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# The prejudices of teacher candidates pertaining to management

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## Abstract

The aim of this research was to determine teacher candidates' prejudices pertaining to management. For this aim, in 2007-2008 academic year, the thoughts of students, who are in the fourth grade of Firat University's Education Faculty and students who are taking their non-thesis master degree in Firat University, are taken into consideration. To gather data, a prejudice survey that includes four factors is used. According to data we have reached, teacher candidates agree with the items in "Situational Management" and "Charismatic Management" factors at a average level and they don't agree the items in "X Theory and the Absence of Management's school I" and "Uselessness of Personnel" factors. Students, taking their non-thesis master degree have more prejudice than Education Faculty's fourth grade students.

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*Keywords:* Management; educational management; teacher candidate; prejudice

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## 1. Introduction

Today's societies give too much importance to raise productivity and to educate teacher of high quality (Alakuş & et al., 2008). As being responsible for educating people that will reflect developments in science and technology on society and people that are qualified enough in adapting current situation (Şahin & et al., 2007); teacher are expected to educate individuals who are creative, critical, can think analytically and show effective solutions to problems confronted (Kelleci & Gölbaşı, 2004). Thus, the education program that aims to educate individuals knowing how to get data and use it after interpreting and who knows his/her own learning style and make developments with this (Abbot & Ryan, 1999) can be successful. To complete these difficult missions given to them, teacher are needed to be educated in high quality during education before their practicing their profession and should be prepared very well to their role (Erişen & Çeliköz, 2003). Teacher candidates are needed to be educated in three main areas at education before their profession. These dimensions are knowledge of his branch of study, professional knowledge and general culture.

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Reflections of changed teacher roles on teacher's education varied within time ( Anılan & Anagün, 2007). There are many approaches to question; "How an effective teacher can be educated?" Within these approaches sometimes teaching profession was considered as ability and it was defended that teacher candidate only should learn from experienced teacher. Sometimes teaching profession (being a teacher) was considered to be a science and especially theories that were put in learning psychology tried to be practiced in education environment so teacher candidates were expected to follow them in order. Sometimes teaching profession was considered as an art so teachers were expected to be creative to question their own practices systematically and inspect it (Ekiz, 2003); in last years teaching profession is accepted as a behavior changing engineering which has a part of art and which develop based upon education science findings (Senemoğlu, 2001).

As being in every other profession, teachers also have some prejudices pertaining to their profession and management. Their prejudices pertaining to management is not only important just for themselves but also for school organization. Teachers' having prejudices pertaining to management is an unwanted situation. These prejudices aren't only seen in professional life. Education taken before practicing profession is also effective in having prejudices. Training education given before profession is given at education faculty and education faculty students' attitudes pertaining to management is very important both for their and for school.

Prejudice, which is defined as previously acquired feeling, opinion or judgment, generally based on an incident, image etc., for or against somebody or something (TDK,1998:1734), can be found in every person and shows itself in different times and places and takes shelter behind ignorance, being narrow-minded, mass culture, norms and groups after going far away from education's illuminating projector (Bilir, 2000:1), and deprived of any real evidence and generally it about group but not an individual. Prejudices are part of life. They are used in thoughts and behaviors without notice. Mostly individuals do not accept that he/she has prejudices if he/she notices; there will be very hard times in removing it.

Like in every other part of life people can also have prejudices in organizational life. Very good examples of this are people hypothesis about human nature. Managers who adopted bad opinion, known as X theory have prejudices such as "Workers are distrustful, they can only be motivated by financial presents, they can neglect their work whenever possible, they don't work to fulfill organization's purposes but his own purposes. On the contrary; managers who adopted optimist opinion (Y theory) have also prejudices. Some clear prejudices of them are; workers are people that we can trust ,he/she can be motivated both by financial and moral presents, he/she can also see work as an entertainment he/she can give effort to fulfill both organization and his own purposes.

It is possible for teacher candidates to work as a manager after starting their profession. Teachers who become manager later don't get enough education about management during their training education and profession. It is accepted that they have enough qualities when they will appointed to this position. It is expected from personnel who were adapted to this position to fulfill his/her duties. But, managers who have not got enough management education, ability and attitude have been negatively affected by prejudices came from past. In this context, it is come up as an important research area whether teacher candidates who are taking their training education have prejudices pertaining to management.

With this research it is aimed to determine prejudices of students in the last grade of Firat University's Education Faculty and students taking three terms non-thesis master training, pertaining to management. Within this research, questions belovod are tried to be answered.

1. What is the level of teacher candidates prejudices pertaining to (these candidates are in research group) (a) Situational Management (b) X theory and the absence of management's school (c ) Uselessness of personnel (d) Charismatic Management and (e) The absence of management's school factors?
2. Are there any differences between level of prejudices between last grade students and students taking 3 terms non-thesis master program?

## **2. Method**

This research is in the relational scanning model. The study has searched whether views of students have changed or not in faculty of education who teacher got training in BA (bachelor of art) level and students in faculty of science and literature who got a 3 terms non-thesis master training upon completing BA level on questionnaire items.

The population of the study involves senior students in Spring term of 2007-2008 academic year in departments of Primary School Teaching, Turkish Language and Literature, Science Education, Social Sciences and Computer-Teaching Technologies and students who, upon graduating from any department in faculty of science and literature, are doing non-thesis master training in departments of Turkish Language and Literature, History, Geography, Philosophy, Math, Physics, Chemistry and Biology in Firat University. No differentiation was made as evening or daytime classes among students in Faculty of Education. The focus was put on the whole population instead of the taking sampling. A total of 500 questioners were sent out and 393 usable questioners were returned.

Questionnaire Related to Prejudices on Management that was prepared by Bilen (2000) for teachers and managers was used as a data collection tool. There are four factors in this Likert type scale. These factors are; (1) Situational Management, (2) X Theory and the Absence of Management's School, (3) Uselessness of Personnel (4) Charismatic Management. To carry out the survey, permission was taken both from the owner of this survey and Firat University's deanery, survey carried out by researcher to participants. Participants explained their level of participation by saying 5 (Completely), 4 (High Level), 3 (Average), 2 ( Low) 1 ( Never ). Spaces with eighty that were acquired by dividing difference of value to (5-1=4) value judgment were considered as a level of consideration. So appropriation level between average of 1,00-1,80 is considered as "Never", average between 1,81-2,60 as "Low", average between 2,61-3,40 as "Average", and average between 3,41-4,20 as "High" and average between 4,21-5,00 as "completely".

### 3. Findings and Interperations

According to sub-purposes, the findings of this research are written with sub-headings given beloveld:

#### 3.1. Factor Averages

Findings relating to average of every factor and standard deviation in prejudices pertaining to management survey are given in Table 1.

Table 1. Arithmetic Averages and Standard Deviation of Factors.

FACTOR	Average	Standard Deviation
Situational Management	3,045	,548
X Theory and the Absence of Management's School	2,549	,518
Uselessness of Personnel	2,457	,563
Charismatic Management	3,014	,638

When Table 1 is analyzed, it is found that Situational Management factor have the highest average (3,045). Teacher candidates agree at average level to propositions in this factor. Participants expect managers to be gentle-hard and to behave fatherly and to have strong religious. They believe that managers do this duty just for God, homeland and such values. Moreover, participants think that giving too much money will make personnel neglect their work; personnel's participation in taking decision will make taking decision difficult; evaluating the performance of personnel being only work of managers and it is being important for personnel to satisfy their manager and it is needed for manager to have punishment authority and speak little with personnel.

Participants agree with Charismatic Management that takes the second highest point (3,014), at average level. This finding can be interpreted as participants think that management ability is an inborn ability, and manager's being charismatic leader and being older than his low rank fellows are necessity, but this participation at an average level. Also, participants think that manager has the right for not to work with personnel who haven't got same idea with him/her, in other words to exclude personnel who haven't same opinion with manager is natural right of a manager, at the same level. Participants agree in average level that procedure and works done in school aren't the same as written in books and manager's charismatic personality doesn't prevent low rank personnel from revealing their hidden powers.

X Theory and the Absence of Management's School factor's averages (2,549) are in the third row. Participants explained that they didn't agree with propositions given within this factor. Participations do not agree on these

propositions: “There is no school of management.”, “Management scholarships can’t be successful at practice.”, “Experience is the most important factor for manager.”, “Manager shouldn’t pay attention to every situations happening in organization”, “Some people are created just to work in high positions and people having these qualifications should do superior order unconditionally.”, “It is not right to expect full devotion from personnel to organization because they don’t like work.”, “Experts avoid collaborating with others.”, “We can understand an organization’s quality just looking its name.”, and lastly “Profession of education management can be negative for teachers.”

The lowest averages (2,457) come from “The Uselessness of Personnel” factor. Participants agree propositions within this factor at “I do not agree” level. Participants do not agree with the absence of manager’s personal life; low-rank personnel’s inadequacy in completing mission given them; personnel to feel the need to express themselves in organization; and works that no wanted to be completed are transferred to commissions.

### 3.2. The level of education

The results of the t test, done to determine whether the differences between opinions of participants to propositions with every factor are meaningful or not at ,05 level are given in table 2.

Table 2. The Results of t Test, Point Out Differences in Opinions Regarding Education Level

FAKTÖR	DÜZEY	N	$\bar{X}$	SS	t	SD	P
Situational management	License	180	3,025	,547	-,723	334	,470
	Non-thesis master	156	3,068	,550			
X Theory and the absence of management’s school	License	177	2,501	,489	-1,801	332	,073
	Non-thesis master	157	2,603	,546			
Uselessness of personnel	License	200	2,442	,534	-,593	361	,554
	Non-thesis master	163	2,477	,600			
Charismatic management	License	201	2,954	,653	-2,166*	370*	,030
	Non-thesis master	171	3,096	,601			

\*P < ,05

The differences between opinions of education faculty’s last grade students and students taking non-thesis master degree after graduated from Science and Literature Faculty aren’t meaningful at ,05 level at the first, second, and third factors. At the Charismatic Management factor, these differences are meaningful. The average of students taking their non-thesis master program is higher than last grade students.

In research made by Bilir (2000) it is found that there is reverse relation between education level and having prejudices. That is, the higher education level is the lower level of prejudices than lowest level of education. Indeed, in this research we got data that is contrary to what Bilir has found. This contradictory situation can be explained like that:

Education faculty students have more reliable information about management science and its practice during their license education. As a result of this, their prejudices pertaining to management are to be expected at low level. Their negative attitude to charismatic management ant other factors should be thought within this perspective. Non-thesis master program students took very limited or no lecture about management and its practice. It can be said that these students think that management is a work of charisma. When it is considered that in Turkish society manager’s charismatic personality is important, it is seen that non-thesis master students are affected by this situation. Non-thesis master students high agreement to manager’s ability being an inborn ability, manager’s not working with personnel who have not got same idea with him/her, manager’s not giving enough opportunity for low position personnel to prove themselves and management’s being a work of charisma propositions comparing to last grade students can be seen as a sign to this. On the other hand, manager’s being older than his/her low position fellows and differences between theory and practice get higher agreement from last grade students than non-thesis master students.

#### 4. Result and Suggestions

Teacher candidates have some prejudices pertaining to management, but these prejudices are not at very high level. Participants agree with prejudices in Situational Management and Charismatic Management factors at average level and don't agree with prejudices in X Theory and the Absence of Management's School and Uselessness of Personnel factors.

It is found that teacher candidate do not agree with general believes; the absence of management school and management scholarships not being successful in practice. These findings reveal that teacher candidate don't accept pessimist opinion also known as X theory. Perceiving management as a technical profession rather than as a profession gained with experience makes it necessary that managers should be educated before practicing their profession. Without separating their department, if all teacher candidates (during their license or non-thesis master education) are provided to take management education in general and take education management lectures in special, future's teachers and education managers prejudices pertaining to management can be prevented.

When education level is taken into consideration, differences between Education Faculty's last grade students and non-thesis master students are only meaningful at Charismatic Management Factor. In addition too, at all factors non-thesis master students averages are higher than last grade students. There is not any lecture related to management science and education management in non-thesis master student's curriculum. This situation is effective in having prejudices pertaining to management school. To remove this negative situation completely it is needed for non-thesis students to be given management and education management lectures. Within the perspective of this necessity, non-thesis master's programs should be arranged again.

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