International Journal of Languages' Education and Teaching
Volume 6, Issue 4, December 2018, p. 383-398

Received	Reviewed	Published	Doi Number
25.09.2018	06.11.2018	30.12.2018	10.18298/ijlet.3174

Examining the Relationship between Early Literacy Skills, Parents' Reading Beliefs and Home Literacy Environment[1]

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ABSTRACT

This research aimed to reveal the relationship between early literacy skills (phonological awareness, receptive language skill, writing awareness, writing preparation, name writing), home literacy environment and parent reading beliefs. Relational survey model was employed and random sampling was used to recruit participants. The participants of the research were 71 pre-school children and 107 children attending the nursery school, and the parents of these children. Seven different data collection tools were used in the study. Computer assisted statistical program was utilised for data analysis. Findings show that parent reading beliefs are high; the parent reading belief increases as the level of education increases; and monthly income affects parents' reading beliefs. It has been determined that the home early literacy environment is moderate, the monthly income and the education level have no effect on the home early literacy environment. It is also clear that there is a meaningful and very weak relationship between parental reading beliefs and home early literacy environment. Similarly, there is a meaningful and very weak relationship between parental literacy skills and children's literacy skill of writing awareness and receptive language skills. On the other hand, findings demonstrate no relationship between home early literacy environment and children's literacy skills.

Key Words: Early literacy skills, parents' reading beliefs, home literacy environment, early childhood education, literacy development.

1. Introduction

The child's reading and writing skills emerge from sub-fields such as reading, writing, and verbal skills. These areas are developed through interaction with each other. Development in one of these areas also affects the other. In other words, when children's reading skills develop, their writing skills also improve, and as their writing skills develop, their reading skills enhance (Morrow, 2005). Literacy skills of pre-school children are categorised in four groups; verbal language skills, phonological awareness, writing awareness, writing skills. Each of these areas is interrelated and skills develop in interaction with other skills (Pullen & Justice, 2003; Vukelich, Christie & Bennett, 2008). For this reason, it is important to know the developmental characteristics of pre-school children in reading and writing skills and it is important to support them with appropriate activities.

[1] This research was supported by the Scientific Research Projects Unit of Kırıkkale University as Project number 2016/043.
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The literacy environment in home is defined as the focus on literacy experiences in the daily life of the family, and carrying out daily activities related to literacy (Haynes, 2010). The literacy environment provided at home has an important place in the development of the child's reading and writing. Through the literacy environment provided at home, children become familiar with reading and writing activities, examine the literacy activities of people around them, develop book-reading habit, and participate in literacy activities with others. One of the important points in providing the literacy environment at home is the beliefs of parents. The development of parents' reading skills and their thoughts about the activities constitute parental reading beliefs (DeBaryshe & Binder, 1994). The literacy environment at home influences children's literacy development. Research conducted in this area shows that the pre-school literacy environment at home is important in children's reading and writing development (Burgess, Hecht & Lonigan, 2002; Hood, Conlon & Andrews, 2008; Sénéchal & Young, 2008; Weigel, Martin & Bennett, 2005).

In the development of the child's literacy, the beliefs and attitudes of parents about the literacy of children are important. Because there is a relationship between parents' literacy beliefs and the educational environment at home that they provide for their children. Many studies show that there is a relation between parent reading beliefs and home literacy environment (Audet, 2013; Curenton & Justice, 2008; DeBaryshe, 1995; Dobbs-Oates, Pentimonti, Kaderavek &, Justice, 2012; Gonzalez, Rivera, Davis & Taylor, 2010; Phillips & Lonigan, 2009; Roberts, Jurgens & Burchinal, 2005; Weigel, Martin & Bennett, 2006a).

In order to support children's literacy development in preschool period, a qualified program suitable to developmental characteristics, a physical environment arranged with appropriate materials, and a social environment that provide interaction between child-adult and child-child are essential. Research shows that supporting pre-school children with reading and writing studies that comply their level of development contributes significant to their reading and writing development (Justice et al., 2010; Justice, Kaderavek, Fan, Sofka & Hunt, 2009; Justice and Kaderavek, 2003; Murphy, 2007; Bayraktar and Temel, 2014; Yazıcı and Kandır, 2014; Büyüktaşkapu, 2012). However, we could not run across when we reviewed the related literature that looks into preschool children's literacy skills in Turkey (phonological awareness, text awareness, preparation to writing, name writing, language skills) and addresses parental reading belief and literacy environment at home. Therefore, this research aims to determine the factors that affect children's literacy development, and to reveal the relationship between the literacy skill, environment at home and the parental reading beliefs. This research is believed to be important in terms of providing suggestions to parents and educators to prepare children more effectively for development reading and writing skills. The research aims to seek answers to the following questions:

- What is the level of parent reading beliefs?
- Do the parent reading beliefs differ according to age, education level, employment status and income level?
- What is the level of home early literacy environment?
- Does the home early literacy environment differ according to age, education level, employment status and income level?
- Is there a relationship between literacy skills, home early literacy environment and parental reading belief?

2. Method

2.1. Research Model

This research employs relational survey model. The relational survey model aims to determine whether two or more variables are influenced by each other, and to understand the degree of this relation (Frankel, Wallen & Hyun, 2012). It is a research model that allows the prediction without giving a real cause-and-effect relationship (Cohen, Manion & Morrison, 2007).

2.2. Sample

The population of this research is the pre-school students in Kırıkkale City centre and thir parents. Random sampling is employed to recruit participants, and the participants of this research are 71 students at preschool, 107 schools in nursery and their parents. Table 1 presents information regarding the students and parents respectively.

Table 1. Demographic information of the students

Variation		N	%
Employment Status	Female	85	47,8
	Male	93	52,2
	Total	178	100
Age Cohort	2009	8	4,5
	2010	163	91,6
	2011	7	3,9
	Total	178	100

As can be seen in table 1, 85 female and 93 male students participated in the research. Eight students were born in 2009, 163 were born in 2010 and 7 were born in 2011.

Table 2. Demographic information of the parents

Variation		N	%
Employment Status	Unemployed	105	59,0
	Employed	73	41,0
	Total	178	100
Age Cohort	20-24 year old	7	3,9
	25-29 year old aş	46	25,8
	30-34 year old	54	30,3
	35-39 year old	40	22,5
	40-44 year old	20	11,2
	45 and above	10	5,6
	Total	177	99,4
Level of Education	Primary School	20	11,2
	Secondary Schoold	30	16,9
	High School	69	38,8
	College	14	7,9
	University and postgraduate level	45	25,3
	Total	178	100

As seen in Table 2, 105 parents are unemployed whereas 73 parents have full-time employment. 79% of the parents are aged between 25 and 39; only one parent did not indicate age and therefore was not included in the descriptive statistical. Lastly, majority of parents are graduates of high school and university.

2.3. Data Collection Tools

The population of this research is the pre-school students in Kırıkkale City centre and thir parents. Random sampling is employed to recruit participants, and the participants of this research are 71 students at preschool, 107 schools in nursery and their parents. Table 1 presents information regarding the students and parents respectively.

The research employed Phonological Awareness Scale, Checklist of Evaluating Writing Skills in Pre-School, Checklist for Writing Skill Awareness of Pre-School Children, Checklist of Name-Writing and Pebody Picture Vocabulary Test to determine the literacy skills of students. In addition, Parents' Reading Awarenes Skill and Home Early Literacy Environment Scale are used to understand parents' reading habits and literacy envionment at home. These scales are presented below.

2.3.1. Phonological Awareness Scale

This scale was developed by Yangın, Erdoğan and Erdoğan (2010) to identify the phonological awareness skills of the students. It has five subscales: identifying that sentences are composed of words, identifying that words are composed of syllables, identifying that words may have rhyme, identifying that students may start with the same vowel, and identifying that students may end with the same vowel. The lowest score one can obtain from the scale is 0 and the highest score is 35. KR-20 reliability coefficient is 0.74.

2.3.2. Pre-School Children's Writing Preparation Skills Checklist

This Checklist is developed by Şimşek (2011) and includes an evaluation paper with three lines to prepare adjacent slanting lines and an individual registration form where the researcher records the observations. The test takes around 10 minutes to complete and it is applied individually to student. Expert opinions were considered in developing scale for scope validity and re-test reliability is identified as 0,90 (Şimşek & Alisinanoğlu, 2013).

2.3.3. Pre-School Children's Writing Awareness Checklist

This was developed by Şimşek (2011) with the aim of evaluating the level of knowledge about concepts such as book concepts of children in preschool, function of writing, type of writing, direction of writing, sentence related to writing, word, letter. The checklist has 17 items and it is implemented individually on each child. The test takes around 10 minutes. It is composed of two factors and explains 73.1% of total variance. Kuder Richardson – 20 (KR-20) reliability coefficient of the checklist is 0,72 (Şimşek Çetin & Alisinanoğlu, 2013).

2.3.4. Name Writing Checklist

This checklist is developed to assess the name writing skills of pre-school children. Following criteria are taken into account in calculating the scores of name writing skill: the child does not want to write (0 point), the child randomly scribbles (1 point), scribbles (2 points); forms figures similar to the letter (3 points); writes random letters (4 points); writes only the first letter of the name (5 points); writes multiple letters of the name randomly (6 points); writes multiple letters of the name sequentially (7

points); writes all letters of the name (8 points); writes name and surname (9 points) (Şimşek Çetin, 2015).

2.3.5. Peabody Picture Vocabulary Test

It was developed by Dunn and was adapted into Turkis by Katz et al (1972). It is applied to students aged between two and twelve. It aims to assess the development of vocabulary. There is no time restriction in the test, but it approximately takes 10 to 15 minutes to complete it. The test includes questions that aim vocabulary development through pictures. The test has 100 cards. Each card has four pictures and children are given a number of words and asked to point out the picture in the card. Every correct answer gets one point. The test is continued until six of the last eight questions are answered incorrectly. The sum of the scores is the raw score of the test (Koçyiğit & Kayılı, 2014, p.19).

2.3.6. Parent Reading Belief Inventory

Parent Reading Belief Inventory was developed by DeBaryshe and Binder (1994). The scale is designed to determine the role of parents in preschool children's language and literacy development and their children's reading process. The scale was adapted into Turkish by Şimşek Çetin, Bay and Alisinanoğlu (2014). Fit indices of the scale were found to be X ^ 2 / sd = 5,72 CFI = 0.90, NNFI = 0, 90, NFI = 0,90 IFI = 0,90 and all coefficients indicate that the relationship between the factors were found to be sufficient. The reliability coefficients of the subscales varied between 0,45-0,87; and the reliability coefficient for the overall scale was 0.79.

2.3.7. Early Home Literacy Environment

Early Home Literacy Scale was developed by Sarıca et al. (2014). It was developed to collect information on early literacy experiences provided to preschool children in the 5-6 age group in the home environment. The scale consists of subscales of reading, writing, phonological and writing awareness, reading books together. Confirmatory factor analysis of the scale found that CFI and NFI values were above 0.90 and GFI and AGFI values were slightly below 0.90. According to the score obtained from the scale, the home is classified as inadequate, moderate and rich in terms of early literacy environment. The Cronbach alpha reliability coefficients for the subscales during the development of the scale ranged from 0.70 to 0.84.

2.4. Process

The data was collected during 2015-2016 academic year. The participants of the researcher were students at pre-schools and nurseries in Kırıkkale and their parents. The necessary permisions were obtrained from Kırıkkale District of National Education Directorate and the ethical approval was granted by the Kırıkkale University Social Sciences Ethics Council. The parents were informed and necessary parents consents were taken to be able to work with students.

The data collection process with students had two phases; firs phase was completed in October and November 2015 whereas the second phase wac completed in May and June 2016. Parents of the students were reached through the teachers of the students. Parents were asked to complete the questionnaire. If the student has not taken place in the second phase of the research and then the parent was also excluded from the research.

2.5. Data Analysis

The data was collected during 2015-2016 academic year. The participants of the researcher were students at pre-schools and nurseries in Kırıkkale and their parents. The necessary permisions were obtrained from Kırıkkale District of National Education Directorate and the ethical approval was granted by the Kırıkkale University Social Sciences Ethics Council. The parents were informed and necessary parents consents were taken to be able to work with students.

3. Findings

3.1. The Findings related to Parent Reading Beliefs

The level of reading and belief in the reading beliefs of the parents participating in the survey is presented in Table 3.

Table 3. Parents' reading belief levels

Dimensions	N	$\overline{X}$	S	Level
The effectives of Education	178	25,25	3,29	High
Positive Impact	178	31,93	4,42	High
Oral Participation	178	27,06	3,59	High
Reading Instruction	178	7,74	1,17	Moderate
Resource of Knowledge	178	16,70	2,20	High
Resources	178	13,53	2,06	High
Environmental Factors	178	5,31	1,41	Moderate
General Parent Reading Belief	178	127,53	12,38	High

When the results in Table 3 are analysed, it could be seen that parents got middle range points from reading instruction and environmental factors dimensions but scored high in other dimensions and general reading belief. According to these findings, it could be argued reading beliefs of parents who participated in this research are high.

Kruskal Wallis-H test was used to understand whether the reading belief of parents showed any difference according to age and the results are presented in Table 4.

Table 4. Kruskal Wallis-H test results of parents reading beliefs according to age

Age Cohort	N	Mean Rank	Sd	X^2	P	Variance
1- 20-24 year-old	7	40,79	5	11,857	,037*	1-2
2- 25-29 year-old aş	46	97,30				1-3
3- 30-34 year-old	54	97,08				1-4
4- 35-39 year-old	40	84,99				1-6
5- 40-44 year-old	20	70,08				2-5
6- 45 and above	10	94,80				3-5

*<,05

According to Kruskal Wallis-H Results presented in Table 4, reading belief of parents shows significant difference according to age cohort ($X^2_{(5)}$=11,857; p<,05). Mann Whitney-U test was conducted to identify the age cohorts with significant difference and the results show that the difference can be seen between the age cohort of 20-24 and 25-29, 30-34, 35-39, 45 and above; 25-29 and

40-44; 30-34 and 40-44. When the rank average scores of the subgroups are examined, it is seen that the lowest score is in 20-24 age group and the highest score is in 25- 29 age group and 30-34 age group.

Kruskal Wallis-H Test was used to understand whether the reading belief of parents showed any significant difference according to the level of education. The findings are presented in Table 5.

Table 5. Kruskal Wallis-H test results of parent reading belief according to the level of education

Level of Education	N	Mean Rank	Sd	X^2	P	Variance
1- Primary	20	69,30				
2- Secondary	30	70,35				1-3
3- High School	69	97,29	4	10,043	,040*	2-3
4- College	14	97,71				2-5
5- University and above	45	96,74				

*<,05

Table 5 shows that parent reading beliefs show significant difference according to education level. ($X^2_{(4)}$=10,043; p<,05). The Mann Whitney-U test was used to determine which groups differed. The results show that the difference can be seen between the primary school and high school graduates, and secondary school graduates and parents with university degrees and above. When the rank averages scores of the subgroups are examined, it is seen that the scores of the other subgroups belonging to the parents who have primary school and secondary school graduates are very close to each other. According to these results, the high level of education affects the parent reading belief positively.

t-Test was used to find out whether parent reading belief changed according to the employment status and the results are presented in Table 6.

Table 6. t-Test results of parent reading beliefs

Employment Status	N	$\overline{X}$	S	Sd	t	P
Unemployed	105	127,64	12,75	176	,138	,890
Employed	73	127,38	11,92			

The results in table 6 shows that reading belief of parents do not show any significant difference according to employment status ($t_{(176)}$=,138; p>,05). It could be argued that employment status has no impact on parents' reading belies.

Kruskal Wallis-H test was conducted to explore whether parent reading beliefs differ according to the monthly income they declared. The results are presented in table 7.

Table 7. Kruskal Wallis-H test results of parent reading beliefs according to monthly income

Monthly Income	N	Mean Rank	Sd	X^2	P	Variance
1- 0-1000 TL	28	66,16				
2- 1001-2000 TL	43	81,94				1-3
3- 2001-3000 TL	46	96,29	4	9,793	,044*	1-4
4- 3001-4000 TL	33	101,42				
5- 4001 TL and above	23	82,54				

*<,05

Table 7 shows that reading beliefs of parents show significant difference according to their monthly income ($X^2_{(4)}$=10,043; p<,05). Mann Whitney-U test was conducted to identify the groups with significant different and the difference was found between parents with 0-1000 TL of income and 2001-3000 TL income, and 3001-4000 TL of income. When the rank average scores of the income groups are examined, it is seen that the reading belief increases as the income increases except for group with the monthly income of TL 4001 and above. However, parents with an income of 4001 TL and above have low levels of reading belief, which is a striking finding.

3.2. Findings related to Early Home Literacy Environment

Table 8 presents the scores of parents obtained from the scale and subscales of the Early Home Literacy Environment Inventory.

Table 8. Early home literacy environment levels

Subscales	N	$\overline{X}$	S	Level
Writing	178	14,57	5,22	Moderate
Phonological and Writing Awareness	178	13,89	4,88	Moderate
Reading Book Together	178	11,93	4,31	Moderate
General Early Home Literacy Environment	178	40,36	11,54	Moderate

According to table 8, parents' early home literacy environment is at moderate level both for the scale and its subscale. This finding show that early home literacy environment of parents is at a moderate level.

Kruskal Wallis-H Test was conducted to ding out whether early home literacy environment showed any significant difference according to age cohorts of parents. The findings can be seen in Table 9.

Table 9. Kruskal-Wallis-H test results of early home literacy environment according to the age cohort

Age Cohort	N	Mean Rank	Sd	X^2	P	Variance
1- 20-24 year-old	7	76,86	5	8,698	,122	-
2- 25-29 year-old	46	99,14				
3- 30-34 year-old	54	94,46				
4- 35-39 year-old	40	85,75				
5- 40-44 year-old	20	79,98				
6- 45 and above	10	52,40				

The results presented in Table 9 shows that early home literacy environment did not show any significant difference according to age cohorts of parents ($X^2_{(5)}$=8,698; p>,05). The lowest score according to the rank order of the subgroups is 45 years and over in the group and the highest score is in the age group between 30-34 year-old and 25-29 year-old groups. According to these results parents' early home literacy environment are at a good level.

Kruskal Wallis-H Test was conducted to find out whether early home literacy environment showed any significant difference according to education level of parents. The findings are presented in Table 10.

Table 10. Kruskal Wallis-H test results of early home literacy environment according to education level of parents

Level of Education	N	Mean Rank	Sd	X^2	P	Variance
1- Primary School	20	68,28				
2- Secondary School	30	82,13				
3-High School	69	96,18	4	5,443	,245	-
4-College	14	95,46				
5-University and above	45	91,74				

Table 10 shows that parents' early home literacy environment do not show any significant difference according to level of education ($X^2_{(4)}$=5,443; p>,05). When the rank order of the subgroups is examined, the lowest score belongs to the parents who graduated from primary school; it can be inferred that the scores of the parents who graduated from high school, college, university level and above are very close to each other. The findings show that the higher levels of education increase the scores obtained from early home literacy environment, but level of education does not have significant difference on early home literacy environment.

t-Test analysis was conducted to find out whether early home literacy environment show any difference according the parents' level of education and the findings are presented in Table 11.

Table 11. t-Test results of early home literacy environment of parents according to employment status

Employment Status	N	$\overline{X}$	S	Sd	t	P
Unemployed	105	40,48	12,17	176	,170	,865
Employed	73	40,18	10,66			

According to table 11, parents' early home literacy environment do not show significant difference according to parents' employment status ($t_{(176)}$=,170; p>,05). This finding indicates that employment status does not have any effect on early home literacy environment.

Kruskal Wallis-H Test conducted to find out whether parents' early home literacy environment showed any significant difference according to the monthly income they declared. The findings are presented in Table 12.

Table 12. Kruskal Wallis-H test results of early home literacy environment according to monthly income

Monthly Income	N	Mean Rank	Sd	X^2	P	Variance
1- 0-1000 TL	28	67,20				
2- 1001-2000 TL	43	87,30				
3- 2001-3000 TL	46	84,97	4	7,502	,112	-
4- 3001-4000 TL	33	100,65				
5- 4001 TL and above	23	95,02				

According to Table 12, early home literacy environment does not show any significant difference according to monthly income of parents ($X^2_{(4)}$=7,502; p>,05). When the rank order of income groups is examined, the lowest point belongs to the group with monthly income 0-1000 TL; the group with the

highest score is the group with monthly income of 3001-4000 TL. The findings show that month income level does not have any effect on early home literacy environment.

3.3. The Relationship between Literacy skills and Early Home Literacy Environment and Parent Reading Belief

Pearson Correlation Analysis was carried out to find out the relationship between children's literacy skills (writing awareness, phonological awareness, name writing skills, receptive language skill and writing preparation skill) and early home literacy environment, and parents' reading belief. The findings are presented in Table 13.

Table 13. The relationship between literacy skills and early home literacy environment, and parents' reading belief

Variable	1	2	3	4	5	6	7
1-Early Home Literacy Environment	1						
2- Writing Awareness	,08	1					
3- Phonological Awareness	,04	,35**	1				
4- Name Writing Skill	,10	,35**	,28**	1			
5- Receptive Language Skill	,09	,26**	,30**	,32**	1		
6- Writing Preparation Skill	,12	,27**	,02	,25**	,33**	1	
7- Parent Reading Belief	,22**	,22**	,13	,11	,20**	,16*	1

*<,05 **<,01

When Pearson Correlation analysis results are analysed in Table 13, a weak significant difference can be seen between writing awareness and phonological awareness; receptive language skills and writing preparation skills. Significant but very weak relationship was found between name writing skills and parent reading belief. A weak and meaningful relationship was found between phonological awareness, name writing skills and receptive language skills. A weak and significant relationship was identified between name writing skills and receptive language skill, and significant and very weak relationship was noted between name writing skill and writing preparation shills. There is also a significant and very weak relationship between receptive language skills and parent reading belief and a weak significant relationship with writing preparation skills. Lastly, significant but very weak relationship was found between early home literacy environment and parent reading belief; and writing preparation skill had a very weak and significant difference (.05 level) with parent reading belief.

4. Results and Discussion

According to the findings of the research, parent reading beliefs are high and vary according to the age. Parent reading belief is lowest for the age group of 20-24 and it is highest for the age group of 25-29. In other age groups, parent reading belief is significantly higher than rest of age groups. This may occur due to having low income level for the age group of 20 to 24 in the sample of this research. However, it is hard to have a clear interpretation for 20 to 24 age group due to very low number of

parents (n=7) in the sampling. One of the results in the research is that parent reading belief increases as the level of education of the parent increases. This may be because as the education level of parents is higher, their belief towards the importance of reading also increases.

The research also showed that monthly income influences the parent reading beliefs. Except the group who has level of 4001 TL income or more, parent reading belief increases parallel with their level of income. Similar to this research, Saban and Altınkamış (2014) found that as the level of income increased, parent reading beliefs increased. This may be related with parents with high income being more able to allocate budget for books. Likewise, as parents read books, their beliefs about books and reading can be positively affected.

Findings of the research indicate that parents' early home literacy environment is moderate. According to Huebner and Payne (2010), home literacy activities are an important determinant of parents' belief in early literacy development. However, according to participants of this research, parent reading belief was not reflected on early home literacy environment. Early home literacy was found higher in parents aged between 25 and 34. The same age group seems to have a high reading belief. Level of income, level of education and employment status of the parents do not affect early home literacy environment. This finding is contrary to what is expected as it was expected that the education level will especially affect the home literacy environment. When the other studies are examined, different findings can be seen. Davis et al. (2015) found that as parents' level of income and education increased, both their reading beliefs and their reading practices increased. In a study conducted by Hofslundsengen, Gustafsson and Hagtvet (2018), it was also found that the education level of parents was related to the home literacy environment. Saban and Altınkamış (2014) also found that the level of the home literacy environment increased in parallel with level of income.

Findings related to literacy skills showed that there is a meaningful but weak relationship between writing awareness, phonological awareness, name writing skill, recipient language skill and writing preparation skill. There is also a meaningful but weak relationship between parent reading beliefs and literacy environment at home. When the literature is examined, it is seen that different results are revealed in research to determine the relation between children's literacy skills and parent reading beliefs. Some studies indicated a meaningful relationship between parent reading belief and children's literacy skills, on the other hand, some found no significant difference at all. According to research of Bennett, Weigel and Martin (2002) on relationship between preschool children's literacy skills and family environment; parents' opinion and practices of preschool children's literacy and language skills development influenced children's language and literacy skills. Gonzalez et al. (2010) found positive correlations between the mother reading belief and the children's receptive and expressive language skills. Curenton and Justice (2008) found that there was a moderate correlation between writing awareness and mother reading belief. In the survey conducted by Cottone (2012), there was a positive relationship between reading belief of mothers and children's writing and phonological awareness. Weigel, Martin and Bennett (2006b) found that there are two types of mother profile in terms of children's literacy development belief. These are the traditional mothers and facilitator mothers. It has been determined that facilitator mother profile significantly differs from each other in terms of children's writing awareness and interest in reading and developmental writing skills. It has been determined that the writing awareness, the interest in reading, and the developmental writing skills of facilitator mothers differ significantly from the traditional mother profile. Studies show that parents' reading beliefs have a significant influence on children's writing awareness and other literacy skills. According to the research of Yeo, Ong and Ng (2014); there is a

positive relationship between the reading beliefs of parents, parent literacy activities and children's reading skills, reading interest. However, contrary to these research, there are studies which found no meaningful relationship between literacy development of pre-school children and parent reading beliefs. Anderson (1995) found that there is not a significant relationship between parent reading beliefs and their children's literacy development. Similarly, in the study conducted by Baker and Scher (2002), it was found that there is no relation between reading beliefs of mothers and reading motivation of children who are new to primary school. Skibbe et al. (2009) found that there was no relationship between written awareness of children who have hearing disability and their parents' reading beliefs.

It is an important issue to understand to what extent parent reading beliefs reflect on the behaviour of their practices at home. In this research, a meaningful but weak relationship was found between home literacy environment and parent reading beliefs. Some studies showed that home literacy environment and reading beliefs are related (Saban and Altınkamış 2014, Yeo, Ong, Ng et al., 2014). Contrary to expectations in the research, there is no significant relationship between home literacy environment and children's literacy skills. The literacy environment provided at home may not always have a positive impact on children's literacy skills. In a study by Brown, Byrnes, Watson and Raban (2013), no significant relationship was found between children's literacy skills and their parents' literacy behaviors. In addition, some studies have found a significant relationship between home literacy environment and children's literacy skills. Hutton et al. (2015) found an increase in brain activity in semantic development of children who experienced high levels of book reading with their parents. For this reason, reading activities at home contributes to development of the child's language skills. According to the research of Puranik, Phillips, Lonigan and Gibson (2018), writing activities at home influenced positively the development of writing skills of pre-school aged children. In the study conducted by Hofslundsengen, Gustafsson and Hagtvet (2018), it was found that the home literacy environment positively and directly influences children's language skills and phonological awareness; and it influences the writing skills indirectly.

5. Recommendations

The following suggestions can be made based on the findings of this research:

- Considering the positive impact of the early home literacy environment on children's early literacy skills, seminars can be organized with parental practice activities so that parents can better create this environment.
- Considering that low-income parents have low reading beliefs, projects that include book support can be prepared for low-income parents.
- In this study, the relationship between home early literacy environment and early literacy skills of children was examined. Further research can examine the relationship between the classroom literacy environment and early literacy skills.
- In this study, the opinions of parents about their reading beliefs and home early literacy environment were determined using Likert type scales. Further research can conduct interviews with parents in different surveys, more in-depth information can be obtained about parents' reading beliefs and home early literacy environment.

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