

PARENTS' KNOWLEDGE LEVEL ABOUT THE PICTURE BOOKS THEY USE FOR CHILDREN

EBEVEYNLERİN KULLANDIKLARI RESİMLİ ÇOCUK KİTAPLARI HAKKINDAKİ BİLGİ DÜZEYLERİ

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ABSTRACT: This study investigated parents' knowledge and opinions about the picture books that are on the market for the children. Interviews and surveys were used. Then, surveys and interviews done with 20 parents were coded and analyzed, discussed, and implications were made by describing (a) parents' knowledge about the picture books, (b) different views of parents regarding picture books, (c) how educators should inform parents about picture books. Subcategories of each component were identified and are illustrated by narrative data. Conclusions recommendations for education research and practice are addressed.

Keywords: parent involvement, reading at home, picture books, bibliotherapy

ÖZET: Bu çalışmada piyasada çocuklar için bulunan resimli kitaplar hakkında ebeveynlerin bilgilerinin ve görüşlerinin incelenmesi amaçlanmıştır. Veri toplama sürecinde mülakat ve anketler kullanılmıştır. Daha sonra 20 ebeveyn ile yapılan mülakat ve anketler kodlanarak analiz edilmiş ve (a) ebeveynlerin resimli çocuk kitapları hakkındaki bilgisi, (b) ebeveynlerin resimli kitaplar hakkındaki farklı görüşleri, (c) eğitimcilerin ebeveynleri resimli kitaplarla ilgili nasıl bilgilendirilmesi gerektiği belirlenerek tartışılmış ve anlaşılmıştır. Alt kategorileri tanımlanmış ve yazımsal veri olarak gösterilmiştir. Eğitim uygulamaları ve araştırmaları için sonuçlar çıkarılıp öneriler verilmiştir.

Anahtar Sözcükler: anne-baba katılımı, evde okuma, resimli kitaplar, biblioterapi

1. INTRODUCTION

The value of using picture books for all children is becoming more widely recognized. There are many picture books in the market waiting to be sold for the children. We have all witnessed a child's avid interest in the pictures in a great storybook. It is so exciting to see the deep feelings illustrations can evoke and the power of a child's ability to empathize with the characters. Rolton (2000) implies that picture books are an important part of the broad foundation of book experiences that all children need and desire.

As researchers and professionals, we have been using picture books so often while working with children. Almost all these books are created for children. But we are all aware that they are purchased, reviewed and mostly read by adults who have an interest in children's literature. However, little is known about the parents' knowledge level about these books.

The primary purpose of this study is to explore the knowledge and opinions of parents regarding picture books. The inquiry will be based upon research guided by the following major questions: What are the things truly known by parents about the picture books? What are the things failed to be truly known by adults about the picture books? How can parental involvement affect the literacy development of children with the help of picture books in terms of reading and learning at home activities? Also, there are secondary questions serving those two central research questions. Additionally, the lack of adequate literature about the issue was another need to conduct this study.

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In addition to that, we are interested in how images can exceed whatever words are put with them. Illustrations in these books, most of which are bright and colorful attract children's attention.

They also play an important role in capturing their focus and canalizing it to the content that is aimed to be taught.

Further, there are many picture book guides that provide more substance, additional information on illustrations, and activities that correlate with curriculum so that we can relate those books with the curriculum, as well.

1.1. Conceptual Framework

Parent Involvement: Parent involvement has been defined in various ways. Parent involvement is a large area that includes many different aspects and numerous types. Followings are two of the definitions of parent involvement:

- Parent involvement is an attitude which requires an approach to learning that recognizes and draws on the contribution of the home and sees contact with parents on a variety of matters as fundamental. Parent involvement sees parents as active collaborators in their own children's learning and development, ensures that they are well-informed about their children's school lives and makes it clear about how they can work with the school (Baginsky & Jowett 1991).

- Parent involvement is an all-purpose term used to describe all manner of parent-program interaction: policy-making, parent education, fund raising, volunteering time, and even the simple exchange of information of various sorts with staff. Under a general goal of continuity of care, the desired end involved may be better parenting, better day care, or both (Pettygrove & Greenman, 1984).

As these statements imply, there is no one model of parent involvement. Schools and centers have chosen to address the issue of parent involvement in various ways, ranging from low levels to high levels of parent involvement.

Reading at Home: The highest-ranking educational desire of educators and parents may be the development of reading competence in children (Epstein et al., 2002). Children's success in school is linked to parents engaging in activities such as reading to their children and listening to them (Epstein et al., 2002). Beecher (1984, p. 8) suggests that parent involvement in reading activities is important because "it promotes a bond between children and parents, and establishes reading as a valued personal activity."

The importance of parent involvement in the reading achievement of children has been studied often (e.g., Gestwicki, 2004). The amount of reading materials in the home has been directly associated with children's achievement in reading comprehension (Lee & Croninger, 1994; Toomey, 1993; Topping & Whiteley, 1990) and in mathematics (Barton & Cooley, 1992). Anderson, Wilson and Fielding (1988) found that reading books is the out-of-school activity with the strongest association with reading proficiency.

Picture Books: According to previous studies, as Merchant and Thomas (1999) stated, picture book reading is a winning way to begin a child's lifelong love affair with literacy. Early reading to babies promotes early literacy. Also, at 24 months, toddlers have twice as many brain neuron connections compared to adults. Talking and reading with babies helps "wire in" brain neuron connections, and thus gives them an early intellectual boost (Honig, 2004).

Bibliotherapy: Bibliotherapy consists of the selection of reading material, for a child or teen, with special relevance to that young person's life situation (Coon, 2005). Bibliotherapy can consist solely of reading, or it can be complemented with discussion or play activity. A child might be asked to draw a scene from the book or asked whether commonality is felt with a particular character in the book (Sridhar & Vaughn, 2000). The book can be used to draw out a child on a subject he or she has been hesitant to discuss.

Goldberg (1997) claims that avid reading means an avid love of learning, thinking, and intellectual growth. Through reading, the meanings of life, living, and success are formed meaningfully. Learning from reading can be as basic as obtaining specific information or as complex as a way to design solutions for personal problems (Fuller & Olsen, 1998). Apart from these benefits, we also believe that reading with young children helps not only their literacy development but also understand the world they live in.

2. METHOD

Qualitative research methods are particularly suited to understand the views, opinions and knowledge of parents about picture books. Chosen to clarify participants' understandings of picture books, the methods used involved (a) developing codes, categories, and themes that are partly determined, (b) generating working hypotheses or assertions (Creswell, 1998) from the data, and (c) analyzing responses of participants' to in the interviews and surveys. We also did some observations in the field.

2.1. Participants

Research participants were 14 women, with the ages ranging from 26 to 53, and 6 men, with the ages ranging from 31 to 47. Two participants were African American, 2 participants were Asian, and the remainders were Caucasian. All the participants had children and none of them were single parents. 2 participants were PhD students in the Early Childhood Education program, 2 participants were Early Childhood teachers, 1 participant was an Elementary school teacher who was teaching 1st grade students: 5 participants were librarians who are experienced with picture books, 7 participants were housewives, and the remainders were part-time service workers. Participants' educational levels ranged from completion of the Secondary School to following a Doctoral degree. Participants were relatively diverse in terms of their racial and ethnic breakdown, educational background, and occupations. All participants had been using picture books for their own children and studying and/or working in some related areas.

2.2. Procedure

Entry into field: Research participants were recruited in a small college town area known as a place where the median age is relatively low (27) according to census data and the educational level is high, because of the large university campus, which is among Big 10 universities. Each participant was asked to get involved in the research. All participants were given a survey to respond. Also, all participants were interviewed. All participants are contacted by phone, e-mail, or in person. The purpose and the scope of the study were discussed. Informed consent was discussed at the beginning of the interviews and before filling the likert-type survey, with an emphasis on aims of the study.

Data source: Each of the participants participated in a 15- to 45-minutes in-depth, open-ended interview, during which a major question was asked: "Tell me as much as you know about picture books for children, and some of your thoughts, ideas, and experiences, including anecdotes, about picture books."

Each participant filled out a likert-type survey which was consisted of 17 items with five rating scales concentrating on picture books. These statements targeted five major domains of knowledge about the issue including (a) reading and vocabulary capacity, (b) memory skills and familiarity, (c) art and pictures, (d) social attachment, (e) choosing criteria. Each participant was asked to rate each statement of survey as follows:

1= Strongly Disagree; 2= Disagree; 3= Neither Agree Nor Disagree; 4= Agree; 5= Strongly Agree.

The survey was recruited as another source of data in order to support the information gathered from interviews to have more rigorous and sound data. The mean for each statement was calculated and the items with >3.5 and <2.5 mean were analyzed in detail and discussed further since the responds with the average between 2.5 and 3.5 means did not give a solid idea regarding the knowledge about the issue.

Observations were done in 1 university library, 1 public library, 1 daycare center activity and 1 big book store.

Data collection, analysis, and writing: A central concern for thoroughness in qualitative research is evidentiary adequacy—that is, sufficient time in the field and extensiveness of the body of evidence used as data (Creswell, 1998). In this study, the data was gathered from interviews, observations in the field, surveys, and previous literature. All interviews were recorded and then transcribed, surveys were kept in a file, and field observation notes were also taken. Notes and transcribes were kept in the personal computer. The data was collected in 2006.

The analytic process was based on immersion in the data, repeated sorting, and comparisons. Analysis began with open coding, which is the examination of the interviews. The responses given by the participants during the interviews were examined repeatedly. Responses to the items of the questionnaire were sorted and repeatedly analyzed by using a software program (NUD-IST) for qualitative data analysis. Also, the field observation notes were analyzed repeatedly and connected to the other data. Open coding, which involves taking data (e.g., interview transcriptions) and segmenting them into five or six categories of information that become major themes in a study, was followed by the axial coding, which puts data “back together in new ways by making connections between a category and its subcategories” (Strauss & Corbin, 1990, p.97). During axial coding, we analyzed all the subcategories, building connections among them in order to come up with some concrete implications. Because the participants were selected through convenient sampling, accountability was already achieved. Then we blended all the data along with my self-reflections about the issue.

3. RESULTS

Results showed that all participants except for one of them agreed or strongly agreed that picture books for children are beneficial; this is true when we look from a general perspective and they spend a lot of time to read with their children as one mother mentioned:

“They demand a lot of time. Book after book after and book. Between me and my twelve year old all they say is ‘let’s read book!’ and I just sit there and read book.”

When we get into detail, we learn that the participants are mostly neutral about the benefit of picture books for improving the ability of children to empathize with the characters. 13 participants responded this statement by remarking they neither agreed nor disagreed. However, picture books do improve the ability of children to empathize with the characters in the books and in their milieu.

3.1. Reading and Vocabulary Capacity

Another finding is that almost all participants, 19 out of 20, believed that the picture book reading is a good way to begin a child’s journey with literacy. According to previous studies, as Bus, van IJendoorn, and Pellegrini (1995) conducted a quantitative meta-analysis of empirical literature to determine the effects of parent-preschooler reading. They found that parent-preschooler book reading is related to outcome measures such as language growth, emergent literacy and reading achievement and its effects are independent of the families’ socioeconomic status. Although, the effects of parent book reading become weaker as children conventional readers, the parent book reading seems to make the start of school easier. Parents believe that children become very interested in books even though at a very early age. For example a mother says:

“I have a six year old and I have a two year old. I used to read books to my six year old and now when I get a book for my two year old my six year old wants to read it. And when I get some books for my six year old my two year old want to get involved she wants to be like her. I think she knows the rhythm of the book that I pick up she sits next to us when we are reading.”

All participants strongly agreed that picture books help enhance children's vocabulary capacity. This is true, because evidence has shown that the picture books can help children build their vocabulary, grasp story concepts, and work their way up to print books (Canizares, 2001). A parent says:

"I am not sure what the name of the book was. But there is a book like in every page there are like ten different items and under the pictures of those items the words for them were written and the kids would love that not necessarily read it but for learn...where is the shoes, where is the baby, where is the doll, where is the dog...you know that kind of stuff."

A father says:

"Yes. When we read we go back and talk about the book and subject. For example, there would be some new words and I would tell 'well it means such and such' or I would explain how it is spelled. My son has problem with saying the letters. I was trying to get him to say the letters in a correct way. I use those kinds of books for that aim...to help my son say the letters."

3.2. Memory Skills and Familiarity

All participants in this study agreed or strongly agreed that sharing picture books with young children increases their memory skills, which has proven to be true. As you read, a toddler learns that pages are read from left to right and from top to bottom. The toddler also learns that pictures and printed words are related to each other. As toddlers remember story lines, they increase their memory skills (Honig, 2000).

Additionally, previous studies indicate that toddlers are comfortable with story lines that are simple and about familiar daily activities and creatures. Hearing a preferred book increases a toddler's sense of self and security (Honig, 2000). But the participants' responses ranged from strongly disagree to strongly agree. So, there is a variation in terms of their knowledge and opinions about this characteristic of the picture books.

3.3. Art and Pictures

It is noticed that the participants are not quite sure that picture books help children to begin to understand art. Only three of the participants strongly agreed on that. But previous studies showed that picture books help children to start to understand art (Berkowitz, 2004). Obviously, though, a child's very first step in art appreciation is their first experience with making sense of, and interpreting a picture in picture books. There is a tremendous wealth of material in picture books and, its value is not just for young children, but to children of all ages who can consciously allow the pictures to enrich their understanding of something beyond the text (Berkowitz, 2004).

3.4. Social Attachment

All participants mentioned that using picture books enhance the social attachment and connection between children and their parents, which is very true. When young children look at their mothers, something special happens; unconditional love works its magical transformation. Where an objective observer might see a perfectly ordinary woman, the child sees the sun, moon, earth and stars are rolled into one person. Some might say that the child's devotion is simply survival instinct, but they would be overlooking and endearing sweetness of the adoration. For example, in the picture book called "Mama Loves" written by Rebecca Kai Dotlich (2004), the youngest child says he knows her mother more when they share time on picture books. The child says he knows his mother likes gardening, reading, biking and swimming. Research (e.g., Gestwicki, 2004) supporting this statement, claims that reading with your children helps him/her increase feelings of self-worth and establish healthy social attachment between parents and children. One parent tells that:

“I always love the part that my kids are sitting on my laps when we are reading books. So we just love reading books and we do it just anytime. If we have to wait somewhere we just pull out the books that we have and just start to read it together. Sometimes it is just to teach something and sometimes it is just to enjoy and a lot of them are just silly. For example “Dr. Sue” is a silly stuff you know.”

3.5. Choosing Criteria

Another result is that most adults who participated in this study agree that children’s preferences should be considered while they are selecting picture books. That is also true according to us and previous researchers. Because children will be more involved and attentive if their preferences are considered as a father mentions:

“I listen to them and learn in what they are interested. For example, they are into books related to cars and I just go and try to pick up books related to cars.”

In addition, when choosing books to read to their children, parents frequently stay away from titles that might frighten children, but their attempts to protect may take away children of important experiences. The world has always been filled with threats, and we understandably wish to keep children for whom we are responsible from danger. Sometimes, however, attempts to protect children end up depriving them in ways we did not intend, and for reasons that have more to do with adult rather than childish vulnerabilities. And this, we think, often happens in connection with a small but wonderful genre – the scary picture book, or as a little child called them, “fun scary” (Stevenson, 1996). Fortunately, participants in this study believe that the books containing frightening titles or pictures should not be avoided.

Although books without pictures can develop listening and imagining skills of children (Epstein et al., 2002), current literature (e.g., Merchant & Thomas, 1999) states that picture books are more efficient to capture children’s attention and make them focus on that literacy activity. However, another interesting finding was some parents prefer books with no pictures, instead. They think that books without pictures help more with the development of children’s imagination skills and also they tend to read the books first before they read it with their children. For example a mother tells:

“My children are very close in age. When we read ‘The Secret Garden’... Well that book had no pictures in it but we look forward to next chapter every day. After that experience I started to find some books with no pictures in it but long stories. So when I read with them each chapter everyday before they go to bed they think and wonder what is going to happen next and because they want to hear what is happening next they come and enjoy reading its next chapter every night. Plus, they have the pictures in their mind rather than seeing it in a page which is good for their imagination. Sometimes I ask them to draw what they have in their mind and it is very interesting for me to see how broad imagination they have. I have three kids and they have very different ideas of what we were reading you know it is based on their own experiences and their own level of drawing I guess. So I guess it is different levels that they can understand. I also read all the books first before they read it or we read it together even they bring it from the school. Because I want to know what they are reading so I know. I think parents should be active in that process no matter what the age of their children at.”

3.6. Other Findings

Most of the participants believe that sharing picture books with young children helps them learn to listen, to attend to pictures, to relate stories to their own lives. However, there was no agreement among participants that young children learn to engage with teachers and peers while they share reading these kinds of books.

Parents' responses to cultural teaching elements of picture books ranged from neutral to strong agreement. That means they do believe that these books help children understand their culture. Nevertheless, participants were not certain about that issue.

Lastly, all parents agree and strongly agree is that the role of picture books is important in character education.

In sum, there are many items and statements which are truly known regarding the picture books available for children. On the other hand, there are still some items which are not truly known with respect to picture books. The following tables depict and categorize the items which are truly and failed to be truly known by the parents.

Table 1.

Truly Known Items by Parents*

- Picture books for children are beneficial.
- Sharing picture books with young children increase their memory skills and helps them learn to listen, attend to pictures, to relate stories to their own lives.
- Picture book reading is a winning way to begin a child's lifelong love affair with literacy.
- Picture books can help children build their vocabulary.
- The role of picture storybooks in teaching character education is important.
- Using picture books enhance the social attachment and connection between children and their parents.
- While choosing a picture book, children's preference should be considered and the books with scary titles and elements should be avoided.

*These items are placed in this category, because participants' rating average for these statements was more than 3.5 in surveys and they responded affirmatively during interviews.

Table 1.

Not Truly Known Items by Parents**

- Picture books improve the ability of children to empathize with the characters.
- Picture books help children to start to understand the art.
- Sharing picture books with young children helps them learn to engage with teachers and peers.
- Picture books help children to understand the elements of their culture.
- As world changes and develops, picture books should be changed and developed, too.

** These items are placed in this category, because participants' rating average for these statements was less than 2.5 in surveys and they responded negatively during interviews.

4. DISCUSSION

On the basis of what we found in this study and in related literature, we can say that the parents are knowledgeable enough about picture books with respect to they help children improve reading and vocabulary skills, establish healthy social attachment between with elders, gaining art understanding, and enhancing memory skills. But in some secondary issues they are not. For example concepts like, "teaching culture", "being comfortable with the familiar daily activities", and "learning to engage with teachers and peers" are not as well understood. On the other hand, evidence has shown that PhD. students majoring Early Childhood Education, Early Childhood teachers, experienced librarian parents dealing with those books, and other parents are more knowledgeable, respectively. As the Table 1 and Table 2 clearly shows, participants' responses change with respect to the features or characteristics of picture books.

Moreover, it was seen that some of the parents were willing to use books with no pictures, instead. It was told by them that the picture books did not help children improve their imagination skills as much as the books with no pictures did so. That is why; we can easily advocate that not all the parents are solely "for" the picture books.

Furthermore, interestingly, the number of adults is relatively high in this study who does not believe that the picture books should also change as world changes. However, as the world changes and becomes more complex, children's books change with the culture around them. Goldstone (2002) stated that understanding postmodern picture books help children make sense of a complex world. Individuals who work with children and books need to be aware of the changes and gladden in their alacrity and creativity, and then share this knowledge with students of the genre.

Parents' responses to cultural teaching elements of picture books were satisfactory. However, there is a strong relationship between what people experience in literature as children and their later feelings and thoughts about culture. Young children can learn many things about their culture by using picture books. For example, a Christian child can learn about Christmas from a picture book called "Father Christmas Goes on Holiday" which is telling about Christian cultural elements and specifically about Holy Days.

Another aspect of picture books is its therapeutic part which is commonly used in bibliotherapy. The child identifies with a book character and events in the story, either real or fictitious. Then, the child becomes emotionally involved in the story and is able to release pent-up emotions under safe conditions. Finally, the child with the help of the adult becomes aware that his or her problems might also be addressed or solved. Possible solutions to the book character's and one's own personal problems can be identified.

5. CONCLUSION AND RECOMMENDATIONS

It should be understood that the recognition of things, characters, and actions (in other words, the subject matter of the book) is an important component in the literary and visual experience that occurs with the reading of a picture book. But such an understanding constitutes only one aspect of reading. There are other factors that affect one's literary experience in response to a picture book and contribute to the particular significance of the picture book. These factors pertain to aspects of the literary and visual arts. The basic question concerns the literary and visual aspects of a picture book, and how it as a complete entity can have meaning. The answer is based in the quality of integration of the subject matter with the artistic aspects of the literary and visual elements that comprise a picture book.

It should be the integration of these elements that establishes the picture book as a distinct work of literary art.

For this particular study, we can say that the 11 of participants were somewhat experts on the issue. This indicates that a need to conduct further studies with other types of parents and adults. Also, there are some new trends regarding picture books which should be focused on. For example, there are an increasing number of picture books for older readers. Additionally, there are many series available which can be studied more specifically; these include picture books about the same story characters, as well as picture books on specific themes or subjects.

As presented in this study, parents are pretty knowledgeable regarding the features of picture books such as their contribution to reading and vocabulary capacity, memory skills and familiarity, and social attachment. However, they seem to be not enough knowledgeable with respect to picture books' relations to art besides some of them are confused about choosing criteria.

We believe that parents should be informed more about picture books by school and community activities such as parent involvement seminars. Teachers and other professionals could help parents make clear about picture books since this issue is an important part of parent-child activities. Further research can be done with a focus on comparing the benefits children books with and without pictures. There is also a need to conduct further studies focusing on marketing and advertising part of choosing criteria of picture books for children since we are imposed a lot of marketing and advertising elements of every product in our everyday life.

The audience for picture books is no longer limited to young children. One can easily find picture books suitable for infants, for children in the primary or upper elementary grades, and others that would be

of interest to adolescents and adults. So, some further studies can be done about the usage of picture books by people other than for children.

Finally, to increase the knowledge of parents about the picture books for children, teachers and other educational stakeholders like counselors who use bibliotherapy should inform them about the benefits of picture books through parent involvement meetings, newsletters, and other parent-educator communication ways.

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EXTENDED ABSTRACT (Uzun İngilizce Özet)

This study investigated parents' knowledge and opinions about the picture books that are on the market for the children. Interviews and surveys were used. Then, surveys and interviews done with 20 parents were coded and analyzed, discussed, and implications were made by describing (a) parents' knowledge about the picture books, (b) different views of parents regarding picture books, (c) how educators should inform parents about picture books. Subcategories of each component were identified and are illustrated by narrative data. Conclusions recommendations for education research and practice are addressed.

As researchers and professionals, we have been using picture books so often while working with children. Almost all these books are created for children. But we are all aware that they are purchased, reviewed and mostly read by adults who have an interest in children's literature.

The primary purpose of this study is to explore the knowledge and opinions of parents regarding picture books. The inquiry will be based upon research guided by the following major questions: What are the things truly known by parents about the picture books? What are the things failed to be truly known by adults about the picture books? How can parental involvement affect the literacy development of children with the help of picture books in terms of reading and learning at home activities? Also, there are secondary questions serving those two central research questions. Additionally, the lack of adequate literature about the issue was another need to conduct this study.

Research participants were 14 women, with the ages ranging from 26 to 53, and 6 men, with the ages ranging from 31 to 47. Two participants were African American, 2 participants were Asian, and the remainders were Caucasian. All the participants had children and none of them were single parents. 2 participants were PhD students in the Early Childhood Education program, 2 participants were Early Childhood teachers, 1 participant was an Elementary school teacher who was teaching 1st grade students: 5 participants were librarians who are experienced with picture books, 7 participants were housewives, and the remainders were part-time service workers. Participants' educational levels ranged from completion of the Secondary School to following a Doctoral degree. Participants were relatively diverse in terms of their racial and ethnic breakdown, educational background, and occupations. All participants had been using picture books for their own children and studying and/or working in some related areas.

Each of the participants participated in a 15- to 45-minutes in-depth, open-ended interview, during which a major question was asked: "Tell me as much as you know about picture books for children, and some of your thoughts, ideas, and experiences, including anecdotes, about picture books."

Each participant filled out a likert-type survey which was consisted of 17 items with five rating scales concentrating on picture books. These statements targeted five major domains of knowledge about the issue including (a) reading and vocabulary capacity, (b) memory skills and familiarity, (c) art and pictures, (d) social attachment, (e) choosing criteria.

Observations were done in 1 university library, 1 public library, 1 daycare center activity and 1 big book store.

On the basis of what we found in this study and in related literature, we can say that the parents are knowledgeable enough about picture books with respect to they help children improve reading and vocabulary skills, establish healthy social attachment between with elders, gaining art understanding, and enhancing memory skills.

As presented in this study, parents are pretty knowledgeable regarding the features of picture books such as their contribution to reading and vocabulary capacity, memory skills and familiarity, and social attachment. However, they seem to be not enough knowledgeable with respect to picture books' relations to art besides some of them are confused about choosing criteria.

Moreover, it was seen that some of the parents were willing to use books with no pictures, instead. It was told by them that the picture books did not help children improve their imagination skills as much as the books with no pictures did so. That is why; we can easily advocate that not all the parents are solely "for" the picture books.

Furthermore, interestingly, the number of adults is relatively high in this study who does not believe that the picture books should also change as world changes.

Finally, to increase the knowledge of parents about the picture books for children, teachers and other educational stakeholders like counselors who use bibliotherapy should inform them about the benefits of picture books through parent involvement meetings, newsletters, and other parent-educator communication ways.