

Obtaining the Perception of Prospective Teachers Regarding Family Education and Communication: A Comparison of The USA and Turkey

Lutfu Ilgar

*Istanbul University, Hasan Ali Yucel Education Faculty, Department of Primary Education
Division of Preschool Education, Turkey
E-mail: lutfulgar@hotmail.com*

KEYWORDS Family Education. Family Communication. Parent Involvement

ABSTRACT The purpose of this study is to investigate whether prospective teachers who are undergoing training in the Elementary School and Early Child Education Department in state universities both in Turkey (Istanbul), and in the USA (West Chester, PA) response differently, or similarly to the survey, taking the country they live into consideration. Total sampling of this study is 214; 113 of which are from the USA, and 101 of which are from Turkey. This sampling is chosen from the research population by way of cluster sampling method. In general, it can be said that prospective students do not think school principal as the most effective person in actualizing family education and communication. From the vintage point of country variable, there is no meaningful relation between variables; yet prospective teachers in both countries view that family communication is salient in student success and achievement. In fact, the rate of how prospective teachers behave in parents meeting/ conference appears high. Thence, prospective teachers during their training should be educated both theoretically and practically in acting parents meeting, which can be highly important with respect to school-family communication.