,527	,258	None
	High School	21	61,26				
	Higher Education	7	65,79				
Scale	Monthly Family Income	N	S.O	Sd	x2	p	Difference
Rumination	0-3000	93	68,33				
	3001-6000	37	77,74	2	2,712	,258	None
	6001 and above	9	55,44				

When Table 4 is examined, the rumination levels of university students regarding interpersonal mistake were determined by gender [$U = 2013.5, p = .135$], grade level X2 (3, $N = 140$) = 1.440, $p > .05$, high school type X2 (2, $N = 140$) = 4.451, $p > .05$, mother education level X2 (5, $N = 140$) = 9.654, $p > .05$, father education level X2 (5, $N = 140$) = 6.527, $p > .05$ and monthly family income level X2 (2, $N = 140$) = 2.712, $p > .05$.

Based on these findings, it can be concluded that university students' rumination levels are not affected by any of the variables mentioned in the table, and as a result, it is necessary to question whether their rumination levels are affected by different factors.

In the study, the findings related to the sub-problem "What is the readiness status of university students according to gender, class, type of high school graduated, mother/father education level, monthly income of the family?" are given in table 5.

Table 5. Independent t-Test and One-Way Analysis of Variance Results of University Students' Readiness by Gender, Grade, Type of High School Graduated, Parent Education Level, Monthly Income of the Family

Variable		n	X	S.S.	S.D.	T	P	
Gender	Female	57	76,36	11,36	138	-	,690	
	Male	83	77,07	9,39				
Rumination Scale for Interpersonal Mistake	Source of Variance	K.T.	sd	K.O.	F	p	Difference	
	Grade	Between Groups	130,551	3	43,517	,412	,744	yok
		In Groups	14355,021	136	105,552			
		Total	14485,571	139				
	Type of High School	Between Groups	133,046	2	66,523	,631	,533	yok
		In Groups	14329,458	136	105,364			
		Total	14462,504	138				
	Education Level of Mother	Between Groups	46,741	5	9,348	,087	,994	yok
		In Groups	14438,830	134	107,752			
		Total	14485,571	139				

Education Level of Father	Between Groups	494,275	5	98,855			
	In Groups	13991,297	134	104,413	,947	,453	yok
	Total	14485,571	139				
Monthly Family Income	Between Groups	641,423	3	213,808			
	In Groups	13844,148	136	101,795	2,100	,103	yok
	Total	14485,571	139				

When Table 5 is examined, no significant difference was observed in the readiness of female university students ($M= 76.36$, $SD = 11.36$) compared to male students ($M= 77.07$, $SD = 9.39$), $t(139) = -.400$, $p > .05$. In addition, students' readiness levels were determined by grade ($F(3,139) = .412$, $p > .05$), type of high school graduated ($F(2,138) = .631$, $p > .05$), mother's education level ($F(5,139) = .087$, $p > .05$), father's education level ($F(5,139) = .947$, $p > .05$), and family's monthly income level ($F(3,139) = 2.100$, $p > .05$) did not show a significant difference.

Based on these findings, it can be concluded that readiness is not affected by any of the variables mentioned in the table, and as a result, different variables should be examined in this context.

4. Discussion, Conclusion, and Suggestions

While the feelings that give pleasure when satisfied or met are called need, the feeling of lack of a situation or object that is inherent in people's nature is also defined as a need. People don't like the feeling of lack and they try to make up for the lack throughout their life. Satisfying one's needs is necessary for their growth, integration, development, mental health and well-being. When people's psychological needs are satisfied, their pleasure from life increases and their anxiety about life decreases (Yarkin, 2013; Deci and Ryan, 2000). For this reason, basic psychological needs, which are thought to change according to years and age, should be included in the content and objectives of the education programs applied at all levels of education. Because one of the most basic goals of education is to raise happy and mentally healthy individuals. In this study, which was carried out to determine the basic needs of university students, it was aimed to measure the satisfaction level of students with their relationships with people at the university, their perception of competence regarding their performance in their academic duties at the university, and their level of satisfaction with their sense of independence in the school environment. According to the results of the Satisfaction of the Basic Needs of University Students Scale applied for this purpose, it was concluded that the satisfaction of the basic needs of the

university students decreased as the grade level increased and reached the lowest level in the 3rd and 4th grades. When the basic needs differed according to demographic variables such as gender, type of high school graduated, mother/father education level, monthly income of the family, it was determined that these variables did not make any difference. In one of their similar studies, Türkdoğan and Duru (2011) also found that there was no significant difference between the level of meeting the needs of female and male students for survival, freedom (autonomy) and entertainment. Yargi's (2013) study also reveals that gender does not have a determining role in the differentiation of basic needs in general. Cihangir-Çankaya' (2009) stated that in the studies Ryan, Lynch, Vansteenkiste, and Deci (2013) conducted with the teacher candidates, the strongest predictor of well-being among basic psychological needs is the need for autonomy (feeling independence). The lack of significant differences in terms of the variables in the study may be due to the fact that it was conducted on a similar population. Because although the study group is divided into groups, there are not very clear differences between their demographic structures. It is thought that basic needs are affected by variables such as individual differences such as personality traits or cultural differences other than demographic variables, and it is thought that variables other than known demographic variables will bring more meaningful results in studies to be conducted on this subject (Myers and Diener, 1995, Ryan, 1995).

When the data on the rumination levels of university students were examined, it was determined that the variables of gender, type of high school graduated, mother/father education level, monthly income of the family did not make any difference. Bugay and Erdur-Baker (2011) found that there is a positive difference in favor of women in terms of gender and women's rumination scores are higher than men, in their study called "Examination of Rumination Level by Gender and Age". In the same study, it was found that rumination did not differ according to the age variable. According to these results, it can be said that rumination is associated with many cognitive, emotional and behavioral phenomena rather than demographic variables. According to Martin and Tesser (1996), ruminations are affected by people's mood rather than demographic variables. The more intense the mood (especially the negative mood), the greater the ruminations. Thus, the perception of the prophet and the meanings attributed to prophethood were evaluated in this gazavatnâme type work, which has a religious epic content. One of them is the research conducted by Lale and Gülaç (2020). According to the findings of the study, it was found that female students' ruminative thinking style scores were higher than male students' ruminative thinking style scores. Lale and Gülaç (2020), Talavera et al. (2018) found that individuals with low-income levels have higher ruminative thinking scores than those with high income levels.

When the teacher candidates' readiness for teaching was examined, it was concluded that gender, class, type of high school graduated, mother/father education level, monthly income of the family were not affected by the variable. Similarly, in the study conducted

by Erginsoy Osmanoğlu and Kaya (2013) at the Faculty of Education of Kafkas University, it was concluded that the teacher candidates studying in the vocational field were of the opinion that the information taught in the professional field was unnecessary and could not meet the expectations of working life, and no significant difference was found in terms of demographic variables. In the studies conducted by Hacıömeroğlu and Şahin Taşkın (2010), Özder, Konedralı and Zeki (2010), Akıllı and Seven (2010), Engin and Koç (2014), Karakaya et al. (2019), it was determined that there was a statistically significant difference in the variables that are the level of readiness of teacher candidates for the teaching profession, the department, willingness to study the department, grade level and undergraduate point average, but there was no significant difference according to the gender variable. Based on all these results, it can be concluded that different variables such as field knowledge level or teacher self-efficacy beliefs should be examined in this context. Dickson, Tennant, Kennetz, Riddlebarger, and Stringer, (2013) also concluded in their study that variables such as behavior management strategies, strategies for dealing with students in need of special education, and the need to gain more hands-on experience are important criteria for teachers to be ready for the teaching profession.

When the limitations of the research are examined, it can be counted among the limitations that the female university students in the study group are more than the male students, and that the research only covers those studying at the Faculty of Education of Kafkas University. In future research on this subject, the variable of teacher candidates' readiness to teach and the basic needs satisfaction of university students can be studied in education faculties of different universities. In addition, rumination can be carried out with different study groups such as children, adolescents, adults and the elderly from various regions. In addition, it is thought that performing analyzes with different statistical methods and using different variables may be more beneficial for the diversification of scientific results.

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