

The Views and Attitudes of the Teacher Candidates from Preschool and Elementary School Teaching Departments toward Family Participation

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Abstract

Presently the family participation, which is considered as an important part of the education, makes a huge contribution to the whole education of the children. Therefore it is necessary to know the views and the attitudes of the teacher candidates especially before they become teachers and accordingly they should be supported regarding the family participation issue. The purpose of this study is to investigate the views and the attitudes of the elementary education teacher candidates towards family participation. In addition with this research it was attempted to determine whether the grades of the teacher candidates cause a common effect on their attitudes towards family participation according to their department. Within the research descriptive scanning model was used. The sample of the research consisted of totally 300 teacher candidates. Within the research the questionnaire, which was consisted of six open ended questions and Attitude Scale Regarding Family Participation for Teacher Candidates, which was developed by Yavuz Güler (2014), were used. In order to determine the views of the students from Primary School and Preschool Teaching departments, descriptive statistics were used. It was attempted to determine whether there was a relation between the departments with t test. According to their departments whether the grade has a significant effect on the total scores of the teacher candidates regarding family participation and the sub-dimensions was investigated with Two Factors ANOVA. The open-ended questions were given in the tables with frequency and percentages. As a result of the research teacher candidates not having adequate knowledge regarding family participation and the negative views they acquire from the environment regarding the families may cause them to develop negative attitudes and have prejudice regarding family participation.

Keywords: Family participation, preschool, elementary school teaching, teacher candidates

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Introduction

Family participation can be defined as a multidirectional interaction and communication between school and parents (Epstein, 2002: Akt. Tezel-Şahin and Özyürek, 2010; Epstein and Sheldon, 2002). In other words family participation is supporting the parents socially and emotionally teaching them required skills and supporting the development of the children in multiple ways developing the appropriate family and child relationships (Çakmak, 2010; Lindberg and Oğuz, 2016). Erkan (2013) states that many definitions exist for the family participation however the common point within the definitions is family's contribution to the education of the child strengthening the relation and the communication between the school and the family.

Especially the years including the preschool period and the first grades of the elementary school point out a critical period in terms of the child. It is stated that there is a relation at a high level between having a successful education and the education carried out within this process to be successful (Toros, 2011). Researches indicate that the family participation applications carried out during the elementary and secondary school take an important role within the academic, social and emotional development of the students (Benner, Boyle and Sadler, 2016; Bruñea, Willemse, D'Haem, Griswold, Vloeberghs, Eynde, 2014; Jeynes, 2007; Uludag, 2008). Ma, Shen, Krenn, Hu and Yuan (2016) state that there is a positive relation between family participation and the child's learning outcome. In addition the children who undergo this process successfully generally become successful in other learning stages (Altınkaynak, 2014; Büyüktaşkapu, 2012; Çelenk, 2003; He Ye, 2016; Kaysılı-Keçeli, 2008; Salıcı- Ahioglu, 2006; Sheridan, Knoche, Kupzyk, Edwards and Marvin, 2011). However the researches carried out indicate that parents must be directed, motivated, educated, informed, and they need to join the management process. Also the researches point out that they lack family education and the family participation cannot be fully carried out because of some reasons resulting from parents and teachers, the applications are only on paper or the participation is limited as helping the class activities or as the participation to the activities out of the classroom (Erdoğan and Kasimoğlu, 2010; Şad and Gürbütürk, 2013; Ünüvar, 2011). Whereas by the help of the family participation the trust of the family for the institution and the teacher increases, they enjoy being with their children in the same activity, they realise the learning necessity of the child, the teachers feel themselves more confident and parents are supported regarding their children (Zembat and Unutkan, 2001). Therefore Grolnick (2016) states that the increase of the family participation is an important target in the education and within the process of increasing family participation it is very important to determine which family participation studies are more effective, why family participation increase the success of the children, and to know which factors increase family participation, and why parents are volunteering or reluctant to participate.

In Turkey the importance of the family participation increases gradually and this situation is seen within the program development process carried out. The Ministry of National Education determined 15 principles preparing the content within the curriculum constituted with constructivist education approach in the 2005-2006 education year. One of these principles is to support the contribution of the family to the school (MEB, 2006). In addition, in The Ministry of National Education Preschool Education Curriculum it is seen that the importance given to the family participation increases gradually (MEB, 2013). Within this program in order to support the family participation Family Support Training Guide Integrated with Preschool Education Curriculum was developed and teachers were presented activity samples regarding family education. Within the context of the Project of Support for the Basic Education 6 main efficacy, 39 sub-efficacy and General Efficacies of the Teaching Occupation under 244 performance indicators (MEB, 2006). "Providing the Family Participation and Cooperation", which is one of the teacher efficacies, generally involves the constitution of supportive environment for the school-family cooperation. However despite these studies in Kurtulmuş's (2016) study, in which family participation situations are investigated within the teacher efficacy activity plans, it is stated that teachers do not include to participation activities at an adequate level.

In the present day it can be said that family participation, which is considered as an important part of the education, provide great contribution to the whole education of the children and therefore before being a teacher, it is necessary to know the views and attitudes of the teacher candidates from preschool and elementary education departments and accordingly they must be supported in terms of family participation. It is stated that in Turkey there are studies that attempt to determine the attitudes and beliefs of the teacher candidates in limited numbers (Ateş, 2015; Uludag, 2008; Yavuz Güler, 2014). However a study, which investigates the views and attitudes of the teacher candidates, was not found. Thereby the purpose of this research is to investigate the views and attitudes of the teacher candidates from preschool and elementary education towards family participation activities regarding their departments. In addition through this research it attempted to determine whether grades of the teacher candidates according to their departments cause a common effect in their attitudes towards family participation. It is thought that this research will help teacher candidates from elementary education department question themselves about family participation and understand its importance. It is thought that the results obtained from this research will guide preschool teachers and elementary school teachers who work in the primary section to provide school-family cooperation and communication in point of planning and performing family participation studies.

Method

Research Design

This research was carried out with descriptive scanning model, which is one of the quantitative research methods. The scanning model is defined as performing scanning studies on the whole population or a group taken from the population or on the sample (Karasar, 2010).

Population-Sample

The population of the research consists of 1200 teacher candidates who attend Primary Education Department and as a result of the process it was determined that the sample as 291 was adequate (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2012). The sample of the research consisted of totally 300 teacher candidates who attend third and fourth grades in the Preschool Teaching (f=157; % 52,33) and Primary School Teaching (f=143; % 47,66). Since the sample of the research was determined among the teacher candidates who have taken at least one of the School Experience, Teaching Application I classes criterion sampling method was used. Within the early period considering the fact that the effect of the family on the child is at a high level; only teacher candidates from Elementary Education and Preschool Education Departments were included in the scope of the research. Voluntary teacher candidates participated in the research and the questionnaire was carried out to these teacher candidates.

261 of the teacher candidates (87%) are female and 39 of them (13%) are male. 47,8% (f=75) of the teacher candidates from preschool training are at the third grade and 52,2% (f=82) are at the fourth grade. 45,5% (f=65) of the teacher candidates from elementary training department are at the third grade and 54,5% (f=78) of them are at the fourth grade. 86% (f=135) of the teacher candidates from preschool training department and 89% (f=128) of the teacher candidates from the elementary training department stated that they did not take any seminar regarding family participation.

Data Tools

Within the research a questionnaire form regarding the determination of the demographic information and the views of teacher candidates regarding family participation and also The Scale Regarding Family Participation for Teacher Candidates, which was developed by Yavuz Güler (2014) were used. The Questionnaire for the Views of Teacher Candidates Regarding Family Participation: The questionnaire consists of personal information questions regarding gender, department, grade of

the teacher candidates from Elementary Teaching and Preschool Teaching Departments and six open ended questions prepared by the researcher. Whether the questions within the questionnaire prepared were comprehensible or not and whether the open ended questions were appropriate for the purpose of the research were presented to the opinions of two experts. In addition, a teacher candidate from elementary teaching department and a teacher from preschool teaching department, that were out of the sample were applied the questionnaire form. As a result of the application it was determined that the answers given to the questionnaire were as expected. The questions asked to the teacher candidates are given below:

1. Did you observe a study regarding family participation in the school you went for application? If you did what were these studies?
2. What comes to your mind when we say family participation activities?
3. What are the positive sides of family participation?
4. What are the negative sides of family participation?
5. Would you like to apply family participation activities when you become a teacher? Why?
6. What kind of family participation activities do you think you will focus on?

The Attitude Scale Regarding Family Participation for Teacher Candidates: This Scale consisted of two subscales which are; cooperation supportive attitudes (15 items) and cooperation inhibitor attitudes (10 items). Cooperation supportive attitudes of the scale include 1, 2, 5, 6, 9, 12, 13, 15, 16, 18, 20, 22, 23, 24 and 25. Items and cooperation inhibitor attitudes include 3, 4, 7, 8, 10, 11, 14, 17, 19 and 21. items. Cooperation supportive attitudes sub-scale cronbach alpha coefficient was found .91, cooperation inhibitor attitudes coefficient was found .89, and total score internal consistency coefficient was found .92. Within this research the internal consistency coefficient was determined as .70 for cooperation supportive attitudes, it was .73 for cooperation inhibitor attitudes and for total score it was found .72. The Attitude Scale Regarding Family Participation for Teacher Candidates consists of statements that were itemized in order to take the views of teacher candidates regarding family participation. The items are ranked as 5- I totally agree, 4- I agree, 3-Indecisive, 2-I disagree and 1- Totally disagree. The lowest score that can be taken from the scale is 25, and the highest score is 125. The lowest score taken from the scale indicate that the individual develop negative attitude towards family participation.

Data Analysis

In order to determine the views of the students from Elementary Teaching and Preschool Teaching Departments regarding family participation descriptive statistics were used. In the first stage of the research the views of the teacher candidates were investigated according to their departments. Firstly the data obtained was evaluated by a researcher from preschool teaching and a researcher from primary school teaching departments. Afterwards these two researchers looked over the concordance and the coefficient of concordance between the researchers was determined as .92. In the circumstances it can be said that the research possess an internal reliability at and adequate level (Miles and Huberman, 1994). Afterwards the researcher expressed a common view. The open ended questions are given in the tables with frequency and percentages.

In the second step In order to determine the views of the students from Elementary and Preschool Training Departments descriptive statistics were used. In the research within the analysis of the data obtained SPSS 20.0 package program was used. In order to determine whether the data distributed normally or not Kolmogorov-Smirnov test of normality was performed. It was determined that the distribution was normal. In addition performing Levene test it was determined that the

variances were homogen. ($p > .05$). The significance level was accepted as .05. The total scores of the teacher candidates regarding family participation according to their grade and department and whether there is a significant effect on the sub-dimensions were examined with Two Factor ANOVA. When the difference among groups were significant the influence quantity, the eta-square (η^2) value was evaluated in accordance with Cohen d values (Pallant, 2016). In the final stage of the research carried out the averages were compared and the power analysis was evaluated and it was determined as .94 (DSS Research, 2018.)

Findings and Interpretation

The findings regarding the observations of teacher candidates, who attended at least one of the School Experience, Teaching Application I classes, are given in Table 1.

Table 1. The observations of teacher candidates regarding family participation at school

	Preschool Teaching		Elementary Teaching	
	f	%	f	%
Family school cooperation	8	10,26	9	19,15
The participation of the family in in-class activities	61	78,21	32	68,1
Homework	8	10,26	4	8,51
Parents meeting	1	1,28	2	4,26
Total	78	100	47	100

As it is seen in Table1, 78 (49,6%) preschool teacher candidates and 47 (32,9%) elementary teacher candidates, who remarked that, they had observations concerning family participation, stated different opinions. Preschool teacher candidates at 78,21 % (f=61) level and elementary teacher candidates at 68,1 % (f=32) level stated that the family participated in in-class activities. According to this finding it can be said that the family participation is not involved at schools adequately.

Table 2. The views of teacher candidates regarding the question of “What comes to your mind when it comes to family participation activities?”

Views	Preschool Teaching		Elementary Teaching	
	f	%	f	%
The participation of the family in in-class activities	78	53,06	48	39,02
The increase of the family child communication	48	32,6	28	22,8
School family cooperation	8	5,44	26	21,14
Behavioural change in the child	6	4,08	0	0
Home visit	4	2,72	0	0
Parental meeting	3	2,04	18	14,6
Total	147	100	123	100

The teacher candidates were asked “What comes to your mind when it comes to family participation activities?” Preschool teacher candidates at 53,06 % (f=78) level and elementary teacher candidates at 39,02 % (f=48) level stated that the family participated in in-class activities. Especially it can be said that in preschool education the participation of the family in in-class activities is at a higher level.

Secondly, preschool teacher candidates at 32,6 % (f=48) level and elementary teacher candidates at %22,8 (f=28) level stated the view of increase in family child communication. It is seen that the view of “parental meeting” was 2,04 % (f=3) at preschool teacher candidates and it was at 14,6 % (f=18) level in elementary teacher candidates. This finding may indicate that elementary teacher candidates have made more observations in this direction. Generally it can be said that

elementary teacher candidates have less idea regarding family participation compared to preschool teacher candidates.

Table 3. The views of teacher candidates regarding positive sides of family participation in terms of the child

Views	Preschool Teaching		Elementary Teaching	
	f	%	f	%
Contribution to the development of self-confidence	53	35,3	54	45,4
The child's gaining experience	31	20,7	26	22,2
The development of family child connection	28	18,7	9	6
The family's being conscious	18	12	22	18,5
Contribution to the adaptation to school	14	9,33	20	16,8
Contribution to the school-family cooperation	6	4	0	0
Total	150	100	119	100

As it is seen in Table 3 preschool teacher candidates at 35,3 % (f=53) level and elementary teacher candidates at 45,4 % (f=54) level, stated that family participation contributed to the development of self-confidence of the children. Secondly preschool teacher candidates at 20,7 % (f=31) level, and elementary teacher candidates at 22,2 % (f=26) level stated their views on the child's gaining experience. It can be said that preschool and elementary teacher candidates do not have accurate information concerning the benefits of family participation in term of the child.

Table 4. the views of teacher candidates regarding the question of “ What are the negative sides of the family participation?”

Views	Preschool Teaching		Elementary Teaching	
	f	%	f	%
No negative sides	83	52,86	70	48,95
The child's being affected negatively	38	24,20	15	10,48
Damaging the teacher's authority	17	10,82	33	23,07
Ignorance of the family nonparticipation	14	8,91	2	1,39
The child's not acquiring independence	5	3,18	23	16,08
Total	157	100	143	100

As it is seen in Table 4 52,86 % (f=83) of the preschool teacher candidates and 48,95 % (f=70) of the elementary teacher candidates stated that family participation does not have any negative sides. In addition preschool teacher candidates at 24,20 % (f=38) level and elementary teacher candidates at 10,48 % (f=15) level stated that family participation causes the child to be affected negatively. 3,18 % (f=5) of the preschool teacher candidates and 16,08 % (f=23) of the elementary teacher candidates stated that the negative side of the family participation was the child's not gaining independence. 10,82 % (f=17) of the preschool teacher candidates and 23,07 % (f=33) of the elementary teacher candidates assume that teacher's authority would be damaged.

Table 5. The reasons of teacher candidates for family participation when they become teachers

Views	Preschool Teaching		Elementary Teaching	
	f	%	f	%
Supporting the child's development	47	40,1	31	29,2
The effect of the family participation to success	21	17,95	20	18,87
The family's being active	20	17,09	14	13,21
Knowing the child better	15	12,82	19	17,9
Being an effective teacher	14	11,97	22	20,75
Total	117	100	106	100

As it is seen in Table 5 firstly 40,1 % (f=47) of the preschool teacher candidates and 29,2 % (f=31) of the elementary teacher candidates stated that they would include family participation activities in order to support the development of the child. 25,47 % (f=40) of the preschool teacher candidates and 25,87% (f=37) of the elementary teacher candidates stated that they would not perform family participation activities when they become teachers.

Table 6. The views of the teacher candidates regarding the question of "If you are thinking of performing family participation activities when you become a teacher, which studies will you concentrate on?"

Views	Preschool Teaching		Elementary Teaching	
	f	%	f	%
Making activities at home and at school	65	52,4	33	37,5
Job demonstration	24	19,4	7	8
Trips	19	15,3	19	21,5
Home visits	10	8,06	12	13,6
Homework	6	4,8	0	0
Parental meeting	0	0	17	19,3
Total	124	100	88	100

As it is seen in Table 6, 117 preschool teacher candidates stated 124 and 106 teacher candidates stated 88 different opinions. There are findings regarding the question of "If you are thinking of performing family participation activities when you become a teacher, which studies will you concentrate on?" 52,4 % (f=65) of the preschool teacher candidates and 37,5 % (f=33) of the elementary teacher candidates expressed that they would make activities at home or at school. However while preschool teacher candidates stated that they did not think of making parental meetings; 19,3 % (f=17) of the elementary teacher candidates stated that they did think of making parental meetings.

Table 7. Family participation attitude scale total score of the teacher candidates according to grade and n, x and s values regarding their sub-dimensions

		Grade Third grade			Fourth grade		
		N	\bar{X}	ss	N	\bar{X}	ss
Preschool Teaching	Total Score	75	84,71	7,729	82	82,13	8,27
	Cooperation Supportive Attitude	75	63,49	7,093	82	61,72	10,81
	Cooperation Inhibitor Attitude	75	21,21	7,781	82	20,41	7,247
Elementary Teaching	Total Score	65	82,89	8,107	78	86,88	10,16
	Supportive Attitude	65	60,446	8,339	78	63,67	7,41
	Cooperation Inhibitor Attitude	65	22,45	7,17	78	23,22	9,82

In Table 7 N, \bar{X} and ss values of teacher candidates regarding Family Participation Attitude Scale according to their grade and departments are given. When preschool teacher candidates' total scores are examined, it is seen that third grade ($\bar{X}=84,71$) teacher candidates' score averages are higher than fourth grade ($\bar{X}=82,13$) teacher candidates. The score averages of the elementary teaching department are higher than fourth grade elementary teacher candidates ($\bar{X}=86,88$). However when the elementary and preschool teacher candidates' total scores are evaluated it can be said that fourth grade teacher candidates possess more positive attitudes.

Table 8. The Variance analysis results of the total scores of the teacher candidates' grade regarding family participation attitudes according to their departments

Source of the Variance	Sum of Squares	sd	Sum of Squares	F
Department	160,435	1	160,435	2,15
Grade	37,515	1	37,515	,502
Department x Grade	802,049	1	802,049	10,74*
Error	22113,279	296	74,707	
Total	2148869	300		

(*p<05)

The common effects of the teacher candidates' department and grade variables on the attitudes regarding family participation were found significant [$F_{(1-300)}=10,74$]. However it is seen that the influence quantity is small ($\eta^2= .035$). Nevertheless it can be said that the interaction of teacher candidates' department and grade explained 3,5% of the variance regarding the attitudes towards family participation and this difference is not necessarily important.

Table 9. The results of the variance analysis of supportive attitude scores of teacher candidates' grade regarding family participation according to their departments

Source of the Variance	Sum of Squares	sd	Sum of Squares	F
Department	22,520	1	22,520	,305
Grade	38,950	1	38,950	,527
Department x Grade	464,205	1	464,205	6,28*
Error	21866,690	296	73,874	
Total	1190246	300		

(*p<05)

The common effects of the teacher candidates' department and grade variables on the cooperation supportive attitude were found significant [$F_{(1-300)}=6,28$]. However it is seen that the influence quantity is small ($\eta^2= .021$). Accordingly interaction of teacher candidates' department and grade explained 2% of the variance regarding the supportive attitudes towards family participation. This situation indicates that department and grade interaction does not create a big influence on the supportive attitude scores of the teacher candidates regarding family participation.

Table 10. The variance analysis results of teacher candidates' departments according to their levels regarding family participation cooperation inhibitor attitudes

Source of the Variance	Sum of Squares	sd	Average of Squares	F
Department	303,170	1	303,170	4,615*
Grade	,013	1	,013	,000
Department x Grade	45,901	1	45,901	,699
Error	19445,846	296	65,695	
Total	162167	300		

(*p<05)

The common effects of the department and grade variables of the teacher candidates on the inhibitor attitude were not found significant [$F_{(1,300)}=,699$]. However it was determined that department affected cooperation supportive attitudes [$F_{(1,300)}=4,615$]. The influence quantity of the department on cooperation inhibitor attitudes is small ($\eta^2 = .015$). Hereunder the teacher candidates' grade interaction explains 1.5% of the variance regarding inhibitor attitudes towards family participation.

Conclusion, Discussion and Recommendations

Within this research it is aimed to determine the views and attitudes of preschool and elementary teacher candidates regarding family participation activities. As a result of the research as a result of the observations teacher candidates made in the schools it was determined that family participation is not included at schools adequately, the participation of the family in the in-class activities is at higher level and in preschool education family participation studies are performed more compared to elementary schools. In addition it is determined that teacher candidates considered family participation as the participation in in-class activities. Moreover while preschool teacher candidates expressed family participation as the increase in family child communication; elementary teacher candidates stated that they were second parental meetings. Generally it can be said that elementary teacher candidates possess less information concerning family participation compared to preschool teacher candidates. Erdoğan and Kasımoğlu (2010) stated that at primary level the families believed the importance of family participation however it was not enough in application. In a research carried out with elementary and preschool teacher it was determined that preschool teachers tried to perform different family participation methods however elementary school teachers preferred to use few methods like meetings, school or classroom tea party or phone calls (Özyürek, Yavuz, Akça, Gündüz, Öztapak, Saka and Açıkyer, 2015). Hence as a result of their study Selanik Ay and Aydoğdu (2016) determined that most of the elementary school teachers do not lean to the in-class activities performed with the families however they wanted the families to be involved in the activities out of the classroom. In their study Kontaş and Güneş (2012) determined that preschool teacher planned family participation and include different applications on the other hand elementary school teachers do not make any plans and they only call families to the meeting. When the recent studies are examined it can be said that there are not much studies regarding family participation in primary schools; however in preschool education the importance of family participation increases gradually and there are not enough and planned applications in preschool education either (Bağçeli Kahraman, Eren, Şenol, 2017).

Preschool and elementary school teacher candidates stated that family participation contributed to the self-confidence development of the child and enabled the child gain experience. Most of the preschool and elementary school teacher candidates state that family participation do not have any negative sides. However a part of the preschool and elementary school teacher candidates state that the family participation lead the child not to gain independence and cause the authority of the teacher to be damaged. As a result of a research carried out with preschool teacher candidates it was

determined that the self-efficacy beliefs of the teacher candidates regarding family participation studies were at medium level (Ateş, 2015).

As a result of this research teacher candidates majorly stated that they would include family participation activities in order to support the development of the child. In addition a part of the teacher candidates stated that they would have activities done at home and in the classroom. However while preschool teacher candidates stated that they were not thinking of making parental meetings; elementary school teacher candidates stated that they were thinking of making parental meetings. Selanik Ay and Aydoğdu (2016) state that, most of the elementary school teachers do not apply family participation studies adequately and families do not lean to the in-class activities. Accordingly it is thought that teacher candidates think of including family participation activities and also they do not know how they will perform the process. One of the reasons why family participation activities are not applied is the prejudices developed by the teacher concerning family participation. Teacher candidates not possessing enough information regarding family participation, the negative views they acquired from the environment about the families may cause them develop negative attitude and have prejudice for family participation. When the right communication is established and the family participation is performed effectively it can be said that an effective education environment can be formed in terms of the child, family and the teacher.

The common effects of the teacher candidates' department they study and the grade variables on the attitudes regarding family participation were found significant and it was seen that the effect was not significant. It was determined that the score averages of the candidates from the elementary teaching fourth grade were higher than preschool third and fourth grade and elementary teaching third grade candidates' total score averages. In their study Gül and Aslan (2016) determined that elementary school teachers thought that they performed family participation more compared to other branch teachers. As a result of his study, which was carried out with candidates from the departments of Preschool, Counselling and Psychological Guidance and English Teaching, Yaşar Ekici (2016) determined that preschool teacher candidates possessed more positive attitudes regarding cooperation supportive attitudes and total score regarding family participation compared to all the other branches. The common effects of the variables of grade and the department teacher candidates attend on cooperation supportive attitude were found significant. However it can be said that the influence is small. When the averages were examined in order to determine what is the source of the fundamental effect of the department and grade on the cooperation supportive attitudes, it was determined that the total score averages of the elementary teacher candidates from fourth grade were higher than preschool teacher candidates from third and fourth grade and also elementary teacher candidates from third grade. The common effects of the variables of grade and the department teacher candidates attend on cooperation supportive attitude were not found significant. However as a result of the research it was also determined that department affected cooperation inhibitor attitudes. As a result of their research Bayraktar, Güven and Temel, (2015) determined that the age of teachers affect the attitudes regarding family participation; elder teacher possess more negative attitudes. The researches indicate that the attitudes of teachers and teacher candidates towards family participation are effective on family participation applications (Abdullah, Seedee, Alzaidiyeen, Al-Shabatat, Alzeydeen, Al-Awabdeh, 2011; Bayraktar, Güven and Temel, 2015; Graue and Brown, 2003; Moseman, 2003; Pedro, Miller and Bray, 2012; Thompson, Herman, Stormont, Reinke, Webster-Stratton, 2017). Uludag (2008) states that teacher candidates need to be informed about family participation studies. Therefore it is thought that providing them extensive information regarding family participation throughout their education and raising their awareness concerning this issue are very important for them to develop positive attitude and make correct applications. In addition as a result of this study it can be said that preschool and elementary school teachers do not include family participation adequately. Therefore considering the importance of the family in preschool and primary school period seminars and trainings can be given regarding the family participation studies of the teachers. It can be advised that this research can be carried out in different universities with broader sample groups. In addition quantitative and qualitative studies including teachers and parents' views can be carried out.

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