



Okul Öncesi Dönem Çocukları Nitelikli Kitaplarla Buluşuyorlar mı? Ebeveynlerin ve Öğretmenlerin Okuma Kültürü ve Çocuklara Kitap Seçimi

Do Preschool Children Access Quality Books? Reading Culture of Parents and Teachers and Book Selection for Children

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Özet

Nicel araştırma yöntemlerinden korelasyonel desende yürütülen bu çalışmanın temel amacı, okul öncesi öğretmenlerinin ve 3-6 yaş çocuğu olan ebeveynlerin okuma kültürleri ve okul öncesi dönem çocuklarına yönelik kitap seçim kriterlerini değerlendirmektir. Bu amaçla veriler araştırmaya gönüllü olarak katılan 242 okul öncesi öğretmeni ve 247 ebeveyninden toplanmıştır. Gönüllü ebeveyn ve öğretmenlerden ölçme araçları aracılığıyla kendi okuma kültürlerini ve okul öncesi dönemdeki çocukları için kitap seçim kriterlerini değerlendirmeleri istenmiştir. Daha sonra kartopu örnekleme yoluyla tanıdıkları diğer ebeveynlere ve öğretmenlere göndermeleri istenmiştir. Analizler sonucunda hem ebeveynlerin hem de okul öncesi öğretmenlerinin bireysel gelişime yönelik okumaları, temel okuma becerileri, kendilerine yönelik kitap seçimleri ve okuma kültürü toplam puanları ile çocuk kitabı seçiminde fiziksel özellikler, dil ve karakter içeriği, konu ve tema içeriğine dikkat etme ve toplam çocuk kitabı seçme kriteri puanları arasında pozitif bir ilişki olduğu bulunmuştur. Elde edilen bulgular ışığında ebeveynlere ve öğretmenlere okuma kültürü oluşturma ve nitelikli kitap seçme konusunda önerilerde bulunulmuştur.

Anahtar Kelimeler: Ebeveyn, Ev okuryazarlığı, Kitap seçimi, Okul öncesi öğretmeni, Okuma kültürü,

Abstract

This correlational study aimed to evaluate the reading cultures of preschool teachers and parents of 3–6-year-old children, and their book selection criteria for preschool children. For this purpose, data were collected from 242 preschool teachers and 247 parents who voluntarily participated in the study. Participants were asked to evaluate their own reading culture and book selection criteria for their preschool children through measurement tools. They were then asked to send them to other parents and teachers they knew through snowball sampling. As a result of the analyses, it was found that there was a positive correlation between both parents' and preschool teachers' reading for individual development, basic reading skills, book choices for themselves and reading culture total scores and physical characteristics, language and character, content and total children's book selection criteria scores. In the light of the findings, suggestions were made to parents and teachers about creating a reading culture and selecting quality books.

Keywords: Book selection, Home literacy, Parent, Preschool teacher, Reading culture

1. Introduction

Exposure to quality children's books during the preschool period contributes to the development of children in many ways (Aram & Aviram, 2009; Chow & McBride-Chang, 2003; Crozier & Tincani, 2007; Kim et al., 2006). Picture books are one of the most effective materials that support the development of young children and support them in accessing accurate information. As linguistic and visual tools created with an artist's sensitivity, illustrated storybooks introduce children to the beauty of their mother tongue and native language by introducing them to new words through colors, word games and rhythmic spelling (Bayraktar, 2022; Sever, 2003). Children's exposure to quality books is an opportunity for them to acquire the necessary preliminary skills for literacy skills. In children's interactions with books in the preschool period, they can notice the characteristics of text in visual and written sources and gain preliminary experiences in reading and writing, such as discovering that what is read can be written and what is written can be read (Erdoğan et al., 2013). Children who interact with children's literature more often can easily create more complex language structures gradually (Chomsky, 1972). It also instills in the child a love of books and a culture of reading. Love of books is very important in gaining the habit of reading (Alkan Ersoy & Bayraktar, 2018; Şirin, 2016). For this purpose, it should be adopted as a basic principle to bring children together with linguistic and visual stimuli via artistic qualities. Mainly, children's literature appeals to create a love for books in the child who meets books and makes friends with them. To educate young children's feelings and thoughts with literature and to support their cognitive development with picturebooks, it should be considered as a fundamental responsibility of the preschool education process (Sever, 2008). If this process is evaluated with qualified children's books, children can be enabled to develop many skills such as early literacy skills, discovery, curiosity, empathy, social-emotional development and reading habits (Deretarla Gül, 2013).

Parents, who are the closest followers of the child's mental and biological development, are the first channel through which the child reaches the book. In the 0-6 age range, the child is mostly with the books provided by the parents (Yağcı, 2007). It also appears that choosing books with specific elements can provide children with different learning opportunities as well as opportunities for a variety of parent-child interactions. In particular, books should contain illustrations that help contribute to and enrich children's understanding of books and their ability to create meaning from them; and use rich and diverse language that is not too simple; and authentic social interactions and relationships; as well as expanded mental and emotional terms and share a variety of genres and subgenres (Bergman, et al., 2019). Daniels et al. (2022) found that when choosing books for children, parents most commonly take into consideration the physical aesthetics, text difficulty, physical features, educational issues, and content of the books. In another study similar to this study, semi-structured interviews were conducted with parents about what a good book they choose to read to their children should be like, what they like in a good children's book, and why they like it. The four main themes and their sub-themes reached as a result of the research are as follows: (1) Purpose of reading books: (a) messages of books (b) emotional support, (c) information enrichment, and (d) pleasure; (2) Centrality of text in children's book selection: (a) language level, (b) rhythm and flow, and (c) text length; (3) The importance of the appearance of the book: (a) the aesthetics of the illustrations and (b) the emotions evoked by the illustrations; (4) The importance of the structure of books: (a) explicit and implicit messages and (b) realistic and imaginary content (Bergman, et al., 2019).

It is important and necessary for preschool teachers to be knowledgeable about children's literature, to have the ability to choose qualified books, to make the book attractive for the child, and to plan non-boring storytelling hours. Such activities, which develop and nourish the child and are full

of surprises, also serve to sow the seeds of reading pleasure and habit in the child (Celik, 2020). In research, it has been stated that there are uncertainties about how to apply information regarding children's literature and book selection criteria, in other words, to what extent teachers are aware of this information, and it is unclear to what extent teachers prioritize these criteria when determining qualified children's books (Guldenoglu, 2020). On the other hand, Yükselen et al. (2016) examined preschool teachers' book choices and concluded that educators had sufficient knowledge about the physical characteristics of books, but did not pay enough attention to the details about who wrote the book and which publishing it was printed from. Similarly, it was found that mothers did not read the books they were planning to buy for their children before buying them, did not regularly buy books for their children and decided to buy books together as a family (Biçici, 2006). There are also studies indicating that children are more interested in colors, titles and pictures than other criteria when choosing picture books. Teachers who plan to buy books for preschool children should take these factors into consideration rather than other factors (Maniam, 2011). On the other hand, the research conducted with 130 pre-school teachers and 167 primary school (first grade) teachers in Turkey showed that the most agreed upon criterion by teachers when choosing books for children is that the topic/message should be appropriate to the subject. In addition, other criteria expressed by teachers are that the visuals used in the text are appropriate to the age of the child, are original, the visuals support the content, and are colorful in a way that attracts attention (Guldenoglu, 2020).

1.1. Reading Culture

Reading culture is generally defined as the transformation of reading skills into reading desire and habit (Kaya, 2014). Sever (2015) defines reading culture as "Individuals' transformation of the skills and attitudes they have acquired regarding reading behavior into a way of life". Only individuals who have a need and interest in reading and who read the book with motivation can turn reading into a habit (Sünbül et al., 2010). Reading activity helps readers to develop their knowledge base and create the necessary elements for living a fulfilling life. Thus, reading can guide people who have the ability to go beyond their own limits (Mahrooqi & Denman, 2016).

Reading is a particularly important factor affecting intellectual and emotional development. It is also a significant activity in the learning process. Reading shapes personality, ideas, right thinking, and attitude change (Palani, 2012). Despite this, according to Map Reading Culture Turkey; unfortunately, a person reads an average of 7.2 books per year (Aydoğdu, 2020). In the Turkey Reading Culture Study 2019, 2929 adults aged 15 and over in Turkey participated in the reading culture research data and analysis, and their reading habits, book preferences, reading and purchasing behaviors were examined. The rate of those who read at least one book in the last three months was found to be 64%. In other words, 36% had not read a book in the last three months. This rate was found to be 24% in the USA and the European average was 32% (OKUYAY, 2019).

Turkey ranks 36th among 81 countries participating in reading skills and 30th among 37 OECD countries. In the PISA cycles between 2003 and 2022, Turkey's average scores in reading skills were between 428 and 475. Between 2003 and 2012, Turkey's average reading skills score tended to increase, but decreased in 2015. In PISA 2018, Turkey's average score in reading skills reached 466 points, and in 2022, it decreased by 10 points compared to 2018 (MoNE, 2023). On the other hand, according to a study, the EU average for the size of the population that a public library is obliged to serve is 9 879, while in Turkey this number is 46974, which is nearly five times higher. In a study on library usage, the average number of books in a public library in the European Union (EU) is 17675, while the average number of books in a public library in Turkey is 8623. While the EU average for the

number of librarians per public library is 1.2, this number is 0.3 in Turkey (four times less). According to data reflecting the level of social use of public libraries, 20.6% of the population in the EU is a member (active user) of public libraries, whereas this rate is only 1.5% in Turkey (Yılmaz, 2001). Improving this situation and increasing the reading culture as a country is important for a literate generation.

When adults read, they both develop themselves cognitively and create a reading culture. Abawaini et al. (2022) reported that parents are the main predictors of the development of family literacy culture and are fully responsible for the development of their children's literacy skills. Parents are important not only as caregivers but also as role models, motivators, and friends for children, so it is recommended that when choosing materials to be used in literacy activities such as picture books, they should pay attention to colorful, unique books that children are interested in and enjoy. Based on the British sayings “readers give birth to readers” and “a reading parent gives birth to reading children”, it is understood that most adults who love to read point to their parents as the source of this love. However, it has been concluded that parents whose reading culture is not developed, who do not have sufficient skills in this regard and who do not read books cannot be role models in developing their children's reading culture (Ruterana, 2012).

In a study examining the relationship between students' reading culture and library/library use, students who have a library or a library at home, in their classroom, at school, and in the area where they live, as well as students whose families read books and participate in book reading hours at home, also develop positive attitudes towards reading (Altunbay & Uslu Üstten, 2020). Bamberger (1990), citing the results obtained in a similar study in Japan, states that many parents are interested in the reading habits of their children, are aware of the books they read and try to create a reading culture at home. In parallel to this, the results of another study show that parents' reading culture causes children to develop positive attitudes towards reading and these children read more (Özdemir & Şerbetçi, 2018) because the earlier children are introduced to quality picture books with methods appropriate to their developmental needs in the preschool period and start participating in book-related activities, the easier it will be for them to acquire a reading habit (Çabuk, 2014). According to the findings obtained from research done previously in Türkiye, it was observed that the parents, who should be a role model for preschool children in gaining the habit of reading books, unfortunately do not fulfill their duties adequately and cannot create a home reading culture (Sever, 2013; Şirin, 2007; Tanju, 2010; Tuğrul & Yılmaz, 2013).

Developing this situation and increasing the reading culture as a country gains importance for a literate generation. While reading, adults both develop themselves cognitively and form a reading culture. As adults, teachers have various roles in the children's lives in this regard because the process of acquiring a reading culture is especially between the birth of the individual and the end of the preschool period, that is, 6 years old. Teachers should ensure that students benefit from literature effectively in gaining a reading culture. In order to achieve this, they must first acquire the habit of reading effectively (Sever et al., 2017). It is stated that teachers' book reading habits have positive effects on the teaching profession, that these effects support professional development and offer a broad perspective. In addition, it has been stated that being a role model for students will increase cultural awareness and support empathy, thus encouraging effective classroom interactions (Öztürk, et al., 2023). Şimşek (2022) investigated the reading culture of preschool teachers and how this culture affects in-class book reading practices. As a result of the research, four of the 20 participants included in the study read books for less than one hour or no books a week, seven of them read books for about

three hours a week, five read books for four to seven hours a week, and only two teachers read books for seven hours or more a week.

When looking at book reading practices in the classroom, it has been determined that teachers who have a library at home take care to have a library or a classroom library in their classrooms. It has been determined that teachers who read books for four hours or more a week follow children's literature (books, authors, publishing houses, etc.) more in Turkish activities and spend more time reading books. In a study conducted with pre-school teacher candidates, the relationship between personal reading culture and experiences and their competence in choosing children's picture books was examined. As a result, a positive significant relationship was found between weekly book reading time and paying attention to content and physical features when choosing illustrated children's books (Altun, 2018). No studies have been found that reveal the impact of preschool teachers' reading culture (reading books for individual development, basic reading skills, visual reading, choosing books for themselves) in choosing books for preschool children. However, children should be introduced to books between the ages of six months and twelve months, when they meet books in early childhood and begin to react to what they read (Alkan Ersoy & Bayraktar, 2015; Beyazova, 2006; Huck et al. 2004).

1.2. Book Selection for Children

In order to create a reading atmosphere in the most effective way, it is necessary to bring children together with qualified products of children's literature. These products can be considered in two basic types. These are literary and informational books. Books in both genres need to be suitable for the age, developmental level and area of interest of the child, depending on the basic principles of children's literature. Literary books should be able to create aesthetic pleasure in those who read with the sensitivity of an artist, and instructive books ought to be able to move the cognitive development of the child with an intuitive approach (Kakırman Yıldız, 2015).

Although parents and educators seek different ways for children to become qualified literate and lifelong learners, researchers agree that children's extracurricular reading experiences are important (Akyol, 2012; Alp & Kardaş, 2016; Anderson et al., 1988; Sever 2008; Turgut Bayram, 2009; Worthy, 2002). At this point, the importance of quality book selection is an indisputable fact (Haris, 2008). When choosing a qualified children's book attention should be paid to features such as the book being of a quality that will arouse curiosity and enable the child to establish an emotional bond with the book, having a durable cover and binding, being of a suitable size and weight for children's use, using quality paper that will facilitate page turning, the font size, picture-text ratio and line spacing being age-appropriate, containing rich and detailed illustrations overlap with the text, including appropriate punctuation and syntax, and using of pastel colors in visuals. These are the points that need to be taken into consideration physically. Another issue that is as important as these features is the content in the books. It is also necessary to pay attention to coherence in terms of using clear, understandable language, having a name with simple expressions that attract attention, containing a wealth of words that will develop the vocabulary, having understandable themes and topics that will keep the sense of excitement alive, and having a number of characters that will make it easier to follow and remember events, facts, emotions and thoughts (Bartan, 2018; Deretarla Gül, 2013; Gönen, 1989; Gönen et al., 2012; Kara, 2012; Körükçü, 2012; Maniam, 2011; Ural, 2013). Additionally, for every age there is a book with different features that can attract the child's interest to all ages. While young children enjoy looking at picture books, primary school children prefer children's novels, informative books and science and nature books, as well as picture books. Therefore, it is important to choose books appropriate for the child's age group (Tanju, 2010).

Parents who have acquired a reading culture play an active role in helping children access good quality books (Şirin, 2007). Parents' having necessary knowledge about books will affect their choice of picturebooks for their young children (Erbay & Öztürk Samur, 2010). Since children who are regularly read to by their parents and other family members develop a reading culture and show a natural interest in books (Morrow & Gambrell, 2005; Whitehurst & Lonigan, 1998), parents' reading routines for their children will affect the children's interests in books and their reading habits (Brannon & Dauksas, 2012; Sim & Berthelsen, 2014). For this reason, mothers and fathers are responsible for knowing or learning the books that are appropriate for their children's development, for their interests and the information and entertainment they need, and to increase their children's awareness of reading books as role models by arousing curiosity (Bayraktar, 2022; Öztürk Samur & Çiftçi, 2019). With the provision of a home literacy environment, children grow up in an environment familiar with books and often witness their parents reading. In such an environment, a reading culture is expected to be formed in the child growing up. One of the reasons why the home literacy environment is considered important is that the home environment - through both literacy and verbal activities - contributes to children's pre-literacy skills (Yılmaz Hiğde et al., 2020).

For teachers of young children, book selection is important because with the books in the classrooms, children are prepared to be literate and learn both how to read and the functions of reading and purposes of books. For this reason, teachers have a great responsibility to choose proper books for children (Bass, 2004). Preschool educators' preferences about the books selected to be placed in the classrooms would directly affect the depth of the reading activities (Yükselen et al., 2016). Since reading activities are the main exercises for acquiring reading culture in class, deepening these activities is important. In the books chosen by teachers for reading aloud, students' interests, favorite topics or authors, teachers' own personalities, reading and listening skill levels, social behaviors and attitudes towards literature are important information for teachers. This information is an essential source for the teachers in organizing a literate environment in the classroom (Kaya, 2014).

Based on Larson and Marsh (2014)'s research, it can be said that the environment in which the child grows up is the first place where he or she experiences literacy. As these environments are home and school, the experiences and materials that the parents at home and teachers at school provide for the child's literacy are important. The reading culture of the parent and the teacher and the books chosen for the child constitute these experiences and materials. In the studies conducted, the importance of determining which variables can affect the book selection of parents/teachers was emphasized and demographic characteristics such as parents' education level, income level, and teachers' seniority years were taken into consideration (Bayraktar & Demiriz 2017; Yazıcı, 2023). As a result of a study conducted for this purpose, it was determined that the criteria for selecting children's books of teachers working in preschool institutions did not differ significantly according to their gender, age, seniority in the school where they work, the age groups they teach, and their training on children's literature. In the content (subject and theme) sub-dimension, a significant difference was found in favor of those with a professional seniority of 21 years and above and those with a professional seniority of 11-15 years. On the other hand, it was found that the criteria for choosing children's books of parents with children attending preschool education did not differ significantly according to their gender, education level, number of children, and monthly income level. In the content (language and character) sub-dimension, there was a difference according to age, and it was determined that the criteria that parents under the age of 40 pay attention to when choosing children's books are similar, but parents over the age of 41 focus less on language and character content than younger parents (Sayın Kadakal, 2022).

Apart from these variables, adults' own encounters with books and their reading habits, in other words their reading culture, should also be carefully analyzed. Therefore, how adults' reading cultures are reflected in their children's choice of books and their relationship with conscious behavior in book selection is an important issue that needs to be clarified. It is very important that teachers have a high level of knowledge about children's literature and are conscious about this issue. When preschool teachers are conscious about book selection, they choose appropriate books for children (Bayraktar & Demiriz, 2017). It is revealed that reading culture is a sequential and complementary structure, and this process should be supported with effective practices while bringing children together with qualified books (İnce Samur, 2018). However, Bulut (2018) found that teachers had difficulty in distinguishing between children's literature and children's books. In addition, it was understood that teachers took the responsibility of individual decision-making at many stages in terms of utilizing children's literature in the context of acquiring a reading culture; they could not receive support from families, school administrations or other institutions (Bulut, 2018). Based on all this information, it was aimed to test the hypothesis that parents' and preschool teachers' reading cultures are effective in choosing books for children within the scope of this study and to contribute to the literature in this context.

Because investigating the relationship between the reading culture of parents and teachers and the choice of books for children will lead to a variable that is effective in the selection of materials such as books and reading environment provided to preschool children, such studies have been found valuable. With this perspective, the current study aims to evaluate the reading culture of preschool teachers and parents with children who are 3-6 years old and book selection criteria for preschool children. Within this framework, answers will be sought for the following research questions:

1. Is there a significant relationship between reading culture and children's book selection criteria of parents?
2. Is there a significant relationship between reading culture and children's book selection criteria of preschool teachers?

2. Method

2.1. Model of the Research

This research adopts a correlational design to examine the relationships that may consist between two or more variables and their effects on cause and effect (Fraenkel & Wallen, 2009).

2.2. Participants

In this study, 242 preschool teachers and 247 parents who have 3-6 years-old children were selected through snowball sampling. Snowball sampling involves the growth of the sample group in the form of a chain by reaching out to people from the universe in order to obtain information about the situation and then asking these people with whom to continue the research (Patton, 2002). Detailed information on the participants can be found in Table 1.

Table 1. The Participants

| | <i>Variables</i> | <i>Groups</i> | <i>N</i> | <i>%</i> |
|-------------------|------------------|-------------------|----------|----------|
| Parents | Gender | Female | 229 | 92.7 |
| | | Male | 18 | 7.3 |
| | Age | Under 35 | 129 | 52.2 |
| | | 35 and over | 118 | 47.8 |
| | Education Level | Primary School | 11 | 4.5 |
| | | Middle School | 18 | 7.3 |
| | | High School | 29 | 11.7 |
| Associate Degree | | 43 | 17.4 | |
| Bachelor's Degree | | 115 | 46.6 | |
| | Master's or PhD | 31 | 12.5 | |
| | Total | | 247 | 100 |
| Teachers | Gender | Female | 236 | 97.5 |
| | | Male | 6 | 2.5 |
| | Age | Under 35 | 130 | 53.7 |
| | | 35 and over | 112 | 46.3 |
| | Education Level | Associate Degree | 64 | 26.4 |
| | | Bachelor's Degree | 162 | 67.0 |
| | | Master's or PhD | 16 | 6.6 |
| | Total | | 242 | 100 |

When Table 1 is examined, 92.7% of the parents with 3–6-year-old children who participated in this research, are female and 7.3% are male, 52.2% are under the age of 35 and 47.8% are over the age of 35. Regarding the education level of the parents, 4.5% graduated from primary school, 7.3 % from middle school, 11.7% from high school, 17.4% have an associate degree, 46.6% have a bachelor's degree and 12.5% have a master's or PhD. As for the preschool teachers, 97.5% are female and 2.5% are male, 53.7% are under the age of 35 and 46.3% are over the age of 35, 26.4% have an associate degree, 67.0% a bachelor's degree and 6.6% a master's or PhD.

2.3. Data Collection Tools

Information about the measurement tools used in data collection is given below.

2.3.1. Demographic Information Form

It is developed by the researchers to get general information regarding participants' age, gender, and education level.

2.3.2. Reading Culture Scale (RCS)

This scale was developed by Türkel et al. (2017) to decide the reading culture of adults. It consists of a total of 30 items and in these items and It is a five-point Likert-type scale. The four factors determined meet 48,402% of the total variance. "Individual Development Reading Relationship" sub-dimension which shows reading for individual development of adults includes 12 items. There are 10 items in the "Basic Reading Skill" sub-dimension. There are four items in the "Visual Reading" dimension. There are four items in the "Book Choice" dimension which shows choosing books for themselves. Cronbach's alpha reliability coefficients for four sub-dimensions has been determined as .86, .86, .72, and .78, respectively. The highest score that can be obtained from the scale is 150 points

and the lowest score is 30 points. High scores from the scale represent the development of reading culture. Getting high scores from the individual development-reading relationship sub-dimension indicates that the individual's book reading behavior has improved for his personal development; getting high scores from the basic reading skill sub-dimension indicates the development of these skills; getting high scores from the visual reading sub-dimension indicates improved ability to visually read printed publications; getting high scores from the book selection sub-dimension shows that they pay attention to different criteria in book selection and are advanced in this regard.

2.3.3. *The Scale of Preschool Teachers' and Parents' Criteria in Choosing Children Books (3-6 years)*

This scale was developed by Saçkesen (2008) to determine the criteria used by preschool teachers and parents in determining children's books. The scale consisted of 21 five-point Likert-type items. As a result of the factor analysis, three factors were obtained. The first factor (Book Physical Properties) explains 16.99% of the total variance regarding the scale, the second factor (Content (Subject and Theme)) explains 11.49%, and the third factor (Content (Language and Character)) 8.43%. The explained total variance of the scale was determined as 36.88%. The Cronbach Alpha value of the first factor in the scale was .67, the Cronbach Alpha value of the second factor was .64, the Cronbach Alpha value of the third factor was .66, and for the whole scale was .67. The highest score that can be obtained from the scale is 105 points and the lowest score is 21 points. Getting high scores from the scale shows that parents and teachers apply the criteria for selecting appropriate and qualified books for the child. Receiving high scores from the Physical Features sub-dimension of the book means that it is successful in choosing books suitable for children in terms of book physical properties; receiving high scores from the content (subject and theme) sub-dimension indicates success in selecting books suitable for children in terms of subject and theme; getting high scores from the content (language and character) sub-dimension shows that it is successful in choosing books suitable for children in terms of language and character.

2.4. Procedure

The research was initiated after the ethics approval and scale usage permissions were attained. To collect the data, scales were combined into an online form. The online form was sent via email to voluntary preschool teachers and to parents with children in preschool period. Preschool teachers and families with children in preschool period who were sent an online form were asked to send the link of the online form to those who could volunteer for the research (preschool teachers and families with preschool children).

2.5. Data Analysis

Normal distribution conditions were examined by descriptive statistics and graphical methods. The coefficients of skewness and kurtosis are in the range of +1 and -1, the mean, mode, and median values are close to each other. When histograms, Q-Q Plots, Detrended P-P Plots, Steam and Leaf Graph were examined, it was decided that the distributions were considered normal (Pallant, 2010; Tabachnick & Fidell, 2019). The relationship between preschool teachers 'and parents' reading culture and children's book selection criteria was analysed using the Pearson Correlation Test, one of the parametric tests. The correlation coefficients determined as a result of the analysis were evaluated according to Pallant (2010). Correlation coefficients are low if they are between .10-.29; .30-.49 represents a medium level of relationship, and .50-1.0 represents a high level of relationship.

2.6. Ethical Considerations

The research process was carried out after receiving ethics committee permission from Ankara University Social Sciences Sub-Ethics Committee dated 31.05.2021 and numbered 10/183. Participants participated in the research voluntarily.

3. Results

The analysis of the research results of the study, which aims to evaluate the reading culture of preschool teachers and parents with children between the ages of 3-6 and their criteria for choosing books for preschool children, is given below.

Pearson Correlation Analysis results regarding the relationship between reading culture scores and criteria choosing children book scores of parents are given in Table 2.

Table 2. *The Relationship Between Reading Culture Scores and Criteria Choosing Children Book Scores of Parents*

| Reading Culture | Criteria in Choosing Children Books | | | | | | | |
|---|-------------------------------------|----------|-----------------------------|----------|----------------------------------|----------|--|----------|
| | Book Physical Properties | | Content (Subject and Theme) | | Content (Language and Character) | | Total Criteria in Choosing Children Books Scores | |
| | <i>r</i> | <i>p</i> | <i>r</i> | <i>p</i> | <i>r</i> | <i>p</i> | <i>r</i> | <i>p</i> |
| Individual Development Reading Relationship | .167* | .009 | -.026 | .679 | .234* | .000 | .175* | .006 |
| Basic Reading Skill | .181* | .004 | -.106 | .095 | .263* | .000 | .153* | .016 |
| Visual Reading | .126 | .048 | -.065 | .307 | .263* | .000 | .148* | .020 |
| Book Choice | .241* | .000 | .067 | .295 | .256* | .000 | .270* | .000 |
| Total Reading Culture Scores | .220* | .000 | -.057 | .375 | .311* | .000 | .220* | .000 |

n=247, *p<0.05

When Table 2 is examined, it is seen that there is a positive low-level relationship between the "Individual Development Reading Relationship" of the parents and the "Book Physical Properties", "Content (Language and Character)", the "Total Criteria Choosing Children Book Scores" ($r=.167$, $r=.234$, $r=.175$; $p<.05$). There is no significant relationship between the "Individual Development Reading Relationship" of the parents and the "Content (Language and Character)" ($r=-.026$; $p>.05$). There was a positive low-level correlation between "Basic Reading Skills" of the parents and "Book Physical Properties", "Content (Language and Character)" and "Total Criteria Choosing Children Book Scores" ($r=.181$, $r=.263$, $r=.153$; $p<.05$). There is a positive low level relationship between the "Visual Reading" of the parents and the "Content (Language and Character)" and "Total Criteria Choosing Children Book Scores" ($r=.263$, $r=.148$; $p<.05$). It is seen that there is no significant relationship between the "Visual Reading" of the parents, and "Book Physical Properties" and "Content (Subject and Theme)" ($r=.126$, $r=-.065$; $p>.05$). There is a positive low-level relationship between the "Book Choice" of the parents and the "Book Physical Properties", "Content (Language and Character)" and "Total Criteria Choosing Children Book Scores" ($r=.241$, $r=.256$, $r=.270$; $p<.05$). There is no significant

relationship between the "Book Choice" of the parents and the "Content (Subject and Theme)" ($r=.067$; $p>.05$). There is also a positive low-level relationship between "Total Reading Culture Scores" of the parents and "Book Physical Properties" and "Total Criteria Choosing Children Book Scores" ($r=.220$, $r=.220$; $p<.05$). There is also a positive moderate relationship between "Total Reading Culture Scores" of the parents and "Content (Language and Character)" ($r=.311$; $p<.05$). It is seen that there is no significant relationship between the "Individual Development Reading Relationship", "Basic Reading Skills", the "Total Reading Culture Scores" of the parents and "Content (Subject and Theme)" ($r=-.026$, $r=-.106$, $r=-.065$, $r=.067$, $r=-.057$; $p>.05$).

Pearson Correlation Analysis Results Regarding the Relationship Between Reading Culture Scores and Criteria Choosing Children Book Scores of Preschool Teachers are given in Table 3.

Table 3. The Relationship Between Reading Culture Scores and Criteria Choosing Children Book Scores of Preschool Teachers

| Reading Culture | Criteria in Choosing Children Books | | | | | | | |
|---|-------------------------------------|------|-----------------------------|------|----------------------------------|------|--|------|
| | Book Physical Properties | | Content (Subject and Theme) | | Content (Language and Character) | | Total Criteria in Choosing Children Books Scores | |
| | r | p | r | p | r | p | r | p |
| Individual Development Reading Relationship | .218* | .001 | -.017 | .790 | .194* | .002 | .134* | .004 |
| Basic Reading Skill | .303* | .000 | .051 | .427 | .306* | .000 | .315* | .000 |
| Visual Reading | .226* | .000 | -.019 | .772 | .170* | .008 | .174* | .007 |
| Book Choice | .289* | .000 | .032 | .615 | .230* | .000 | .260* | .000 |
| Total Reading Culture Scores | .331* | .000 | .017 | .797 | .300* | .000 | .305* | .000 |

n=242, *p<0.05

When Table 3 is examined, it is seen that there is a positive low-level relationship between "Individual Development Reading Relationship" of the teachers and the "Book Physical Properties", "Content (Language and Character)" and "Total Criteria Choosing Children Book" scores ($r=.218$, $r=.194$, $r=.134$; $p<.05$). It is seen that there is positive moderate relationship between the "Basic Reading Skills" of the teachers and the "Book Physical Properties", "Content (Language and Character)" and "Total Criteria Choosing Children Book Scores" ($r=.303$, $r=.306$, $r=.315$; $p<.05$). There is a positive low-level relationship between the "Visual Reading" of the teachers and the "Book Physical Properties", "Content (Language and Character)" and "Total Criteria Choosing Children Book Scores" ($r=.226$, $r=.170$, $r=.174$; $p<.05$). Moreover, there is a positive low-level relationship between "Book Choice for Themselves" of the teachers and "Book Physical Properties", "Content (Language and Character)" and "Total Criteria Choosing Children Book Scores" ($r=.289$, $r=.230$, $r=.260$; $p<.05$). There is a positive moderate relationship between "Total Reading Culture Score" of the teachers and the "Book Physical Properties", "Content (Language and Character)" and "Total Criteria Choosing Children Book Scores" ($r=.331$, $r=.300$, $r=.305$; $p<.05$). Furthermore, there is no significant relationship between "Individual Development Reading Relationship", "Basic Reading Skills", "Visual Reading", "Total

Reading Culture Scores” of the teachers and “Content (Subject and Theme)” ($r=-.017$, $r=-.051$, $r=-.019$, $r=-.032$, $r=.017$; $p>.05$).

4. Conclusion, Discussion and Recommendations

As a result of the study, it was concluded that parents who read books for personal development choose appropriate books for their 3–6-year-old children in terms of physical properties and content (language and character). Since parents who read books for personal development spend more time with books, they have more knowledge about books and use this knowledge in their book choices. Similar to this result of the study, Daniels et al. (2022) found that parents paid the most attention to physical aesthetics, text difficulty, physical features, educational subject matter and content. In parallel to this, Bergman et al. (2019) reported that parents pay attention to the messages of books, information enrichment elements, text length, aesthetics of the pictures and the emotions evoked by the pictures, explicit and implicit messages, and realistic and imaginary content when choosing books for their children. In another study, parents stated that they did not care about the price when buying children's picture books for their children, that they bought them from bookstores and that they asked their children's opinions when buying them, and that they did not have a special library at home (Pekdoğan, 2017).

In the study, it was determined that parents with basic reading skills selected books that were physical properties and content (language and character) appropriate for their 3-6 year old children and were more successful in choosing books for their children in general. It may be possible for parents with basic reading skills to develop an awareness of using these skills to support their children's reading and writing skills and to focus on both physical and language and character features in choosing the right book. Accordingly, parents can monitor their children's progress and encourage them to learn the importance of reading by giving them more time to develop their reading and writing skills (Ronald et al., 2014). Similar to the results of this study, a study found that mothers read books to their children for 10-20 minutes once a week or once a week. In addition, all of the parents reported that they talked to their children about the book and the pictures in the book, showed the words and pictures in the story with their fingers, and asked their children questions about the story after reading the book. It was also found that the majority of the parents made their children repeat the story, related the events in the story to the child's life, asked their children questions about the story, and changed their voices in accordance with the characters (Akıncı Çoşgun & Akkurt, 2022).

In addition, the findings of the current study showed that parents who were good at choosing books for themselves were better at choosing books for their 3–6-year-old children in terms of physical properties and content (language and character). This result of the study may be related to the fact that parents who read books for their own personal development reflect their experiences in choosing books for themselves to their children's book selection process. For parents, as stated in Leseman & de Jong's (1998) study, home literacy, including the selection of appropriate books for children, is strongly influenced by cultural factors and reading culture is a part of cultural factors.

Furthermore, it was found that parents with high visual reading scores chose books that were appropriate in terms of content (language and character) when choosing books for their 3–6-year-old children, and were better in choosing books for their children overall. Similarly, as a result of Akıncı Çoşgun and Akkurt's (2022) research, the majority of parents stated that they bought a book for their children once a month, and that when buying story books for their children, they paid most attention to age appropriateness and book content. However, parents stated that they mostly bought educational story books for their children. When some studies are examined, it is seen that parents do

not pay attention to the content of the book when buying children's picture books for their children, but only to its age-appropriateness, size, cover, the subject matter containing positive emotions such as goodness, beauty and truth, color and text size, and fun pictures (Bayraktar, 2019; Pekdoğan, 2017). McKay et al. (2012) also determined that parents mostly pay attention to the cover of the book in the book selection for their children rather than the content. It is thought that the emergence of different results in these studies may be due to the differences in the samples included in the studies.

It was found that parents with high reading culture total scores choose books that are appropriate in terms of physical properties and content (language and character) when choosing books for their 3–6-year-old children, and in total, they are better at choosing books for their children. This result can be explained by the fact that parents who spend a lot of time with books develop behaviors such as paying more attention to details and examining books more. This is an important result because in the process of children's acquisition of reading culture, especially in early years (Kakirman Yıldız, 2015), parents as well as teachers are effective because parents are the first role models of the children and in this case, the reading culture of parents should be improved. Abawaini et al. (2022) reported that parents are the main predictors of the development of family literacy culture and are fully responsible for the development of their children's literacy skills. Parents are more important not only as caregivers but also as role models, motivators, and friends for children, so it is recommended that when choosing materials to be used in literacy activities such as picture books, they should pay attention to colorful, unique books that children are interested in and enjoy.

Another finding was that preschool teachers who read books for individual development choose books that are suitable in terms of physical properties and content (language and character) when choosing books for 3–6-year-old children, and that they are better in choosing books for children in general. Unlike this result, it was determined that teachers who took part in the research of Gönen et al. (2009) purchased children's books according to their subjects. In parallel, according to Bandré (2005), teachers tend to choose books that support classroom topics and curricular standards that are basically related with the content of the books. In this research, preschool teachers who read books for personal development pay attention to physical features, language and character when choosing books for children, because they have more knowledge about books due to their reading culture.

Furthermore, it was determined that preschool teachers with basic reading skills chose books that were suitable in terms of physical properties and content (language and character) when choosing books for 3–6-year-old children, and that they were better in choosing books for the child in total. Teachers' positive attitudes towards reading habits are expected to positively affect their professional development. Such a teacher can have a positive attitude towards reading for their students (Konan & Oğuz, 2013). It is stated that teachers' book reading habits have positive effects on the teaching profession, that these effects support professional development and offer a broad perspective (Öztürk, et al., 2023). Moreover, it was found that preschool teachers who are good at choosing books for themselves choose books that are suitable in terms of physical and content (language and character) when choosing books for 3–6-year-old children and are more successful in choosing books for the child in total. This result can be explained by the fact that pre-school teachers, who choose qualified books for their own reading culture, pay more attention to the physical and contextual details of the books when choosing books for children, and develop behavior in choosing qualified books. In the literature, when choosing a storybook, preschool teachers were first seen to support the child in different areas of development, to be educational and instructive, to contain messages and to pay attention to content features such as subject, theme and narration and to make appropriate choices in this regard (Karayel, 2019).

In the research, it was found that preschool teachers with high visual reading scores chose books that were suitable in terms of physical properties and content (language and character) when choosing books for 3–6-year-old children, and in total, they were better at choosing books for their children. On teachers' side, based on the analysis of the research data in Chou et al. (2016)'s study, young children's motivations for reading, such as interest, perceived control, cooperation, participation and competence, were supported by successful joint reading activities prepared by teachers, along with the classroom's reading environment and the selection of books suitable for children. When the opinions of educators are examined in terms of the physical and content characteristics of books; educators have been determined to pay more attention to the material characteristics of books (paper, skin) and writing and painting harmony (Yükselen et al., 2016).

It has been determined that pre-school teachers with high reading culture total scores choose books that are suitable in terms of physical properties and content (language and character) when choosing books for 3–6-year-old children, and in total, they are better at choosing books for their children. Similarly, in the study examining the relationship between pre-school teacher candidates' reading culture and their competence in choosing illustrated children's books, a positive significant relationship was found between book reading culture and paying attention to content and physical features when choosing illustrated children's books (Altun, 2018). This result can be explained by the fact that teachers who spend a lot of time with books develop behaviors such as paying more attention to details and examining books more.

In this study, it was shown that there is a positive relationship between both parents and teachers' reading for individual development, basic reading skills, book choices for themselves, total reading culture and choosing children's books in terms of physical properties, language and character content and total criteria in choosing children's books. When parents' reading culture (Individual Development Reading Relationship, Basic Reading Skill, Visual Reading, Book Choice) was evaluated, it was determined that there was a higher relationship between Content (Language and Character) than Book Physical Properties when choosing books for their children. This shows that parents who read books for their own development pay more attention to the content, language and character of the books when choosing books for their children.

When the reading culture of preschool teachers (Individual Development Reading Relationship, Basic Reading Skill, Visual Reading, Book Choice) was evaluated, it was determined that the most effective variable in choosing books for children was Basic Reading Skill. This shows that teachers who develop basic reading skills are better at choosing books for children and choose more qualified books in terms of physical, language and character. There are relationships between different dimensions of reading culture and taking into account physical features, language and character content when choosing books for 3–6-year-old children and being better at choosing quality books overall. However, no significant relationship was found between different dimensions of reading culture and paying attention to the theme and subject in choosing books for 3–6-year-old children. This suggests that an adult can choose a book on a suitable subject for a 3–6-year-old child, even if the reading culture is not good. On the other hand, since being careful in terms of physical characteristics, language and character requires more detailed thinking, it suggests that adults with a developed reading culture are more successful in this regard.

There are some limitations regarding the sample group in this research. Parents and teachers living in different districts and reflecting different socio-economic levels were invited to the research, but since the research was conducted with volunteers, a diverse sample could not be reached, especially in terms of the parents' education level. In this study, the data is limited to the items included

in the scale delivered to the participants. In future studies, detailed information can be obtained by conducting interviews regarding the selection of quality children's books and reading cultures.

Preschool teachers are recommended to support and guide parents with children in preschool period in choosing quality books for the children. At the same time, activities such as developing seminars, author and illustrator discussions, engaging book clubs, visiting libraries that will improve the reading culture of parents and preschool teachers can be organized by preschool institutions. Specialists in children's libraries are recommended to guide parents and teachers in choosing books for children. For future studies, the effect of the reading culture of teachers and parents and the choice of books for children on the children's literacy skills can be investigated by the researchers.

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Geniş Özet

1. Giriş

Resimli öykü kitapları, küçük çocukların gelişimini destekleyen, doğru bilgiye ulaşmalarını destekleyen en etkili materyallerden biridir. Çocuk edebiyatıyla daha sık etkileşime giren çocuklar, daha karmaşık dil yapılarını kolaylıkla oluşturabilirler (Chomsky, 1972). Aynı zamanda çocuğa kitap sevgisini ve okuma kültürünü aşılar (Alkan Ersoy & Bayraktar, 2018; Şirin, 2016). Bu süreç nitelikli çocuk kitapları ile değerlendirilirse çocukların erken okuryazarlık becerileri, keşfetme, merak, empati, sosyal-duygusal gelişim, okuma alışkanlığı gibi birçok becerilerinin geliştirilmesi sağlanabilir (Deretarla Gül, 2013). Çocuğun zihinsel ve biyolojik gelişiminin en yakın takipçisi olan ebeveynler ve okul öncesi öğretmenleri çocuğun kitaba ulaştığı ilk kanallar olarak değerlendirilmektedir. Yaşamın ilk dönemlerini kapsayan 0-6 yaş aralığında çocuk çoğunlukla ebeveynlerinin sağladığı kitaplarla baş başa kalmaktadır (Yağcı, 2007). Daniels vd. (2022) ebeveynlerin çocuklarına kitap seçerken en çok kitapların fiziksel özelliklerini, metin zorluklarını, eğitimsel özelliklerini ve içeriklerini dikkate aldıklarını bulmuşlardır. Bir başka araştırmada çocuk edebiyatı ve kitap seçim kriterlerine ilişkin bilgilerin nasıl uygulanacağı, diğer bir deyişle öğretmenlerin bu bilgilerden ne ölçüde haberdar oldukları konusunda belirsizlikler olduğu ve öğretmenlerin nitelikli çocuk kitaplarını belirlerken bu kriterlere ne ölçüde öncelik verdiklerinin net olmadığı belirtilmiştir (Guldenoglu, 2020).

Okuma kültürü edinmiş ebeveynler, çocukların kaliteli kitaplarla tanışmasında etkin rol oynamaktadır (Şirin, 2007). Ebeveynlerin kitaplar hakkında gerekli bilgiye sahip olmaları, küçük çocukları için resimli kitap seçimlerini etkileyecektir (Erbay ve Öztürk Samur, 2010). Evde okuryazarlık ortamının sağlanmasıyla çocuklar kitaplara aşina bir ortamda büyürler ve çoğu zaman ebeveynlerinin kitap okuduğuna tanık olurlar. Böyle bir ortamda büyüyen çocukta okuma kültürünün oluşması beklenir. Ev okuryazarlık ortamının önemli görülmesinin ikinci nedeni ise ev ortamının hem okuma yazma hem de sözel etkinlikler aracılığıyla çocukların okuma yazma öncesi becerilerine katkı sağlamasıdır (Yılmaz Hiğde vd., 2020). Öğretmenler açısından ise küçük çocuklar için kitap seçimi önemlidir çünkü sınıflardaki kitaplarla çocuklar okuryazar olmaya hazırlanmakta, hem okumayı hem de okumanın işlevlerini ve kitapların amaçlarını öğrenmektedirler. Bu nedenle çocuklara uygun kitapların seçilmesi konusunda öğretmenlere büyük sorumluluk düşmektedir (Bass, 2004). Okul öncesi eğitimcilerinin sınıflara yerleştirilmek üzere seçilen kitaplarla ilgili tercihleri, okuma etkinliklerinin derinliğini doğrudan etkileyecektir (Yükselen vd., 2016). Sınıfta okuma kültürünün kazandırılmasında

okuma etkinlikleri temel alıştırmalar olduğundan bu etkinliklerin derinleştirilmesi önemlidir. Öğretmenlerin birlikte okumak için seçtiği kitaplarda öğrencilerin ilgi alanları, en sevdikleri konu veya yazarlar, öğretmenlerin kendi kişilikleri, okuma ve dinleme beceri düzeyleri, sosyal davranışları ve edebiyata yönelik tutumları öğretmenler için önemli bilgilerdir. Bu bilgiler, sınıfta okuyazar bir ortamın düzenlenmesinde öğretmenler için vazgeçilmez birer kaynaktır (Kaya, 2014). Larson & Marsh (2014)'in araştırmasına dayanarak çocuğun okuyazarlığı deneyimlediği ilk yerin büyüdüğü ortam olduğu söylenebilir. Bu ortamlar ev ve okul olduğundan evde ebeveynlerin, okulda öğretmenlerin çocuğun okuyazarlığı için sağladığı deneyimler ve materyaller önemlidir. Ebeveynin ve öğretmenin okuma kültürü ve çocuklar için seçilen kitaplar bu deneyim ve materyalleri oluşturmaktadır. Yapılan çalışmalarda bir adım daha ileri gidilerek ebeveynlerin/öğretmenlerin kitap seçimini hangi değişkenlerin etkileyebileceğinin belirlenmesinin önemi vurgulanmış ve ebeveynlerin eğitim düzeyi, gelir düzeyi, öğretmenlerin kıdem yılı gibi demografik özellikler de dikkate alınmıştır (Bayraktar & Demiriz, 2017; Yazıcı, 2023). Bu değişkenlerin yanı sıra yetişkinlerin kitaplarla tanışmaları ve okuma alışkanlıkları, yani okuma kültürleri de dikkatle analiz edilmelidir. Bu nedenle yetişkinlerin okuma kültürlerinin çocukların kitap seçimine nasıl yansıdığı ve kitap seçiminde bilinçli davranışlarla ilişkisi açıklığa kavuşturulması gereken önemli bir konudur. Öğretmenlerin çocuk edebiyatı konusunda bilgi düzeylerinin yüksek olması ve bu konuda bilinçli olmaları oldukça önemlidir. Okul öncesi öğretmenleri kitap seçimi konusunda bilinçli olduklarında çocuklara uygun kitapları seçerler (Bayraktar & Demiriz, 2017). Okuma kültürünün sıralı ve tamamlayıcı bir yapı olduğu, çocukları nitelikli kitaplarla buluştururken bu sürecin etkili uygulamalarla desteklenmesi gerektiği ortaya çıkmaktadır (İnce Samur, 2018). Tüm bu bilgilerden yola çıkarak bu çalışma kapsamında, ebeveynlerin ve okul öncesi öğretmenlerinin okuma kültürlerinin çocuklara yönelik kitap seçiminde etkili olduğu hipotezinin test edilmesi ve bu bağlamda literatüre katkı sağlanması amaçlanmıştır. Ebeveynlerin ve öğretmenlerin okuma kültürü ile çocuklara yönelik kitap seçimi arasındaki ilişkinin araştırılması, okul öncesi çocuklara sağlanan kitap ve okuma ortamı gibi materyallerin seçiminde etkili olan bir değişkene yol açacağından bu tür çalışmaların değerli olduğu görülmüştür. Bu bakış açılarıyla çalışma, okul öncesi öğretmenlerinin ve 3-6 yaş çocuğu olan ebeveynlerin okuma kültürünün ve okul öncesi çocuklarına yönelik kitap seçim kriterlerinin değerlendirilmesini amaçlamaktadır. Bu çerçevede aşağıdaki araştırma sorularına yanıt aranmıştır:

1. Ebeveynlerin okuma kültürü ile çocuk kitabı seçimi kriterleri arasında anlamlı bir ilişki var mıdır?
2. Okul öncesi öğretmenlerinin okuma kültürü ile çocuk kitabı seçimi kriterleri arasında anlamlı bir ilişki var mıdır?

2. Yöntem

Bu araştırma korelasyonel araştırma modelinde yürütülmüştür. Korelasyonel araştırmalar, iki veya daha fazla değişken arasında oluşabilecek ilişkileri ve bunların neden-sonuç üzerindeki etkilerini inceleyen araştırmalardır (Fraenkel & Wallen, 2009). Bu çalışmada örnekleme kartopu örnekleme yoluyla belirlenen 242 okul öncesi öğretmeni ve 3-6 yaş arası çocuğu olan 247 ebeveyn oluşturmaktadır. Araştırmaya katılan 3-6 yaş grubu çocuğu olan ebeveynlerin %92,7'si kadın, %7,3'ü erkek, %52,2'si 35 yaşın altında ve %47,8'i 35 yaşın üzerindedir. Ebeveynlerin %4,5'i ilköğretim, %7,3'ü ortaokul, %11,7'si lise, %17,4'ü ön lisans, %46,6'sı lisans ve %12,5'i yüksek lisans veya doktora mezundur. Araştırmaya katılan okul öncesi öğretmenlerinin %97,5'i kadın, %2,5'i erkek, %53,7'si 35 yaş altı ve %46,3'ü 35 yaş üstü, %26,4'ü önlisans, %67,0'i lisans ve %6,6'sı yüksek lisans veya doktora mezundur. Araştırmada, katılımcıların yaşı, cinsiyeti ve eğitim düzeyi hakkında genel bilgi almak

amacıyla arařtırmacılar tarafından geliřtirilen Demografik Bilgi Formu, Türkel vd. (2017) tarafından geliřtirilen Okuma Kültürü Ölçeđi ve Saçkesen (2008) tarafından geliřtirilen Okul Öncesi Öğretmenlerinin ve Ebeveynlerin Çocuk Kitabı Seçim Kriterleri Ölçeđi (3-6 Yaş) ile veriler toplanmıřtır.

Arařtırma sürecine Ankara Üniversitesi Sosyal Bilimler Alt Etik Kurulu'ndan 31.05.2021 tarih ve 10/183 sayılı etik kurul izni alındıktan sonra başlanmıřtır. Katılımcılar arařtırmaya gönüllü olarak katılmıřtır. Verileri toplamak için ölçekler çevrimiçi bir formda birleřtirilmiřtir. Çevrimiçi form, gönüllü okul öncesi öğretmenlerine ve okul öncesi dönemde çocuđu olan ebeveynlere e-posta yoluyla gönderilmiřtir. Çevrimiçi form gönderilen okul öncesi öğretmenlerinden ve çocukları okul öncesi dönemde olan ailelerden çevrimiçi formun bağlantısını arařtırmaya gönüllü olabilecek kiřilere (okul öncesi öğretmenleri ve okul öncesi çocuđu olan aileler) göndermeleri istenmiřtir. Veri toplama sürecinde 242 okul öncesi öğretmeninden ve 3-6 yaş arası çocuđu olan 247 ebeveyn den veriler elde edilmiřtir. Verilerin normal dađılım kořulları tanımlayıcı istatistikler ve grafiksel yöntemlerle incelenmiřtir. Çarpıklık ve basıklık katsayılarının +1 ile -1 aralıđında ortalama, mod ve medyan deđerlerinin birbirine yakın olduđu görüřmüřtür. Histogramlar, kutu ve saçılım grafikleri incelendiđinde dađılımların normallik varsayımlarını karřıladıđına karar verilmiřtir (Pallant, 2010; Tabachnick & Fidell, 2019). Okul öncesi öğretmenlerinin ve ebeveynlerin okuma kültürü ile çocuk kitabı seçim kriterleri arasındaki iliřki parametrik testlerden biri olan Pearson Korelasyon Analizi kullanılarak analiz edilmiřtir. Analiz sonucunda belirlenen korelasyon katsayıları Pallant (2010)'a göre deđerlendirilmiřtir. Korelasyon katsayıları 0,10-0,29 arasında ise düřük; .30-.49 orta düzeydeki iliřkiyi, .50-1.0 ise yüksek düzeydeki iliřkiyi temsil etmektedir.

3. Bulgular

Yapılan analizler sonucunda ebeveynlerin "Bireysel Geliřim Okuma İliřkisi" ile çocuk kitabı seçiminde "Kitabın Fiziksel Özellikleri", "İçerik (Dil ve Karakter)", "Çocuk Kitabı Seçimi Kriterleri Toplam Puanları" arasında pozitif yönde düřük düzeyde anlamlı bir iliřki olduđu bulunmuřtur ($r=.167$, $r=.234$, $r=.175$; $p<.05$). Ebeveynlerin "Bireysel Geliřim Okuma İliřkisi" ile çocuk kitabı seçiminde "İçerik (Dil ve Karakter)" puanları arasında anlamlı bir iliřki olmadıđı tespit edilmiřtir ($r=-.026$; $p>.05$). Ebeveynlerin "Temel Okuma Becerileri" ile çocuk kitabı seçiminde "Kitabın Fiziksel Özellikleri", "İçerik (Dil ve Karakter)", "Çocuk Kitabı Seçimi Kriterleri Toplam Puanları" arasında pozitif yönde düřük düzeyde anlamlı bir iliřki olduđu belirlenmiřtir ($r=.181$, $r=.263$, $r=.153$; $p<.05$). Ebeveynlerin "Görsel Okuma" puanları ile çocuk kitabı seçiminde "İçerik (Dil ve Karakter)", "Çocuk Kitabı Seçimi Kriterleri Toplam Puanları" arasında pozitif yönde düřük düzeyde anlamlı bir iliřki olduđu bulunmuřtur ($r=.263$, $r=.148$; $p<.05$). Ebeveynlerin "Görsel Okuma" puanları ile çocuk kitabı seçiminde "Kitabın Fiziksel Özellikleri" ve "İçerik (Konu ve Tema)" puanları arasında anlamlı bir iliřki olmadıđı belirlenmiřtir ($r=.126$, $r=-.065$; $p>.05$). Ebeveynlerin kendi okuma kültürleri için "Kitap Seçimi" ile çocuk kitabı seçiminde "Kitabın Fiziksel Özellikleri", "İçerik (Dil ve Karakter)", "Çocuk Kitabı Seçimi Kriterleri Toplam Puanları" arasında pozitif yönde düřük düzeyde anlamlı bir iliřki olduđu bulunmuřtur ($r=.241$, $r=.256$, $r=.270$; $p<.05$). Ebeveynlerin kendi okuma kültürleri için "Kitap Seçimi" ile çocuk kitabı seçiminde "İçerik (Konu ve Tema)" puanları arasında anlamlı bir iliřki olmadıđı belirlenmiřtir ($r=.067$; $p>.05$). Ebeveynlerin "Toplam Okuma Kültürü Puanları" ile çocuk kitabı seçiminde "Kitabın Fiziksel Özellikleri" ve "Çocuk Kitabı Seçimi Kriterleri Toplam Puanları" arasında pozitif yönde düřük düzeyde anlamlı bir iliřki olduđu bulunmuřtur ($r=.220$, $r=.220$; $p<.05$). Ebeveynlerin "Toplam Okuma Kültürü Puanları" ile çocuk kitabı seçiminde "İçerik (Dil ve Karakter)" arasında da pozitif yönde orta düzeyde bir iliřki olduđu tespit edilmiřtir ($r=.311$; $p<.05$). Ebeveynlerin "Bireysel Geliřim Okuma İliřkisi", "Temel Okuma Becerileri",

“Toplam Okuma Kültürü Puanları” ile çocuk kitabı seçiminde “İçerik (Konu ve Tema)” puanları arasında anlamlı bir ilişki olmadığı belirlenmiştir ($r=-.026$, $r=-.106$, $r=-.065$, $r=.067$, $r=-.057$; $p>.05$).

Yapılan analizler sonucunda öğretmenlerin “Bireysel Gelişim Okuma İlişkisi” ile çocuk kitabı seçiminde “Kitabın Fiziksel Özellikleri”, “İçerik (Dil ve Karakter)”, “Çocuk Kitabı Seçimi Kriterleri Toplam Puanları” arasında pozitif yönde düşük düzeyde anlamlı bir ilişki olduğu bulunmuştur ($r=.218$, $r=.194$, $r=.134$; $p<.05$). Öğretmenlerin “Temel Okuma Becerileri” ile çocuk kitabı seçiminde “Kitabın Fiziksel Özellikleri”, “İçerik (Dil ve Karakter)”, “Çocuk Kitabı Seçimi Kriterleri Toplam Puanları” arasında pozitif yönde orta düzeyde anlamlı bir ilişki olduğu belirlenmiştir ($r=.303$, $r=.306$, $r=.315$; $p<.05$). Öğretmenlerin “Görsel Okuma” puanları ile çocuk kitabı seçiminde “Kitabın Fiziksel Özellikleri”, “İçerik (Dil ve Karakter)”, “Çocuk Kitabı Seçimi Kriterleri Toplam Puanları” arasında pozitif yönde düşük düzeyde anlamlı bir ilişki olduğu bulunmuştur ($r=.226$, $r=.170$, $r=.174$; $p<.05$). Ayrıca öğretmenlerin kendi okuma kültürleri için “Kitap Seçimi” ile çocuk kitabı seçiminde “Kitabın Fiziksel Özellikleri”, “İçerik (Dil ve Karakter)”, “Çocuk Kitabı Seçimi Kriterleri Toplam Puanları” arasında pozitif yönde düşük düzeyde anlamlı bir ilişki olduğu tespit edilmiştir ($r=.289$, $r=.230$, $r=.260$; $p<.05$). Öğretmenlerin “Toplam Okuma Kültürü Puanı” ile çocuk kitabı seçiminde “Kitabın Fiziksel Özellikleri”, “İçerik (Dil ve Karakter)” ve “Çocuk Kitabı Seçimi Kriterleri Toplam Puanları” arasında pozitif yönde orta düzeyde anlamlı bir ilişki olduğu belirlenmiştir ($r=.331$, $r=.300$, $r=.305$; $p<.05$). Buna ek olarak öğretmenlerin “Bireysel Gelişim Okuma İlişkisi”, “Temel Okuma Becerileri”, “Görsel Okuma”, “Toplam Okuma Kültürü Puanları” ile çocuk kitabı seçiminde “İçerik (Konu ve Tema)” puanları arasında anlamlı bir ilişki olmadığı bulunmuştur ($r=-.017$, $r=-.051$, $r=-.019$, $r=-.032$, $r=.017$; $p>.05$).

4. Sonuç ve Öneriler

Bu çalışmada hem ebeveynlerin hem de öğretmenlerin bireysel gelişim için okuma yapmaları, temel okuma becerileri, kendilerine yönelik kitap seçmeleri, toplam okuma kültürü ile çocuk kitabı seçmelerinde fiziksel özellikler, dil ve karakter içeriğine dikkat etme, toplam çocuk kitabı seçme kriterleri arasında pozitif yönde ilişki olduğu sonucuna ulaşılmıştır. Ebeveynlerin okuma kültürü (Bireysel Gelişim Okuma İlişkisi, Temel Okuma Becerisi, Görsel Okuma, Kitap Seçimi) değerlendirildiğinde çocuklarına kitap seçerken kitabın fiziksel özelliklerinden ziyade kitapların içeriğine dil ve karakter açısından dikkat etme arasında daha yüksek bir ilişki olduğu tespit edilmiştir. Bu durum, kendi gelişimi için kitap okuyan ebeveynlerin çocuklarına kitap seçerken kitapların içeriğine, diline ve karakterine daha fazla dikkat ettiklerini göstermektedir. Okul öncesi öğretmenlerinin okuma kültürü (Bireysel Gelişim Okuma İlişkisi, Temel Okuma Becerisi, Görsel Okuma, Kitap Seçimi) değerlendirildiğinde çocuklara nitelikli kitap seçmelerinde en etkili değişkenin temel okuma becerileri olduğu belirlenmiştir. Bu durum, temel okuma becerisini geliştiren öğretmenlerin çocuklara yönelik kitap seçiminde daha başarılı olduklarını, fiziksel, dil ve karakter bakımından da daha nitelikli kitapları tercih ettiklerini göstermektedir. Okuma kültürünün farklı boyutları ile 3-6 yaş arası çocuklara kitap seçerken fiziksel özellikler, dil ve karakter içeriğinin dikkate alınması ve genel olarak nitelikli kitap seçiminde daha başarılı olunması arasında pozitif ilişkiler olduğu sonucuna ulaşılmıştır. Ancak okuma kültürünün farklı boyutları ile 3-6 yaş grubu çocuklara yönelik kitap seçiminde tema ve konuya dikkat edilmesi arasında anlamlı bir ilişki bulunamamıştır. Bu durum, okuma kültürü iyi olmasa da bir yetişkinin 3-6 yaş arası çocuğa uygun konuya ilişkin kitap seçebileceğini düşündürmektedir. Öte yandan fiziksel özellikler, dil ve karakter açısından dikkatli olmak daha detaylı düşünmeyi gerektirdiğinden, okuma kültürü gelişmiş yetişkinlerin bu konuda daha başarılı olduklarını düşündürmektedir.

Bu çalışmada örneklem grubuna ilişkin bazı sınırlılıklar bulunmaktadır. Araştırmaya farklı ilçelerde yaşayan ve farklı sosyo-ekonomik düzeylerini yansıtan ebeveynler ve öğretmenler davet

edilmiş ancak araştırma gönüllü kişilerle yürütüldüğü için özellikle ebeveynlerin eğitim düzeyi açısından çeşitlilik gösteren bir örnekleme ulaşılamamıştır. Bu çalışmada veriler katılımcılara dağıtılan ölçekte yer alan maddelerle sınırlıdır. Gelecek çalışmalarda nitelikli çocuk kitaplarının seçimi ve okuma kültürlerine ilişkin görüşmeler yapılarak detaylı bilgi elde edilebilir.

Okul öncesi öğretmenlerinin, okul öncesi dönemde çocuğu olan ebeveynlere çocuklarına nitelikli kitap seçme konusunda destek olmaları ve rehberlik etmeleri önerilmektedir. Aynı zamanda okul öncesi kurumlar tarafından ebeveynlerin ve okul öncesi öğretmenlerinin okuma kültürünü geliştirecek seminerler, yazar ve çizer tartışmaları, kitap kulüpleri oluşturma, kütüphane ziyaretleri gibi etkinlikler düzenlenebilir. Çocuk kütüphanelerindeki uzmanların çocuklara yönelik kitap seçiminde ebeveynlere ve öğretmenlere rehberlik etmeleri önerilmektedir. Gelecekte yapılacak çalışmalarda araştırmacılar tarafından öğretmenlerin ve ebeveynlerin okuma kültürünün ve çocuklara yönelik kitap seçiminin çocukların okuma yazma becerilerine etkisi araştırılabilir.

Yayın Etiği Beyanı

Bu araştırmanın, Ankara Üniversitesi Sosyal Bilimler Alt Etik Kurul tarafından 31.05.2021 tarihinde 10/183 sayılı kararıyla verilen etik kurul izni bulunmaktadır. Bu araştırmanın planlanmasından, uygulanmasından, verilerin toplanmasından verilerin analizine kadar olan tüm süreçte “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir. Bu araştırmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır. Bu çalışma herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiştir.

Araştırmacıların Katkı Oranı Beyanı

Bu çalışmada yazarlar eşit oranda katkı sağlamıştır.

Destek ve Teşekkür

Bu çalışmaya katılan ebeveyn ve öğretmenlerimize katkılarından dolayı teşekkür ederiz.

Çatışma Beyanı

Araştırmanın yazarları olarak herhangi bir çıkar/çatışma beyanımız olmadığını ifade ederiz.