Perspectives of Pre-Service Teachers on Business Ethics

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Abstract

As the administrators with business ethics guide pre-service teachers, the item stating that both disciplinary incidents are reduced and everyone is willing to work together in the educational institution reveals that if the educational administrators have work ethics, the educational management organization can come together as a whole, including the pre-service teacherswithout neglecting the concept of discipline. In this study, the opinions of pre-service teachers studying at a state university on business ethics were discussed.

Keywords: Business ethics, Educational organization, Organizational values

Introduction

Administrators with business ethics ensure that the activities in the education and training institution they manage are carried out in a healthy way, as they display the characteristics of education leaders. In the educational management organization, the main factor that adds value to educational activities is the fact that Educational Managers adopt business ethics. (Âdem,1981; Kaya & Akdemir, 2016). Considering the item, administrators with business ethics never resort to an investigation without investigating the cause of a troubled situation arising because they listen to the suggestions and expectations of pre-service teachers sincerely, it can be seen that the administrators who have internalized the importance of work ethics have managed to overcome the problems with the self-confidence brought by being open to the suggestions of the pre-service teachers (Başaran,2004). Administrators with business ethicsensure that the pre-service teachers direct their ideas to good things by making continuous meetings with pre-service teachers in order to create social areas where pre-service teachers can be discharged. The administrators who have adopted the business ethics as a motto, know the value of the social areas and take into account the social areas as a part of the education management organization, being aware that the social areas serve the purpose of getting rid of the troubles. Administrators with business ethics are very skilful in organizing joint activities by increasing the team awareness in the educational organization, where pre-service teachers constitute the target group, and by adding certain levels of authority and responsibilities to everyone, involving everyone in the decision process. From these expressions, it is understood that the way to develop team spirit in the educational management organization is to care about everyone (Bursalıoğlu, 2016). Administrators with business ethics are open to pre-service teachers' suggestions, as well as guiding them in solving the problems of pre-service teachers and gaining everyone's appreciation for their serious understanding of discipline at work.

Being open to the suggestions of the pre-service teachers in the educational management organization opens the door to valuable gains by showing them a way. Administrators with business ethics reveal how fairly they manage the educational organization, regardless of their pre-service teachers' social-economic status, by seeing pre-service teachers within the framework of equality of blessing and burden in a fair and objective manner. From this point of view, without considering the social-economic status of the pre-service teachers as an evaluation criterion, the idea that whoever spends effort is valued in the educational management organization at the rate of their labor (Bursalıoğlu, 2015). Administrators with business ethics enable pre-service teachers to establish healthy relationships with them, thanks to the positive climate they create as well as using educational programs to protect pre-service teachers from bad events. Administrators with business ethics do not remain indifferent to the individual problems of pre-service teachers, and they deliver all kinds of information that concern pre-service teachers and their families to both pre-service teachers and their families without wasting time. Administrators with business ethics enable their pre-service teachers to benefit from all kinds of social, cultural and sportive activities of the educational organization without demanding any fee from them. Administrators with business ethics play an active role in eliminating their deficiencies by taking in-service training of the instructors who are deficient in fulfilling their duties in the educational organization (Karakütük,2018). Administrators with business ethics do not hesitate to establish healthy relationships with pre-service teachers and their families outside the institutionas well as establishing healthy relationships with pre-service teachers in order to prevent them from falling into some difficulties. Administrators with business ethics pay special attention to pre-service teachers who have familial problems and provide them with rich opportunities to improve themselves by telling them how to resist the difficulties of life. Administrators with business ethics are interested in not only the empty side of the glass, but also the full side of the glass, always appreciating the good work done in the educational organization and laying the groundwork for new achievements to be an invitation to new achievements (Kaya, 2015). As administrators with business ethics know the values of the training organization very well, they always take care to consider the performances of the employees in order to improve these values on the basis of healthy and objective evaluation criteria. Based on the fact that there are basic policies in line with the basic goals that make the organization permanent, administrators with business ethics put all their special skills into use in order to adopt the basic policies of the educational organization to both pre-service teachers and other employees (Taymaz, 2015).

Method

In this study, it was aimed to determine the pre-service teachers' perspectives on Business Ethics in Educational Organization. For this purpose, the scope of the questionnaire forms used as information gathering tools 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 experts who have knowledge on this subject. The trial forms prepared within this framework were applied to the participants who were divided into two groups. According to the information obtained from the pilot study results, it was seen that some questions were not intended for the purpose of the study. Some items were removed from the questionnaire in order to ensure reliability and validity. The final form of the questionnaire was applied to pre-service teachers and the quantitative data collected were analyzed in Tables.

Setting and Participants

The population of the study consisted of pre-service teachers who have education at a state university in Turkey. It is possible to state that the sampling is similar to the population, since reaching the vast majority of pre-service teachers is considered basic. The research was conducted with a group of 62 pre-service teachers.

Research Problem

In this study, the level of perspective of pre-service teachers on Business Ethics in Education Organization was investigated.

Results

In this part of the study, the perspectives of pre-service teachers on Business Ethics in Educational Organization are given with the help of Tables. While determining the perspectives of the pre-service teachers on Business Ethics in the Educational Organization, they were asked to state their opinions on this issue as "I do not agree at all", "I do not agree", "I partially agree", "I agree", and "I completely agree". As stated above, the accuracy of this information was given 1, 2, 3, 4 and 5 points, respectively.

Tables

Table 1 Administrators with business ethics ensure that the activities in the education and training institution they manage are carried out in a healthy way, as they display the characteristics of education leaders

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	1	1,6	1,6	1,6
	I do not agree	1	1,6	1,6	3,2
	I partially agree	10	16,1	16,1	19,4
	I agree	31	50,0	50,0	69,4
	I totally agree	19	30,6	30,6	100,0
	Total	62	100,0	100,0	

As seen in TABLE-1, among the pre-service teachers, 1 said "I do not agree", 1 said "I do not agree", 10 said "I partially agree", 31 said "I agree", and 19 participants said "I totally agree". 96% of the pre-service teachers (60 participants) stated that they agreed to the item at the desired rate.

Table 2 Since administrators with business ethics guide pre-service teachers, disciplinary incidents are reduced in the educational institution and everyone is willing to work together

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	1	1,6	1,6	1,6
	I do not agree	2	3,2	3,2	4,8
	I partially agree	17	27,4	27,4	32,3
	I agree	30	48,4	48,4	80,6
	I totally agree	12	19,4	19,4	100,0
	Total	62	100,0	100,0	

As seen in TABLE-2, among the pre-service teachers, 1 said "I do not agree at all", 2 said "I do not agree", 17 said "I partially agree", 30 said "I agree", and 12 said "I completely agree". 95% of the pre-service teachers (59 participants) stated that they agreed to the item at the desired rate.

Table 3 Because administrators with business ethics listen to the suggestions and expectations of pre-service teachers sincerely, they never re-sort to an investigation without investigating the cause of a troubled situation.

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	2	3,2	3,2	3,2
	I do not agree	7	11,3	11,3	14,5

Valid	I partially agree	14	22,6	22,6	37,1
	I agree	26	41,9	41,9	79,0
	I totally agree	13	21,0	21,0	100,0
	Total	62	100,0	100,0	

As seen in TABLE-3, among the pre-service teachers, there were 2 participants saying "I don't agree at all", 7 saying "I don't agree", 14 saying "I partially agree", 26 saying "I agree" and 13 saying "I totally agree". 85% of the pre-service teachers (53 participants) stated that they agreed to the item at the desired rate.

Table 4 Administrators with business ethics ensure that pre-service teachersdirect their ideas to good things by holding meetings with pre-service teachers in order to create social areas where pre-service teachers can be discharged

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	1	1,6	1,6	1,6
	I do not agree	12	19,4	19,4	21,0
	I partially agree	19	30,6	30,6	51,6
	I agree	17	27,4	27,4	79,0
	I totally agree	13	21,0	21,0	100,0
	Total	62	100,0	100,0	

As seen in TABLE-4, among the pre-service teachers, 1 said "I never agree", 12 said "I do not agree", 19 said "I partially agree", 17 said "I agree", and 13 said "I totally agree". 79% of the pre-service teachers (49 participants) stated that they agreed to the item at the desired rate.

Table 5 Administrators with business ethics are very skilled in organizing joint activities by developing team awareness, assigning certain levels of authority and responsibilities to every-one, including everyone in the decision process in the educational organization where pre-service teachers constitute the target group.

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	3	4,8	4,8	4,8
	I do not agree	5	8,1	8,1	12,9
	I partially agree	21	33,9	33,9	46,8
	I agree	20	32,3	32,3	79,0
	I totally agree	13	21,0	21,0	100,0
	Total	62	100,0	100,0	

As seen in TABLE-5, among the pre-service teachers, there were 3 participantssaying "I do not agree at all", 5 saying "I do not agree", 21 saying "I partially agree", 20 saying "I agree", and 13 saying "I completely agree". 87% (of the pre-service teachers (54 participants) stated that they agreed to the item at the desired rate.

Table 6 Administrators with business ethics are open to suggestions from pre-service teachers, as well as they are appreciated by everyone with their serious understanding of discipline at work and guiding them in solving the problems of pre-service teachers

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	1	1,6	1,6	1,6

	I do not agree	3	4,8	4,8	6,5
	I partially agree	15	24,2	24,2	30,6
Valid	I agree	26	41,9	41,9	72,6
	I totally agree	17	27,4	27,4	100,0
	Total	62	100,0	100,0	

As seen in TABLE-6, among the pre-service teachers, there was 1 participantsaying "I do not agree at all", 3 saying "I do not agree", 15 saying "I partially agree", 26 who say "I agree", and 17 saying "I completely agree". 93% of the pre-service teachers (58 participants) stated that they agreed to the item at the desired rate.

Table 7 Administrators with business ethics reveal how fairly they manage the educational organization, regardless of their pre-service teachers' social-economic status, by seeing pre-service teachers within the framework of equality of blessing and burden in a fair and objective manner

		Frequency	%	Valid %	Cumulative %
	I do not agree at all	3	4,8	4,8	4,8
	I do not agree	1	1,6	1,6	6,5
Valid	I partially agree	18	29,0	29,0	35,5
	I agree	27	43,5	43,5	79,0
	I totally agree	13	21,0	21,0	100,0
	Total	62	100,0	100,0	

As seen in TABLE-7, among the pre-service teachers, there were 3 participants saying "I don't agree at all", 1 saying "I do not agree", 18 saying "I partially agree", 27 saying "I agree" and 13 participants saying "I totally agree". 93% of the pre-service teachers (58 participants) stated that they agreed to the item at the desired rate.

Table 8 Administrators with business ethics enable pre-service teachers to establish healthy relationships with them, thanks to the positive climate they create, as well as using educational programs to protect pre-service teachers from bad events

		Frequency	%	Valid %	Cumulative %
	I do not agree at all	1	1,6	1,6	1,6
	I do not agree	2	3,2	3,2	4,8
Valid	I partially agree	9	14,5	14,5	19,4
	I agree	28	45,2	45,2	64,5
	I totally agree	22	35,5	35,5	100,0
	Total	62	100,0	100,0	

As seen in TABLE-8, among the pre-service teachers, there was 1 participantsaying "I do not agree at all", 2 saying "I do not agree", 9 saying "I partially agree", 28 saying "I agree", and 22 saying "I completely agree". 95% of the pre-service teachers (59 participants) stated that they agreed to the item at the desired rate.

Table 9 The administrators with business ethics do not remain indifferent to the individual problems of the pre-service teachers, and the pre-service teachers and the pre-service teachers convey all kinds of information that concern their families to both pre-service teachers and their families without wasting time.

		Frequency	%	Valid %	Cumulative %
	I do not agree at all	3	4,8	4,8	4,8

Valid	I do not agree	12	19,4	19,4	24,2
	I partially agree	28	45,2	45,2	69,4
	I agree	13	21,0	21,0	90,3
	I totally agree	6	9,7	9,7	100,0
	Total	62	100,0	100,0	

As seen in TABLE-9, among the pre-service teachers, there were 3 participantssaying "I do not agree at all", 12 saying "I do not agree", 28 saying "I partially agree", 13 saying "I agree", and 6 saying "I completely agree". 75% (47 participants) of the pre-service teachers stated that they agreed to the item at the desired rate.

Table 10 Administrators with business ethics make their pre-service teachers benefit from all kinds of social, cultural and sportive activities of the educational organization without demanding any fee from pre-service teachers

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	1	1,6	1,6	1,6
	I do not agree	14	22,6	22,6	24,2
	I partially agree	26	41,9	41,9	66,1
	I agree	14	22,6	22,6	88,7
	I totally agree	7	11,3	11,3	100,0
	Total	62	100,0	100,0	

As seen in TABLE-10, among the pre-service teachers, 1 said "I never agree", 14 said "I do not agree", 26 said "I partially agree", 14 said "I agree", and 7 said "I totally agree". 75% (47 participants) of the pre-service teachers stated that they agreed to the item at the desired rate.

Table 11 Administrators with business ethics play an active role in eliminating their deficiencies by including in-service training of the instructors who are deficient in fulfilling their duties in the educational organization

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	1	1,6	1,6	1,6
	I do not agree	9	14,5	14,5	16,1
	I partially agree	11	17,7	17,7	33,9
	I agree	31	50,0	50,0	83,9
	I totally agree	10	16,1	16,1	100,0
	Total	62	100,0	100,0	

As seen in TABLE-11, among the pre-service teachers, 1 said "I do not agree at all", 9 said "I do not agree", 11 said "I partially agree", 31 said "I agree", and 10 said "I completely agree". 83% of the pre-service teachers (52 participants) stated that they agreed to the item at the desired rate.

Table 12 Administrators with business ethics do not hesitate to establish healthy relationships with pre-service teachers and their families outside the institution, as well as establishing healthy relationships with pre-service teachers in order to prevent them from falling into some difficulties

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	5	8,1	8,1	8,1
	I do not agree	9	14,5	14,5	22,6

Valid	I partially agree	18	29,0	29,0	51,6
	I agree	24	38,7	38,7	90,3
	I totally agree	6	9,7	9,7	100,0
	Total	62	100,0	100,0	

As seen in TABLE-12, among the pre-service teachers, there were 5 participantssaying "I do not agree at all", 9 participants saying "I do not agree", 18 saying "I partially agree", 24 saying "I agree", and 6 saying "I completely agree". 77% of the pre-service teachers (48 participants) stated that they agreed to the item at the desired rate.

Table 13 Administrators with business ethics are successful in solving most of the problems that arise thanks to the guidance services system they operate in the educational organization

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	4	6,5	6,5	6,5
	I do not agree	4	6,5	6,5	12,9
	I partially agree	19	30,6	30,6	43,5
	I agree	21	33,9	33,9	77,4
	I totally agree	14	22,6	22,6	100,0
	Total	62	100,0	100,0	

As seen in TABLE-13, among the pre-service teachers, there were 4 participantssaying "I do not agree at all", 4 saying "I do not agree", 19 saying "I partially agree", 21 saying "I agree", and 14 saying "I completely agree". 87% of the pre-service teachers (54 participants) stated that they agreed to the item at the desired rate.

Table 14 Administrators with business ethics offer rich opportunities to develop themselves by paying special attention to pre-service teachers who have family problems and by telling them how to resist the difficulties of life

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	6	9,7	9,7	9,7
	I do not agree	8	12,9	12,9	22,6
	I partially agree	23	37,1	37,1	59,7
	I agree	17	27,4	27,4	87,1
	I totally agree	8	12,9	12,9	100,0
	Total	62	100,0	100,0	

As seen in TABLE-14, among the pre-service teachers, there were 6 participantssaying "I do not agree at all", 8 saying "I do not agree", 23 saying "I partially agree", 17 saying "I agree", and 8 saying "I completely agree". 77% of the pre-service teachers (48 participants) stated that they agreed to the item at the desired rate.

Table 15 Administrators with business ethics prepare the ground for new achievements to become an invitation to new achievements, by taking care of not only the empty side of the glass, but also the full side of the glass, and always appreciating the good work done in the educational organization

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	2	3,2	3,2	3,2

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree	6	9,7	9,7	12,9
	I partially agree	6	9,7	9,7	22,6
	I agree	30	48,4	48,4	71,0
	I totally agree	18	29,0	29,0	100,0
	Total	62	100,0	100,0	

As seen in TABLE-15, among the pre-service teachers, there were 2 participantssaying "I do not agree at all", 6 saying "I do not agree", 6 saying "I partially agree", 30 saying "I agree", and 18 saying "I completely agree". 87% of the pre-service teachers (54 participants) stated that they agreed to the item at the desired rate.

Table 16 As administrators with business ethics know the values of the training organization very well, they always take care to consider the performances of the employees in order to improve these values on the basis of healthy and objective evaluation criteria

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	1	1,6	1,6	1,6
	I do not agree	6	9,7	9,7	11,3
	I partially agree	21	33,9	33,9	45,2
	I agree	25	40,3	40,3	85,5
	I totally agree	9	14,5	14,5	100,0
	Total	62	100,0	100,0	

As seen in TABLE-16; 1 of the pre-service teachers said "I don't agree at all", 6 said "I don't agree", 21 said "I partially agree", 25 said "I agree", and 9 said "I totally agree". 88% of the pre-service teachers (55 participants) stated that they agreed to the item at the desired rate.

Table 17 Based on the fact that there are basic policies in line with the basic goals that make the organization permanent, administrators with business ethics put all their special skills into use in order to adopt the basic policies of the educational organization to both pre-service teachers and other employees

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	2	3,2	3,2	3,2
	I do not agree	3	4,8	4,8	8,1
	I partially agree	27	43,5	43,5	51,6
	I agree	23	37,1	37,1	88,7
	I totally agree	7	11,3	11,3	100,0
	Total	62	100,0	100,0	

As seen in TABLE-17, among the pre-service teachers, there were 2 participantssaying "I do not agree at all", 3 saying "I do not agree", 27 saying "I partially agree", 23 saying "I agree", and 7 saying "I completely agree". 91% of the pre-service teachers (57 participants) stated that they agreed to the item at desired rate.

Table 18 When administrators with business ethics show the sensitivity of using the resources of the educational organization in a rational way, both pre-service teachers and other stakeholders in the environment of the educational organization are affected, and they become rational producers and rational consumers

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	1	1,6	1,6	1,6

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Valid	I do not agree	5	8,1	8,1	9,7
	I partially agree	13	21,0	21,0	30,6
	I agree	29	46,8	46,8	77,4
	I totally agree	14	22,6	22,6	100,0
	Total	62	100,0	100,0	

As seen in TABLE-18, among the pre-service teachers, 1 said "I do not agree at all", 5 said "I do not agree", 13 said "I partially agree", 29 said "I agree" and 14 participants said "I totally agree". 90% of the pre-service teachers (56 participants) stated that they agreed to the item at the desired rate.

Table 19 As administrators with business ethics present all kinds of tools and equipment of the educational organization to the pre-service teachersfairly, they also succeed in creating a healthy security system so that the pre-service teacherscan live in peace

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	1	1,6	1,6	1,6
	I do not agree	5	8,1	8,1	9,7
	I partially agree	16	25,8	25,8	35,5
	I agree	23	37,1	37,1	72,6
	I totally agree	17	27,4	27,4	100,0
	Total	62	100,0	100,0	

As seen in TABLE-19, among the pre-service teachers, 1 said "I do not agree at all", 5 said "I do not agree", 16 said "I partially agree", 23 said "I agree", and 17 said "I completely agree". 90% of the pre-service teachers (56 participants) stated that they agreed to the item at the desired rate.

Table 20 Administrators with business ethics make special efforts to equip the educational organization in a proud manner so that everyone can develop their career in their own field and have the opportunity to train students in accordance with the requirements of the age.

		Frequency	%	Valid %	Cumulative %
Valid	I do not agree at all	3	4,8	4,8	4,8
	I do not agree	5	8,1	8,1	12,9
	I partially agree	16	25,8	25,8	38,7
	I agree	25	40,3	40,3	79,0
	I totally agree	13	21,0	21,0	100,0
	Total	62	100,0	100,0	

As seen in TABLE-20, among the pre-service teachers, there were 3 participantssaying "I do not agree at all", 5 saying "I do not agree", 16 saying "I partially agree", 25 saying "I agree", and 13 saying "I completely agree". 87% of the pre-service teachers (54 participants) stated that they agreed to the item at the desired rate.

Findings

For the item "Because they display the characteristics of education leaders, administrators with business ethics ensure that the activities in the education-training institution they manage are carried out in a healthy way", **96%** of the pre-service teachers (60 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics guide pre-service teachers, both disciplinary events are decreasing in the educational institution and everyone is willing to work together", **95%** of the pre-service teachers (59 participants) stated that they agreed at a desirable rate. For the item "Since they listen to the suggestions and expectations of the pre-service teachers sincerely,

administrators with business ethics never resort to an investigation without investigating the cause of a troubled situation", **85%** of the pre-service teachers (53 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics ensure that pre-service teachers direct their ideas to good things by making continuous meetings with pre-service teachers in order to create social areas where pre-service teachers can be discharged", **79%** of the pre-service teachers (49 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics are very skilled in organizing joint activities by developing team awareness, assigning certain levels of authority and responsibilities to everyone in the educational organization where pre-service teachers form the target group", **87%** of the pre-service teachers (54 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics are open to the suggestions of pre-service teachers, as well as guiding them in solving the problems of pre-service teachers, they are appreciated by everyone with their serious understanding of discipline at work", **93%** of the pre-service teachers (58participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics reveal how fairly they manage the educational organization, regardless of their pre-service teachers' social-economic status, by seeing pre-service teachers within the framework of equality of blessing and burdenin a fair and objective manner", **93%** of the pre-service teachers (58 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics enable pre-service teachers to establish healthy relationships with them, thanks to the positive climate they create, as well as using educational programs to protect them from bad events", **95%** of the pre-service teachers (59 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics do not remain indifferent to the individual problems of pre-service teachers and pre-service teachers, and pre-service teachers convey all kinds of information that concern their families to both pre-service teachers and their families without wasting time", **75%** of the pre-service teachers (47 participants) stated that they agreed at a desirable

rate. For the item "Administrators with business ethics make their pre-service teachers benefit from all kinds of social, cultural and sportive activities of the educational organization without demanding any fee from pre-service teachers", **75%** of the pre-service teachers (47 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics play an active role in eliminating their deficiencies by taking in-service training of the instructors who are deficient in fulfilling their duties in the educational organization", **83%** of the pre-service teachers (52 participants) stated that they agreed at a desirable rate.

For the item "Administrators with business ethics do not hesitate to establish healthy relationships with pre-service teachers and their families outside the institution, as well as establishing healthy relationships with pre-service teachers in order to prevent them from falling into some difficulties", **77%** of the pre-service teachers (48 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics offer rich opportunities to develop themselves by paying special attention to pre-service teachers who have family problems and explaining how they can resist the difficulties of life", **87%** of the pre-service teachers (54 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics offer rich opportunities to develop themselves by paying special attention to pre-service teachers who have family problems and explaining how they can resist the difficulties of life", **77%** of the pre-service teachers (48 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics lay the groundwork for new achievements to become an invitation to new achievements, by dealing with not only the empty side of the glass but also the full side of the glass, always appreciating the good work done in the educational organization", **87%** of the pre-service teachers (54 participants) stated that they agreed at a desirable rate. For the item "As Administrators with business ethics know the values of the training organization very well, they always take care to consider the performances of the employees in order to improve these values on the basis of healthy, objective evaluation criteria", **88%**

of the pre-service teachers (55 participants) stated that they agreed at a desirable rate. For the item "Based on the fact that there are basic policies in line with the basic goals that make the organization permanent, administrators with business ethics put all their special skills into use in order to adopt the basic policies of the educational organization to both pre-service teachers and other employees", **91%** of the pre-service teachers (57 participants) stated that they agreed at a desirable rate. For the item "When administrators with business ethics show the sensitivity of using the resources of the educational organization in a rational way, both pre-service teachers and other stakeholders in the environment of the educational organization are affected and they become rational producers and rational consumers", **90%** of the pre-service teachers (56 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics not only present all kinds of tools and equipment of the educational organization to pre-service teachers in a fair way, but also succeed in creating a healthy security system for them to live in peace", **90%** of the pre-service teachers (56 participants) stated that they agreed at a desirable rate. For the item "Administrators with business ethics make special efforts to equip the educational organization in a proud manner so that everyone can develop their career in their own field, and have the opportunity to raise students in accordance with the requirements of the age", **87%** of the pre-service teachers (54 participants) stated that they agreed at a desirable rate.

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