

An Overview of Technology, Guidance and Leadership in Terms of Education

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Edited by

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INTRODUCTION

Since civilization started, human beings have been trying to improve themselves and to learn something new. From this point of view, the most necessary issue for all humanity is to obtain information that is beneficial for them. Undoubtedly, education is the primary vehicle for obtaining information. Education is the changes in the behaviour of the individual in his or her life. Studies are carried out in all areas of education.

This book set out to form a collection of studies which presents the most recent topics and/or approaches and methodologies in the field of Education. Regarding the focus of this book, chapters dealing with various topics and approaches in the area of Education will be provided. This means that this book offers the readers a variety of topics and approaches, which in turn makes this book a handbook for readers who would like to learn about some of the recent issues in the field of Education. In this sense, the readers of this book will be able to read and learn about different topics, approaches and issues in Education which have prevailed in their fields recently.

Education is a necessary process for all age groups. People are in education from birth to death. Nowadays, with the development of technology, education has become more accessible. The important thing here is that technology should be used correctly and properly in education. In this regard, the trainers have great duties. If trainers provide good guidance and leadership to their students, these students are more likely to succeed in their educational life. In this book, articles on technology, guidance and leadership topics are given and especially the ones in the field of Education in recent years have been chosen. In this sense, I believe that this book will be a reference book for undergraduate, graduate and PhD students and researchers who would like to learn about the recent developments in the fields of Technology, Guidance and Leadership in terms of Education.

CHAPTER ONE

PARENTAL ATTITUDES OF THE PARENTS OF CHILDREN BASED ON THE PERSPECTIVES OF SPOUSES¹

ARZU ÖZYÜREK, N. FERAH YAVUZ,
ZUHAL BEGDE AND İSA ÖZKAN

Introduction

Attitudes are a psychological condition that reflects the tendencies of individuals' thoughts and actions towards certain situations, objects, events or ideas. Individuals reflect their assessments on certain situations with identification, agreement, liking, or disliking one situation or another. These responses are composed of cognitive (belief), affective (adequate emotions) and behavioral components. Thus, it could be argued that there is a correlation between attitudes and behavior (Abu-Rabia and Yaari, 2012). Attitudes are acquired not by birth but through learning and change with the experiences of the individual and continue for life (Çetin, 2017).

The family, which is an effective factor in shaping the life of the individual and includes parent-child relations, sustains its significance as the nuclear unit of the society. The initial learning environment for children is the family (Abu-Rabia and Yaari, 2012) and parental attitudes towards raising children could be effective on children's personality, cognitive, language, motor, social and emotional development (Dursun, 2010; Eisenberg et al., 2003; Özyürek, 2004). Childrearing attitudes affect the child's development as well as their perspective on life. Furthermore, certain characteristics of the child and family members such as socio-economic status, age and education level of the parents, gender, age and

¹ This study is a product of the Project titled "Development of Parenting Attitudes Scale" (number: KBÜ-BAP-16/1-KP-073) sponsored by Karabuk University BAP.

temperament of the child, domestic relations and child-parent interactions could affect the parenting attitudes (Aktaş Özkafacı, 2012; Diken, Topbaş and Diken, 2009; Eisenberg et al., 2003; Özyürek, Sak, Sakin Sak, Atli and Şahin, 2015; Samal, 2012; Temel, 2013; Trawick-Swith, 2013).

Parent attitudes could be scrutinized under the categories of democratic attitude, perfectionist attitude, overprotective attitude, indifferent attitude, over-tolerant/permissive attitude, inconsistent attitude, and authoritarian attitude. Among these attitudes, democratic attitude is considered as a positive attitude (Durmuş, 2006; Ucur, 2005). In a democratic family environment, the child is respected, receives unrequited love, has domestic rights and responsibilities. Strict rules, punishment when these are not obeyed and repression are prominent in authoritarian attitude and the child has no right to participate. In an extremely tolerant environment, the child is provided with unlimited rights and the child cannot distinguish between right and wrong. In the inconsistent attitude, parents demonstrate unstable attitudes towards their children. In the indifferent attitude, parents pay no attention to the child, while in the protective attitude, parents pay excessive attention and are overprotective towards the child (Özyürek and Tezel Şahin, 2017).

Literature review revealed that attitude scales, inventories, questionnaires and interview forms were used to assess parental attitudes (Begde and Özyürek, 2016; Bozyiğit, 2013; Dursun, 2010; Kaya, 2010; Özyürek, 2004). These measurement tools were often based on the assessment of self personal traits by the individuals. In other words, the parents provide the information about their child-raising attitudes in these instruments. For older children, scales to assess the attitudes of their parents could be used (Dirik, Yorulmaz and Karancı 2004; Özyürek and Özkan, 2015). Individuals might not be fully aware of their own attitudes when they assess these (Tezbaşaran, 2008). Thus, recent studies focused on the parallel use of quantitative and qualitative data. Observation, a qualitative method, is a technique that is used to collect information on all areas of life through surveillance (Kepçeoğlu, 2001). Hence, the present study aimed to investigate parental attitudes towards child rearing using different measurement tools to obtain more reliable data. The current study aimed to examine the difference between the self-assessment of the parents of pre-school children on their attitudes towards their children, and the assessment of the couples about their partners' parenting attitudes. The following research questions were established in the study:

- What were the parenting attitudes of the parents based on their own perceptions and their partners' perspective?

- Were there differences between self-perceptions and their partners' perceptions on parenting?
- Did parenting attitudes differ based on education level and occupation variables?

Methodology

The study group included 192 fathers and 192 mothers with 4-6 years old children; a total of 384 parents, who were accessed with convenience sampling, volunteered to participate in the study. The parents of the children who attended the pre-school education institution affiliated to the Karabük Provincial Directorate of National Education were accessed through the teachers in the institution and were asked to fill out the questionnaires. The data provided by the parents who completed both scales were analyzed.

Study data were collected with the "Parent Attitude Scale (PAS) – Form A," developed by Özyürek (2017a) to determine the childrearing attitudes of parents with pre-school children and "Assessment Scale for Childrearing Attitudes of Couples (ASCAC) – Form A," developed by Özyürek (2017b). PAS includes three sub-dimensions: Democratic Attitude, Repressive and Authoritative Attitude, and Over Tolerant Attitude in 38 items. Scale reliability validity studies were conducted with 544 parents of children attending the pre-school education institution. Sub-dimension Cronbach alpha values were found as 0.87 for Democratic Attitude, 0.77 for Repressive and Authoritative Attitude, and 0.72 for Over Tolerant Attitude. It was determined that test-retest correlations were 0.82, 0.70 and 0.77, respectively. The ASCAC includes four sub-dimensions: Democratic Attitude, Repressive and Authoritative Attitude, Overprotective Attitude and Over Tolerant Attitude in 50 items. The scale validity and reliability studies were conducted with 549 parents. It was found that the sub-dimension Cronbach alpha values were 0.98 for Democratic Attitude, 0.81 for Repressive and Authoritative Attitude, 0.79 for Overprotective Attitude and 0.79 for Over Tolerant Attitude. Test-retest correlations were 0.97, 0.75, 0.78 and 0.76, respectively. In the present study, three sub-dimensions except the Overprotective Attitude sub-dimension were used. The 5-point Likert type scales were rated between "Totally agree-5 points" and "Totally disagree-1 point". High scores indicate that the attitude reflected in that dimension was dominant.

Data analysis was conducted with t-test and one-way analysis of variance (ANOVA) based on normal distribution and Pearson Correlation

coefficient was used to determine the correlation between and two scale sets.

Findings

The t-test results on the attitudes of parents with pre-school children in the study group towards childrearing and their attitudes towards each other are presented in Table 1.

Table 1. Parents' PAS and ASCAC Scores t-Test Results

PAS		N	\bar{X}	Sd	t	p
Democratic Attitude	Mother	192	65,30	6,77	3,124	0,002*
	Father	192	63,07	7,16		
Authoritarian Attitude	Mother	192	38,56	6,13	-1,413	0,159
	Father	192	39,50	6,85		
Over Tolerant Attitude	Mother	192	25,92	5,01	-2,808	0,005*
	Father	192	27,48	5,89		
ASCAC						
Democratic Attitude	Mother to father	192	63,35	7,04	-1,053	0,293
	Father to mother	192	62,71	8,22		
Authoritarian Attitude	Mother to father	192	38,96	7,60	-3,254	0,001*
	Father to mother	192	36,22	6,52		
Over Tolerant Attitude	Mother to father	192	22,58	5,72	2,608	0,009*
	Father to mother	192	23,88	5,49		

*p<0,05

Based on Table 1, there was a significant difference between the Democratic and Over Tolerant Attitude subscale scores of the parents in the PAS ($p < 0.05$). The democratic attitude subscale scores ($\bar{X} = 65,30$) of the mothers were higher than that of the fathers ($\bar{X} = 63,07$) and the fathers' Over Tolerant Attitude subscale scores ($\bar{X} = 27,92$) were higher when compared to the scores of the mothers ($\bar{X} = 25,92$). Thus, it could be argued that the mothers considered themselves to have democratic attitudes and the fathers considered themselves to as over-tolerant.

When the parents assessed each other's attitudes, it was observed that there was a significant difference between the parents' subscale scores in ASCAC Authoritarian Attitude and the Over-Tolerant Attitude ($p < 0.05$) sub-dimansions. The fathers' scores about considering mothers as repressive and authoritarian ($\bar{X} = 38,96$) were higher than the mothers'

scores about considering fathers as repressive and authoritarian (\bar{X} =36.22). The mothers' scores about considering the fathers as over-tolerant (\bar{X} =23.88) were higher than the fathers' scores about considering the mothers as over-tolerant (\bar{X} =22.58). In other words, according to the fathers, the mothers had repressive and authoritarian, and according to the mothers, the fathers had over-tolerant attitudes towards parenting.

The results of the correlation analysis conducted between the parents' PAS and ASCAC scores are presented in Table 2.

Table 2. Parents' PAS and ASCAC Scores Correlations Analysis Results

PAS	ASCAC			
	Democratic Attitude	Authoritarian Attitude	Over Tolerant Attitude	
Democratic Attitude	r	0,292	-0,038	-0,147
	p	0,000*	0,456	0,004*
	N	384	384	384
Authoritarian Attitude	r	0,019	-0,137	0,026
	p	0,717	0,007*	0,608
	N	384	384	384
Over Tolerant Attitude	r	-0,027	0,050	0,168
	p	0,594	0,333	0,001*
	N	384	384	384

*p<0,05

Based on Table 2, there was a statistically significant positive correlation between parents' PAS Democratic and Over Tolerant Attitude subscale scores and Democratic and ASCAC Democratic and Over Tolerant Attitude subscale scores (r =0,292, r =0,168). It could be argued that as parents' scores on considering themselves as democratic and over-tolerant increased, their assessment of each other as democratic and over-tolerant increased as well. There was a statistically significant negative correlation between the parent scores in PAS Repressive and Authoritarian Attitude subscale and scores in the ASCAC (r =-0,137). It was observed that as the scores of the parents to consider themselves as less repressive and authoritarian decreased, their assessment of each other as repressive and authoritarian increased. It could be argued that mothers and fathers

perceive their parenting attitudes as democratic and over tolerant, and the assessments of the partners about each other were consistent. It could be stated that the perceptions of the parents on repressiveness and authoritarianism differed between the assessments of the couples for each other, that is, the parents might not consider themselves as repressive and authoritarian, however their partner might disagree with that perception based on her or his observations.

The ANOVA results for the PAS scores of the parents based on their education level and occupations are presented in Table 3.

Table 3. PAS Scores ANOVA Results by Education and Occupation

PAS	Education	N	\bar{X}	Sd	Occupation	N	\bar{X}	Sd
Democratic Attitude	Primary school	62	63,40	7,21	Not working	145	64,95	6,91
	Middle school	57	63,47	7,28	Self-employment	52	62,69	7,99
	High school	137	64,75	7,19	Worker	111	64,04	7,25
	Associate Deg. License	56	64,82	6,98	Officer	35	65,48	6,87
ANOVA		72	65,11	6,77	Professional	41	64,82	6,12
		F: 0,860, p: 0,488				F: 1,292 p: 0,273		
Authoritarian Attitude	Primary school	62	40,58	5,88	Not working	145	39,20	6,18
	Middle school	57	41,50	7,64	Self-employment	52	38,34	5,59
	High school	137	39,41	6,04	Worker	111	40,69	6,24
	Associate Deg. License	56	38,17	5,93	Officer	35	37,68	8,46
ANOVA		72	35,83	5,99	Professional	41	25,70	26,69
		F: 8,279 p: 0,488				F: 4,408 p: 0,002*		
Over Tolerant Attitude	Primary school	62	27,09	5,86	Not working	145	25,89	5,12
	Middle school	57	26,98	6,24	Self-employment	52	26,86	5,26
	High school	137	27,15	5,48	Worker	111	27,93	5,77
	Associate Deg. License	56	26,51	4,40	Officer	35	26,91	6,62
ANOVA		72	25,36	5,52	Professional	41	25,70	5,28
		F: 1,415 p: 0,228				F: 2,534 p: 0,040*		

*p<0,05

Based on Table 3, there was no significant difference between the PAS scores of the parents based on the education level variable ($p>0,05$). However, as the level of education increased, democratic attitude scores increased and repressive and authoritarian attitude scores decreased. There was a significant difference between repressive and authoritarian attitude and over tolerance attitude subscale scores based on the occupation variable ($p<0,05$). The repressive and authoritarian attitude scores of unemployed or worker parents were higher when compared to other occupational groups, while over tolerant attitude scores of unemployed and professional parents were lower than that of other groups.

Discussion and Conclusion

In the present study, conducted to examine the parenting attitudes of parents with preschool children, the mothers in the study group considered their attitudes towards their children as democratic and fathers considered themselves as over-tolerant. Mothers also considered fathers' parenting attitude as over tolerant. In other words, both the opinions of the fathers about their own attitudes and the opinions of the mothers about the attitudes of the fathers were similar, there was a consensus that the fathers were over tolerant. But that did not apply to the mothers. While the mothers considered their own attitudes democratic, the fathers considered that the mothers had repressive and authoritarian attitudes. The fact that parents perceived their parenting attitudes as democratic and over-tolerant and the spouses' assessments about each other were consistent, however the findings differed between their assessment of own attitudes and each other's attitudes as repressive and authoritarian. Although parents did not consider themselves oppressive and authoritarian, the perceptions of the spouses for each other were quite different.

In repressive and authoritarian attitude, control is high, acceptance and attention is low and it could be argued that this attitude is common in the Turkish domestic environment. In this attitude, the child is expected to obey without questioning, and to comply with the rules without expecting an explanation for the reasons. Parents make decisions about the child and the child is rewarded with love against compliant behavior (Bozyiğit, 2013; Kaya, 2010; Şanlı, 2007; Yavuzer, 2005). It should be mentioned that different findings were obtained about parental attitudes in the literature. In a study conducted with preschool children, Dursun (2010) found that fathers were more controlling and democratic when compared to mothers. Bozyiğit (2015) reported that fathers were more disciplinarian when compared to mothers. Özyürek and Tezel Şahin (2005) found that

mothers adopted a more democratic attitude when compared to fathers. Today's changing family structure and the increasing paternal responsibilities in childcare could also affect the parental attitudes. Furthermore, over-tolerant paternal attitude could lead to more maternal authoritarian behavior to develop positive behavior in their children. Because, over tolerant paternal attitude might lead to inconsistencies between the attitudes of the parents. This could result in children demonstrating undesired behavior. Mothers could have adopted an authoritarian attitude to cope with this situation. Furthermore, the spouses could have determined each other's attitudes based on their own attitudes. This might explain the reason for the fathers considering mothers repressive and authoritarian; this could be due to their self-perception as over tolerant.

It should be noted that the repressive and authoritarian and over tolerant attitude scores of professional parents such as teachers, lawyers, and medical doctors were lower when compared to other occupational groups in the study. Parenting attitudes could be influenced by socio-demographic properties of their own family, the parenting styles of their own parents, their level of knowledge on child development, the relations between the spouses and certain traits of the children (Özyürek and Tezel Şahin, 2017; Samal, 2012). It is known that particularly the education level is influential on attitudes (Quah, 2004). When the correlation between the occupation and the level of education is considered, it could be argued that both findings obtained in the study supported each other.

The study data were collected with two different assessment instruments to increase the reliability of data on attitudes. The clarity in the assignment of values and symbols to specific properties of statistical units based on certain rules is not equal to the clarity in the assignment of values and symbols to abstract characteristics of events or individuals. The measurements of material properties provide more reliable results. Thus, measurement is more difficult in social sciences when compared to others (Ercan and Kan, 2004). It could be argued that the findings of the present study are more reliable than most studies due to the use of two different scales and the fact that the scales allowed the assessment of the parenting attitude of the individual based on the perspective of another observer.

Recommendations

The parenting attitudes are influential on the overall development of the children. The democratic attitude, known as the positive parenting attitude, would positively affect children's development. Based on the fact that the

attitudes are acquired at later ages, the effects of parenting attitudes on the children could be tackled in future studies on pre-school family education.

Parents could be erratic when evaluating their own parenting attitudes, and consider that they are doing their best for their children. Examination of attitudes from different perspectives could provide more significant results. Assessment of couples' parenting attitudes by the other partner, who is able to observe the parenting attitude of the other partner in the domestic environment for a long time would provide more reliable results. In similar future studies, the parents could be asked to assess their partner's attitudes instead of evaluating their own parenting attitudes. Future qualitative studies could be conducted to provide more in-depth information, such as focus group interviews or interviews with parents and teachers.

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CHAPTER TWO

EXAMINATION OF TEACHER CANDIDATES' VIEWS ON TEACHER LEADERSHIP BEHAVIORS BASED ON DIFFERENT VARIABLES

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Introduction

Leadership has been one of the most academically studied subjects in recent years. Nevertheless, no common definition has been agreed upon. In fact, it could be said that the definition of leadership can be as different as the person who studies it. The difficulty in agreeing a singular definition has been largely due to the manifestation of hundreds of definitions over the years. Stogdill (1974) criticized this situation as “there are definitions of leadership as much as those who are trying to define leadership” (as cited in Northouse, 2015, p. 2). In the 1990’s, it was asserted that there were more than 350 different definitions published in more than 5,000 studies (Ercetin, 1998). This number has since increased with newer perspectives added in the 2000’s. Bennis (1999) likened leadership to beauty in describing the difficulty of defining a singular definition; suggesting that whilst it is difficult to define, it can be recognized whenever it is seen.

Since leadership is extremely sensitive to concepts such as social context, historical time and culture, the definitions put forward over time have also differed. In the definitions of leadership, “process, influence, common goals and the presence of followers” have been identified as a common point (Yilmaz, 2016, p. 369). Although leadership has been defined in different forms, the concept of influence was used in almost every definition (Balci, 1998). However, in parallel with the developments of recent years, it has been emphasized that leadership relates to the capacity to “influence and affect” (Yilmaz, 2016). Considering leadership through the capacity to “influence and affect” also relates to the change in

traditional leadership perception. Traditionally, leadership is seen more as an influence of a superior on their followers. In this context, previous studies related to leadership usually focus on leadership behaviors of managers; degrading it to a mechanical and simplified process such as the relationship between a leader and followers.

While this perspective sees the followers as a passive factor, it settles the leader in a position of supremacy. An important part of leadership research conducted in this context has related to those in executive positions. Similarly, the vast majority of leadership research conducted within educational organizations have focused on the leadership behaviors of school administrators. The main reason being that school administrators are perceived as directing everything with regard to the progress, change and development of their school (Beycioglu & Aslan, 2010).

However, in recent years, special importance has been attached to the leadership behaviors of employees, with academic studies being carried out in this direction (Altinkurt & Yilmaz, 2011). Similarly, also within educational organizations, the perception of teachers' leadership behaviors as being important has been seen to increase. When teacher leadership is mentioned, it is the teachers' behaviors related to in-class processes that usually come to mind, with studies also conducted on the same track. As a result, this situation has led to the restriction of teacher leadership perception being more focused towards the formality of the classroom. However, it is also possible for teachers to display informal leadership behaviors in the wider school environment (Altinkurt & Yilmaz, 2011).

Teacher leadership is the development and display of teachers' abilities such as influencing formal and informal processes within the classroom and also elsewhere in the school, supporting the development of colleagues, and taking on active and willing roles in school activities (Can, 2007). For a teacher to have leadership competence requires that they take on active roles both in the school and in the classroom, develop their knowledge and skills and can share them with administrators, other teachers and their students, and also to communicate effectively. This means, in one sense, that while teachers develop their own skills, they also lead the development of other individuals in the school and provides support (Yilmaz, Oguz, & Altinkurt, 2017).

Actually, when today's understanding of education is taken into consideration, the leadership roles of teachers are so important that they cannot be confined to the classroom. Teachers are granted significant powers that can influence and transform not only their classroom, but other classrooms and students through other teachers, and also other stakeholders through the school administration. Teachers can ensure that

leadership is not confined to the classroom by supporting teacher leadership behaviors in the classroom with leadership behaviors outside the classroom (Yılmaz et al., 2017). This current study examines teacher leadership in the sub-dimensions of “Collaboration with Colleagues, Institutional Development and Professional Development” (Beycioglu, 2009, p. 95) in such a manner that includes out-of-classroom processes. These sub-dimensions are briefly explained as follows (Beycioglu, 2009; Altinkurt & Yılmaz, 2011):

Collaboration with Colleagues. In this sub-dimension, the teacher as a leader displays behaviors such as guiding the beginner teachers, leading the formation of collaborative working groups based on cooperation in the direction of emerging professional and institutional needs, and endeavoring to increase educational effectiveness.

Institutional Development. Teacher leadership behaviors in this sub-dimension generally change the structure of leadership responsibilities which are normally associated with school principals, and teachers involved in administrative activities. Teacher leadership in this sub-dimension is taken partially from traditional leadership discourses. Among them are actions such as coordinating some decisions taken and the controlling of processes.

Professional Development. In this sub-dimension, while the leader teacher is improving themselves professionally, they also influence students and colleagues by displaying pioneering and exemplary behaviors.

This study aimed to determine teacher candidates' views on teacher leadership behaviors and to examine them in terms of certain variables. Determining the views of future teachers about teacher leadership behaviors may be important with regards to their own future display of such behaviors. Since the teacher candidates are the teaching professionals of the future, their views on the subject will elicit clues as to how they might perform in their chosen future profession. In order to achieve the aims of this study, answers to the following research questions were sought:

1. What are teacher candidates' views on teacher leadership behaviors?
2. Do teacher candidates' views on teacher leadership behaviors vary according to gender, the program in which they study, academic point average, having taken a leadership course or not?

Method

The study was designed according to the survey model. In the working group of the study, there are $n=560$ teacher candidates, all of whom are receiving their education at Dumlupınar University's Faculty of Education, Kütahya, Turkey. The participants were selected by simple random sampling technique. Of the participant teacher candidates, 79.1% ($n=443$) were female and 20.9% were male ($n=117$). In terms of their level, 37.0% ($n=207$) of the participants were freshman, 13.6% ($n=76$) sophomores, 26.4% ($n=148$) juniors, and 23.0% ($n=129$) were senior students.

The Teacher Leadership Scale (Beycioglu, 2009) was used as a data collection tool in the study. The scale was developed with the aim of determining respondents' views on the necessity of teacher leadership behaviors. The scale consists of 25 five-point, Likert-type items as "1-Completely Unimportant, 2-Unimportant, 3-Moderately Important, 4-Important, and 5-Very Important". The scale has three sub-dimensions. There are five items in the "Collaboration with Colleagues" sub-dimension, nine items in the "Institutional Development" sub-dimension, and 11 items in the "Professional Development" sub-dimension. The Cronbach's Alpha internal consistency coefficient of the scale was calculated as 0.93 (Beycioglu & Aslan, 2010).

Descriptive statistics, *t*-test, one-way analysis of variance, Mann-Whitney U test, and Kruskal Wallis H test were used in the data analysis. LSD test was used as the difference test in one-way analysis of variance.

Findings

Participant teacher candidates generally think that teacher leadership behaviors are "Very Important" ($M=4.26$; $S=0.45$). Participants considered the "Cooperation with Colleagues" ($M=4.30$; $S=0.54$ -Very Important) sub-dimension as the most important. This sub-dimension is followed by the "Institutional Development" ($M=4.05$; $S=0.53$ -Important) and "Professional Development" ($M=3.98$; $S=0.45$ -Important) sub-dimensions respectively.

Teacher candidates think that four of the behaviors in the Collaboration with Colleagues sub-dimension are "Very Important" and the other is "Important". The behavior seen as the most important among these is "To help teacher candidates, trainee teachers and teachers newly appointed to the school" ($M=4.53$; $S=0.73$ -Very Important). The behavior seen as the

least important is "Informing friends about current developments in their fields" (M=4.14; S=0.84-Important).

Participants think that two behaviors in the Institutional Development sub-dimension are "Very Important" and the other seven are "Important". The behavior seen as the most important amongst these is "To organize out-of-school activities to support the academic success of students" (M=4.38; S=0.75-Very Important). The behavior seen as the least important is "Being willing to prepare information and reports about the school" (M=3.77; S=0.93-Important).

Teacher candidates think that ten behaviors in the Professional Development sub-dimension are "Very Important" and one is "Important". The behavior seen as the most important among these is "Give confidence to students" (M=4.81, S=0.55-Very Important). The behavior seen as the least important is "To strive for the effective participation of colleagues in making decisions about school" (M=4.06; S=0.83-Important).

Participants' views on the Collaboration with Colleagues [$t_{(558)}=2.85$; $p>.05$] sub-dimension did not vary according to gender. However, participants' views on Institutional Development [$t_{(553)}=4.20$; $p<.05$] sub-dimension, Professional Development [$t_{(555)}=3.35$; $p<.05$] sub-dimension and the Teacher Leadership [$t_{(558)}=4.01$; $p<.05$] total points varied significantly according to gender. The significant difference is that female teacher candidates have more positive views than male teacher candidates in all sub-dimensions.

Teacher candidates' views on the Collaboration with Colleagues [$F_{(5,559)}=0.49$; $p>.05$] and Professional Development [$F_{(5,556)}=1.55$; $p>.05$] sub-dimensions did not vary according to their program of study. Participants' views on the Institutional Development [$F_{(5,554)}=5.12$; $p<.05$] sub-dimension and Teacher Leadership [$F_{(5,559)}=2.32$; $p<.05$] total points vary significantly according to their program of study. The significant difference in the Institutional Development sub-dimension and Teacher Leadership total point is between Primary School Mathematics Teaching Program students who have the most negative views and students from other programs with more positive views.

Participants' views on the Collaboration with Colleagues [$X^2_{(2)}=3.52$; $p>.05$], Institutional Development [$X^2_{(2)}=4.30$; $p>.05$], and Professional Development [$X^2_{(2)}=3.77$; $p>.05$] sub-dimensions and Teacher Leadership [$X^2_{(2)}=4.18$; $p>.05$] total points did not vary according to their academic point average.

Teacher candidates' views on Collaboration with Colleagues [$U=12866$; $p>.05$], Institutional Development [$U=12177$; $p>.05$], and Professional Development [$U=12974$; $p>.05$] sub-dimensions and Teacher

Leadership [$U=13183$; $p>.05$] total points did not vary according to their having taken a leadership (or leadership in education) course or not.

Discussion and Conclusion

The study determines the views of teacher candidates on teacher leadership and the comparison of views according to different variables. Teacher candidates who participated in the study think that teacher leadership behaviors are very important. The participants see the behaviors in the cooperation with colleagues sub-dimension as the most important. This is followed by the behaviors in the institutional development and professional development sub-dimensions respectively. Accordingly, it can be said that teacher candidates care most about collaboration with colleagues. Similar results were obtained in an earlier study (Tasdemir, 2017) on teacher candidates. However, teachers generally think that behaviors in the professional development sub-dimension are more important (Altinkurt & Yilmaz, 2011; Beycioglu & Aslan, 2012; Yigit, Dogan, & Ugurlu, 2013; Yilmaz et al., 2017).

Collaboration with colleagues sub-dimension emphasizes behaviors such as collaboration and helping others. It can be seen as a positive situation that teacher candidates care about this sub-dimension. Teacher candidates, in the collaboration with colleagues sub-dimension, think that helping teacher candidates, trainee teachers and teachers newly appointed to the school is very important. The behavior that teacher candidates consider the least important in this sub-dimension is informing friends about current developments in their field. However, this behavior is extremely important in terms of both organizational learning and collaboration with colleagues because schools that have a mutual learning culture, where teachers collaborate professionally and solidarity is strong, can be more successful. In this context, future studies should be made in order to develop these aspects of teacher candidates.

In the Institutional Development sub-dimension “Being willing to prepare information and reports about the school”, and in the Professional Development sub-dimension “To strive for the effective participation of colleagues in making decisions about school” behaviors are the least important according to the participants. In these sub-dimensions, the behaviors that the teachers see as the least important are usually the behaviors which relate to contributing to the school administration. In these sub-dimensions, behaviors that are seen as the most important are related to the development of students’ academic achievements and giving confidence to them. Accordingly, it can be said that teacher candidates see

teaching as related to education and training; but do not see teaching as being related to contribution to the school administration.

While teacher candidates' views on collaboration with the colleagues sub-dimension did not vary according to gender, views on the institutional development and professional development sub-dimensions and teacher leadership total points varied significantly according to gender. Female teacher candidates see the behaviors in these sub-dimensions as more important than do male teacher candidates. Beycioglu and Aslan (2012) also determined that female teachers see teacher leadership behaviors as more important than male teachers.

Hakarayan (2017) reached 34 studies related to the subject in his meta-evaluation study and determined that there were studies which found a difference as well as those which found none according to the gender variable. However, in general, female teachers and teacher candidates have more positive views than male teachers and teacher candidates. The reason why female teachers perceive the teacher leadership behaviors more important may be the perception of the teaching profession as a female dominated profession. In this framework, the female teachers may have more interiorized the teaching roles than the male teachers.

The teacher candidates' views on collaboration with colleagues and professional development sub-dimensions varied according to their program of study, but the views on institutional development sub-dimension and teacher leadership total points did not vary. In the sub-dimensions where a significant difference was seen, the primary school mathematics teaching program students have the most negative views, and the social sciences teaching program students have the most positive. The reason for this difference may be that while the primary school mathematics teaching program is more based on quantitative operations, the social sciences teaching program is more based on social life and human relations. Students in departments based on quantitative operations are known to have a more mechanical viewpoint.

The current study also investigated whether or not the views of teacher candidates varied according to their academic point average, but no difference was seen for any of the sub-dimensions. Accordingly, it can be said that there is no relationship between the importance of teacher leadership behaviors and academic point average.

The teacher candidates' views did not vary according to them having taken a leadership (or leadership in education) course or not. Even the students who took a course on leadership (or leadership in education) have more positive views, although the difference was not statistically significant. According to this, it can be said that attending leadership

courses does have an important influence in making a difference to the views of teachers.

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