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Investigation of the Reading Motivations of Preschool Children: A Multiple Regression Study

Ela Sümeyye Seçim [1] I Mübeccel Gönen [2]

[1] Dr., Amasya University, Amasya/Türkiye
ORCID: 0000-0001-5277-4487
E-Mail: elasecim7@gmail.com

[2] Prof. Dr., Hacettepe University, Ankaral/ Türkiye
ORCID: 0000-0002-5190-1170
E-Mail: mgonen@hacettepe.edu.tr

Corresponding Author:
Ela Sümeyye Seçim

Abstract

The study primarily aimed to examine how the reading beliefs and home literacy environments predict the child's early reading motivation. The sub-objective of this study was determined as to whether this prediction differed according to the educational level of the mother, the time the child allocated for reading in a day, and the time the child read during the day. In the first stage stratified sampling was used and, in the second stage, the purposive sampling method was used. The sample group of the study consisted of 556 parents who had children between the age of 36-72 months and whose children enrolled preschool education. Personal Information Form, Parent Reading Belief Scale, Home Literacy Environment Scale, and Perceived Motivation Scale for Reading Picture Story Books for Children were used as data collection tools. The obtained data were analyzed by using the multiple regression analysis methods. According to the results, it was seen that the parent reading belief and home literacy environment predicted the child's reading motivation. Also, this prediction differed according to the education of the mother, the time the child allocated for reading in a day, and the time the child read during the day. The results obtained have the potential to guide preschool parents, teachers, and field experts.

Key Words: *Reading Motivation, Parent Reading Belief, Home Literacy Environment, Mother Education Level, Reading Frequency.*

Öz

Araştırmanın temel amacı; 36-72 ay çocuğa sahip olan ailelerin okuma inançları ve ev okuryazarlık ortamlarının çocuğun erken dönem okuma motivasyonunu yordayıcılığının incelenmesidir. Bu yordayıcılığın anne eğitimine, çocuğun bir günde kitap okumaya ayırdığı süreye, çocuğa gün içerisinde okuma yapılan süreye göre farklılık gösterip göstermediği araştırmanın alt amacı olarak belirlenmiştir. Örneklem belirleme sürecinin ilk aşamasında tabakalı örnekleme ikinci aşamada amaçsal örnekleme yöntemine başvurulmuştur. 36-72 ay aralığında çocuğa sahip olan ve çocuğu okul öncesi eğitime devam eden 556 ebeveyn çalışmanın örneklem grubunu oluşturmaktadır. Kişisel Bilgi Formu, Ebeveyn Okuma İnancı Ölçeği, Ev Okuryazarlık Ortamı Ölçeği ve Çocuklar İçin Resimli Öykü Kitabı Okumaya Yönelik Algılanan Motivasyon Ölçeği veri toplama aracı olarak kullanılmıştır. Elde dilen veriler çoklu regresyon analizi ile çözümlenmiştir. Analiz sonuçlarına göre ebeveyn okuma inancı ve ev okuryazarlık ortamı çocuğun okuma motivasyonunu yordamaktadır. Bu yordayıcılık anne eğitimine, çocuğun bir günde kitap okumaya ayırdığı süreye, çocuğa gün içerisinde okuma yapılan süreye göre değişmektedir. Elde edilen sonuçlar okul öncesi dönem ebeveynleri, öğretmenleri ve alan uzmanlarına rehberlik edecek niteliktedir.

Anahtar Kelimeler: *Okuma Motivasyonu, Aile Okuma Inancı, Ev Okuryazarlık Ortamı, Anne Eğitim Düzeyi, Okuma Sıklığı.*

Introduction

Reading is a one of the important survival skills to participate and adjust in todays' literate societies (Nutbeam, 2008; Plomp, 2013). In the digital age, both the workplace and everyday technological devices require a complex as well as broad range of literacy skills (Bawden, 2001; Liu, 2005; Tyner, 2014). In addition to these, raising literate citizens is one of the ultimate goal of education all around the world (United Nations Educational, Scientific and Cultural Organization, [UNESCO], 2009). Reading enables to obtain, construct, and make things (Allen, 2012). All these reasons lead scientists to research reading skills and process.

In the developing and changing world, all kinds of experiences and achievements acquired by children at an early age appear in the later stages of their lives and, thanks to these experiences, a new generation, which is more willing to acquire new knowledge and skills, emerges. The desire and innate drive to acquire new skills can be defined as motivation. The Turkish Language Association (TDK,2022) defines motivation as the internal and environmental driving force created by the incentive to do and succeed in a job. It can be claimed that motivation is a factor that affects the duration, process, and output of the work performed by the individuals.

Reading motivation refers to the individual's values, beliefs, and goals related to the process of reading, the subjects it contains, and its outputs (Guthrie & Wigfield, 2000). It is considered that children's early reading skills, attitudes, reading motivations in early period of life is directly related to their reading skills and academic success in the following years. (Areepattamannil & Freeman, 2008; Gottfried et.all., 2007; Purcell-Gates, 1996; Haden, Reese, & Fivursh, 1996; Senechal & LeFevere, 2002). Children's reading motivations are also directly related to the resources presented to them (Neuman, 1999; Neuman & Celano, 2001). It is primarily parents who present these resources to children. It can be argued that the diversity of resources offered to children is also related to the parent reading belief. Reading belief refers to the behaviors of the family towards the language acquisition processes of the children (Weigel,

Martin, & Bennett, 2006b). There is a strong correlation between parents' reading beliefs and children's reading behaviors (DeBaryshe, 1995; Rodriguez and Lemonda, 2014; Teng, Hackett and Draheim, 2017; Krijnen, et.all., 2021) The correlation between these two variables can be explained theoretically with Bronfenbrenner's ecological theory. According to the ecological theory, relationship between systems can be reciprocal (Bronfenbrenner, 1998). Considering the relationships between parent reading belief and child reading motivation, it can be concluded that the family's behavior and beliefs affect the child. In return, the child's behavior and motivation affect the family. Another variable which is directly related to z and y is the home literacy environment. The home literacy environment is affected by variables such as family characteristics, educational level, socioeconomic level, and reading belief (Niklas, 2015; Niklas & Schneider, 2013). The child first experiences early reading skills are developed in the home environment (Purcell-Gates, 1996). Therefore, the opportunities offered to the child in the home environment are significant in terms of the subsequent literacy skills of the child. The studies show that the early experiences of children regarding early literacy skills have a positive effect on the school participation and academic success rate in the following years (Sylva et al., 2004; Purcell-Gates, 1996; Haden, Reese, & Fivursh, 1996). In addition to this, the studies emphasize that the effect of the child's intrinsic reading motivation on early reading experiences is high and reveal that the early literacy experiences offered by the family to the child have a high effect on predicting the child's attitude towards reading (Battleson, 2002; Weigel, Martin & Bennett, 2006a; Guthrie & Wigfield, 2017).

Based on the results of the studies (Baker ve Scher, 2002; Mata, 2011; Deitcher, Aram & Itzkovich, 2021), it is seen that the parent reading belief and home literacy environment have a significant place on the child's reading motivation. The characteristics, educational level, immigration status, and income level of the family affect the family's reading belief and parent reading belief have an active role in determining the

characteristics, quality, and possibilities of the home environment offered to the child. When the studies conducted in Turkey were reviewed, it was concluded that the number of studies examining these three variables together was very few. In addition to this, two of the related variables were considered in the studies which were carried out in Turkey. Moreover, the sample group of the studies consists of primary and secondary school students not preschoolers (Öztürk, İleri Aydemir, 2012; Gönen, Çelebi Öncü ve Işıtan, 2004; Gök, 2019; . Therefore, it was considered that this study would contribute to the literature and would shed light on the studies to be carried out in the future. Hence, this study investigated the correlation between parent reading belief and home literacy environment and the child's reading motivation.

This study primarily aims to examine how the reading beliefs of families with 36-72 months old children and home literacy environments predict the child's early reading motivation. In this regard, the following questions were formed:

1. Do parent reading beliefs and home literacy environment predict the child's reading motivation?
2. Does this prediction differ according to the (a) educational level of the mother, (b) the time the child allocated for reading in a day, and (c) the time the child read during the day.?

Method

Research Model

A correlational study model was used in this study. According to Fraenkel, Wallen, and Hyun (2009), correlational studies aimed at determining the correlation between two or more variables and the existence or co-variation degree of these variables. The predicted variable of this study was the reading motivation of 36-72 months old children. The predictor variables were parent reading belief and home literacy environment.

Population and Sample Group

The population of this study consisted of parents who had 36-72 months old children attending preschool education in Turkey. In the first stage of the sampling process, stratified sampling was used, and, in the second stage, the purposive sampling method was used. In the stratified sampling method, the universe was divided into subgroups. While creating subgroups, Statistical Region Units Classification was used. Classification of Statistical Regional Units has emerged from the necessity of classifying 81 provinces in terms of regional socio-economic analysis, shaping regional policies and creating a database suitable for the European Union Regional Statistical System, according to the decree published in the Official Gazette dated 28.08.2002 and numbered 2002/4720. Thus, it was ensured that each subgroup in the population was represented equally. With this sampling method, each city had an equal chance of being selected. In the purposive sampling method, data were collected from parents meeting the criteria determined for this study. The criteria can been in Table 1 (Fraenkel and Wallen, 2009).

Table 1. Inclusion and Exclusion Criteria for Parents

Criteria	Inclusion	Exlucion
City	Adana, Sakarya, Van, Mardin, İzmir, İstanbul, Balıkesir, Sivas, Trabzon, Erzincan, Amasya, Ankara	Parents living in provinces outside the cities included in the inclusion criteria
Children's Age	Parents with children between 36—72 months	Parents who do not have children between 36-72 months
Preschool Education Continuation Status	Parents whose child is enrolled in a preschool education institution	Parents whose child is not enrolled in a preschool education institution

The distribution of the parents constituting the sample group of this study by gender and income level was presented in Table 2. A total of 556 parents participated in the study.

Table 2. The distribution of parents by gender and income level

	Income	1000 ₺ and less	1001 ₺- 3000 ₺	3001 ₺- 5000 ₺	5001 ₺- 7000 ₺	7001₺- 8000 ₺	8001 ₺ and above	Total
Mother	Frequency	13	72	79	93	37	112	406
	Percentage	65.0%	69.9%	67.5%	72.7%	71.2%	82.4%	73.0%
Father	Frequency	7	31	38	35	15	24	150
	Percentage	35.0%	30.1%	32.5%	27.3%	28.8%	17.6%	27.0%
Total	Frequency	20	103	117	128	52	136	556
	Percentage	100%	100%	100%	100%	100%	100%	100%

Based on the information in Table 2, it was concluded that 406 (73%) of the parents who filled out the scale form were the mother of the child and 150 (27%) were the father of the child. Considering the income level of the families, 20 of the families (3.6%) had an income of 1000 Turkish Liras or less, 103 of the families (18.5%) had an income between 1001-3000, 117 of the families (21.0%) had had an income of 3001-5000, 128 of the families (23.0%) had an income of 5001-7000, 52 of the families (9.4%) had an income between 7001-8000, and 136 of the families (24.5%) had an income of 8001 and above.

Data Collection Tools

Personal Information Form, Parent Reading Belief Scale, Home Literacy Environment Scale, and Perceived Motivation Scale for Reading Picture Story Books for Children were used as data collection tools for this study.

1-Personal Information Form: The personal information form prepared by the researchers consisted of questions about the children in the study group, such as their gender, date of birth, mother's educational background, and the time the child read during the day.

2-Parental Reading Belief Scale: Parent Reading Belief Scale, originally called Parent Reading Belief Inventory (PRBI), was developed by DeBaryshe and Binder in 1994 and was finalized in 2018 by Iflazoglu Saban, Altınkamış, and Deretarla Gul. This scale aims at determining the beliefs of parents about the reading activities they perform with their children and it is a four-point Likert-type scale consisting of 7 sub-dimensions and 39 items. In this scale, the options vary from "strongly disagree" to "strongly agree". "Strongly disagree" corresponds to 1 point and "strongly agree"

corresponds to 4 points. There are reverse-scored items on this scale. The Cronbach alpha value of the scale is .79.

3- Home Literacy Environment Scale (HLEQ): This scale was developed by Marjanovic Umek, Podlesek, and Fekonja in 2005 to determine the quality of the home literacy environment and was adapted into Turkish by Altun in 2013. This scale, which consists of 32 items and 5 sub-dimensions, is completed by the parents. The Cronbach Alpha coefficient, which was .91 in the original form of the scale, was found to be .89 in the Turkish version. There are no reverse-scored items on this scale.

4-Children's Perceived Motivation in Storybook Reading Scale (CPMSR): This scale was developed by Saçkes, Işıtan, Avci, and Justice in 2016. This scale aims at determining how parents perceive their motivation for reading in the reading experiences of children at home with their parents. CPMSR is a five-point Likert-type scale consisting of 19 items and 4 sub-dimensions and is completed by the parents. The Cronbach alpha value of the scale is .84. There are no reverse-scored items on this scale.

Validity

To investigate the theoretical structure of all the scales and test the construct validity of the scales in the study group of this study, Confirmatory Factor Analysis (CFA) was performed first (Brown, 2015). According to Kaiser-Meyer-Olkin (KMO) and Bartlett tests (KMO$_{COYAM}$=0.93, p<0.01; KMO$_{AOI}$=0.91, p<0.01; KMO$_{EO}$=0.90, p<0.01), it was concluded that the data sets were suitable for factor analysis and sample sizes were sufficient. In addition to this, the extreme value (Z score, Mahalanobis), linearity, normality, and multicollinearity were tested for the three scales used in this study, and it was determined that these requirements were met significantly (George & Mallery, 2016; Hair, Anderson, Tatham, & Black, 1998). As a result of the analyzes performed, the standardized regression coefficient (factor loads) of one item from the Parent Reading Belief Scale (PRBI) was found to be smaller than the acceptable value (0.30). Therefore, the relevant item was

removed from the scale and the analyzes were repeated (Tabachnick ve Fidel, 2013). In the established models, modifications were made between the items whose error variances were related. The model-data fit indexes obtained as a result of the CFAs were presented in Table 3.

Table 3. Model-Data Fit Indexes

	χ^2/sd	RMSEA	SRMR	CFI	NNFI	NFI	GFI
CPMSR	2.65	0.055	0.053	0.98	0.98	0.97	0.91
PRBI	3.21	0.063	0.077	0.94	0.91	0.93	0.80
HLEQ	4.12	0.075	0.074	0.95	0.94	0.93	0.80
Perfect Fit Values	0≤ χ^2/sd ≤2	0.00≤ RMSEA ≤ 0.05	0.00≤ SRMR ≤ 0.05	.97≤ CFI ≤1.00	.97≤ NNFI ≤1.00	.95≤ NFI ≤1.00	.95≤ GFI ≤1.00
Acceptable Fit Values	2< χ^2/sd ≤5	0.05< RMSEA ≤0.08	0.05< SRMR ≤0.10	.90≤ CFI <.97	.95 ≤ NNFI <.97	.90 ≤ NFI <.95	.80 ≤ GFI <.95

As seen in Table 3, the most used fit indexes (χ^2/sd, RMSEA, SRMR, CFI, NNFI, NFI, and GFI) in the literature were evaluated to investigate the compatibility of the theoretical structures with the data collected from the sample group (Iacobucci, 2010). Based on these fit indexes, χ^2/sd, RMSEA, and SRMR values were found acceptable for all three scales. The CFI index revealed an excellent fit for the CPMSR index and an acceptable fit for PRBI and HLEQ indexes. NNFI and NFI indexes, on the other hand, revealed an excellent fit for the CPMSR index and an acceptable for AOI and EOO indexes. Finally, the GFI index revealed an acceptable fit for CPMSR, PRBI, and HLEQ indexes (Forza and Filippini, 1998; Marsh, Hau, Artelt, Baumert, and Peschar, 2006; Schermelleh-Engel, K., Moosbrugger, H., and Müller, H. (2003).

Reliability

The Cronbach Alpha reliability coefficient of the scales used in this study was calculated and found to be 0.89 for the Parent Reading Belief Scale and 0.92 for the Home Literacy Environment Scale and CPMSR. These coefficients demonstrated that the total scores of the scales were highly reliable. In addition to this, considering the sub-dimensions of the scales, it was concluded that Cronbach Alpha coefficients were generally higher than 0.60, except for the dimensions with a small number of items (Thorndike and Thorndike-Christ, 2010). Therefore, Cronbach Alpha coefficients were

considered to be reliable (George and Mallery, 2016).

Prediction Model

In this prediction model, analyzes were performed using multiple linear regression. CPMSR (Children's Perceived Motivation in Storybook Reading Scale) was determined as the predicted variable while parent reading belief and home literacy environment were determined as the predictive variables. First, analyzes were carried out on the data obtained from the entire study group. Then, multiple linear regressions were performed in separate groups according to the number of children's picture books at home, the educational level of the child's mother, the time the parents allocate for reading books, the time the child allocates for self-examining the picture books, and the time the family allocates to reading a book for the child in a day. Within the scope of this study, the predictiveness differences at the level of subgroups were evaluated descriptively.

Before proceeding with the analyses, the data set was first investigated in terms of multiple linear regression analysis assumptions (outlier, normality, linearity, and multicollinearity). Z scores were calculated for the total scores regarding the predicted and predictive variables in the data set with no missing data. It was determined that there were no values other than the -3 and +3 standard values. In addition to these, according to the calculated Mahalanobis distances, it was concluded that there were no outliers in the data set (Field, 2009; Green and Salkind, 2005). The distributions of the total scores calculated for the predicted and predictive variables were presented in Table 4.

Table 4. Descriptive Statistics

Variables	Skewness	Standard Error of Skewness	Kurtosis	Standard Error of Kurtosis	$\bar{X}$	Mode	Median
Child's Motivation	-0,544	0,104	0,176	0,207	67,960	74.00	70.00
Parent Reading Belief	-0,189	0,104	-0,028	0,207	119,426	110.00	119.00
Home Literacy Environment	-0,368	0,104	0,096	0,207	139,176	127.00	140.00

As seen in Table 4, mean, mode, and median values were close to each other, and the skewness-kurtosis coefficients were found to be in the range of +1 to -1. In addition to this, it was also determined that the total scores demonstrated normal distribution in different subgroups. Thus, it was concluded that the total scores of predicted and predictive variables in both the whole group and subgroups demonstrated a normal distribution (George and Mallery, 2016).

To investigate the linearity of the variables, scatter diagrams were created for standardized residual values and standardized predicted values. As a result, it was determined that the points generally gathered around an axis. To evaluate whether there was multicollinearity between the predictor variables, tolerance values (Tol), variance increase factors (VIF), and status indexes (CI) were examined. Tolerance values, variance increase factors, and status indexes of parent reading belief and home literacy environment total scores were found to be 0.624, 0.624, 1.604, 1.604, 15.136, and 27.795, respectively. If the tolerance value (1-R2) is higher than .20, the variance increase factor (VIF) is lower than 10, or the status index (CI) value is lower than 30, it can be considered that there is no multicollinearity problem. In addition to these, the Durbin Watson coefficient was evaluated to test autocorrelation. This coefficient shows the dependence of the errors and values close to 2 reveals that there is no autocorrelation. The Durbin Watson coefficient calculated within the scope of this study was found to be 1.65, and it was concluded that there was no autocorrelation (Field, 2009; Hair, Anderson, Tatham, and Black, 1998).

Data Analysis

Findings

In this section, the results of the analysis were presented. The first research question was as follows: Do parent reading beliefs and home literacy environment together predict the child's reading motivation? The results of the multiple

linear regression analysis were presented in Table 5.

Table 5. Multiple Regression Analysis Results for Predicting CPMSR

	B	Standard Error	β	t	p
Constant	-15,840	3,741		-4,234	0,000
Parent Reading Belief	0,421	0,039	0,391	10,672	0,000
Home Literacy Environment	0,241	0,021	0,425	11,617	0,000

$R=.733$, $R^2=.538$, $F_{(2, 555)}=321.478$, $p=.000$

As seen in Table 5, as a result of the multiple linear regression analysis conducted to reveal how variables such as parent reading belief and home reading environment, which were considered to have an effect on children's perceived motivation to read picture storybooks, predicted children's reading motivation, it was concluded that parents' reading belief and home literacy environment variables were a significant predictor of CPMSR. Together, these two variables explained 54% of the change in children's perceived motivation to read picture storybooks ($R=0.733$, $R^2=0.538$, $F_{(2, 555)}=321.478$, $p<.05$). Considering the significance tests of the regression coefficients of this study, in which both predictor variables were significant predictors of the child's reading motivation, the relative significance order of the predictor variables on the CPMSR was home reading environment ($β=0.425$) and parent reading belief ($β=0.391$). The relative significance order of the predictor variables on the CPMSR was home reading environment ($=0.425$) and parent reading belief ($=0.391$), based on the significance tests of the regression coefficients in this study, in which both predictor variables were significant predictors of the child's reading motivation. A moderate correlation was seen between CPMSR's parent reading belief ($r=0.652$) and home reading environment ($r=0.665$). According to the results of the regression analysis, the regression equation for predicting the reading motivation of the child was presented below:

CPMSR =-15.840+(0.241xHome reading environment) + (0.421xParent reading belief)

In the study, where the predicted variable was CPMSR and the predictor variables were home

reading environment and parent reading belief, a 1-unit increase in the home reading environment caused an increase of 0.241 units in the reading motivation of the child and a 1-unit increase in parent reading belief caused an increase of 0.421 unit.

Another sub-objective of this study was as follows: Do parent reading belief and home literacy environment together predict the educational level of the mother, the time the child spends on reading in a day, and the time the child reads in a week? The results of the multiple linear regression analysis were shown in Table 6 to Table 8.

Table 6. Multiple Regression Analysis Results According to Educational Level of the Mother

Variable		B	Standard Error	β	t	p
Primary School Graduate or Less	Constant	-8,982	11,411		-0,787	0,434
	Parent Reading Belief	0,246	0,137	0,208	1,792	0,078
	Home Literacy Environment	0,308	0,065	0,549	4,718	0,000
Middle School Graduate	Constant	-24,292	15,770		-1,540	0,130
	Family's Reading Belief	0,493	0,164	0,384	3,004	0,004
	Home Literacy Environment	0,218	0,082	0,342	2,673	0,010
High School Graduate	Constant	-9,078	7,570		-1,199	0,233
	Family's Reading Belief	0,283	0,095	0,259	2,965	0,004
	Home Literacy Environment	0,310	0,049	0,557	6,382	0,000
College Graduate	Constant	-24,524	11,636		-2,108	0,038
	Family's Reading Belief	0,483	0,097	0,432	4,959	0,000
	Home Literacy Environment	0,248	0,052	0,418	4,796	0,000
Bachelor's Degree	Constant	11,850	6,819		1,738	0,084
	Family's Reading Belief	0,252	0,067	0,268	3,752	0,000
	Home Literacy Environment	0,204	0,032	0,454	6,361	0,000
Master's or Doctorate Degree	Constant	16,378	13,721		1,194	0,238
	Family's Reading Belief	0,262	0,112	0,277	2,334	0,024
	Home Literacy Environment	0,180	0,047	0,460	3,871	0,000

According to Table 6, home literacy environment was a significant predictor of CPMSR ($R=0.709$, $R^2=0.502$, $F_{(2, 72)}=35.313$, $p<.05$) for parents whose mother's educational level was primary school graduate or below while reading belief was not a significant predictor ($p>.05$). It was determined that the home literacy environment explained 50% of the total variance in the child's reading motivation if the mother was not a

primary school graduate or literate. Considering the group consisting of primary school graduate or illiterate mothers, a 1-unit increase in home literacy environment scores corresponded to a 0.308-unit increase in the child's reading motivation.

For children whose mothers were middle school graduates, parent reading belief and home literacy environment were significant predictors of CPMSR ($R=0.641$, $R^2=0.411$, $F_{(2, 54)}=18.121$, $p<.05$). It was revealed that parent reading belief and home literacy environment together explained 41% of the total variance in the child's reading motivation if the mother was a middle school graduate. Considering the group consisting of secondary school graduate mothers, a 1-unit increase in home literacy environment scores corresponded to a 0.218-unit increase in the child's reading motivation, and a 1-unit increase in parent reading belief scores corresponded to a 0.493-unit increase in the child's reading motivation.

For children whose mothers were high school graduates, parent reading belief and home literacy environment together were significant predictors of CPMSR ($R=0.768$, $R^2=0.589$, $F_{(2, 120)}=84.625$, $p<.05$). If the mother was a high school graduate, it was discovered that parent reading belief and home literacy environment jointly explained 59 percent of the overall variance in the child's reading motivation. Considering the group consisting of high school graduate mothers, a 1-unit increase in home literacy environment scores corresponded to a 0.310-unit increase in the child's reading motivation, and a 1-unit increase in parent reading belief scores corresponded to a 0.283-unit increase in the child's reading motivation.

For children whose mothers were college graduates, parent reading belief and home literacy environment together were significant predictors of CPMSR ($R=0.697$, $R^2=0.486$, $F_{(2, 79)}=36.440$, $p<.05$). It was determined that parent reading belief and home literacy environment together explained 49% of the total variance in the child's reading motivation if the mother was a college graduate. Considering the group consisting of college graduate mothers, a 1-unit increase in home literacy environment scores corresponded to a 0.248-unit increase in the child's reading motivation, and a 1-unit increase in parent reading

belief scores corresponded to a 0.483-unit increase in the child's reading motivation.

For children whose mothers had bachelor's degrees, parent reading belief and home literacy environment together were significant predictors of CPMSR (R=0.646, R^2=0.418, $F_{(2, 173)}$=61.346, p<.05). It was determined that parent reading belief and home literacy environment together explained 42% of the total variance in the child's reading motivation if the mother had a bachelor's degree. Considering the group consisting of mothers with bachelor's degrees, a 1-unit increase in home literacy environment scores corresponded to a 0.204-unit increase in the child's reading motivation, and a 1-unit increase in parent reading belief scores corresponded to a 0.252-unit increase in the child's reading motivation.

For children whose mothers had master's or doctorate degrees, parent reading belief and home literacy environment together were significant predictors of CPMSR (R=0.610, R^2=0.372, $F_{(2, 52)}$=14.810, p<.05). It was determined that parent reading belief and home literacy environment together explained 42% of the total variance in the child's reading motivation if the mother had a master's degree or doctorate. Considering the group consisting of mothers with master's or doctorate degrees, a 1-unit increase in home literacy environment scores corresponded to a 0.180-unit increase in the child's reading motivation, and a 1-unit increase in parent reading belief scores corresponded to a 0.262-unit increase in the child's reading motivation.

How long does your child look at, review, and spend time with picture books by himself/herself a day on average?

Table 7. Multiple Regression Analysis Results According to the Child's Book Reviewing Time

Variable		B	Standard Error	β	t	p
He/she doesn't review	Constant	3,816	27,434		0,139	0,891
	Parent Reading Belief	0,327	0,357	0,264	0,915	0,370
	Home Literacy Environment	0,162	0,158	0,296	1,024	0,317
Less than an hour	Constant	-15,780	4,513		-3,497	0,001
	Parent Reading Belief	0,441	0,047	0,417	9,445	0,000
	Home Literacy Environment	0,226	0,025	0,407	9,216	0,000
1-2 hours	Constant	-21,372	8,743		-2,445	0,016
	Parent Reading Belief	0,446	0,094	0,397	4,761	0,000
	Home Literacy Environment	0,262	0,048	0,456	5,478	0,000
2 hours and more	Constant	-24,708	11,249		-2,196	0,032
	Parent Reading Belief	0,303	0,112	0,278	2,711	0,009
	Home Literacy Environment	0,385	0,069	0,568	5,549	0,000

As seen in Table 7, both home literacy environment and parent reading belief were not significant predictors of CPMSR (p>.05) for children who did not spare any time for picture books in a day. For children who spent less than an hour reading a book in a day, parent reading belief and home literacy environment together were significant predictors of CPMSR (R=0.735, R^2=0.540, $F_{(2, 367)}$=214.644, p<.05). It was determined that parent reading belief and home literacy environment together explained 54% of the total variance in the child's reading motivation if the child spent more than an hour reading a book. In this group, a 1-unit increase in home literacy environment scores corresponded to a 0.226-unit increase in the child's reading motivation, and a 1-unit increase in parent reading belief scores corresponded to a 0.441-unit increase in the child's reading motivation.

For children who spent one to two hours reading a book in a day, parent reading belief and home literacy environment together were significant predictors of CPMSR (R=0.770, R^2=0.592, $F_{(2, 99)}$=70.517, p<.05). If a child spent one to two hours reading a book, it was discovered that parent reading belief and home literacy

environment together explained 54 percent of the entire variance in the child's reading motivation. In this group, a 1-unit increase in home literacy environment scores corresponded to a 0.262-unit increase in the child's reading motivation, and a 1-unit increase in parent reading belief scores corresponded to a 0.446-unit increase in the child's reading motivation.

For children who spent more than two hours reading a book in a day, parent reading belief and home literacy environment together were significant predictors of CPMSR (R=0.764, R^2=0.583, $F_{(2, 62)}$=41.986, p<.05). It was determined that parent reading belief and home literacy environment together explained 58% of the total variance in the child's reading motivation if the child spent more than two hours reading a book. In this group, a 1-unit increase in home literacy environment scores corresponded to a 0.385-unit increase in the child's reading motivation, and a 1-unit increase in parent reading belief scores corresponded to a 0.303-unit increase in the child's reading motivation.

How long do you or your wife/husband read a book to your child in a week on average?

Table 8. Multiple Regression Analysis Results According to Reading Books to the Child

Variable		B	Standard Error	β	t	p
Never spare time for reading books	Constant	-16,114	17,355		-0,928	0,359
	Parent Reading Belief	0,443	0,221	0,350	2,008	0,052
	Home Literacy Environment	0,207	0,107	0,337	1,938	0,060
Less than an hour	Constant	-11,331	6,842		-1,656	0,100
	Parent Reading Belief	0,427	0,072	0,400	5,886	0,000
	Home Literacy Environment	0,203	0,036	0,379	5,585	0,000
1-2 hours	Constant	-5,259	9,341		-0,563	0,574
	Parent Reading Belief	0,328	0,087	0,278	3,763	0,000
	Home Literacy Environment	0,251	0,039	0,473	6,402	0,000
2 hours and more	Constant	-20,239	6,157		-3,287	0,001
	Parent Reading Belief	0,427	0,060	0,406	7,089	0,000
	Home Literacy Environment	0,266	0,034	0,443	7,733	0,000

As seen in Table 8, both home literacy environment and parent reading belief were not significant predictors of CPMSR (p>.05) for parents who never spare time for reading books to their children in a week. For parents who spent less than an hour reading a book to their children in a week, parent reading belief and home literacy environment together were significant predictors of CPMSR (R=0.698, R^2=0.487, $F_{(2, 177)}$=83.121, p<.05). Considering the parents who spent less than an hour reading to their children, it was determined that parent reading belief and home literacy environment together explained 49% of the total variance in the child's reading motivation. In this group, a 1-unit increase in home literacy environment scores corresponded to a 0.203-unit increase in the child's reading motivation, and a 1-unit increase in parent reading belief scores corresponded to a 0.427-unit increase in the child's reading motivation.

For parents who spent one to two hours reading a book to their children in a week, parent reading belief and home literacy environment together were significant predictors of CPMSR (R=0.653, R^2=0.427, $F_{(2, 138)}$=50.607, p<.05). Considering the parents who spent one to two hours reading a book to their children in a week, it was determined that parent reading belief and home literacy environment together explained 43% of the total variance in the child's reading motivation. In this group, a 1-unit increase in home literacy environment scores corresponded to a 0.251-unit increase in the child's reading motivation, and a 1-unit increase in parent reading belief scores corresponded to a 0.328-unit increase in the child's reading motivation.

For parents who spent more than two hours reading a book to their children in a week, parent reading belief and home literacy environment together were significant predictors of CPMSR (R=0.751, R^2=0.563, $F_{(2, 197)}$=125.841, p<.05). Considering the parents who spent more than two hours reading a book to their children in a week, it was determined that parent reading belief and home literacy environment together explained 56% of the total variance in the child's reading motivation. In this group, a 1-unit increase in home literacy environment scores corresponded to a 0.266-unit increase in the child's reading motivation, and a 1-unit increase in parent reading

belief scores corresponded to a 0.427-unit increase in the child's reading motivation.

Discussion and Conclusion

This study addressed children's reading motivation together with parent reading belief and home literacy environment and it was concluded that parent reading belief and home literacy environment significantly predicted the child's reading motivation in general.

The results of this study, which looked at a child's reading motivation as well as family reading belief and home literacy environment, showed that both family reading belief and home literacy environment significantly impacted the child's reading motivation.

There are some factors that affect the parenting skills of parents (Bensky, 1984). The educational level of the mother is one of these factors (Richman, Miller, & LeVine, 1992). The studies conducted in literature so far demonstrated that the educational level of the mother is a predictor of the child's physical and mental skills (Goodall, 2007; Sylva et al., 2004). When the studies on this subject are examined, it can be concluded that the language skills of children who have parents with high educational levels are higher than the language skills of children who have parents with low educational levels (Morrow, 1983; Mantzicopoulos, 1997; Duncan and Brooks, 2000; Dickinson et al., 2003; Skibbe et al., 2008; Sylvia et al.,2011). As a result of this study, for mothers who were primary school graduates and had a lower iteducational level, it was concluded that parent reading belief did not predict children's reading motivation. For mothers with a higher level of education, it was concluded that the regression of parent reading belief and home literacy environment on children's reading motivation increased. This result is in parallel with the results of other scientific studies in the literature. In a study conducted by Bracken and Fischel (2008), parents with higher levels of education stated that their children were more interested in reading. This finding is in parallel with the findings of this study. As a result of another scientific research, it was concluded that the reading beliefs of mothers differed according to their educational levels (Weigel et.all., 2006b; West, Denton and Reaney, 2000; Chiu, 2015). It was found that as the educational level of mothers increased, their belief that their children would improve their language and life skills increased when they read to their children. It was also presented that as the educational level of mothers decreased, mothers had the traditional belief that it was too early to learn something about reading in the preschool period and that this responsibility belonged to the schools (Weigel, et.all., 2006b). In this study, it was concluded that the reading beliefs of mothers who were illiterate or educated at the primary school level did not predict the child's reading motivation. In other words, this situation cannot be observed if the mother has received a secondary school or higher education. In this case, it can be concluded that identifying the illiterate mothers in Turkey and providing them educations in public education centers will directly affect not only the mother's life but also the lives of the children who will build the future of the society.

In line with the results of this study, it can be concluded that parent reading belief and home literacy environment do not predict the child's reading motivation if the child does not spare any time to examine picture books by himself/herself during the day. In other words, parent reading belief and home literacy environment variables do not predict the child's reading motivation if the child does not spend time with books and does not examine his/her books during the day. It was also determined that there were not many studies including the variable of time spent by children with books. The studies in the literature were mostly about where children looked on the page of picture story book during the interactive book reading process (Justice et al., 2008; Evans et al., 2008). However, in related studies, it was emphasized that motivation was related to examining and processing texts individually (Schiefele, 1999). This result can also be explained by Bronfenbrenner's theory of ecological systems. According to this theory, the interactions among systems are possible. In other words, the characteristics of the family affect the child as well as his/her characteristics (Bronfenbrenner, 1998).

In line with the findings obtained, it was determined that the variables of parent reading belief and home literacy environment did not predict the children's reading motivation if parents never spared time for reading books to their children in a week. However, it was also found that the variables of parent reading belief and home literacy environment predicted the children's reading motivation if parents spared 1 or more minutes for reading books to their children in a week. The studies demonstrated that children's reading frequency, parents' attitudes towards reading, children's reading duration, and reading frequency were elements facilitating children's language skills acquisition (Niklas, Cohrssen, & Tayler, 2016b; Niklas et al., 2016). The studies conducted in literature so far also demonstrated the children of parents who enjoyed and had fun while the child was reading had a high motivation to read and enjoyed reading more (Baker, 2002). The *Positive Impact* sub-dimension, one of the sub-dimensions of the parent reading belief scale, is about the participation of parents in the reading process and their experiences in the process. The following item can be shown as an example in this regard: "I enjoy reading with my child". Based on the findings of this specific study, it can be concluded that the home literacy environment and the reading beliefs of parents who enjoy reading and examining picture books with their children predict children's reading motivation.

Recommendations

This study revealed that mothers' literacy levels were important for children's reading motivation. Therefore, providing the basic reading skills for the parents, who live in disadvantaged areas and cannot learn to read and write, with the support of the state will bring about positive changes for the new generation. It is recommended to inform teachers and teacher candidates working in the relevant field and to encourage illiterate mothers to receive education in the public education centers. It was stated that the parents read books to their children if they enjoy reading with their children. The reading motivation predict of parents who never spared time to read books to

their children decreased. Therefore, seminars can be organized to inform the parents about interactive book reading. An easy-to-follow and easy-to-read booklet can be prepared. In addition to these, the importance of reading a book to the child in the early period should be explained to the parents long before the child comes to kindergarten. Book kits to be prepared when monitoring the vaccination schedules of children can be handed out to the parents. Opportunities can be provided for the child development experts working in the field to explain the benefits of introducing the child to the book in the early period. In this study, information about the child's reading motivation was obtained from the parents. In subsequent studies, data on children's motivation can be collected directly from children.

Therefore, the fact that the child does not spend time with books during the day may be due to the child's reluctance, while the lack of books at home or the lack of encouragement of the child in this regard may also be the reason why the child does not spend time with books. To examine this issue in-depth, the use of mixed patterns in future studies and supporting the issue with qualitative data will be an important step to close the gap in the literature.

To sum up, parents' motivation to read and literateness affects the children motivation. The education of the parents influences their reading belief which on the other hand influences the childs motivation to read but the education of the parent doesn't matter when the parent doesn't make time for reading to their child.

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