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The effect of child activity on the habituation attitude of reading book which of child's parents

Miray Özözen Danacı^a, Arzu İpek Yükselen^{b*}

Düzce University Healty Services Occupation College, Düzce, Turkey

Hacettepe University Faculty of Healty Sciences, Ankara, Turkey

Abstract

This is the wishing to happen the children's parents reading book habitation must be high level because of their first and important role of coaching of their children's reading book activities which started on the individuals and respects of the society's development level. This study was done to make use and determine the effectiveness of Child Literature activity in develop the children's parents reading book habituation which are educated their child in Duzce University Preschool. This is thinking of the mother and father's candidates will be effect of their habituation attitude about reading book positive direction through child literature. In this study, this is wanted to practice the Child Literature activities by children's parents at home ambience along the 12 weeks and on verge of 30 min. twice a week and addition to this are wanted to each child parents to practice at school 30 min. per a week of a subject about Child Literature activities which was selected by parents. The horizon of research was composed by 3-4-5 age of girl and boy students which are studied at Düzce University Kindergarten at 2012-2013 academic year. The Scale of Attitude About Reading Book which validity and reliability was made by Gömleksiz was apply and checked of the differences between before activities first test and last test points as semi-empirical (one-group pretest-posttest design). At the end of the along the 12 weeks. The dates arithmetic average and Standard diversion were given and the (paired test) t-test was used to statistic analyses. When the diagnosis was being analyzed, there was an modicum changing about parent's total points of the habituation of reading book attitude scale was increased an amount of points betwixt first test and last test but this increasing don't marked being significantly. To be in process of education of activities alt dimensions are observed as statistical which was found that the most increased sub dimension of efficacy among the sub dimensions of requirement, effectiveness, avidity, affection, habituation and benefits. According the results of this study, this was seen appear perform to Child Literary Activities which are practiced by parents are an efficiency assistance factor which was educated being efficiency of parent's habituation of reading book but this supporting factor is able to not enough to developing parent's habituation of reading book being solitary. This was suggested with this study, right along with reading book, the research must repeat with making practices includes set of variants other factors and different activities and applications.

* Corresponding author.

E-mail address: mirayozozen@hotmail.com

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1. Introduction and purpose

1.1. Problem situation

In the science and technology age which is developing and expeditious, everybody must be obtain one of the important habituation is reading book. Reading book habituation is the most important primary matter which is envisage about society's developing criterion and begin in the individual that consist the minimum society matter. The experts, refers that existing the various relations betwixt reading book and economical developing, solidity, criminality, being successful at work (Alpay ve Robert, 1975).

The child literature product which is important station within the children mental and ethic developing reaching to the children through to children's parents and the teachers. But it is clear that the teachers don't knowledgeable enough and don't using diligence when choosing the publication of which discourse to the children have designed degree culture in a stated age. Therefore, the studies in this area is must be also instruction of parents and the teachers.

This education is reach to the parents and the teachers with researches and time-bound publishes about this subjects. In order to the children's checking by jowl with child literature products it must be before attach them to reading. Therefore, parents must be studies which attach to the children or at least include to the children on the reading process abundantly even if it isn't be harmonious. (Çıkla, 2005). Having the tongue, literature, art and aesthetic value children books which targets coaching up to an abundant reader and sensitive individuals is the most effective stimulant in the process of obtaining the listening, reading, writing, thinking and having culture of appreciation in the childhood terms (Şirin, 2007).

Literature's enormous personal and societal profitability may enumerate like; recognize to the human nature, thus beneficition our life, developing ability of realizing and tasting beauty, express with alive samples to the people the variety of disposition and personality is equal to the human quantity, connection to emotion human from human with not only addressing to the psyche but more addressing to the heart and thus setting up to association and relation among the people, spark off various of hankerings, imageries, ambition and loves on human, promote to the consciousness, changing and developing the human personality, teaching to the humanity loving, commiserating, exciting, relieving to the individual in egotism and shallow (Tra: Kuran, 2009).

In the science society, when thinking requisite the education system of which targets to training the incredulous students which is read, rewarding education must begin childhood terms in parents and primary education (Dilidüzgün, 1996).

How interrelate child betwixt literature? Literature primarily places to see function of enjoying, distraction and relieving. Lullabies, melodies were the first literary products which were heard from mothers and other grandparents (Tra: Kuran 2009). Child literature, 'Begins in the term of early childhood and consist adolescence enriches children's sense and thought natures with linguistic and visual messages which have artistic qualities and raise the level of appreciation that being suitable for children's language development and comprehension level in human life stage' (Sever, 2004).

In early time, language and literature (reading and writing) development begin first of three years in human life and just then this connect their early experiences with books and tales. The interactions among the toddlers being with the materials like books, papers and pastel colors and their reading and writing development structured through adults (Frankenstein, 2003). In child literature, with the children's illuminating in concepted context, it is supplied the explaining of ideology as dominantly (Joosen, 2006). Literature was an Arabic word and it's mean is invitation, reception, ethic. It has used relevant this means in Turkish literature.

In having the habit of reading children's family have the first role, and then their community, school and teacher (Gürcan, 1999). According to their environmental conditions individuals are encouraged or inhibited to the habit of

reading (Odabaş, 2008). Reading preparation is a circuit that allows child to learn reading with relish and easily (Gray, 1975, s. 153).

2. Methodology

The study was made to determine Turkish language implementations effect on the parent's acquisition of reading book habituation attitude with using the method of parent's reading child literature's book to their own children. Research was made as semi-empirical (pre test and post test formation on unrivaled group). During the 12 week, the child literature model's were surveyed (sort of fable, biography, yarn, poetry, novel, tale, theatre, rent, animated novel, pictorial book, finger play, conundrum, tongue twister) and lessons were processed as telling one tale/story per a week experts by children's parents according to opinion of child development.

When the dates were analyzing, P values were calculated for arithmetic average, standard deviation and unrelated samples. Statistical significance level was proceed as $p < 0.05$.

2.1. Population and sampling

The population of this study comprises the 3-4-5 age of children (n:45) which training preschool education in Turkey city of Düzce. Convenience sampling method was used to choose the appropriate sample for the current study. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. The subjects are selected just because they are easiest to recruit for the study (Castillo, 2009).

2.2. Processing of implementation

In this research child literature activities were wanted to apply in such a way as to three days per a week at children's home environment and 30 minutes per a day embrace to child literature and in addition to this, telling stories implementations were wanted with using total of 6 time one number of telling story technique in 30 minutes period by every adults at preschool.

Table 1. The number and percentage of storytelling techniques which prefer to parentages when they applied to their children

| Techniques for Telling Stories | References to Apply |
|--|--|
| Computer Technical | Computer, projection |
| Dimity Wooden Technical | Dimity tissue drawing cards. |
| Puppet and Shadow Gölge Play Technical | Puppet scene, puppets. |
| Circling Slab Technical | Cartoon, rope, blot and anymore materials. |
| Story Card Technical | Story card, anymore materials. |
| Simple Telling Technical | Story book |

Before the begin of implementations concerned with Turkish language activities, child literature qualifications and telling story techniques(computer technical, Dimity Wooden Technical, Puppet and Shadow Gölge Play Technical, Circling Slab Technical, Story Card Technical, Simple Telling Technical) were defined and represented to informing the adults and it is wanted to adults that telling stories the time period of 12 weeks which consist of 6 numeral and continuing 30 minutes each one. The information was given, samples were shared and adult's literature examples were observed with adults each week by experts. At the end of the 12 weeks of implementation child literature, adult's attitudes about reading book habituations

2.3. Data collection tools

In research Likert sort of 'Attitude Scale Regarding of Reading Book Habituation' having 30 item which was determined the level of validity and reliability and was determined was prepared by Gömleksiz (2004). and interview form was used being data raising instrument. Quidam scale consist of 6 sub dimension and these are named as 'love, requirement, desire, effect, profit' by researcher. Within the education of Child Literature activities the variation

betwixt pre test and post test points were determined. The data that obtained, standard deviation and arithmetic average were identified and was used equaled T-test (paired test) when analyzing statistical.

After one (1) month to the implementation programme which was applied by the adults in 16 week period, 'Reading Habituation Apply Interviews Form' was applied through surveying to the related literature by researchers. Before and after the programme, questions like their approaches about reading book and ratios of reading book were adressed to the adults in the form by the researchers. At the time of interviews, some of disadvantage situations like subjectivity, insufficiency of pre-information, prescription which effect to the research's reliability were tried to minimize.

3. Results

3.1. Results of descriptive statistics

Before apply the Child Literature activities, the total points of regarding the parent's attitude scale of Child Literature activities reading book habituation was seemed $118,87 \pm 9,54$. And after apply the Child Literature activities, the total points of regarding the parent's attitude scale of Child Literature activities reading book habituation was seemed $121,49 \pm 9,78$ and the distinction betwixt pre test and post test point mean average is not significant for statistic. $t(-1,82) = 11,17 P > 0,05$.

Reading book habituation scale's sub dimensions of 'love, habituation, requirement, hankering, effect, profit' are analyzed, a slightly increment was determined in the after and before Child Literature activities application points but this increase wasn't identified of being significant. At the result of the T-test this is determined to the most increase is being in the sub dimension of 'profit'.

Table 2. Descriptive Statistics of Pre-test and Post-test Scores of Groups with T-Test about Reading Book Habituation

| Reading Book Habituation Attitude Scale | Tests | n | df | X | sd | t | P |
|---|-----------|----|------|--------|------|-------|--------|
| Sum of Scale | Pre Test | 45 | | 118,87 | 9,54 | -1,82 | P>0,05 |
| | Post Test | | | 121,49 | 9,78 | | P>0,05 |
| Habituation | Pre Test | 45 | 2,46 | 13,93 | 2,17 | 2,17 | P>0,05 |
| | Post Test | | | 15,48 | | | P>0,05 |
| Sevgi | Pre Test | 45 | 3,73 | 28,12 | 4,61 | -1,40 | P>0,05 |
| | Post Test | | | 29,29 | | | P>0,05 |
| Desire | Pre Test | 45 | 2,02 | 12,02 | 2,05 | 2,05 | P>0,05 |
| | Post Test | | | 12,32 | | | P>0,05 |
| Profit | Pre Test | 45 | 2,86 | 37,06 | 4,34 | 4,34 | P>0,05 |
| | Post Test | | | 39,21 | | | P>0,05 |
| Requirement | Pre Test | 45 | 2,03 | 10,06 | 1,61 | 1,59 | P>0,05 |
| | Post Test | | | 10,88 | | | P>0,05 |
| Effect | Pre Test | 45 | 1,53 | 17,60 | 1,85 | 1,85 | P>0,05 |
| | Post Test | | | 18,92 | | | P>0,05 |

T-tests have been used for the purpose of measuring the intragroup changes of the success points of the pre and post mathematics tests of the both groups. The results of the analysis show that the post-test points of the parentages are a number of higher than their pre-test points ($p < 0.05$). According to research, after the child literature activities the age of 3,4,5 preschool children's parents attitudes of reading book habituations oriented were raised specific of level but attitude points distinction wasn't determined as meaningful betwixt pre and post implementation. According to this diagnosis it can be said that the parent's implementation doesn't sufficient to promote adult's reading habituation solely but the factor of implementation can be raised of positive effect slightly.

3.2. Results of the parentage perception of the factors regarding their gender differences

Table 3.Descriptive statistic from perception of gender

| Reading Book Habituation Scale | Tests | n | df | X | sd | t | P |
|--------------------------------|------------|----|----|-------|----|-------|------|
| Male | Pre-test | 10 | | 23,80 | 14 | -3.20 | 0.00 |
| | Post -test | | | 27,32 | | | |
| Female | Pre-test | 45 | | 26,50 | 14 | -2.63 | 0.00 |
| | Post -test | | | 32,43 | | | |

According to the table, it seems that the female group of participant has high level of average more than the male group of participants.

3.3. The results of reading habituation assessment according the interview

Table 4. General volumes about reading habituation

| Reading Habituation Assessment Issues | Before 'Reading Book Programme' | | | After 'Reading Book Programme' | | |
|---|---------------------------------|----------|-----------|--------------------------------|----------|-----------|
| | Female (N) | Male (N) | Total (N) | Female (N) | Male (N) | Total (N) |
| Total volume of reading book per a week | f | f | f | f | f | f |
| Total volume of reading book per a month | 32 | 7 | 37 | 9 | 10 | 19 |
| Total volume of buying book for reading per a week | 50 | 12 | 62 | 14 | 16 | 30 |
| Total volume of buying book for reading per a month | 10 | 4 | 14 | 11 | 12 | 23 |
| Total volume of buying book for reading per a month | 51 | 22 | 73 | 8 | 9 | 17 |
| Total volume of cognizing library or bookshop | 135 | 48 | 183 | 226 | 92 | 318 |

It is seem at table 4, a conspicuous increase to be the case on the children parent's rate of buying book, knowing library or bookshop point. Considering the statements of adult's interview almost of wholly adult stated that the implementations were changed their perspective about reading book habituations. 'Once, I didn't deal with book overmuch, but now the books are drawn my attention (K, 32, F). ' I begun to love reading book (L, 27,F). ' Actually reading book is so profitable and enjoying (D,25,F). 'Once upon a time, I didn't find spare time to make any one activity, but know I can find so time to reading (H, 35, M).

4. Discuss and conclusion

Language and literature are the disciplines that one of the most research made on them. In this context although many studies have been conducted on children's literature about reading habits in children, by taking advantage of children activities to influence parents' reading habits and attitudes towards reading studies is very limited. However, other studies only focused on detecting the level of an individual's reading habits, does not reveal the relationship of this habit with any variable.

The habit of reading is affected by certain conditions is set forth the basis of this study and when the average scores obtained from the study evaluated, scores indicates that a certain level of increase in the habit of reading and attitude scale pretest score $118,87 \pm 9,54$ and resulting in final test $121,49 \pm 9,78$, so the average scores are sort of support the literature.

Kuran and Ersözlü (2009), in a study they made about classroom teachers' views on children's literature show that despite the teachers believes the importance and the existence of children's literature on the education, their interest in this subject is not at the desired level and it can be said that they don't follow the contemporary of children's literature. Whereas childhood term is dynamic and always changing so that adults must follow the new formation of child literature.

For this reason educators should follow, bring to class and recommend to their students the works that move from the reality of today's child (Şirin, 2006).

In a similar study conducted by Alleyne (2005), has been seen that the child at preschools can socialize with the help of works of child literature but also seen that a large part of children approaches to children's books with very

limited information before the education. In addition it has emerged that the educators reading habits is important to support the development of children's literature.

It is known that students will be unsuccessful at all courses who has not reading habits and therefore their perception, comprehension and understanding powers has not developed. For this reason, the parents' role is quite large to acquire the habit of reading to children from an early age.

A parent who wants to read the works of children's literature to her/his child at early childhood has to pay attention to a number of variables such as child's attention span, concrete perception, plot and strain the literary work. In this way parent reinforces her/his correctly understanding and explaining skills. With this reinforcement parent creates the pleasure of reading books and can develop a positive attitude towards reading. In addition to this the parents who often implements reading books and Turkish language activities with improving knowledge of the content of children's literary and educational characteristics plays an active role in the selection of quality children's books. Similarly, Maltepe (2008), stated in his research that teacher of candidates forefront to criter of reading and comprehensive easily about qualified children book's qualifications.

Güngör (2009), Stahlschmidt and Agnes (1981), stated in their studies about child literature that the most important two factors are family and teacher for develop/undeveloped to reading book habituation of children.

The other researchers which parallels with this study stated that the teacher candidates proposed solution is practice more application in child literature lectures in the graduate education. This diagnosis Uçgun (2010)'s views of inadequate hours for child literature lectures in spite of requirement of processing as applied and also Büyükkavaş, Kuran and Ersözülü (2009) with Maltepe (2009) the child literature to not only progress in theory but also progress in implementation. Also, Özkan and Şahbaz (2011) attract attention to some of inadequate and inconsistency about theory-implement on area information about Turkish lectures which was trained by Turkish teacher candidates.

According to this research, because of increase to adult's reading book habituation, child literature products must be read by children's parents and this kind of activities must be apply to children by adults, and different variables must be included the studies about this topic and there must be different subject in the implements of child literature. However, National Education Preschool Education Program's main target is 'Ensure the children to speak Turkish correctly, nicely and properly for their age'. In this aspect it should also be ensured educators and parents to have more information about child literature.

It should always be considered by teachers and adults and having more information about child literature

The qualifications of child literature products which prefer to helping to develop for children and adult's reading book habituation

- The stories must consist the fact of time, place and an episode.
- Designated an organization must be in the episodes. Monotonous subjects mustn't preference in the fictions.
- The stories must consist enjoying and esprit elements, must have didactic, thought provoking component and adults to have great time when telling the fictions.
- The subjects must concern with children and adult's the immediate area and their own experiences and have their cultural, societal qualifications.
- Language and telling must be support jaunty and interesting qualifications.
- The fictions must feature different characters to children able to have new perspective.
- The characters must be determined in the stories and the characters have as minimum as possible. The characters must be addressed with their relevant aspects of deal with stories.
- The stories must target to adopt essayist, researcher, critical in summary, independent thinking person.
- The products must be prefer which develop the children's and adult's art appreciation.
- The subject whois undertaken must match with sciences dates and humanity values. The subject must introduce to nature with its real aspect.
- The fictions must be given and developed children and adult's critical thought ability.
- The subjects mustn't be given to directly; it must be rendered with way of supply the children's find.
- The children's books must be bowdlerized to prejudice and blind beliefs. It mustn't consist of the subjects which in doctrine to discrimination about ethnic group, language, religion.
- The beliefs which set to background the powers like predestination and portion mustn't be placed in the stories.
- The situations like telling advice and finish the story etiquette judge doesn't have to live in the stories.
- The child literature products must have a well-qualified construction and high quality printing and consist inside

cover and author's information.

- The children books illustrate are so important in the literature system. The illustrating must be interesting for children and adults.
- The fictions must be match to children's developing level and must be in complex, simple and reality. Also the subject of stories must match to children's life experiences, attentions, cognition abilities.
- The child literatures mustn't consist illustration of unintelligible and strenuous and psychological analysis.
- The different telling methods and technological tools which may use on telling, must be used to support attract the children's attention and interest.

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